7th Oklahoma Transition Institute

Transition 101 & OTI Foundation

Mike Shuttic
Oklahoma State University – Student Disability Services

Jim Martin
University of Oklahoma at Norman – Zarrow Center
Introductions – Get to Know Your Neighbors

- Name
- Affiliation
- Position

Describe One Transition Activity At Your School
Agenda

1. Why?
2. Transition big ideas matched to OK IEP
3. Transition education steps
4. Overview of the 7th Oklahoma Transition Institute
5. State Performance Plan and Oklahoma’s Performance
A Few of the OTC Members

Logos from ABLE Tech, DRS, OUZC, CareerTech, ORC, Tech-Now, and OSDE-SES
<table>
<thead>
<tr>
<th>OK Transition Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duncan, Broken Arrow, Jenks, Moore, Norman, Owasso, and Vanoss Public Schools</td>
</tr>
<tr>
<td>OK Dept. of Human Services – DDSD Services</td>
</tr>
<tr>
<td>OK Developmental Disabilities Council</td>
</tr>
<tr>
<td>OK Dept. of Human Services</td>
</tr>
<tr>
<td>OU Zarrow Center</td>
</tr>
<tr>
<td>OK Rehabilitation Council</td>
</tr>
<tr>
<td>OK State Department of Education</td>
</tr>
<tr>
<td>Parent Training and Info. Center</td>
</tr>
<tr>
<td>Muscogee Creek Nation VR</td>
</tr>
</tbody>
</table>
Quiz Time

10 Questions to Test Your Knowledge – and to explain WHY Transition Education
Question 1

What 8 non-academic student behaviors are associated with student success after school?
Answer to Question 1

- Knowledge of Strengths and Limitations
- Disability Awareness
- Persistence
- Proactive Involvement
- Goal Setting and Attainment

- Had a Paid Job During High School
- Self-Advocacy
- Accepts and Uses Supports
In 2010, what percent of Oklahoma high school students with IEPs graduated with a diploma?

85% of Oklahoma high school students graduated with a regular diploma.

Nationally - 72% of high school students complete high school.
Across the country, 2 years after leaving high school, what percent of students with IEPs worked?

70% of former students had worked, but two years after leaving high school only 40% of SED working compared to 63% of same age peers without disabilities.

Six years after leaving high school 71% of former students with and without disabilities were working.
Six years after leaving high school, of the 71% of former students with IEPs who are working, what is the average hourly pay?

Answer

- $9.40 for students with disabilities
- $13.20 for students without disabilities
Question 5

- What percent of high school graduates with disabilities enroll in any postsecondary education within 2 years?
- 39% of graduates enrolled in post-secondary education
- 9% of dropouts enrolled in post-secondary education
In 2010, what percent of Oklahoma students with IEPs enrolled in higher education?

- 32% enrolled in higher ed
- 47% enrolled in higher ed or worked at a competitive job
- 74% enrolled in higher ed, worked at a competitive job, or enrolled in some other training program (career tech)
Question 7

- What percent of student with IEPs in high school self-identify in postsecondary education?
- About a **third** of postsecondary students with IEPs in high school self-identify.
  - 52% believe they do not have a disability.
  - 7% believe they have a disability but did not tell.
  - 40% identified having a disability, but 12% did not receive services.
Question 8

- Six years after leaving high school of the 63% who had enrolled in postsecondary education and no longer attending, what percent graduated or completed their program? Enrolled in higher education?

- Answer
  - 38% of SWD on average graduated
  - 51% of students with no disabilities had graduated
Two years after leaving high school, what percent of former students with IEPs live with parents?

75% still live with parents.

Similar rate to same age peers without IEPs.
Question 10

- Former students’ with IEPs rate of being arrested and on probations is less than, equal to, or greater than same age peers who did not have IEPs in high school?
- Equal to
What is the purpose of special education as defined by IDEA 2004?

“... a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”
Comic strip For Better or For Worse about a student applying to colleges based on what his mom wants
Comic strip Zits about a student applying who can’t wait to go to college and live on his own until he moves back home after to look for a job.
Four Transition Planning Big Ideas
Transition Big Idea #1

- Students need to answer:
  - Where do I want to live after leaving high school?
  - Where do I want to work after leaving high school?
  - Where do I want to learn after leaving high school?

- Answers become postsecondary goals on the IEP. Transition assessments needed to help students answer the questions.
Transition Big Idea #2

- Students need to answer:
  - What skills do I need to learn now to live where I want after completing high school?
  - What skills do I need to learn now to work where I want after completing high school?
  - What skills do I need to learn now to learn where I want after completing high school?

- Answers to these questions become annual transition goals.
Students need to answer:

- What activities will I do to live, learn, and work where I want to after leaving high school?

Answers to these questions become coordinated services to accompany annual transition goals.
Students need to answer this question:

- What classes do I take in school to be prepared to work, learn, and live where I want after leaving school?

The answer to this question becomes the course of study.
Transition Education Steps
Seven Transition Steps

1. Student actively participates in IEP & Transition Planning Process.
2. Student completes and learns the results of the transition assessment process.
3. Student writes Present Level section.
4. Student develops course of study.
5. Students develop goals, then work on attaining their goals.
6. Student collaborates with parents and educators to develop post-school linkages.
7. Students build and use the Student-Directed SOP
Step 1: Involve Student in IEP Planning Process

- Teach students to become active participants in their own IEP meetings.
  - Teach students terms and process.
  - Students write script, PowerPoint, or poster of what to say and when.
  - Practice.
  - Inform parents and team members.
Teacher-Directed IEP Meetings: What Percent Did These People Talk?

<table>
<thead>
<tr>
<th>Role</th>
<th>% of Time Talked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed Teacher</td>
<td></td>
</tr>
<tr>
<td>General Ed Teacher</td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Family Members</td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>No Conversation</td>
<td></td>
</tr>
<tr>
<td>Multiple Conversations</td>
<td></td>
</tr>
</tbody>
</table>
Who Talked at IEP Meetings?

Who Talked At IEP Meetings

- Multiple Conv 5%
- Student 4%
- No Conv 2%
- Support 6%
- Administrators 9%
- Gen Ed 9%
- Family 15%
- SPED 50%
Who talked most about transition?
Teach Students to Become Involved in Transition Discussions

- Teach students to become involved in transition discussions
  - Student-Directed Transition Planning lessons.
  - Me! Lessons for Teaching Self-Advocacy and Disability Awareness
- Lessons are free from OU Zarrow Center web site – Google “Zarrow Center”
Step 2

Students Complete a Three-Part Transition Assessment Process
Transition Assessment

- IDEA 2004 says we need to use transition assessments to assist students in selecting post-school goals.
- IDEA 2004 does not define the type of transition assessment, how many to do, or when to do it.
4-Part Transition Assessment Model

- Career Interest and Skill Assessments and Exploration
  - Used to help students select employment post-school goals
- Independent Living Assessments
  - Used to help students select independent living post-school and annual goals
- Self-Determination Assessments
  - Used to help students identify annual transition goals
- Post-Secondary Ed Assessments
  - Am I prepared for postsecondary education checklists
  - Academic and preparation match
On-Line Free Interest Inventories

- On-Line Individual Interest Inventories
  - OKCIS
    - http://okcis.intocareers.org/
  - Career Clusters
    - www.careerclusters.org (download in pdf format)
  - Department of Labor
    - www.onetcenter.org
AIR Self-Determination Assessment

- Parent Version
- Teacher Version
- Student Version
- Available at
  - http://education.ou.edu/zarrow
- Cost: free
Step 3: Student Writes and Delivers PLEP

- Teach and facilitate students and families to express the transition present level of performance statement.
- Use the Student-Directed Transition Planning program to help students and families to learn how to express their own present level of transition performance. Go to: http://education.ou.edu/zarrow
- Use the I’m Determined materials
  - http://www.imdetermined.org
Step 4: Student Develops & Delivers Course of Study

- Develop course of study
  - Listing of courses, extracurricular activities, and community activities to enable students to reach postsecondary goals
- Teach students to become engaged in developing their own course of study.
Step 5: Students Attain IEP Annual Transition Goals

- Teach students to attain their own Goals--both IEP and personal.
- Use a goal attainment instruction program, such as Take Action, to teach and practice goal attainment skills.
Step 6: Students Assist in Building Post-school Linkages

- Develop transition service linkages to assist student to obtain postsecondary goals.
  - Linkages to service provides
    - Vocational and Rehabilitation Services
    - College or postsecondary education disability support office, including CareerTech
    - Supported employment program
    - Transportation support
Oklahoma Association on Higher Education and Disability

About Us
To further full participation for individuals with disabilities in Oklahoma post-secondary

Conferences
OK-AHEAD will not have a fall conference this year but fear not! The Board has plans for a fantastic Spring conference in development. Mark your calendars for April 4-5, 2013. More information soon.
Information Available

- Disability Services contacts at institutions
- Guidance on Documentation
- Transition Handbook (re: differences, preparation, expectations)
- OCR Letter to Parents
- Links to Professional Organizations (AHEAD, WebAIM, PEPnet, ABLE Tech, LDAO, OK Regents for Higher Ed, DRS)
Step 7: Write Student-Directed Summary of Performance

- Students start writing own summary of performance as early as middle school.
  - The OSDE Form 15 is based on this concept
- Provides a script for students to become involved in transition education discussions.
Overview of the 7th Oklahoma Transition Institute (OTI) Transition Conference
History

- Adopted from New Mexico’s transition change efforts
- Based on Dr. Paula Kohler’s Transition Taxonomy
- Assistance from the National Secondary Transition Technical Assistance Center started OTI and facilitated it becoming established
Taxonomy for Transition Programming

- Student-Focused Planning
- Student Development
- Interagency Collaboration
- Program Structures
- Family Involvement
Institute Format

- Purpose is for **teams** to gain transition education knowledge to develop local transition improvement plans.
- Implement plan.
- Repeat process.
- Teams expand, divide, build, and divide again.
Team Function

- Teams meet regularly to implement plan and to gain new knowledge.
- Teams expand to add new educational and community members.
- Team leader and others attend regional meetings to gain new knowledge and review progress on plan implementation.
Team Format

- 34 teams across the state
- Arranged at first by Career Tech regions
- As teams grow, teams break off into smaller more local groups.
  - Moore, Norman, Owasso teams
Functioning of High Performing Teams

- Meet on a regular basis.
- Develop collaborative undertakings to involve all team members.
- Add informational content to meetings.
- Implement and add to plan.
- Bring expanded group to 8th OTI in fall 2013.
OU Zarrow Center studied why teams are effective:

- The most effective teams had a special education director who took an active role and provided direction AND
- Who allocated funds to support transition education.
Transition Indicators
Oklahoma's State Performance Plan (SPP)
Individuals with Disabilities Education Act (IDEA), Part B

• 20 Indicators
• 4 Indicators relate to transition
Indicator 1

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth graduating with a regular diploma.
Indicator 1 Data

2010 Data (the most recent)

- **Target**: 82.4% of youth with IEPs graduated with a regular diploma.
- **Actual**: 85% of youth with IEPs graduated with a regular diploma.
Indicator 2

Percent of youth with IEPs dropping out of high school.
Indicator 2 Data

2010 Data

- **Target:** <4.8% of youth on IEPs in grades 9 through 12 dropped out.

- **Actual:** 2.9% of youth on IEPs in grades 9 through 12 dropped out.
Indicator 13

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals.
Indicator 13 Data

- Target: 100% of IEPs comply with transition requirements.
- Actual: 100% of IEPs comply with transition requirements.
Indicator 14

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
Indicator 14 Data

- 31.9% enrolled in higher education within one year of leaving high school
- 46.9% enrolled in higher ed or competitively employed within one year of leaving high school
- 73.5% enrolled in higher ed, in some other post-secondary ed program, competitively employed, or in some other employment within 1 year of leaving high school
What does it all mean?

Are we doing everything we can to help students identify career choices, set goals for working toward that outcome, connecting them with other service providers, ensuring they take applicable classes, and focusing NOT just on graduation—but life after graduation?
Contact Information

- **Jim Martin**
  - jemartin@ou.edu
  - (405) 325-8951

- **Mike Shuttic**
  - Mike Shuttic
  - m.shuttic@okstate.edu