Changing Practices at the Local Level: Effective Outcomes for Students with Complex Support Needs

Wednesday, May 8, 2019
8:30 AM – 9:45 AM
CBI – Charlotte N.C.

Today’s Presenters

- Crystal Evans, Pennsylvania, Pittsburgh Public School District
- Ashley McFall, Pennsylvania, Pittsburgh Public School District
- Linda O’Neal, California, San Diego State University, Research Foundation
- Sean Roy, TransCen, Inc.
- Michael Stoehr, NTACT
- Charlie Walters, Able South Carolina
Agenda

- **Who** are students and youth with the most complex needs?
- **What** are the barriers to successful transition outcomes for students with complex needs?
- **How** can we work to overcome the barriers?
- **What** are current effective practices to support the transition of students and youth with the most complex needs?

Who are students and youth with the most complex needs?

VR – Perspective

- Students with disabilities who may require:
  - Line of site supervision
  - Extra support for their physical and personal care
  - Communication support to fully participate
  - Individualized strategies for behavioral supports
  - Consideration of risk/safety issues
  - Contingencies for crisis management
  - Medication management supports
Who are students and youth with the most complex needs?

Education – Perspective

- Students with disabilities who require:
  - 1:1 assistance for all activities of daily living
  - Very limited physical and/or mental stamina
  - Significant behavior issues
  - Limited communication response (1-2 second eye gaze for yes/no answers)
  - Daily required supports from a medically trained professional
  - 1:1 supports for social engagement activities

The Big Picture: Guiding Questions

Ask yourself:

- What is it that we are actually doing to support this student/youth?
- Is it meaningful?
- Will it really help the student to achieve his/her post-secondary goals and to enjoy a quality of life?
• What are critical outcomes for these students?
• What are your students’ hopes and dreams for their future?
• What are their parents’ hopes and dreams for their sons and daughters?
• Think about the transition to a supported adulthood
  • Supported employment
  • Supported living
  • Supported membership in the community
  • Supported self-determination

Sharing Effective Practices

Pennsylvania
Pittsburgh Public Schools

Expect great things.
Pittsburgh Public Schools

2017-2018
Total Enrollment (K-12): 22,372
Transition Age (14-21yrs): 2,203 (incl. APS, LPS, & Charter Schools)

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1,668 (supported in PPS schools)

Total # of schools: 54
6-12 Schools: 5
High Schools (9-12): 4
Special Schools: 4

Countries represented: 57
Native languages: 46
African-American: 53%
Caucasian: 33%
Other: 14%

Special Education Enrollment
LEA 4,234
State 250,986

Autism 11.6% 11.0%
Emotional Disturbance 12.0% 8.6%
Hearing Impairment incl. Deafness 0.9% 0.9%
Intellectual Disability 11.5% 6.4%
Multiple Disabilities 1.1% 1.3%
Orthopedic Impairment 0.2%
Other Health Impairment 13.5%
Specific Learning Disability 31.3% 40.9%
Speech or Language Impairment 16.6% 14.5%
Traumatic Brain Injury 0.3% 0.2%
Visual Impairment incl. Blindness 0% 0.4%

Pittsburgh Public Schools

Schools
Pioneer Education Center
Total Enrollment (K-12): 70
• All students have multiple disabilities: primarily Intellectual Disabilities, Physical Disabilities, Developmental/Cognitive/Delay, and Medical

Conroy Education Center
Total Enrollment (K-12): 192
• All students have disabilities: primarily Intellectual Disabilities, Autism Spectrum Disorders, Multiple Disabilities, and Behavioral Challenges
• Services/supports: OT, PT, Speech & Language, On-site Nurse, ADL's, School-Based Vocational Training, Work-Based Learning Experiences
• WBLE Experiences (2018-19) = 36 students
• MAP IT! Transition Program for students ages 18-21: Functional academics, daily living skills, school-based vocational instruction, community-based work experiences

WBLE Experiences (2018-19) = 56
• Employment preparation through vocational exploration, assessment, and training in a real work setting
• Primary focus: grades 9th – 12th with ID, ASD, and/or physical disabilities; competitive employment not immediately obtainable
• Services/supports: school-based support, assessment, job club, CBI, WBLE’s (unpaid), job placement assistance

CITY Connections
Total Enrollment (ages 18-21): 84
• Continued education in an apartment or college setting for students ages 18-21 w/ primary diagnosis of ID, ASD, or OHI
• Community = Classroom
• Services/supports: Functional academics, Ind Living skills instruction, job exploration, workplace readiness, travel training, job shadowing, WBLE’s, Contracted Employment Specialists


Pittsburgh Public Schools

Expect great things.
## Preparation for Work-Based Learning

### Career Exploration & Preparation
- Variety of formal and informal assessments
- Functional curriculum (Life Centered Education (LCE), James Stanfield Transitions Curriculum, Styer-Fitzgerald Program for Functional Academics)
- Classroom & Community-based Instruction (daily living skills, mobility training, self-advocacy, use of assistive tech, personal hygiene, social skills, time management, travel training)

### Worksite Development
- Dedicated/trained staff (develop sites; find businesses willing to "host" student worker AND support staff, if necessary)
- Required documentation (work permit, photo i.d., social security card, clearances, liability insurance, etc.)
- Level of support required
- Paid vs. Unpaid Work
- Transportation
- FLSA regulations
- Accommodations/Modifications/Safety Concerns

### Skill Development
- Understanding of student’s ability to perform job tasks (consider mobility, communication, AT, med. mgmt., feeding, toileting, hygiene, etc.)

### Common Barriers:
- Limited availability of assessments (non-readers, limited cognitive ability, low vision, communication challenges, etc.)
- Lack of Support (Administration, school staff, parents, agencies, businesses)
- Liability Concerns
- Inadequate support and/or trained staff
- Funding

### Community / Work-Based Learning

### Required Forms/Documentation
- Release forms
- Clearances (students; staff; worksite staff)
- Training agreement
- Indemnification letter (liability)

### Transportation
- School Bus, Port Authority Transit, ACCESS Transportation

### On-site Support
- School staff (Teachers, Assistant Teachers, Paraprofessionals, Employment Specialists, Related Service Personnel)
- Student to Staff Ratio: Ranges from 1:2 to 1:1 to 4:1 to natural supports

### Data Collection
- Job Analysis, Task Analysis, Progress Reports, Community-Based Assessment
- Data reviewed and shared w/ students, families, agencies, and other stakeholders (with approval)
- Data incorporated into IEP’s, Summary of Performance (SoP’s)
Community / Work-Based Learning Sites

- Allegheny General Hospital
- Children’s Museum
- Manchester-Craftsman Guild
- Carnegie Library of Pittsburgh
- The Dog Stop
- East Hills Giant Eagle
- University of Pittsburgh – Sodexo Dining Services
- Marion Manor Child Development & Learning Center
- Mt. Washington Senior Center
- Pittsburgh Public Schools – Board of Educ Mailroom
- Carnegie Library for the Blind & Physically Handicapped
- Heartland Manor Care Health Center

- Pittsburgh Public Schools – Early Childhood Center
- Wyndham Grand Hotel
- Northland Library
- Eat N Park
- Horses with Hope
- UPMC Mercy Hospital
- K-Mart
- Marian Manor Nursing Home
- Jenny Lee Bakery
- Animal Friends
- Barnes & Noble
- Eastminster Presbyterian Church
Sharing Effective Practices

South Carolina

South Carolina Employment First Initiative

• SCEFI Pilot Program and incorporating EF principles into transition programming for youth with ID/DD
• Building capacity for data-based decision making at the classroom, school, and district levels
  – Increasing/tracking the frequency and intensity of work-based learning experiences and positive employment outcomes at high school exit
  – Increasing/tracking open cases in the VR system and DD system (Medicaid Waiver-funded services)
  – Using a data-informed Flow of Services as a collaborative foundation for a continuum of employment services
SCEFI (Cont’d)

- Straightforward instruments for data collection at the individual student level
  - Aggregate Indicator 14 and other data may mask students with low incidence disabilities
- Expectations about agency offerings may limit referrals
- Offering a continuum of work-based learning experiences may not be a priority for some students
- Data, data, and more data to highlight the complications of “culturally appropriate” low expectations
- Some cursory findings from the first, full year:
  - Less than 10% (6/62) of Pilot students with paid, community-based employment experiences in the year before the Pilot
  - 47% (30/64) of Pilot students with paid, community-based employment experiences in 2017-2018

Resources

- Example Tool: [https://drive.google.com/file/d/1RDyFpExbQ2THlqLARm21o-0b1rDux8Kf/view?usp=sharing](https://drive.google.com/file/d/1RDyFpExbQ2THlqLARm21o-0b1rDux8Kf/view?usp=sharing)

- Tool Template (blank):
  - [https://drive.google.com/file/d/1pYS37C1YzAFoMoD82Z6722ysnmjxHZJ9/view?usp=sharing](https://drive.google.com/file/d/1pYS37C1YzAFoMoD82Z6722ysnmjxHZJ9/view?usp=sharing)

- Able SC: [https://youtu.be/51khQ7L7oU](https://youtu.be/51khQ7L7oU)
Sharing Effective Practices

California

CALIFORNIA
COMPETITIVE INTEGRATED EMPLOYMENT

Linda O’Neal, M.A.
San Diego State University, Interwork Institute
5-7-19

https://www.capromise.org
Work-Based Learning Experiences for 1,291 CaPROMISE Youth Participants

<table>
<thead>
<tr>
<th>Total Work Experiences</th>
<th>@ least 1 work experience</th>
<th>Paid</th>
<th>Unpaid/ Volunteer</th>
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<tbody>
<tr>
<td>3,275</td>
<td>91%</td>
<td>83%</td>
<td>74%</td>
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Data taken as of 3-28-2019

Challenges Implementing CIE in Schools

- Local Education Agency focus on academic achievement and graduation attainment
- Restrictions of agencies serving youth and accountability systems
- Education staff lack of knowledge of Social Security and work incentives for youth
- Educators low expectation for individuals with significant disabilities and students in poverty
- Educators expectations for students on Certificate of Completion track versus Diploma track
- Educators lack of knowledge of community resources & services and how to assist families, with multiple barriers, to access them
- Board of Education and administrative knowledge & buy-in of the transition services needed to promote short & long term positive life outcomes
Riverside County Office of Education...Dog Grooming Training Program

CHOC Hospital Employee

Michelle

Working in a sheltered work shop for 90 cents /hour...after Project Search $15/hr., 30 hrs. per week
Christopher…
Traveling to Work
Experience at Pretend City
Children’s Museum
Irvine USD

Partnerships in Employment (PIE) Grant with UCLA

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**Challenges Working with PROMISE Families**

- Families mistrust of the benefit system
- Families dependence on benefits and misinformation or no information regarding work incentives
- Families low expectations for students and lack of knowledge of available school & community resources
- Families expectations for students to achieve a high school diploma and go to college and that work experience would interfere
- Families fear for student's safety in the work environment & accompanying travel
- Multi barriers of the families, lack of education, resources, support
- Misunderstanding of employer expectations regarding time off; i.e., vacation, holidays, evenings & weekends
Family Workshop...
Learning about Person Driven Planning

Successful CIE Practices from a School Perspective

- **Person Driven Planning** – Utilize PDP/PCP planning with a family focus
- **Family Engagement** – Engage families to learn about how they can assist their children to become self-sufficient, including use of available resources & services
- **Culture Change** – Increase & expand expectations for all students...assume competence. *(We had more CaPROMISE students achieving success in education, higher graduation rates with a High School Diploma and reduced drop out rates.)*
- **Collaboration** – Work with agencies such as Vocational Rehabilitation, Regional Centers and other service agencies to share responsibilities *(We are seeing improved outcomes for CaPROMISE students/young adults.)*
- **Work experience/Work-based Learning** - Students must participate in work experience/work-based learning and CIE *(We found CaPROMISE students were more likely to be engaged in school and complete their education.)*
- **Benefits Planning** – Educate students and parents about benefits and work incentives. *(We found reduced fears and misconceptions regarding SSI and work.)*
- **Increased participation in post-secondary education & training** *(We found increased CaPROMISE Student/Young Adult PSE participation.)*
Policy and Practice Recommendations from a School Perspective

- Student Driven Planning including the family
- Collaboration and communication between schools and community agencies including data sharing to prevent duplication and redundancy, reduce families’ fear of the system, and increase systems’ effectiveness and responsiveness to families’ needs
- Special Education law should include work-based learning, self determination, family engagement and benefits/financial planning as part of transition planning
- Work-based learning, internships, apprenticeships and employer paid work experience a priority for all students
- Promote CIE prior to school exit

The California PROMISE (PREPARED) Program, funded by the US Department of Education, has been operational for over 5 years. The following list of strategies have proven beneficial for all program participants, especially for students with significant disabilities. The following strategies have been identified, implemented and verified by the CALPREPPE staff who have worked together in community teams throughout the state.

Best Practices & Support Strategies

Competitive Integrated Employment (CIE)

Goal: To ensure that students and adults with intellectual disabilities and developmental disabilities (IDD/DD), can have the opportunity to participate in work-based learning and employment opportunities in community-based, integrated work settings.

- Promote CIE prior to school exit
- Work-based learning, internships, apprenticeships and employer paid work experience a priority for all students

Ongoing Community Collaboration and Planning Efforts:
- Participate in Community Collaborative Local Partnership Agreement (LPA)
- Develop/Participate in a Business Advisory Committee
- Identify all Work Force Development (WFD) opportunities including regional center (RC), Department of Rehabilitation (DOR), Local Education Agency (LEA), America’s Job Center of California (AJCC), post-secondary education (PSE), College to Career (C2C), WorkAbility III (WAI), etc.
- Provide cross-agency work-based learning (WBL) and CIE training
- Develop mechanism to brainstorm and address issues, programing and policy change needs
- Participate in DOR, RC and other service agency partnerships
- LEA/PSE partner with RC to become a vendor to access funding
- Review employment success stories
- Educate and update school district, PSE and other partner agency officials on WBL successes
- Pre-WBL and CIE Placement Preparation and Supports:
  - Promote high expectations for individuals with disabilities & assume competence
  - Provide family training and support through workshops, webinars and individual planning
  - Utilize ongoing Person Driven Planning (PDP)/Discovery Process
  - Participate in employment related soft skills/job readiness training, i.e., Job Applications, Interviewing, Resumes, References, and Letters of Recommendations
  - Provide practice in using self-determination skills to access workforce development services from AJCC, DOR, PSE, etc.
  - Practice grooming and professional dress
  - Train classroom staff to serve as Job Coaches
  - Practice disability disclosure and needed accommodation requests
Sharing Effective Practices

Youth Employment Solutions Center (YES)

Partnerships in Employment (PIE)

YES! Center

• Partnership between TransCen and TASH
• Funded by AIDD
• Supports current PIE states
• Website = www.yestoemployment.org
• Systems change to improve youth employment opportunities
Partnerships in Employment States

Addressing Barriers

**Capacity Building**

- Of employment staff (DC and SC)
  - ACRE and Work-based learning guidance
- Of schools – customized employment (UT)
- Of families (KY and HI)
- Of schools – partnering with families (KY)
Addressing Barriers

- Massachusetts is using Charting the Life Course to improve person-centered planning
- Kentucky is linking emerging Employment First efforts to promote youth employment
- Massachusetts is exploring an occupational skills option

Questions to Consider

- How are experiences integrated in IEPs, IPES, ISPs?
- Have we created and/or selected the most appropriate experiences?
- Are “next steps” clearly apparent to all stakeholders and the youth regarding work-based learning/assessment and transition implementation?
- Has the youth helped direct the experience?
- What difficulties does the student/youth with a disability experience?
- What accommodations are available to reduce or eliminate these issues?
- Once accommodations are in place evaluating the effectiveness of the accommodations and determine whether additional accommodations are needed?
Students with Significant or Complex Support Needs  Best Practices

• Services driven by what the student needs.
• Clear understanding and communication of student’s support needs.
• Multi-prong approach/collaboration/partnerships (internal & external)
• Braided funding identified/outlined in interagency agreements, IEP meetings, or person-centered planning meetings.
• Strong family engagement builds hope and expectations for competitive, integrated employment.
• Reallocate staff positions/hours (instructional aides or paras) from classroom to community
• Paid work experiences in competitive, integrated settings for real work performed.

Potential Barriers

• Communication challenges
• One-to-one assistance necessary, staffing capacity issues
• Time and scheduling issues
• Physical ability, limitations
• Family needs/expectations
• Lack of allocation of resources
• Low expectations
• Systems—“Not our job”, lack of interagency collaboration/data sharing
• Lack of transportation options
Strategies and Resources

Addressing Communication Challenges

- Additional time
- Quieter place
- Assess language skills
- Assistive technology

* Accommodations make a difference
Addressing Employment Challenges

Employers may be asked to make certain changes, including:

– providing or modifying equipment or devices;
– job restructuring;
– part-time/modified work schedules;
– reassignment to a vacant position;
– adjusting or modifying examinations, training materials or policies;
– providing readers and interpreters; and
– making the workplace readily accessible to and usable by people living with disabilities.

Community-Based and Work-Based Learning Experiences

• Start talking early about the possibility of employment in the community for a paycheck!
• Set expectations high
• Exposure Early:
  – Volunteering
  – Job shadowing
  – Service Learning/Internships
  – General Work Experience
  – Matched Work Experience
  – Customized Job Experience

• Consider:
  – Conditions for success
  – Potential contributions
  – Tasks person can do
  – How individual learns best
  – Support strategies to ensure success
  – Things to avoid
  – Natural supports
Addressing the Need for 1:1 Assistance – Staffing Issues and Family Expectations

• One-to-one assistance necessary, staffing issues
  – Customized Employment
  – Supported Employment
  – Long-term supports from DD agency

• Family needs/expectations
  – Benefits Planning, SEIE, Going to Work
    https://www.communityinclusion.org/article.php?article_id=211
  – Respite from DD agency and other resources/supports
  – Groups, clubs, organizations

Addressing the Lack of Allocation of Resources and Low Expectations

• Lack of allocation of resources
  – Interagency Agreement Toolkit
  – Blending and Braiding Funds
  – Partnerships with other schools and organizations

• Low expectations
  – Assessments to identify skills and abilities, WBL, mentoring, job shadowing, paid work experiences, Project SEARCH, service learning/volunteering, Guided Group Discovery
Addressing Systems Issues and Transportation Challenges

• Systems—“Not our job”, lack of interagency collaboration/data sharing
  – Integrated Employment Toolkit
  – Competitive Integrated Employment Toolkit

• Lack of transportation options
  – Travel training, Uber/Lyft (new safety feature), deduct expense from SSA (IRWE)

Additional Resources
Preference Indicators

- Child Preference Indicators
- Personal Preference Indicators
- Employment Support Indicators

Center for Learning and Leadership
Oklahoma’s University Center for Excellence in Developmental Disabilities (UCEDD)
University of Oklahoma Health Sciences Center – College of Medicine


Assistive Technology Protocol for Transition Planning

Person-Centered/Directed Planning
Life Course Framework

- **Daily Life and Employment** (school/education, employment, volunteering, routines, life skills)
- **Healthy Living** (medical, behavioral, nutrition, wellness, affordable care)
- **Community Living** (housing, living options, home adaptations and modifications, community access, transportation)
- **Safety and Security** (emergencies, well-being, legal rights & issues, guardianship options & alternatives)
- **Social and Spirituality** (friends, relationships, leisure activities, personal networks, faith community)
- **Citizenship and Advocacy** (valued roles, making choices, setting goals, responsibility, leadership, peer support)

Trajectory towards Good Life

- **Vision of What I Don’t Want**
- **Friends, family, enough money, job I like, home, faith, vacations, health, choice, freedom**

Trajectory towards Life Outcomes

Trajectory towards things unwanted

www.supportstofamilies.org
www.lifecoursetools.org
Resources

• Accessing the Dream
• Best practices for reevaluations
• NTACT joint presentation containing sample goals, scenarios, and resources
• Zarrow Center resources - transition assessments and other resources for students with complex support needs in transition
• Quick Guide on Competitive Integrated Employment for multiple audiences

Resources

• A Life for Me!
• Evidence-based practices
• Examples and non-examples of students with the most significant disabilities
• NCWD-Youth: Communicating With and About People with Disabilities
• Significant Disabilities Planning Assessment Form
Resources

- NCWD-Youth: A Young Person’s Guide to Health Care Transition
- NCWD-Youth: Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention
- NCWD-Youth: Strategies for Youth Workforce Programs to Become Employer-Friendly Intermediaries
- Project 10 resources on employing youth with significant disabilities

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