

# The Transition Process: A View of Post Secondary Education that Begins in Middle School

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# Getting There.....

- ▶ Overcoming barriers to PSE may require years of planning and instruction.
  - Financing Post Secondary Education
  - Improving Academic Skills
  - Gaining Everyday Life Skills
  - Maintaining Physical and Mental Health
  - Overcoming Social Isolation
  - Exercising Increasing Freedom and Choices



# Why Start in Middle School?

- ▶ Students may need extra time to explore employment and other post school options and gain needed experiences
  - ▶ Transition team members need this extra time to learn about student support needs and how to meet those needs
  - ▶ Middle school offers lots of opportunities to build competence, teach social skills, and foster independence
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# Why Start in Middle School?

- ▶ Kids without disabilities typically gain their first employment experiences at this age (chores, volunteering, pet and child care, newspaper routes, etc.)
- ▶ The transition planning process may help kids stay interested in school – it may make school activities seem more relevant





Dreams  
Goals for the  
Future

Interagency Linkages  
Transition Services

Course of Study

Transition Service & Support Needs

What skills and experiences do they need to prepare them for  
High School and PSE?

Present Levels of Academic & Functional Performance

Identify PS Goals - Vague, Messy, Outlandish is OK

# Awareness

- ▶ Despite recent national and state efforts to develop and recruit few parents know about PSE options
- ▶ Increasing awareness of PSE programs must begin earlier than HS
- ▶ Think College Self Paced Modules:
  - <http://www.thinkcollege.net/think-college-learn>

# Preparation



- ▶ Review entrance requirements for PSE Programs (both explicit and hidden)
- ▶ Clemson University LIFE Program
  - “Applicants must have a strong desire to become an independent adult, possess sufficient emotional stability and maturity to successfully participate in the program.”
- ▶ Develop IEP/ Person Centered Plan goals to prepare students for PSE environment

# Beyond Academics Program Admission Requirements

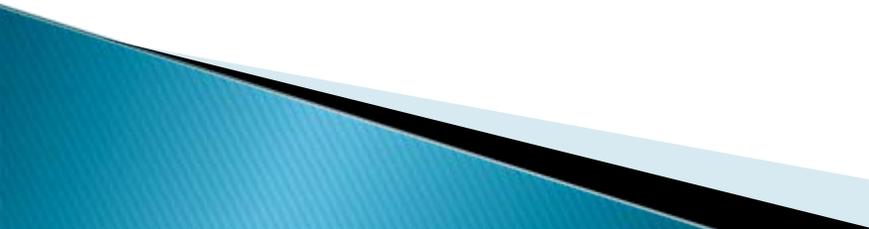
- ▶ **Eligibility** : Graduated or exited from high school
- ▶ **Age**: 18 years of age
- ▶ Students are not required to take placement or ability-to-benefit test
- ▶ Students must be able to live in student housing during non-service hours.
- ▶ Students must have basic safety skills in unsupervised settings.
- ▶ Students must have support from family, a personal desire to gain skills in self-determination, independent living, and employment.

# Begin to Plan Connections

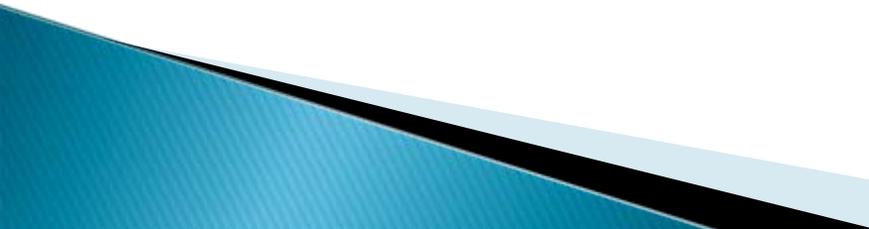
- ▶ What services might the student eventually need?
- ▶ How, when and where are those services accessed?
- ▶ Is there information that should be captured and compiled now to facilitate the application process later?



# Example: DD Services & Programs

- ▶ Does the student already have DD services as a child?
  - ▶ If not, who are the local case managers to whom the student may eventually be assigned?
  - ▶ How are DD services accessed in our community (phone numbers, addresses, Web sites, staff names)?
  - ▶ Begin the paperwork so it is ready to go when the student turns 16.
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# EXAMPLE: Social Security Benefits

- ▶ Is the student receiving SSI or other Social Security benefits?
  - ▶ If not, apply.
  - ▶ Begin learning about Social Security work incentives such as the Student Earned Income Exclusion and Plans for Achieving Self Support.
  - ▶ Exercise caution when considering putting assets in the student's name.
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# Example: Workforce Investment Act

- ▶ At age 14, the student can apply for WIA Youth Employment programs/funds.
  - ▶ Services can include assistance with such things as learning job skills (résumé writing, interviewing, etc.); developing and funding wages for work experiences; and monies to purchase work related necessities (special clothing, tools, etc.).
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# Other Connections

- ▶ Centers for Independent Living
  - ▶ Advocacy and Self-Advocacy Groups
  - ▶ Parent Support Groups
  - ▶ Recreational and Leisure Skills Programs
  - ▶ Weight Management and other Wellness Programs
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# Use Transition Assessment Data

- ▶ **Measurement to identify abilities, interests, capabilities, strengths, needs, potentials, and behaviors within the areas of**
  - **personal/social,**
  - **functional/academic,**
  - **community/independent,**
  - **employment and employability areas.**
- ▶ **Initial testing appropriate for middle school; more involved analyses appropriate for high school and beyond (Neubeert, 1985).**

# Sample Transition Assessments

- ▶ Informal: Dream Sheet
- ▶ Formal: Support Intensity Scale for Children (in development)

Transition Planning – Supplementary Materials / Aspel/2005/3

### Student Dream Sheet

Student Name: \_\_\_\_\_ Initial Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Review Dates: \_\_\_\_\_

Anticipated Date of Graduation: \_\_\_\_\_

The following questions will be used to assist in transition planning activities and to determine post school goals.

- Where do you want to live after graduation?  
 \_\_\_\_\_

Supports Intensity Scale for Children  
Field Test Version 1.1

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### PART II: SUPPORTS NEEDS SCALE

PART II. Support Needs Scale Section A: Home Life Activities	TYPE				FREQUENCY				DAILY SUPPORT TIME						
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1. Completing household chores	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
2. Eating	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
3. Washing and keeping self clean	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
4. Dressing	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
5. Using the toilet	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
6. Sleeping and/or napping	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
7. Keeping track of personal belongings at home	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
8. Keeping self occupied during unstructured time (free time) at home	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
9. Operating electronic devices	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4

Type of Support	Frequency of Support	Daily Support Time
0=none 1=monitoring 2=verbal/gestural prompting 3=partial physical assistance 4=full physical assistance	0 = Negligible; the child's support needs are rarely if ever different than same-aged peers in regard to frequency. 1 = Infrequently; the child will occasionally need someone to provide extraordinary support to him/her that same-aged peers will not need, but on most occasions will not need any extra support. 2 = Frequently; in order for the child to participate in the activity, extra support will need to be provided for about half of the occurrences of the activity. 3 = Very Frequently; in most occurrences of the activity the child will need extra support that same aged peers will not need; only occasionally will the child not require any extra support. 4 = Always; on every occasion that the child participates in the activity, the child will need extra support that peers of the same chronological age will not need	0=none. 1=less than 30 minutes 2=30 minutes to less than 2 hours 3=2 hours to less than 4 hours 4=4 hours or more

Section A: Home Living	Item Descriptions
1. Completing household chores	Supports needed to (a) maintain personal belongings by keeping an orderly bedroom, putting away toys, etc., and (b) contribute to chores that serve the common good of all household members (e.g., cleaning up after supper).
2. Eating	Supports needed to: (a) facilitate ingestion of food through the mouth, chewing, and swallowing; (b) assisting with utensils and teaching utensil use; (c) cut food on plate; (d) assist the individual with positioning to facilitate swallowing and digestion (where relevant); (e) support a person during tube feeding (waiting, checking for residuals, flushing the tube with water etc.); and (f) regulate food intake (i.e., preventing choking, eating too fast, or eating too much).
3. Washing and keeping self clean	Supports needed to: (a) ensure safety in getting in and out of the shower; (b) take a shower or bath; (c) brush teeth, wash hair, hair care, wash hands; (d) keep

# Infuse Life Skill Instruction into Core Academics

- ▶ NCLB requires schools to provide access to the standard curriculum so that students participate and make progress in the same curriculum as their non disabled peers
- ▶ Skills to Pay the Bills
- ▶ Career Start
- ▶ Unique Learning System – <https://www.n2y.com/unique/>



# Career Start

- ▶ Partnership between UNC–Chapel Hill Schools of Education & Social Work , WSFCS & Piedmont Triad Council of Government
- ▶ Mini lessons in core subjects (ELA, Math, Sci., & SS)that infuse career related concepts
- ▶ 1 / 3 Of Lessons require a require a parent engagement activity

# Unique Learning System

- ▶ Online, dynamic, standards-based curriculum specifically designed for special learners.
  - ▶ Subscribers download monthly instructional thematic units of study. Each unit contains 30 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities.
  - ▶ The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.
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# Skills to Pay the Bills

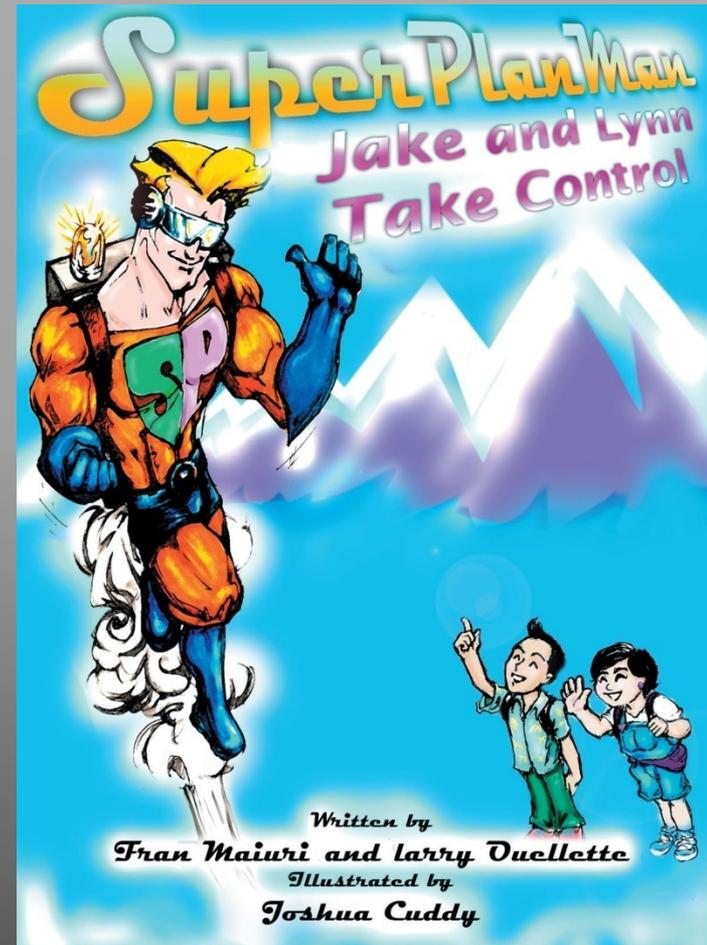
- ▶ “A curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills.
- ▶ Targeted for youth ages 14 to 21 in both in-school and out-of-school environments.
- ▶ <http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>
- ▶ Focus on six key skill areas:
  - communication,
  - enthusiasm and attitude,
  - teamwork,
  - networking,
  - problem solving and critical thinking, and
  - professionalism.

# Self-Determination

- ▶ Promote Choice and Decision Making Skills
  - ▶ Use Direct Instruction to teach Self-Advocacy and other Self-Determination skills
  - ▶ Promote student's "social identity"
    - Conceptualize current groups and networks
    - Help the adolescent fit into the group and understand the group and others
    - Help the adolescent become a contributing member of the group
    - Allow the group time to develop an identity
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# Self-Determination

- ▶ Find age appropriate material to introduce the concepts of self-determination



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