



Part B Indicator 13 & Students with Severe Disabilities

Teleconference sponsored by the National Secondary Transition Technical Assistance Center (NSTTAC) September 9, 2008





Presenters on the Call

- Transition services and I-13 for all transitionage students with IEPs
 - Michael Slade, Office Special Education Programs
- Planning considerations (case studies)
 - Nellie Aspel, Principal, North Carolina; Kim
 Osmani, Oklahoma State Dept. of Education &
 Lorrie Sylvester, University of Oklahoma
- Postsecondary options
 - Debbie Gilmer, Healthy & Ready to Work; Richard Luecking, TransCen, Inc.; Betsy McGinnity, National Consortium on Deaf-Blindness





SPP/APR Part B 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" [20 U. S. C. 1416 (a)(3)(B)]





Considerations

- Student PINS
- Parent/Caregiver input
- Present and future support needs
- Access to services and supports





Postsecondary Goals

- Should reflect high but realistic expectations
- Should reflect a "forward movement" instead of a "dead-end" approach
- Can be "mixed" considering the student's stamina, endurance and ability level
- Can incorporate external supports
- May initially be less specific, increasing in detail as the student approaches graduation
- May change from year to year, sometimes slightly, sometimes drastically





Debbie

(16 years old, CP, Seizures, W/C, Depression, Frequent URI)

- Education/Training: Immediately after graduation, Debbie will participate in habilitative and functional skill training through Medicaidwaiver funded services.
- **Employment:** After graduation, Debbie will obtain a supported employment position that allows her to work to her maximum stamina and incorporates the use of assistive technology.



Adrian



(18 years old, asthma, uses a 1-2-3 Speak, mild hemiplegia)

- Education/Training: Following graduation Adrian will receive employability training at the community rehabilitation program through onsite community college Job Ready classes.
- Employment: After graduation, Adrian will work with support at the community rehabilitation program in an assembly and packaging position to prepare him for future community-based employment.





Dwayne

(20 years old, W/C, Seizures, visual impairment)

- Education/Training: Within three months of graduation, Dwayne will participate in continuing education courses at the community college related to his interest in computers, food preparation or leisure activities.
- **Employment:** After graduation Dwayne will implement his business plan for a home-based Custom Candy Wrapping Business.





OK's Guiding Questions for Secondary Transition Planning for Youth with Significant Disabilities

- 1. Can the young adult express interests? If no, get information from parents and caregivers to develop transition plan.
- 2. What are special health care needs?
- 3. What are needs/challenges preventing the young adult from working outside the home?





OK's Guiding Questions for Secondary Transition Planning for Youth with Significant Disabilities

- 4. Who can provide education/training to assist the young adult?
- 5. What can the young adult accomplish without assistance?
- 6. What else could the young adult accomplish if assistance were provided by a job coach, habilitation training specialist (HTS), or other caregiver?





Other thoughts/findings...

Identify peer mentors and hook families up with other families who have youth with similar significant disabilities.

Provide needed resources.

Planning for the future takes a team! Invite others to be on your team!

ENCOURAGE THE DREAM!





Additional Information and Resources are Provided... this list will grow as document evolves

- http://se.sde.state.ok.us/ses/ (Oklahoma State
 Department of Education, Special Education Services)
- •http://www.join.ok.gov/
- http://www.disabilityisnatural.com/
- http://www.okrehab.org/ (Department of Rehabilitation Services)
- http://www.okdhs.org/divisionsoffices/visd/ddsd
 (Developmental Disabilities Services Division)





Scenario 1

Jane D. has cerebral palsy, poor fine motor skills, uses a power chair, and requires full-time assistance for daily personal needs. She is verbal and others understand her easily. Jane enjoys interacting with children, especially babies. She wants to get married and have a family. Through interviews and other types of transition assessment, Jane expressed her desire to work with children.





OK's Sample Scenarios and Postsecondary Goals

Scenario 1 - Postsecondary Goals

Education/Training: "Jane will audit childcare/early childhood classes at the local Career Tech Center with a full-time HTS".

Employment: "With the help of a full-time HTS, Jane will job shadow in 3 childcare/daycare programs".

Independent/Adult Living - Short-term: "Jane will live in a group home and utilize public transportation to participate in her classes and job shadowing experiences".

Independent/Adult Living - Long-term: "Jane will get married, have children, and live in Oklahoma".





Clarification for Scenario 1

Jane may obtain a pass/fail grade for the course(s) taken at Career-Tech, as she will not be able to complete all of the required activities at the level of her nondisabled peers; however, she is accessing the same information and being exposed to the same settings as the other participants to enable her to properly interact with children, Although Jane may not earn an hourly wage for her job shadowing experiences, she is still accomplishing something she set out to do in terms of *employment*.





OK's Sample Scenarios and Postsecondary Goals

Scenario 2

John D. is a 21-year-old who has a severe intellectual disability, is blind, and exhibits self-stimulatory behavior. John loves balloons and the squeaking sounds they make when they are inflated and touched, or rubbed. Due to John's significant health care needs, he lives with his parents and has a part-time assistant who comes to his home to help with daily personal needs. John likes traveling in a vehicle. He wants to earn his own money so he does not have to rely so heavily on his parents. John's expressive verbal skills are low, so it is difficult to get information from John. Therefore, discussions with his parents revealed John's love of balloons, car travel, and desire to earn money.





Scenario 2 - Postsecondary Goals

Education/Training: John will participate in on-the-job training at flower shops or Party Galaxy to learn how to properly inflate balloons".

Employment: With the help of a job coach, John will develop a home-based balloon business".

Independent/Adult Living: "While living at home with his parents, John will maintain a checkbook and pay for his purchases with the assistance of his parent(s) or assistant".





OK's Sample Scenarios and Postsecondary Goals

Clarification for Scenario 2

John will participate in the development and operation of a home-based balloon business. He will not be able to do this on his own, and he will require the assistance of his parent(s), job coach, or other assistant to deliver his product. There are a number of activities in which John could participate during high school (as annual transition goals) to help prepare for his home business. The example of a home business could be applied to many areas of interest for youth who have significant disability or health care issues. For example, young adults may have interests or preferences to bake or create jewelry. Those could all be developed into home businesses (i.e., baking dog biscuits for resale at local veterinary offices, or assembling jewelry to sell at local craft shows).





Scenario 3

Phil P. has cerebral palsy, uses an AAC device to communicate, and requires support and help for all daily care and mobility activities. Phil's family supports his move into his own apartment, but they are worried about consistency of care for Phil, especially in terms of medical follow up. Phil has plans to go to college, but wants to try living on his own for a bit after graduation from high school, before he applies to college. Phil's family wants to renovate their home to allow Phil private space and access. They want him to be able to handle his own health, medical, and safety needs. Phil will likely live in this adapted home when he goes to college. Phil currently has support through OK's Developmental Disabilities Services Division (DDSD) for in-home support and job coaching.





OK's Sample Scenarios and Postsecondary Goals

Scenario 3 - Postsecondary Goals

Education/Training: "With help from his DDSD habilitation training specialist and his family, Phil will learn how to use community supports so that he is able to interview, hire, and fire his own personal assistant, as well as access community services when necessary".

Employment: "Phil eventually wants to be a writer, and plans to do this freelance from his home".

Independent/Adult Living: "Phil will live independently in his own apartment, direct his own supports, schedule medical appointments, acquire various types of insurance, and access services in his community, such as local food delivery".



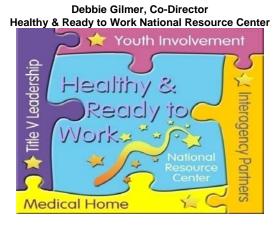


Clarification for Scenario 3

Phil may also identify supports that he needs so that he can properly identify the type of individual who will be able to best assist him with his endeavors. Phil can work on developing a list of roles for his support staff as well as interview questions to utilize when considering hire of that individual.











"Pathways to Employment for ALL"

ISSUES

Access to health insurance
"Discovery"

Self Determination (health knowledge and skill, advocacy, etc.)

Work experiences of all types beginning early

Knowledge of adult funding options (waivers, etc.)





TransCen, Inc.

• http://www.transcen.org/projects.html

National Consortium on Deaf-Blindness (NCDB)

- U.S. Office of Special Education Program
- Technical Assistance/Information/Personnel Training
- 2007 Census:
 - ages 12-17 (3348 children w/DB)
 - Ages 18-21 (1881 children w/DB)

nsttac NCDB: What we know



- National Transition Follow Up Study of Students w/ DB (1999) Dr. Jerry Petroff
- The majority of students did not received adequate transition planning;
- Only 40% of the students' and/or parents' interests and preferences were identified as a component of the transition planning process;
- Only 12% of youth and their families were involved in personcentered planning;
- Of those who engaged in transition planning, the majority didn't begin until one year prior to school exit;
- A very few number of students received community based experiences (vocational or otherwise)





- Transition Outcomes and Performance Indicators (OPIs) help plan and evaluate our TA.
 - Self Determination
 - Employment
 - Rec/Leisure
 - Community Living
 - Post-Secondary Education

nsttac NCDB Activities/Pubs



- 3 DB-specific case examples that match NSTTAC I-13 training materials.
- Customized Employment leadership activities
- Transition Publications (Practice Perspectives, Selected Topics, etc)
- Transition-specific agreements with State DB Projects





Resources

- Presentation & support materials for this teleconference, http://www.nsttac.org/
- I-13 Training Materials,
 http://www.nsttac.org/indicator13/examples
 i13 checklist.aspx
- SPP/APR Resources from OSEP, http://www.ed.gov/policy/speced/guid/idea/bapr/index.html
- SPP/APR Resources, http://spp-apr-calendar.rrfcnetwork.org/techassistance.html

nsttac Resources continued



- Healthy & Ready to Work National Resource Center, http://www.hrtw.org/
 Debbie Glimer, gilmer@maine.edu
- National Collaborative on Workforce &
 Disability, http://www.ncwd-youth.info/resources_&_Publications/entrepreneurship_guide.html#content





- National Consortium on Deaf-Blindness, <u>http://www.nationaldb.org/</u>
- Project ACTION (Accessible Community Transportation in our Nation)
 http://projectaction.easterseals.com/site/Pag
 eServer?pagename=ESPA homepage
- Start-Up/USA, http://www.start-up-usa.biz/
- TransCen, Inc., http://www.transcen.org/





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