



NTACT

National Technical Assistance Center on Transition

College and Career Readiness: Improving Secondary Transition Education and Services

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Albuquerque, NM
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Today's Topics

- Who we are and our charge
- Context for improving practice
- Effective transition practices aka **figuring out what works!**
- Resources for extending research to practice

What is NTACT?

National Technical Assistance Center on Transition

The TA&D center for secondary transition
funded by U.S. Department of Education:

- Office of Special Education Programs
and
- Rehabilitation Services Administration

NTACT Staff

- University of North Carolina at Charlotte
- University of Oregon
- Western Michigan University
- Transition Coalition at the University of Kansas
- TransCen, Inc.



NTACT's Purpose

To assist

- State and Local Education Agencies
- State Vocational Rehabilitation Agencies, and
- Vocational Rehabilitation service providers to:
implement evidence-based and promising practices (EBPP) ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

Today's Purpose

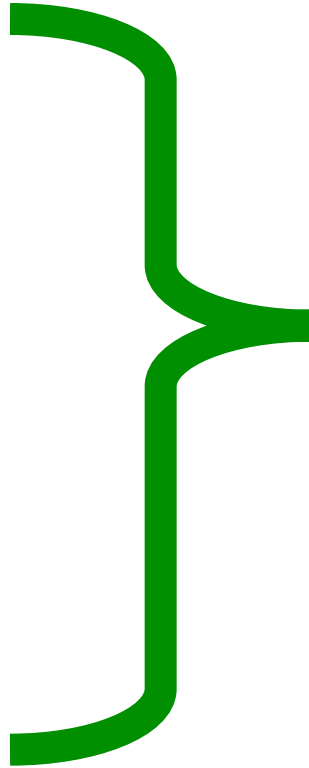
- ↑ Increase our knowledge
- ↑ Improve our practices and programs
- ↑ Improve student outcomes



Context for Improving Practice

Factors

- Federal policy (e.g., IDEA)
- State and local policy
- Community
- Effective practices



IDEA Purpose

The purposes of this title are:

(1)(A) to ensure that all children with disabilities have available to them 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;

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[Page 118 STAT. 2651]

State Policy and Direction

Beginning with the End in Mind



Angela Long Video

[Angela Long](#)

Postsecondary Education



Postsecondary Employment



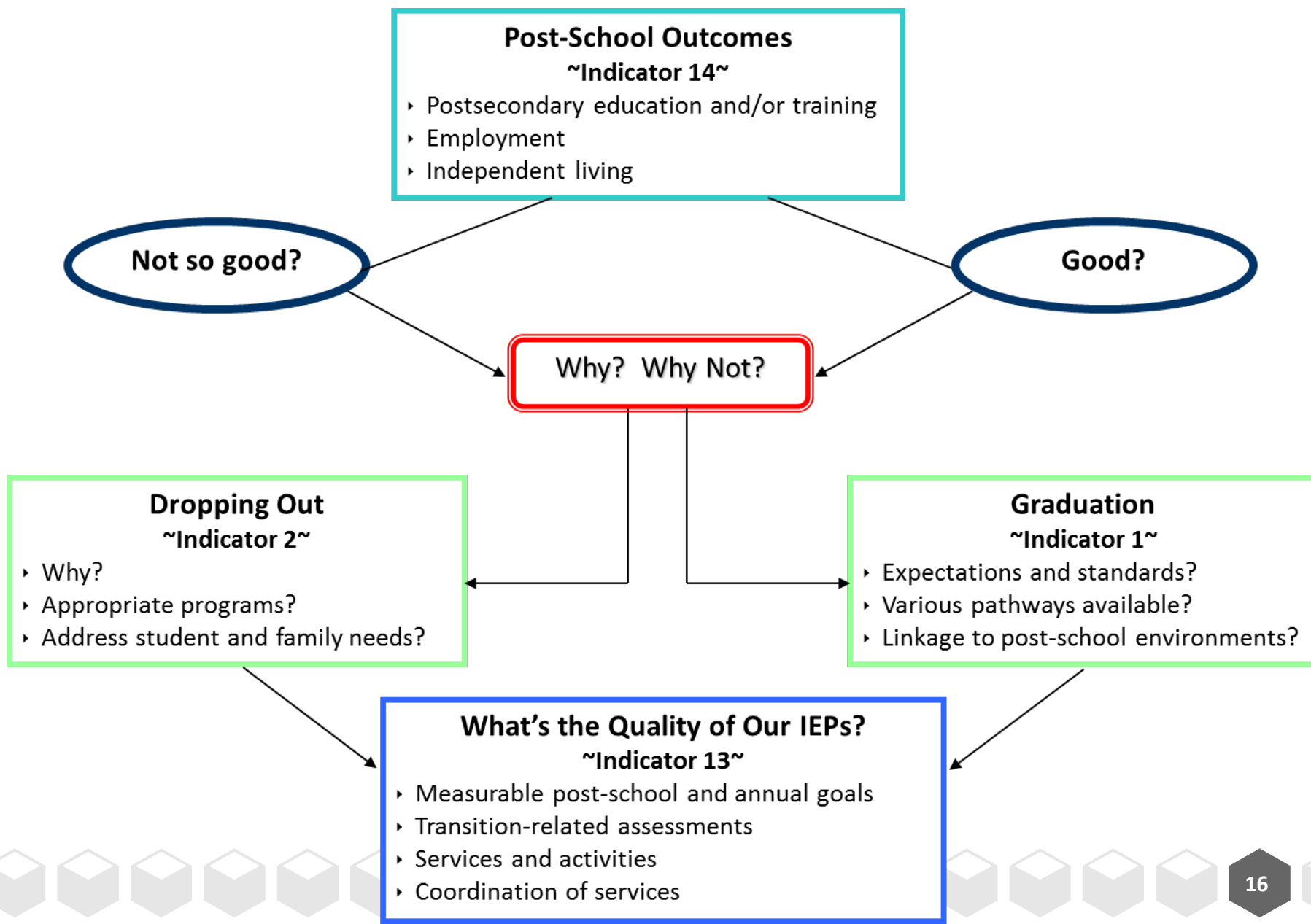
Independent Living



How Do We Get There?

- Committed, caring adults
- Persistent students and families
- Supportive systems and services
- High quality transition planning
- Utilizing research-based practices

A Little Help from the Transition



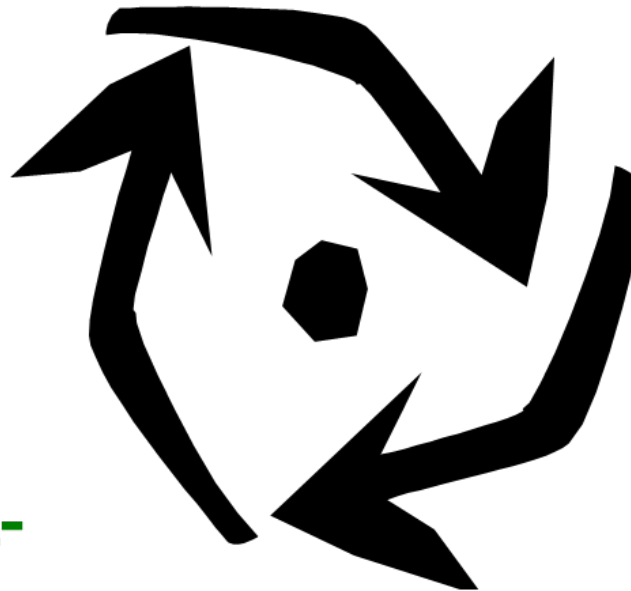
Critical Interrelationship

Quality IEPs

Staying in
School

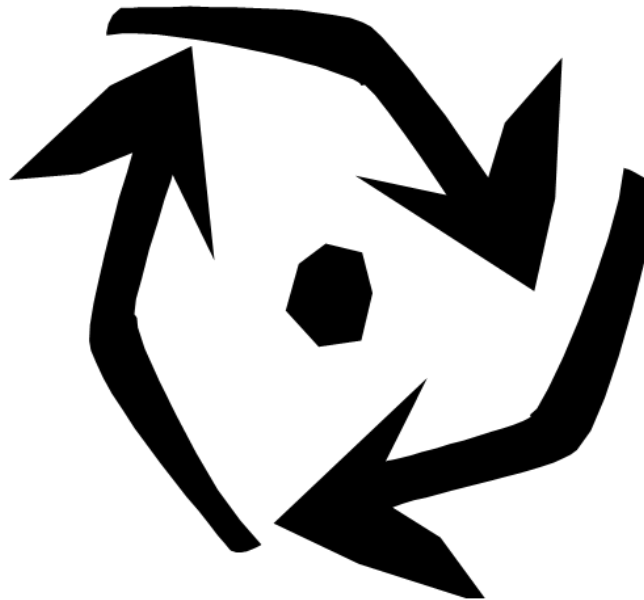
Achieving post-
school outcomes

Graduating



Critical Interrelationship

**Establishing
evidence-based
transition
education and
services**



**Developing
individualized,
relevant,
student IEPs**

**Preparing students
for the future**

How Are We Doing in New Mexico?

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Reflection



Questions to Consider at the Program Level – Graduation/Dropout

- How does your graduation rate compare to your state's graduation rate?
- What district-wide policies or procedures contribute to students with disabilities graduation or dropping out of school?
- What barriers exist to graduating or dropping out?

Questions to Consider at the Program Level – Exiting

- How are students with and without disabilities exiting secondary programs?
- What instruction/ program is in place to engage students in planning for their method of exit?

Questions to Consider at the Program Level – Career Preparation

- Where vocational and career technical education courses are available, are youth with disabilities enrolling in these classes? Are youth with disabilities successfully completing these classes?
- How does your district support paid work-based learning opportunities for youth with disabilities while they are in high school (e.g., provide Carnegie unit credit, provide transportation to and from worksites, etc.)?

Reflections

Your Turn:

As a district/school team or individual:

- Use your handout
- Take a few minutes to reflect on the questions
- Select one to share with the group



Time to Share

Evidence-Based – What are We Talking About?

- Terms are not at all consistent.
- All combinations have been used:

A	B	C
Evidence	Based	Practice(s)
Research	Validated	Treatment
Scientifically	xxx	Program
Empirically	Supported	Intervention

- As a speaker and listener, remember:
 - Usage is **NOT CONSISTENT** across the field of education
- We cannot assume anything from the term alone
- **We must attend to the procedures, not the label**

Broad Definitions

(Helsel, Hitchcock, Miller, Malinow, & Murray, 2006; Twyman, 2008)

Evidence-Based Practices

- Are based on rigorous research designs
- Have demonstrated a record of success for improving student outcomes
- Have undergone systematic review process using quality indicators to evaluate level of evidence

Research-Based Practices

- Are based on rigorous research designs
- Have demonstrated a record of success for improving student outcomes

Promising Practices

- Are based on research
- Have demonstrated limited success
- Have used a 'weak' research design

Unestablished Practices

- Are not based on research
- Have no data to support effectiveness
- Based on anecdotal evidence and/or professional judgment

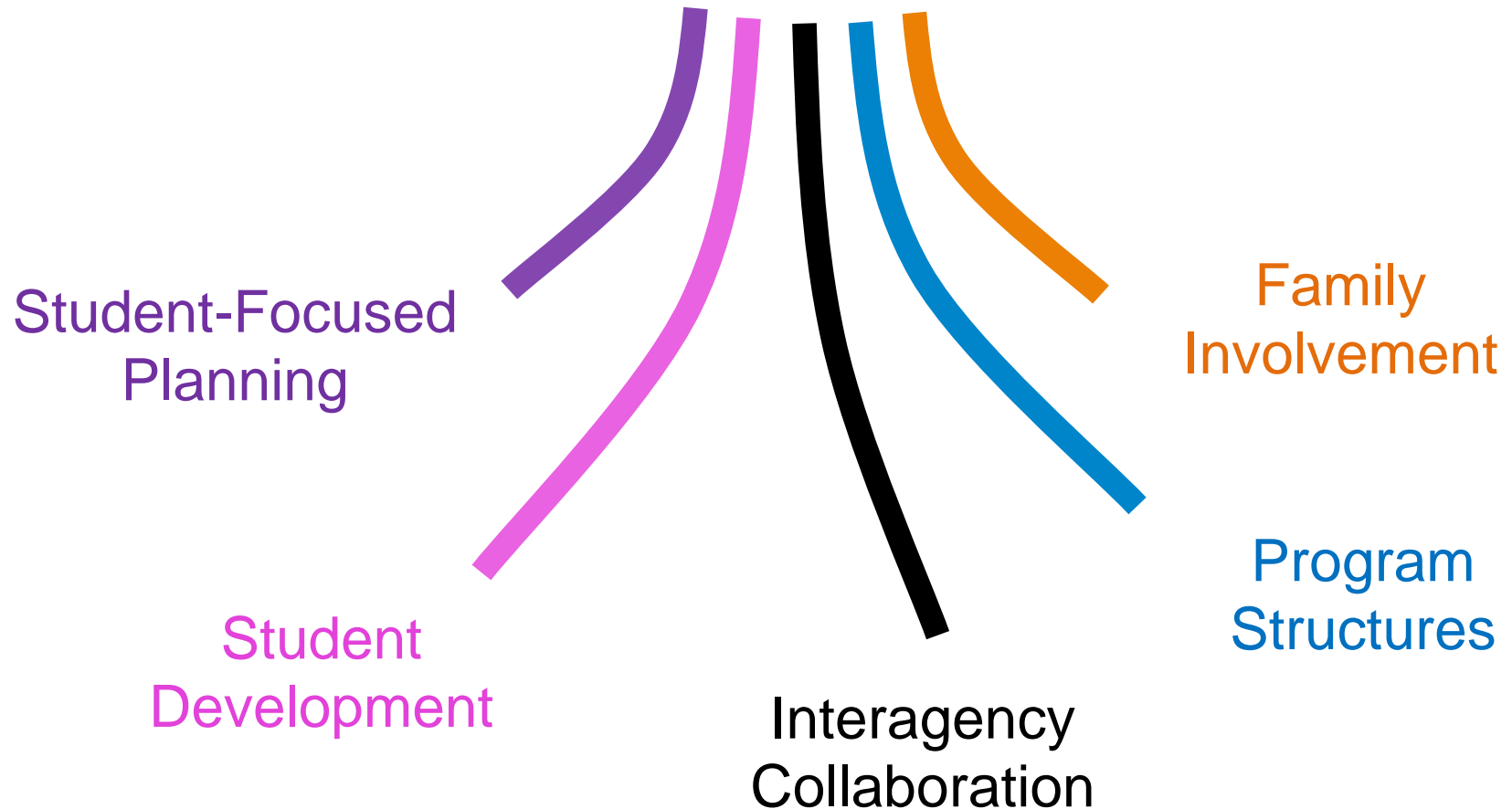
Our General Review Process

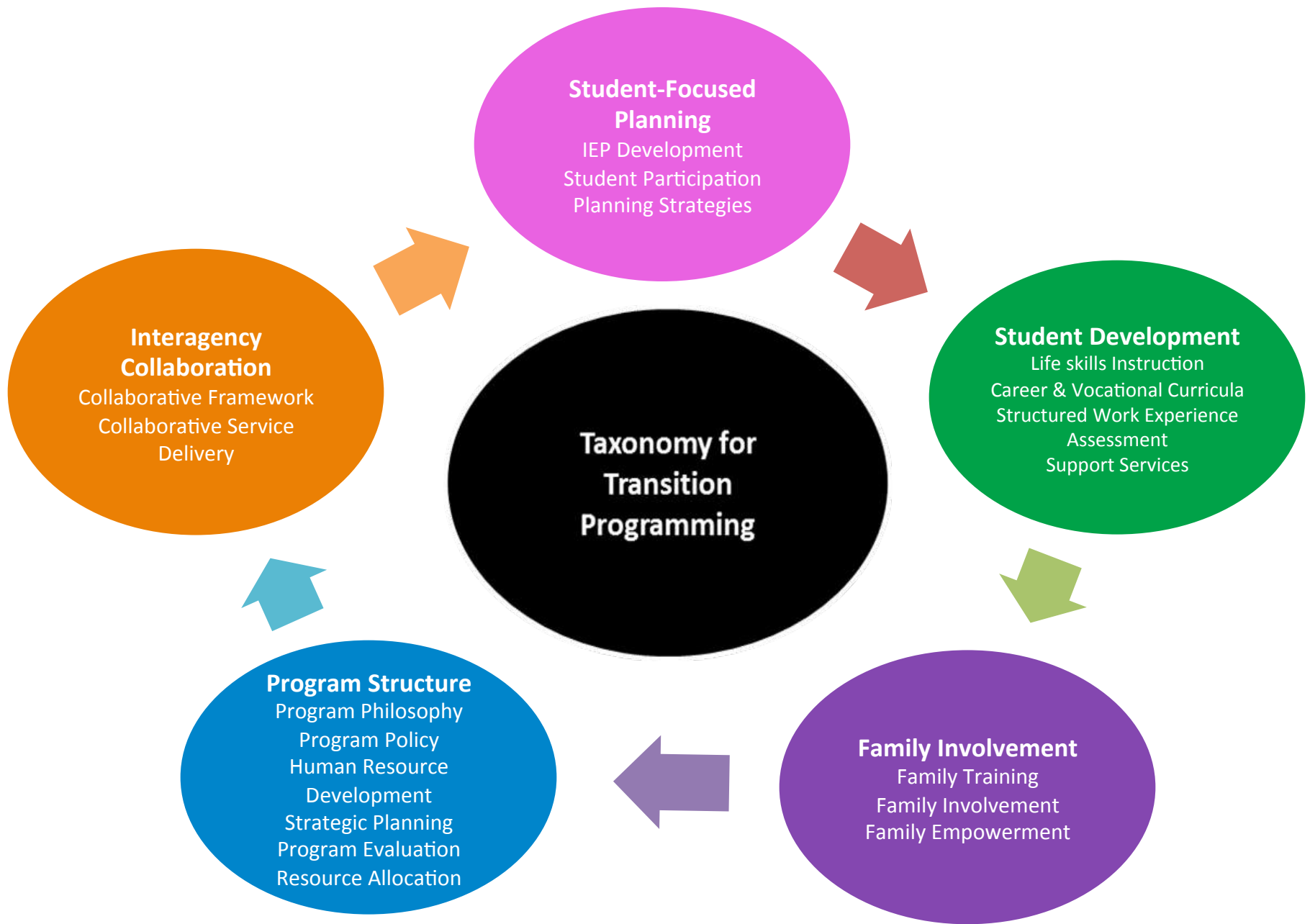
1. Reviewed articles based on inclusion criteria
2. Categorized articles by *Taxonomy for Transition Programming*
3. Reviewed articles using Quality Indicator checklists
4. Determined level of evidence based on modified IES levels

What We Had Done

- Built upon the Taxonomy as an organizer
- Reviewed experimental research to identify evidence-based practices in secondary transition

Taxonomy for Transition Programming





What We Had Done

- Identified 17 evidence-based predictors of post-school outcomes
- Identified 63 evidence-based practices
- Developed over 75 Research to Practice Lesson Plan Starters

What We Had Done

Practices = classroom and community-based instructional strategies derived from experimental research studies

Predictors = interventions that occur while a student is in-school that lead to improved post-school outcomes; derived from correlational research studies

How to Apply EBPP at the School or District Level

Evidence-based practices and predictors provide information about secondary transition program characteristics that have been empirically linked to improved post-school success for students with disabilities

Can be used to:

- develop and expand programs
- evaluate existing programs

Can help IEP teams design annual IEP goals and transition services that are more likely to help students achieve their stated post-school goals.

In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
Career Awareness	X	X	
Occupational Courses	X	X	
Paid Employment/Work Experience	X	X	X
Vocational Education	X	X	
Work Study		X	
Community Experiences		X	
Exit Exam Requirements/High School Diploma Status		X	
Inclusion in General Education	X	X	X
Program of Study		X	

In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
Self-Advocacy/Self-Determination	X	X	
Self-Care/Independent Living	X	X	X
Social Skills	X	X	
Interagency Collaboration	X	X	
Parental Involvement		X	
Parent Expectations	X	X	
Student Support	X	X	X
Transition Program	X	X	

What Have You Done?

Your Turn:

- Work in groups of four-five people
- Share with your group how many of these predictors you see happening in your district(s) and how they are implemented (stand alone program, embedded in general curriculum, after-school activity, etc.)
- In your group select someone to share out



**Time to Share:
What Have You
Done?**

Practices

Taxonomy Category	Evidence-Based Practices	Research to Practice Lesson Plan Starters
Student Focused Planning	6	9
Student Development	57	98
Family Involvement	1	0
Program Structure	9	9

How Practices and Predictors Align

Evidence-based Practices

Predictors of Positive Post-school Outcomes

STUDENT-FOCUSED PLANNING

Involving Students in IEP Process
Self-Advocacy Strategy
Self-Directed IEP

Exit Exam Requirements
 High School Diploma Status
 Self-Advocacy/Self Determination

STUDENT DEVELOPMENT

Life Skills:

Teaching life skills
 Teaching purchasing skills
 Teaching self-advocacy skills
 Teaching self-determination skills
 Functional reading sight words
 Functional math skills
 Banking skills
 Cooking skills
 Food preparation skills
 Grocery shopping skills
 Home maintenance skills
 Leisure skills
 Restaurant purchasing skills
 Purchasing using the "one more than" strategy
 Safety skills
 Social skills training
 Life skills community-based instruction
 Life skills using computer-assisted instruction
 Life skills using self-management

Self Care/Independent Living

Community Experiences
 Social Skills
 Career Awareness
 Occupational Courses

Paid Employment/Work Experience

Vocational Education/Work Study

How Practices and Predictors Align

STUDENT DEVELOPMENT

Employment:

- Job-specific employment skills
- Job-specific employment skills (computer-assisted)
- Completing a job application
- Employment skills using community-based instruction
- Teaching self-management for employment skills
- Job-related social/communication skills

FAMILY INVOLVEMENT

Teaching Parents and Families about Transition

Parental Involvement

PROGRAM STRUCTURE

Provide Community-based Instruction
Structure Program to Extend Beyond Secondary School
Check & Connect

Inclusion in General Education

Program of Study
Student Support

Transition Programming

INTERAGENCY COLLABORATION

Interagency Collaboration

What Will You Do?

Your Turn:

- As a team/ individual
 - list 2 things you will do this school year to improve secondary transition education and services in your classroom/ school/district (your setting)



**Time to Share:
What's Your
Plan?**

Last Thought

- There's a direct relationship between student outcomes and school experiences.
- *We* have responsibility for students' school experiences.



NTACT

National Technical Assistance Center on Transition

Thank you!

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Our resource rich website is:

www.transitionta.org