

Secondary Transition: Evidence-based practices to Improve Results

[Slide 1 – Secondary Transition: Evidence-based Practices to Improve Results]

Diana Blackmon: NCSI And NTACT are Technical Assistance Centers that are funded by the U.S. Department of Education, Office of Special Programs or OSEP. To assist State Education Agencies, Local Education Agencies, schools and other agencies improve results for children and use for children with disabilities. This Webinar will not be close captioned. But it will be recorded, transcribed and archived on the NCSI website. The NCSI website information will be posted on the final slide.

[Slide 2 – National Center for Systemic Improvement] The role of the National Center for Systemic Improvement is to provide states with Technical Assistance, to build capacity to support School Districts and local early intervention programs to improve outcomes for children with disabilities and to play a major role in helping states achieve a national vision of results driven accountability for Special Education and early intervention programs.

[Slide 3 – About NTACT] The National Technical Assistance Center for Transitions purpose is to assist State Education Agencies, Local Education Agencies, State Vocational Rehabilitation Agencies and Vocational Rehabilitation Service Providers in implementing evidence-based and promising practices. Ensuring that Students with Disabilities including those with significant disabilities graduate prepared for success in Post-Secondary Education and employment.

[Slide 4 – Agenda and Objectives] My name is Doctor Diana Blackmon and I'm a Technical Assistance Facilitator with the National Center for Systemic Improvement and I am pleased to introduce our panel of experts from the National Technical Assistance Center for Transition. Doctor Paula Kohler who will discuss considerations for implementing work-based learning experiences in educational programs. Doctor David Test who will discuss the organization and use of evidence-based and promising practices in secondary education as well as predictors of post-school success for Students with Disabilities. And Doctor Mary Morningstar who will discuss application of a Multi-Tiered Systems of Support to address planning and services for post-school employment success.

But, understanding that we may have participants with a range of knowledge and experience before the panel begins I'll provide a brief background of transition services and how it fits into the national initiative to improve results for children and youth with disabilities.

[Slide 5 – Why Secondary Transition?] The results of the first National Transition Longitudinal Study conducted between nineteen eighty-seven and nineteen ninety as well as other indicators revealed that compared to their non-disabled peers, Students with Disabilities had lower graduation rates, higher dropout rates and lower post school outcomes in education and employment. So, when the Individuals with Disabilities Education Act was reauthorized in nineteen ninety, it required Individualized Education Programs Teams or IEP Teams to include specific language addressing the student’s needs to successfully transition from school to adult living. In the areas of education, employment and independent living.

[Slide 6 – What is Secondary Transition? Transition Services means a coordinated set of activities for a child with a disability that] The current definition of transition services in the Individuals with Disabilities Education Act highlights some important principles. First, the work we do with students in high school or younger if appropriate needs to result in a post-high school outcome such as entering post-secondary education or employment and living as independently as possible. Second, it must be based on the student interests and needs. And third, the effort needs to be coordinated with the student, the family, the school, and the community and Adult Service agencies.

[Slide 7 - Transition language in the IEP] Specifically the transition language in an IEP must be included at least by age sixteen and indicate the student’s goals for education, employment and independent living when they exit school. And, it must indicate the transition services that the school will provide to the student to achieve those goals. Including the courses of study that the student will take. So, clearly the expectation is that we prepare students for life after high school that result in further education or training, employment and living as independently as possible.

[Slide 8 – Results Driven Accountability]: The U.S. Department of Education, Office of Special Education Programs or OSEP. Has taken this focus on results to an even broader level through results driven accountability rather than primarily focusing on compliance issues. In addition, to providing performance plans with annual reports. OSEP now requires states to develop multi-year improvement plans that specifically address issues that impact and measure outcome results like academic achievement and graduation.

To assist states in this effort, OSEP funds Technical Assistance Centers like the National Center for Systemic Improvement, the National Technical Assistance Center for Transition and others.

[Slide 9 – Part B Results Driven Accountability Matrix 2015] For Example, in two thousand fifteen while states are still accountable for compliance indicators one of which continues to be secondary transition language in the IEP. They are now also held accountable for results indicators in academic performance and graduation. So in their multi-year State Improvement Plan, states had to select a results indicator to focus improvements on as their State Identified Measurable Result.

[Slide 10 – SSIP Activities by Phase] In Phase One of the multi-year State Improvement Plans states first had to analyze multiple sources of data in their current system to identify which

results indicators they would select as their State Identified Measurable Result. And then they had to identify the improvement strategy and evidence based practices that would help them achieve that result. This work was presented in a graphic theory of action. Now, in Phase Two of the Improvement Plan states developed a plan for improving their system to support Local Education Agencies implement the evidence based practices as well as how implementation will be measured and evaluated. This Webinar as well as numerous other Technical Assistance efforts are offered to assist in the selection, implementation and evaluation of evidence based practices in areas that impact results for Students with Disabilities.

[Slide 11 – States with Graduation/ PSO SiMR and EBPs selected]: Thirteen states have selected graduation as their State Identified Measurable Result for the focus of their State Improvement Plan. Relatedly, two states have selected improving post school education and or employment outcomes. In an analysis of these State Improvement Plans, common improvement strategies emerged. But, the most frequently identified improvement strategy or evidence based practice was improving transition services.

So, it is my honor to turn the Webinar over to our expert panel who will help answer the question “What are effective transition practices and what does it look like?” So, we’re going to move over to Doctor Paula Kohler.

[Slide 12 – Implementing Transition-Focused Education]: Paula Kohler: Welcome everyone, we’re happy that you’ve joined us today and we’re just really pleased that you’re interested in just learning more about implementing what we refer to as Transition-Focused Education. I’m going to kind of build on what Diana has provided as an overview and as a context for this work. And I’m going to kind of talk at the [Indiscernible] I guess you could say. And then, I’m going to turn it over to my colleague David Test. David’s then going to move down to the half mile level and really talk to you about some very specific practices that we’ve identified that will improve outcomes of [Indiscernible].

Then when David turns it over to Mary Morningstar another colleague, Mary is going to zero down to I guess ground level and she’s going to talk about some strategies for really honing in on specific practices. And how you might decide at the school level which of these practices and at what level of intervention, you would use for specific students. So again, we’re working down from the big picture to picture in relation to; youth with disabilities.

[Slide 13 – Purpose of Our Work]: So, again we’re excited because we like compliance. It’s okay, it’s been around for a while, people deal with it and it’s important. But as researchers that have been looking at improving outcomes for youth, we really like the switch to results driven accountability. Because, that’s what we’ve been trying to focus on for the last really twenty-five years. To figure out how is it that we implement educational programs that support students in achieving those valued adult outcomes. So to look at the purpose of our work and I know the purpose of your work it’s really all about improving those outcomes.

[Slide 14 – Purpose of Our Work]: What we do is we’re not looking to fix children. We’re looking to improve outcomes [Indiscernible – Announcement]. Okay great. So if you hear

announcements, in the background of where you're watching the Webinar from we just would appreciate it if you can mute your microphone and otherwise, I think Tanner or Nick will try to do that as well.

So anyway, we're not trying to fix children, we're trying to improve student outcomes by improving what we do. And then really looking at what are the interventions that we can provide that meet student needs. And then, prepare them with knowledge and skills to achieve employment; education and employment when they leave; leave their work with us.

[Slide 15 – Context for Improving Practice]: So again we focused on what are those practices. When you think about a practice we look at in our work four areas. So, we're going to do that within the context of Federal policy. Diana has just laid out some information about Federal policies over the last number of years that lay a context for thinking about transition as more than referral to an agency; an Adult Services Agency. So, Federal policy has moved forward over the years and we implement our work within the context of that Federal policy.

We then have to think about the state within which we live. Within which our Educational and Rehab services live as well as in the local community. So, we're lucky enough and privileged enough to work with states all over this country. And a number of local sites within those states. Ranging from Pine Ridge, South Dakota to Pinellas County, Florida to; state schools in Georgia to schools in North Kansas City, Missouri.

And when we look at those communities, they're all different. They are all similar in some ways because we all have to respond to Federal policy. But at the same time, they're also different. Different educational systems, different funding mechanisms and when you go down to that local level even within a state. Again, we see rich diversity.

So, when we think about what are we; what is it that happening at that local community level. How is education valued? How are youth with disabilities and their families and others; families with youth with disabilities supported? We see again a great variation. So again, when we think about taking an evidence-based practice that's been identified in one setting.

We have to consider then that local community setting and structure and systems as we're thinking about implementing those practices. And then again we want to not re-create the wheel. I remember starting this' in my work in transition at a School District in Florida; Brevard County, Florida back in nineteen eighty-five. And we were trying to establish a transition program and you know the question was what goes in it. We didn't have a lot of research at that time and so the challenge was to identify what those effective practices were.

Now fortunately we've; we've, the Federal investment as well as State investments in identifying effective practices has really emerged over the last twenty-five years. Twenty-five or thirty years so now we've got a really rich amount of resources that are available to folks regarding evidence-based practices. So, that's one of the things that we're going to focus in on today.

[Slide 16 – Transition Practices Research]: And learn how we can build from that transition practices research. Again Diana mentioned the first MLPS study. We had MLPS Two, we've had some of these national studies that followed up with Youth with Disabilities. We've had a number of state studies and we've also had a number of project funded by the Institute for Sciences. And so, we've now just generated this information that can really provide us with such a frame work as we think about how do we build a successful program that's going to result in improved outcomes for our youth.

This provides us work; this framework then provides us with a foundation for change. It is something that we can take to our State Superintendents or that we can take to our local school boards and say here's what the research is telling us. How we can improved the outcomes for our youth and so we can build out programs now based on this information. Again, when I went to work for Brevard County back in nineteen eighty-four my task was to build a work based educational program for our youth with disabilities.

What do you build it on? So now, we can take that information and we can really focus our efforts and focus our initiatives, our policies and our resources on applying this information because we actually have concrete information that we can work with.

[Slide 17 – Transition Practices Research]: Again when we think about the multitude of research that's been generated over the last; twenty-five or so years. We have some that we refer to as the macro level and then other information that's generated that looks something like a micro level. So, when we think about macro level we're thinking about systems. We're thinking about programmatic elements. We're thinking about generic practices.

So for example, family involvement. We know that family involvement and family expectations as David will talk about in a little bit. Can help predict post-school success for youth with disabilities. We also know that paid work experience can help predict success for youth with disabilities in employment and post-secondary education. But, that doesn't tell us how we implement a work based education program in our school and it doesn't necessarily tell us how we engage families in; at the state level or at the local level. But, we've generated a number of practices here at the macro level that help again provide a framework for our research and a framework for building programs.

When we think about the micro level, we're looking for those specific interventions and those specific practices. So, what did Brevard County's work based education program look like and what were the results of that particular program? That's when we start getting into the specific interventions. How do we teach applied Math to youth in a workplace to youth with cognitive impairments? We can find out that information.

We've got a specific intervention that will work with a specific group of students within a specific context. And that's the kind of information that transition practices research generates at the micro level. It's how we do this with these groups in these context. So, it's a rich resource for you as you're thinking about how do I change our program? How do we do research based

education or how do we do college prep for youth that will be going on in that post-secondary education; in that track?

[Slide 18 – A Changed Perspective of Transition] So as we gathered all of this information again, we realized that there is a complexity to transition. And I think everybody that's logged into this Webinar and that is logged in on the call you'll; you recognize the complexity of transition. And that's why you're on this. Just referring to students; your students to an adult service agency to provide work services or to provide independent living services or any type of specific service. You recognize that that's not all it's going to take to foster success for your young people.

So, we recognize as we put this research together at both the macro level and the micro level that it takes a broad perspective as we think about transition. And our team, thinks about this as transition focused education. So we recognize that as you're putting together the secondary education programs that every single piece of that program is going to somehow contribute to the success or lack of for your youth with disabilities.

So broad thinking. We have to think about how everything we do relates to transition preparation. And again, we use the term transition focused education to describe that perspective. And we use that perspective to drive the work that we do. And that the work that we do is safe and at specific communities and schools within the states.

[Slide 19 – Critical Interrelationship]: So, again connection between some of those Federal indicators. Indicators one, two to thirteen or fourteen. So, we recognize that you've got to build quality Individual Education Programs for your students. And that includes that transition stuff that goes in there, in the IEP when the students are; that will be in place when students are turning sixteen. But, it also includes all of the stuff that they got in middle school.

How are we developing their skills? How are we developing their knowledge? How are we developing their self-determination, their skills and behaviors through those quality IEPs across the grade span? So that we make education relevant to their aspirations, to their dreams and to their needs. And interests build and their abilities are the kinds of things that we talk about. And we understand that having quality IEPs helps keep children in school or keeps young people in school. And staying in school then contributes to graduation and these various factors; these factors associated within each of these different areas. Achieves; attributes to the achievement of post-school outcomes.

So critical interrelationship, we can't think of transition preparation as something different or unrelated to keeping kids in school or to graduating. And in fact we find that making sure that we're addressing and you know using that perspective of applying that transition perspective of education actually contributes to these things.

[Slide 20 – Critical Interrelationship]: We also understand the critical relationship between establishing education services. Education and services within your communities. Again supported by the state is intricately related to developing individual student IEPs and to

preparing students for the future. And so what we're talking about here is so many times I've been a part of IEP meetings or sat with the community. When I first came to Kalamazoo they wanted me to work with; Battle Creek called me up.

And they wanted me to work with them and establish some sheltered workshops. And of course my first thought was well why would you do that. And have you tried supportive employment programs and no, they didn't really have any of those in place at that time. They were really looking at some sheltered workshops. And part of the problem that they were having was that they were trying to develop individual student IEPs that would foster student achievement and achievement of post-school employment outcomes.

But, they didn't have the services in place at the community level to; that would support those outcomes or support the achievement of those outcomes. So again, if you think about the transition perspective we have to actually step out beyond the walls of our schools. And think about do we have the community support and the community connections so that when we're thinking about those youth who may need supportive employment or supportive living or rehab services to support them as they go into secondary education. Or blindly have services for those youth who have vision impairments or who are blind. If those aren't in place, you're going to have a hard time developing an individual student IEP that fosters student success because they're going to need those kinds of services.

So again, reflect on the interrelationship of what you do both with what you do within your educational system as well as without; within your communities.

[Slide 21 – Why is Perspective Important?]: So, thinking about perspective again. Why is it important? It helps us connect academic standards-based instruction, occupational curricula and extracurricular activities. It helps us; how are we preparing students to experiences in all of these areas? Extracurricular activities is a fabulous opportunity for developing leadership skills. Fabulous opportunity for developing social skills, self-determination skills and physical stamina integrated with PT and OT and those kinds of things.

It also helps us to consider student needs and the family and community context. And then, it takes us to a focus on quality of like outcomes. So, keep that in mind as you think about and we move further through this Webinar. How do I perceive a work based education program or employment preparation for youth with disabilities? Is this part of the entire educational program supported by community services or do I just see this as one little piece that I need to take care of? And step back and try to vision; envision this as a piece of transition focused education.

[Slide 22 – Taxonomy for Transition Programming]: So our research has been organized in what we refer to as the taxonomy of transition programming. And when you start to thinking about the kinds of things and the kinds of evidence that have emerged both in the; at the macro level and the micro level that research; we organized that research within this taxonomy. We're focused; what we're really focusing on today is student planning, student-focused planning and student development practices.

[Slide 23 – Student-Focused Planning]: And when you start thinking about those you think about student-focused planning as the process for developing student’s IEPs. It includes using transition related assessments. And just about anything can be related to transition and assessment if it provides you the information that you need to identify measurable post-secondary education outcomes. So, how do we get; how do we plan for those outcomes?

Who’s included? Do we then combine these outcome goals with the annual goals on their IEP? That course of study and all of those things that Diana laid out. It’s the process for generating that information. And coming to those conclusions and then developing those plans.

[Slide 24 – Career Counselor]: And you know there are different ways that we can do this and this is kind of an interesting take on that. So, in this case the teacher is applying testing information about the student. So you know they can’t do or teach but maybe they can consider a career in public service. This is just kind of a take-off on that but think about it. The school Counselor is involved in this using the transition assessment; what it that, the Transition Assessment Guide.

The new Transition Assessment Goal Generator that Jim Martin and his group did. There is the KNC Family Program Assessment; transition assessment. There are a number of assessments out there like ASFAB. And a number of people use those but, think about how do we apply that information so that we really can understand student’s needs and aspirations and then generate the educational program that will support that.

[Slide 25 – Student Development]: And then when we think about student development, it’s the stuff of the educational program. These are the things that students are going to learn, they’re going to experience it. This is the stuff that we put together on that plan. So, there’s self-determination development, academic skills development, occupational skills development, self-determination. How do we put; what is each student’s need to move them forward to achieving those post-secondary goals?

[Slide 26]: And there are lots of ways that we can think about connecting those. If we take a broad perspective of transition and connect that, occupational development with a number of strategies. So, in this case it’s a lemonade stand, got a newspaper route and closed the deal for a baseball card collection. So, think about the variety of creative ways early on that we can start developing those career skills and interests of students and then also how we can use those and integrate those.

[Slide 27 – Our Challenge]: You know our big challenge is to take that transition perspective and apply it to what we’re doing. So, you know every daily routine is something different. Some days, it’s teaching class and some days it’s counseling students. And then in other cases there’s texting and scheduling. There are so many roles and responsibilities and pressures that we deal with in our schools and communities.

So, we understand the challenge of taking the evidence based practice, putting it together to work in our schools. In our state and in our schools.

[Slide 28 – A Broad Perspective]: So we do recognize the challenge. But, what I want you to think about as we move into talking about specific practices is again; I want you to think at sort of the one mile high level. You've got to think theoretically. So people think theoretically about how do we teach Reading? How do we teach Math? How do we do a variety of things? How do we teach Science? How do we teach the scientific process of something?

Those are things that we constantly think about. What is the theory? What are the hypothesis that we've tested? What does that tell us that we should be doing in our classrooms? And you do that. But, we often forget those things when it comes to career development and when it comes to occupational preparation?

So in this case when we think about career development, a career development program within your school and supported by the state. You've got to think about all of the variables that are related and that influence the achievement of employment outcomes in post-secondary education for students. Right there at the heart of what we're trying to do. So, we're going to think about individual students at their level of career awareness. How we've developed that, their gender, what their disability, their ethnicity, their SES.

All of these things go into forming that child and when we start thinking about working with individual children, we can start thinking about lots of policy decisions about how we classify a child; children and how we make them eligible for certain programs within our schools. We also have lots of policies that influence how we're going to provide career development and how we're going to develop that career awareness and provide that to students. So, policies that you're setting are going to influence individual students directly. So, you have to be careful when you think about those.

When we think about a career development program we're thinking are we're developing people looking at the intro level or are we really looking at occupational skill level? What is it that we're teaching? We know when youth with disabilities are engaged in career and technical education classes a lot of students are taking those intro courses. And they'll take a lot of intro courses across the year but they won't necessarily concentrate in a specific area. So when they leave the secondary setting they haven't necessarily built those skills because they've never taken the number of courses within an area or had that work based learning that helps them apply what they've learned in the classroom.

And so think about as you're building a program. You have to think at what level are we preparing the students? Do they have access to high skills, high tech programs? What does their course of study look like? Is it one or two things here or there or a sequence of courses that builds occupational skills? Do they have opportunities for what they're learning and do they have the support services?

Which are allowed through the Perkins Technical Education Act, for those students? And again, think about where you're pulling your resources for support. How do you allocate those resources? Do students have access to these programs? And what kind of instructional approaches are used in these programs?

So, policy decisions that you need to think about and consider as you're thinking about these programs and constructing them in your schools or reviewing what you have in place. And again, think about the school level. How many options you have available? We were doing work to find out what opportunities youth with disabilities and minority students had to develop computer skills. And we found that if you didn't leave in a certain area within a state you didn't even have access to those programs.

So think about what the availability and options are for you students. The kind of school, are you integrating this work into a comprehensive high school or a special school or a technical education center? Where are we going to provide that? What geographical location and then how do we at the school level develop career awareness? And then, what kinds of assessments are we using? Are we using that assessment information to then inform individual students?

So what are the allocation of resources; the accountability standards, curriculum requirements, access to CTE programs? These are all the kinds of policy decisions that you will need to make that will influence what happens in your school.

[Slide 29 – Mediators]: Okay again when you think about mediators or decisions that matter we think of career development of development of career awareness, developing the individual students program, having them complete that program or course of study and then achieving those post-school outcomes. So you have to think about policies regarding resources and access, assessment and planning as you're focusing on developing career awareness, availability of programs. So opportunities; what kinds of opportunities they have? And then what kinds of support services that they are provided. So you can't put together a comprehensive and effective program without considering these types of mediators and the importance of these decisions.

[Slide 30 – Work-Based Programs: A Range of Options]: When you start thinking about work-based programs specifically, again; and Mary will talk about this a little bit more in detail. You think about what are the school-based options that are available to our youth and what are the work-based options? We've learned over the years that a good work-based education program; paid work experience for a student includes two components. What happens at the school and what happens on the job? And so, we have to think about do our students; are they able to take a co-op class and not get any specialized support just like any other CTE student?

Do they take a regular co-op class with limited support; either with a Special Educator or a General Education teacher? Do they take a regular co-op class but have full support from either Special Education Assistants or Special Educators and or do they have a special designed co-op class? Maybe they're getting supportive employment type services.

What's the school-based piece, where is that happening and what kind of supports are being provided? And then when you think about that experience out on the job. Is it from the Regular ED teacher? Is it collaboration between the Special and General Education, provided by a Special ED teacher or again, do we bring in a Special Education Assistant that's going to work exclusively with that student? Or maybe in our program we used Employment Specialist as a part of a supportive employment program to provide those supports when students needed it?

So again think about, overall perspective; transition perspective of education. How do you take that perspective, understand the research that's been generated and then put that together in a program that represents that perspective? So work-based education is part of the course of study and it reflects the values of; that we want to be reflected in terms of that transition perspective and it is connecting them with post-school outcomes for students. You are much more likely to become successful as you think about things in this way.

[Slide 31 – Questions]: So again questions? You're going to be able to contact me at this e-mail. And I'm going to turn it over now to David Test and David is going to talk a little bit more about the very explicit practices at that micro level and that macro level that we've generated through our work together.

[Slide 32 – Secondary Transition Practices and Predictors]: David Test: Okay, thank you Paula. My job here is just what Paula said. I want to take you back a little bit to Diana's slide where the states were identifying as their SiMR; graduation and post-school outcomes and the evidence-based practices categorized into a number of categories; they were put into a number of categories. Transition services, dropout prevention, academic prevention, PBIS and parent involvement. And we'll talk a little bit about that and then as I turn it over to Mary; right before I turn it over to Mary I'm going to tell you something that is the new transition of the National Technical Assistance Center on Transition is developing to; that will have a lot of those things in them that aren't there now.

So, let's talk about where we are right now in terms of secondary transition and predictors. As Paula said, we are now in a much better place than we were back in nineteen eighty-five when she was first trying to figure out you know; what do we put in a transition program. Today we have a set of practices that teachers and secondary transition personnel can use to teach kids skills. Academic skill, employment skills, social skills, self-determination skills, leisure life skills, independent living skills are all the skills that are; that you need for a successful transition. As well as the other set of predictors that have improved outcomes.

[Slide 33 – Practices vs. Predictors. 1]: So, what's the difference? Well, practices; practices are classroom and community-based instructional strategies that have been derived from experimental research studies. And that's what NSTACT since nineteen ninety; since two thousand and five and now NTACT has been doing. It's been identifying what those practices are and what level of evidence we have around those practices.

[Slide 34 – Summary of Practices]: We have; if you've been, for those of you that weren't multi-tasking and were actually paying attention when Paula was talking. The taxonomy is

divided into five areas. They are student focused planning, student development, family involvement and program structure. And if you've been paying attention then you know that there is actually one more. That would be inter-agency collaboration.

But, those of you that were paying attention knew that, I know. So; but you'll notice that there are no practices. And that's really a research issue. If you know a researcher; then tell them to do something about inter-agency collaboration because right now there's not much experimental research on that if any. So, we've identified at least sixty-three instructional practices and we've developed over seventy-five of what we call research to practice lesson plan starters.

And most of them are around student development and teaching them skills as well as the student focused planning. And those are mostly involved with helping students lead or be active members in their IEP Team and process.

[Slide 35 – Student Focused-Planning]: So here's just some examples. Out of student focused-planning we have evidence-based practices, research-based practices and promising practices. I'll talk about those at the very end and what the differences are between all of them. But you should; if you have an evidence-based practice then start with that. If you have a resource-based practice; or only research-based practices that's okay, start with those. And then if all that you have are promising practices then start with those.

At least you know that they have some research support behind them. So, these are the ones in student-focused planning. For each of these as well all of the other practices that we have identified.

[Slide 36 – Practice Descriptions]: We have practice descriptions. And these are the things in the practice description. What's the evidence base? How is it implemented? What's exactly the practice and how is it being implemented? Where is it being implemented? How does it relate to indicator thirteen?

We've tried to relate it to the Common Core Standards. We know that many states adopted them and are now modifying them. So they are probably pretty closely to your state standards. And then where's the best place to try and find out how to do this practice? With a link to that information.

[Slide 37 – Research to Practice Lesson Plan Starters]: Those typically link to our research to practice lesson plan starters. We know that lesson plans and formats vary from state to state and from school system to school system. So we couldn't develop a lesson plan that would fit all of that. So we started; we went with the basics. And so part of that is that pretty much every lesson plan starts with an objective.

It talks about the setting and the materials that are needed to; to teach that. What is the specific content, what's; how is the content taught? So in other words, is the content taught as task analysis and are the teaching procedures as often as task analysis? In other words, what are the steps that you go through to teach that skill and then an evaluation strategy.

All of these came directly from literature and a study that established each of the evidence-based practices. So, we have these lesson plan starters and these are one of the most popular things on our website. Those lesson plan starters and they are available for every instructional practice that we've identified as either an evidence-based, research-based or promising practice.

[Slide 38 – How Does This Apply at the Student Level?]: How do they apply at the student level? We'll you're probably guessing already. They really tie into; once you've determined the student's post-school goals and then begin to think about the annual goals and objectives and the transitional services that are needed. That's where these can be; come into place. So if you know that you're going to teach some kids; have to teach some kids about banking and ATMs then you know that we have a research to practice lesson plan. Or, if you want them to be involved in their; more involved in their IEP well then you know that we have a lesson; a bunch of lesson plan starters for those.

So, once you know the skills that you have to teach to the kids. Then you can come to the lesson plan starter library on our website.

[Slide 39 – Practice vs. Predictors. 2]: So, those are practices; specific instructional practices that are usually done in the classroom or in the community. Predictors are more global interventions that occur while a student is in school that have been demonstrated to lead to improved post-school outcomes. And those are derived from the correlational study. Practices come from experimental and predictors come from correlation.

[Slide 40 – In-School Predictors by Outcome Area]: We have seventeen predictors. And they tie to education; they have research behind them and this shows that students with; that have career awareness experiences while they're in high school have better education and employment outcomes. If student's get community experiences they have better employment outcomes. So, the only holes in there are because there's a lack of high quality correlational research pointing to those.

They very rarely; having, getting to those parental involvement probably leads to better education outcomes but, we don't have the correlational studies. We don't know that parental involvement leads to better employment outcomes to students with disabilities. And so there are seventeen predictors here that if you do; if student do these things and these services and transition services are offered to student while they are in high school they have a better chance; an improved chance at better education and employment outcomes.

[Slide 41 – Predictor Implementation Self-Assessment]: If you want to know more about these predictors and what they are, you can go on the NSTACT website right now and later the NTACT website and find the predictor implementation self-assessment. On the NSTACT website; it's NSTACT dot org that is NSTTAC dot org. It is on the front page and there are a list of hot topics on the left hand side or current topics and the predictor implantation self-assessment is there. It takes each one of those seventeen predictors and defines it and then gives you characteristics of what those; a good career awareness program or service would have in it. To help you decide whether or not you have those in your school or not or whether you need to add

those to the services that you have available to your students with disabilities. And really, all kids with disabilities although the research is around just kids with disabilities.

[Slide 42 – How Does This Apply at the Student Level?]: So, how does this apply at the student level? Well these practices can help; probably with their transition services when you're writing the IEP for kids that are sixteen or in half of the states fourteen and above. So once you know those outcomes and you know the skills that you're going to teach, what are some services that you might be providing? And so the predictors provide a list of evidence-based or research-based strategies that you can use as transition services for kids. So if you're trying to decide between different transition services; if it's on this list then they have the best chance or providing good outcomes for your kids.

[Slide 43 – How Does this Apply at the School or System Level?]: Like it says here. The other thing that you can do with the predictors is to do sort of a self-assessment of either your school or your school system. And it provides a framework for determining the degree of if your school is implementing activities that have the best chance of improving post-school outcomes for each student. So if you're; and we know a number of states have looked at and are looking at post-school outcomes and graduation. And so what are the services; the transition services that you can provide to your students that give them the best chance at having better post-school outcomes.

So, that's where the predictors can help; the practices or skills that you teach in classrooms or in the community. Predictors of transition services that are available for IEPs and such.

[Slide 44 – NTACT/NSTTAC Resources]: So here are of the places that you can find resources. We have a set of research-based practices for teaching academics to Students with Disabilities; high school Students with Disabilities. As far as I know, this is the only list of such skills. And they are in Reading, Social Studies and Science and Math. And so you can get the information on our website at this link.

The lesson plan starters are on the NSTTAC website; actually there's a tab at the top that has a lesson plan library. And then I've already told you that you can find the predictor implementation self-assessment on the home page. Or you can just; once you have, once you've downloaded this Power Point you can click out from this link.

[Slide 45 – Start with the Best Available Evidence]: So two final things. The point; the biggest point that I'm making here and that states are beginning to do and local school systems are beginning to do and the VR Counselors are already pushing this. It's that you start with the best available evidence. Now if you have evidence-based practices those are; that's the default and that's the gold standard. If you have if you don't then do you have research-based practices?

You should use those next. And then if you don't have those use things that are promising. They have specific definitions and we will have on the new website when; well we already have transition TA dot org is the NTACT website. And at the point; at this point, we're building it

slowly. In the next month, while it's there and in the next month it will change its look and have a lot more information.

And when that happens we will have something called the Best Available Evidence Matrix. And that will list evidence-based practices, research-based practices and promising practices for better improving employment skills and outcomes, education skills and outcomes and independent living skills and outcomes. So think of that as a three by three table. And within those boxes we will have evidence-based, research-based and promising practices from the field of Special Education.

All of the practices and predictors that you've grown to love through NSTTAC and now NTACTION will be there as well as some from Career and Tech; Technical Education, from VR, Vocational Rehabilitation and from the School Completion literatures and so it will be a much broader set. And from that Matrix, you can link to practice descriptions and then to a place to find out how exactly to do that, how to implement that practice or predictor. So we will be pushing those out probably within the next month or month and a half as our new website emerges. The Best Available Evidence Matrix will be in there too.

So it will be more than just the practices and predictors from NSTTAC. It will be from across Special ED, VE, Career Tech and School Completion. It will be much more comprehensive.

[Slide 46 – Questions]: So with that, if you have questions about anything that I've talked about or need resources feel free to email me at D W Test at UNCC dot EDU. And with that I'll turn it over to Mary.

[Slide 47 – Using a Multi-Tiered Approach to Providing Transition Services]: Mary Morningstar: Hello, can you hear me?

David Test: Yeah, we can hear you.

Mary Morningstar: Okay, now I'm unmuted. Thank you everyone. So, I'm so glad to be able to present with you. I know it's getting close to the end of a long day for many of you. So I will just go ahead and move in. What I'm going to talk a little bit more specifically about is how you might use a multi-tiered approach to providing services. And I'm going to particularly focus on career preparation serviced primarily because there's so much evidence around that particular topic.

[Slide 48 – Multi-Tiered Models of School Reform]: And for those of you who are not familiar with a triangle approach or a multi-tiered approach it might; hopefully I can just share a little bit of information with you about that to start with. And then, really what I'm talking about is what can we within secondary schools; middle schools and high schools to prepare all kids. And then some kids more intensively targeted and then much more intensively at the top.

So, many of you have probably seen the triangle similar to this. And typically what I found in working States and with Districts is that there is often a very heavy academic focus and then a

behavioral focus. So, lots of States or Districts are using positive behavior supports. What I've often found is when we move into secondary schools there; there is some divergence around this model. It doesn't hold water equally as it does within an elementary school.

And that's really gotten myself and colleagues interested in thinking about how a transition focused system or what some might now call college and career readiness. Can bridge some of the gaps between how a multi-tiered model works. It operates just a little bit differently at the secondary level. So, there really aren't any difference in terms of the core components of a MTSS model if we're focusing on transition. You're still looking at integrated resources occurring both within the school.

I think where a secondary focus extends it is that for transition you are also looking at community resources. So that's probably where it extended. Certainly, progress monitoring is still a critical element of this model. What makes it different again is that that progress monitoring extends to post-secondary; out to post school. So we don't stop at the high school door.

We are actually tracking students into post-secondary outcomes so that we know how effective our services are. The greater levels of intensity still apply. And then really; and I think the last one, the only one that's probably a little bit different and it; and that is that interventions are aligned to ensure student engagement.

[Slide 49 – What's Different about Secondary Schools?] And the reason I say that is when you look at the research around what makes secondary schools different from elementary schools, there are some substantial differences. And we have to keep in mind that models of tiered support and RTI; some of you may be familiar with Response to Intervention. Those all were initially created within elementary schools. And for those of you who have taught in an elementary school and are now teaching in a secondary school. You know how different secondary schools are.

And so I just want to briefly go over a couple of ways that they're different. And we have to pay attention to that as we're working with young adults and adolescents in secondary school. So the first of which is that adolescents are just developmentally different learners. We know from research that in terms of self-advocacy and academic success; adolescents who see themselves as members of the learning community are more likely to be successful. So that sense of engagement and commitment and self-advocacy is critical at the secondary level.

And in fact from the research perspective at the secondary level there is also a sense of youth literacies. So we are not going to keep students interested and motivated to come to school if we're not paying attention to sort of what's called out of school discourse. So how; how can we engage students in what they're motivated in now and today? And certainly the curriculum and just the high school environment look very different. All of you who are teaching in secondary settings know how different they are. And so I'm not going to go into a lot of conversation about that now.

And then finally the focus on post; looking beyond academic and behavior. So looking beyond graduation, that's probably another essential difference. It's something that I don't think is always sufficiently addressed more broadly within secondary schools. It's certainly something as Special Educators that we have been more engaged in over the years. So taking that into mind and how secondary schools are different.

[Slide 50 – Sample Behavioral Progression]: Where a college and career readiness or a transition focused approach can bridge the academic and behavior gaps. What I'm sharing with you right now if you can imagine; each of the domains; assessment, curriculum, collaboration, instruction and family involvement, each of those domains; these have sort of emerged from research around secondary transition. Critical domains for considering success, they certainly align with taxonomy and many of the evidence-based and predictors; program predictors. But each of these can be considered a separate triangle. And what I'm going to do now is really kind of walk you through how each of these major areas will look if you're thinking about career preparation for whatever high school or middle school or District that you are engaged with.

[Slide 51 – Applying Multi-Tiered Supports to Career Preparation]: So, I'm going to walk you through how these multi-tiered supports or levels of intensity of supports can be used for career preparation.

[Slide 52 – Assessment for Career Preparation]: To begin with; and so when we're talking about Tier One what we're really talking about is all students. All students should be receiving early and ongoing assessments for college, career and graduation plans. What I've included on this slide is a variety of different ways; and many of these might be familiar to some of you who are on the Webinar. But a variety of way that that ongoing assessment and planning can begin for all kids.

And so I'm not really going to go bit by bit through these bullets. But as you look at them you may already be thinking, yeah; we're doing some of those. We have a personal plan of study or an individual plan of study. Different states call it different things. They typically come out of Career and Tech ED.

My question to you all to reflect on is are your Students with Disabilities who are a part of all kids in school receiving those; these similar types of opportunities. And then also for you to think is our high school implementing these opportunities because, we know that that they probably should be. So, at Tier One for all kids it should be early and ongoing assessment.

[Slide 53 – Assessment for Career Preparation]: Then we move sort of into Tier Two which I would refer to as supplemental monitoring for college and career readiness. This is where you might have young adults. So for some kids; and typically I think the numbers where you could cut off is different for each; probably each school. But, we're probably going to be looking; typically they talk about like seventy-five percent is all. Some is about fifteen percent and then whatever's left; what's left, five percent sorry ten percent is few.

But, what we're looking at is time-limited career exploration and assessment. So how are some of your students experiencing job sampling, career visits? Are they receiving career counseling? Do you have career counseling services and guidance services in your school? And then how are students being supported in Career and Tech ED classes and the assessments associated with that? So again; for some kids, they may bump up into some additional supplemental needs.

And then at Tier Three, this is where we're really looking at more intensive assessment preparation and support. Some of you; not all of you but some of you may be familiar with terms such as the Discovery Process for Employment, Personal Career Profiles. These are all approaches related to person-centered career assessments. I could spend another three hours just talking about these types of assessments and certainly I won't. But as you think about that intensity of work-based career exploration this is really for a few students within your overall focus within your overall school; so about five to ten percent of the students might receive much more intensive assessment services.

[Slide 54 – Curriculum focused on Career Preparation]: Okay, I know that was fast and furious but I will just keep clipping along unless people tell me in the chat box to slow down. So the next area that I want to just talk briefly about is curriculum and how curriculum can be focused on career preparation. Again I'm going to start at the Tier One level and really targeting both academic skills as well as non-academic skills. Some folks have been looking really specifically at the importance of non-academic and when I say that, other terms that might sound familiar to you might be critical thinking, problem solving and social skills.

Within employment they always talk about twenty first century skills. Sort of the workplace know how skills so the non-academic communication, collaboration, problem solving and those types of skills. They are equally important and not just for careers but also in school. There's quite a bit of research that's been done on how important non-academic skills are to academic performance within high schools.

So, as you look at this; this is where Shelia I think you had a question early on about extended learning opportunities. And this is where some of that might be picked up. So, service learning is an example of what might be considered as an extended learning opportunity. Now, it may bleed over into Tier Two and I'll talk a little bit about that in just a moment. But you can see from this list that there are plenty of opportunities including extracurricular activities.

Debate Club is an example of where you might be picking up some of that contextualized skills for careers. It's how you keep kids in school. Often times, extracurricular activities is what keeps those kids who are at risk from actually dropping out of school. And some of you may be familiar with some comprehensive school wide models that really do target career preparation for all students in the school.

[Slide 55 – Curriculum focused on Career Preparation]: Okay, I'm going to go ahead and move on to Tier Two and Tier Three. So some of the supplemental curriculum; this is for some students. You can see right up at the top our models; are interventions associated with dropout prevention. Often times for young adults if they see that career pathway and they have some

mentoring and relationships throughout their day; they are much more likely to remain in school and graduate. Summer Youth Employment Programs; again these are just models.

Summer or even after school employment programs where you can be thinking about some of those extended learning opportunities for some kids that need supplemental supports and services. This is where; we're not going to talk much about it today but the Workforce Innovation Opportunities Act. There is new pre-employment services that are associated with Voc Rehab that would come into play at the supplemental and individualized intensive work-based levels. But you could start seeing some of that coming in to play for some kids in the school.

And then working on what I would call adult roles and responsibilities. This goes; it extends beyond a little bit beyond traditional independent living skills. I find that terminology somewhat limiting for; particularly for Students with Disabilities. It often puts them into a separate set of curriculum and services and locations whereas adult roles and responsibilities tend to hit a lot wider and more diverse group of young people.

And then you can see at Tier Three we're really focused on individualized and intensive work-based learning. Some emerging models that have been shown to be positive and successful and that lead to better employment; integrated and competitive employment outcomes. And again, I'm just putting those up there to help you see the range of approaches and not all disability specific. So, when we look at Cooperative Vocational Education; that is a term that comes right out of and Career and Voc ED and is for a certain sub-group of young people in a school. So I don't want you; I want to try and move us out of the lens of just for kids with disabilities or young people with disabilities.

[Slide 56 – Instruction for Career Preparation]: So as time is running out I'm going to even pick up a little bit more and just touch on some of the additional elements of the model; so the third domain, instruction for career preparation. At the Tier One really thinking about how our instructional instruction whether it's in school or whether it's a Science class or an English class or a Careers class. It's emphasizing choice and application, self-determination. Really it's looking at adolescent literacy and tying everything we do back to focusing in on what students; what adolescents are thinking about and experiencing in their own lives as motivating factors for ensuring that they maintain engagement with school.

As well, I just want to touch briefly on the technology infusion. This more and more as I go out into high schools and middle schools I'm seeing quite a bit of emphasis on technology skills. And that's something that we really need to ensure that we as Educators are really proficient in using the new technologies for learning.

[Slide 57 – Instruction for Career Preparation]: So at the Tier Two supplementals again we're starting to address for some kids the needs to take on collaborative co-teaching as an instructional model. That is absolutely appropriate and then thinking about how students receive instructional accommodations. All of those translate into work accommodations. And then

again, thinking about progress monitoring on how college and career readiness applies at this level.

And then at the most intensive level; Tier Three we're really looking at assistive technology, modifications, small group instruction, one on one in work settings and that we have dedicated support from trained personnel. Whether that's school personnel or rehab personnel that are providing that intensive instructional supports primarily in community settings for a small; for a few number of students.

[Slide 58 – Family Involvement Supporting Career Preparation]: Family involvement; we know that family involvement and family expectations is a strong predictor of employment success. We know that to be the case whether you are a student with or without a disability. So this is often; family involvement is often an area at Tier One that really drops off. So you know some of you are familiar with elementary schools where there's such a strong welcoming climate in schools for families to be involved. And it often drops off by secondary school.

Now, some of that is because our adolescents don't want us there. But it also because schools really operate a little bit differently and what's emerging from school research is that this is an essential characteristic. So, families; schools that provide inviting environments for families to be engage are more likely to have higher levels of family engagement.

[Slide 59 – Family Involvement Supporting Career Preparation]:At the Tier Two level for those of you who are working directly to outreach for families; this is often the case in schools where there is a strong needs whether it's low academic achievement or really some other stressors in that community or the environment of that school. So, this is where see Liaisons and Parent Involvement Specialists getting involved. And that we have to maybe be intervening to increase family expectations for employment. And then finally at the Tier Three level we're looking at very intensive services, engaged directly with families to ensure that they have high expectations for integrated work-based learning and are actively engaged in supporting young adults.

[Slide 60 – Collaboration within the School and Community]: I believe this is the last domain and that's good because I'm going to try and wrap up in the next five minutes. So that Diana can say a final few comments. So at collaboration; so this is collaboration within the school as well as within the community. So when we're talking about Tier One community engagement; some of you maybe in Districts or States that are taking on P Sixteen or P Twenty-One models where they're really aligned from pre-school through to college approaches to engaging all along the way.

School business partnerships is not a new concept within schools. Sometimes we don't think about the generic school business partnerships as ways to engage for career preparation. And then there are a wide array of other examples of how you can start engaging more closely with your community around career prep.

[Slide 61 – Collaboration for Career Preparation]: At the Tier Two and Tier Three levels again we're starting to see both engagement among more diverse staff. Some of you may have Social Workers, Guidance Counselors and Wrap Workers which is a term that we use here in Kansas. In our community it's a collaboration between the Mental Health Center and alcohol; drug and alcohol prevention in schools where they have actually designated Social Workers that provide that level of intensive support particularly within middle and high schools.

And then, at the Tier Three level this is where there is a strong need that schools are linking with those outside agencies that are going to be involved with young people who have more intensive support needs. So whether that's employment or mental health, health care; the wide range of linkages that are needed. With those outside agencies so that students are successful during that handoff between school and the adult world for youth who need more intensive supports; ongoing intensive support needs.

[Slide 62 – Questions to Consider ...]: So I believe that's the fastest that I've ever gone through my model. I'm happy I managed to think about it and to articulate it hopefully in a way that made some sense. So, but I do have a few questions for you to consider as you are reflecting at the end of this Webinar and really thinking about your; if you are in a school or a State or a District that's using a model of MTSS or Tiered Supports or RTI or whatever acronym we've managed to come up with for that.

In want you to think about is it engaging all students and is it promoting post-school outcomes. So that would be one question. And then how can you really think about; this will be a challenge for you but, how can you merge the academic and behavioral systems that maybe already in place within your school? A secondary school within a broader and career readiness framework so that you really are thinking about engaging all students. And then is there a realignment that is needed to ensure that your students are career and college ready?

And are you; do you have a system in place where you're tracking all students post-school outcomes? So is your high school tracking every single kid that exits high school or is it still just Students with Disabilities? That would be my challenge for you all today.

[Slide 63 – Questions]: Certainly I think my last slide is questions. If you all have questions for me feel free to e-mail me and with that I am going to turn it back over to Diana.

[Slide 64 – Presenter Contact Information]: And Diana and let's see. Diana I know that I just had a tutorial on Monday and I'm right clicking on the little ball.

Diana Blackmon: There you go, you did it.
Mary Morningstar: Beautiful
Diana Blackmon: Yeah
Mary Morningstar: I did not do it. Somebody else did it for me.
Diana Blackmon: Beautiful
Mary Morningstar: So there you go it's all yours.
Diana Blackmons: Okay

[Slide 65 – For More Information]: Well I really want to thank everyone for joining us today. I know it's been a lot of information and our panel could not have been better or more succinct in their presentation of this. That's why we; all along that's why they presented their contact information for you to contact them directly. But I did want you to know that this Webinar will be achieved on the NCSI website which is what you see on your screen right now. It will be transcribed and also a copy; a PDF of the presentations will be there as well. So give us a week or two to get all of that up but it will all be available for you.

So again, thank you for joining us and if you have any questions you can contact the presenters. If you have general questions you can contact us at NCSI at the website there. So thank you again.

[End of File: September 2015 NCSI Webinar]