

Predictors & Action Planning

South Carolina CASE Spring Institute

Postsecondary Transition:

Successfully Preparing the South Carolina Graduate

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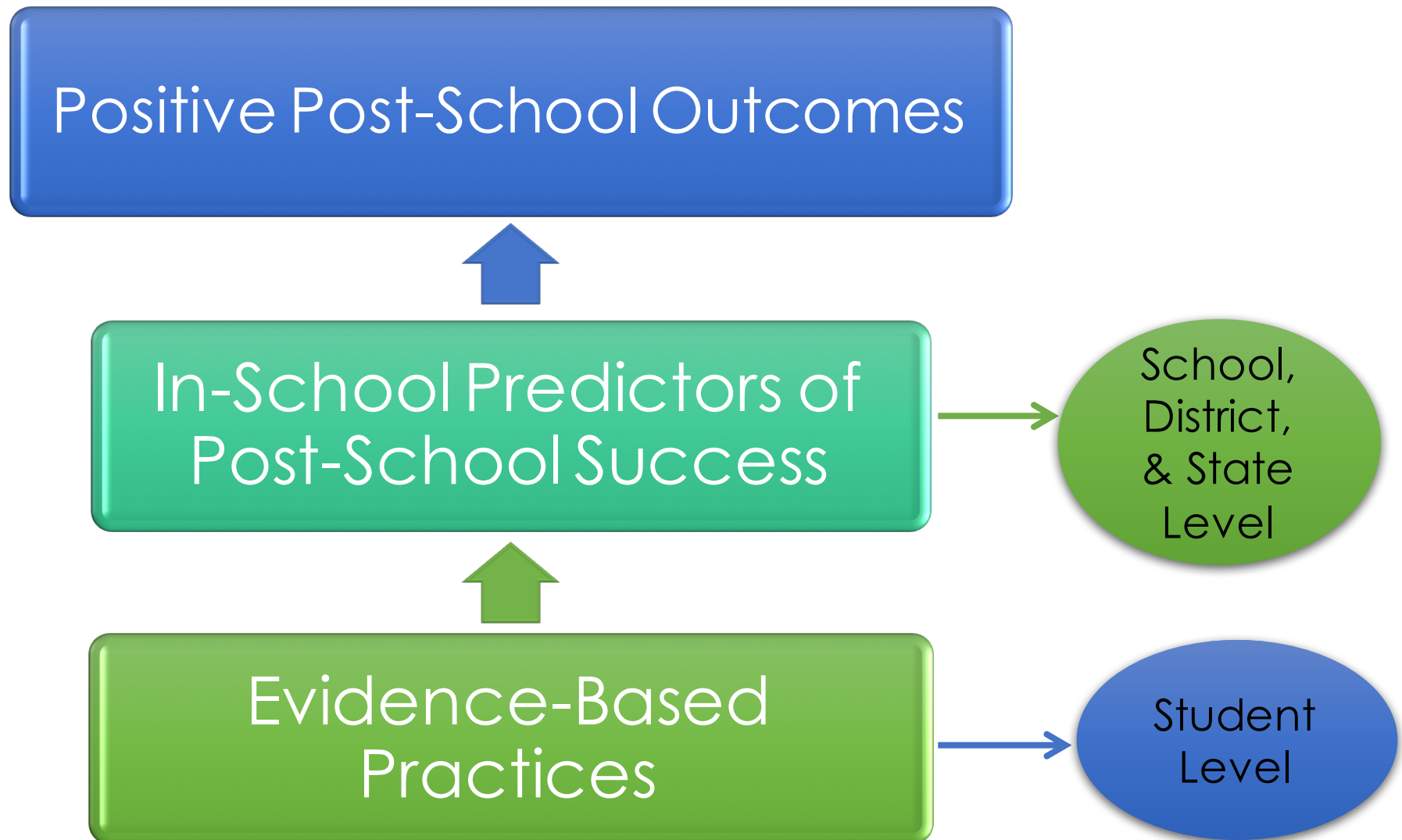
Objectives

- Facilitate further discussion related to evaluation and implementation of the predictors of post-school success to support development and improvement of secondary transition programs
- Gain knowledge of and have an opportunity to begin action planning using the Predictor Implementation Self-Assessment developed by the National Technical Assistance Center on Transition

Administrator's Role in Transition

- Have current knowledge of what works in secondary transition for students with disabilities
- Understand how to effectively implement evidence-based practices
- Be aware of **predictors of post-school success** to ensure secondary transition programs are based on predictors
- Have tools for identifying key components currently or not being implemented that relate to predictors of post-school success

EBPs & Predictors to Support Post-School Success



Predictors of Post-School Success

- A ***predictor*** is defined as an in-school experience, typically a program (e.g., a work-based learning experience) correlated with improved post-school outcomes.



Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

Why Implement Predictors of Post-School Success?

Predictors provide:

- Evidence-based information to inform what we do while youth are in high school
- A framework to:
 - Evaluate, develop, and improve secondary transition programs and practices
 - Determine if transition programs are implementing effective practices to increase the likelihood youth with disabilities will achieve positive outcomes post-school

Predictor Application to Transition Planning and Instruction

- Provide stakeholders 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 transition services that are more likely to help students achieve their stated post-school goals

Is Your District Implementing Predictors of Post-School Success?

- To what extent is your district implementing predictors of post-school success for students in your district, school building, or classrooms?
- How can you assist schools in your district in determining the level of implementation?

Predictor Implementation School/ District Self-Assessment

National Post-School Outcomes Center
University of Oregon
www.psocenter.org

National Secondary Transition Technical Assistance Center
University of North Carolina at Charlotte
www.nsttac.org

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National Post-school Outcomes Center (2013)
National Secondary Transition Technical Assistance Center (2013)
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Predictor Self-Assessment: What it looks like

Predictor Category	Operational Definition and Essential Program Characteristics	Degree of Implementation	Evidence of Implementation
Career Awareness	<p>Career Awareness is learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.</p> <ul style="list-style-type: none"> • Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, 		

Using the Self-Assessment: Assess Your Degree of Implementation

Degree of Implementation Scale

- 1- **Not Currently Being Implemented** means students with disabilities with this predictor identified on their IEP or in their program of study **do not** experience this program characteristic as described or **do not** participate in this.
- 2- **Intermittent Implementation** means 25-50% of students with disabilities with this predictor identified on their IEP or in their program of study, experience this program characteristic as described. For example, implemented in some classrooms or schools but not frequently or with consistency.
- 3- **Emerging Implementation** means 50-75% students with disabilities with this predictor identified on their IEP or in their program of study receive this experience. For example, this is a priority in the school or district and that concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development.
- 4- **Currently Being Implemented** means most or all students with disabilities (e.g., 75%=100%) with this predictor identified on their IEP or in their program of study, experience this program characteristic as described. There is consistent implementation school or district wide.

Using the Self-Assessment: Assess Your Evidence of Implementation

Evidence of Implementation Scale (aligned with predictors of post-school success)

No Evidence (0)

Weak Evidence (1):

- Written policies and/or procedures
- Articulated agreements within and across agencies
- Curriculum, instructional, or training materials
- Meeting agenda/notes

Moderate Evidence (2):

- Teacher lesson plan/service plan
- IEP goal, objective, or transition services
- Transcripts

Strong Evidence (3):

- Data collection forms, progress monitoring, or service notes, unit/ lesson grades
- Work product, instructional artifact
- Program evaluation data supporting implementation

Let's walk through it: Example Self-Determination Program Characteristics

- Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy.
- Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills.
- Teach students to self-monitor self-determination skills (e.g., accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy.

Note: See Predictor Self-Assessment hand-out for remaining characteristics

Let's walk through it: Degree of implementation

For each program characteristic, consider your evidence, and decide whether it is:

1. Not currently being implemented
2. Intermittent implementation
3. Emerging implementation
4. Currently being implemented

Let's walk through it:

Degree of implementation

Program Characteristic	Degree of Implementation
Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy.	1
Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills.	2
Teach students to self-monitor self-determination skills (e.g., accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy. **As you work with students, take into consideration the cultural nuances involved in teaching self-determination skills and providing opportunities to develop self-determination to students from CLD backgrounds.	4

Using the Self-Assessment: Assess Your Evidence of Implementation

What evidence do you have to support your decision about the degree to which you are implementing the self-determination/self-advocacy predictor characteristic?

- No evidence
- Copies of curricula, copies of training materials, in some IEPs
- Referenced in school or district procedures and policies, documented in IEPs
- Consistent evidence of implementation and impact (e.g., documented in IEPs, program evaluation data, marketing materials)
- Others?

Let's walk through it: Evidence of Implementation

Program Characteristic	Rating	Evidence of Implementation
Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy.	1	<ul style="list-style-type: none"> No evidence
Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills.	2	<ul style="list-style-type: none"> Teacher lesson plans include activities in which students have choices.
Teach students to self-monitor self-determination skills (e.g., accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy. **As you work with students, take into consideration the cultural nuances involved in teaching self-determination skills and providing opportunities to develop self-determination to students from CLD backgrounds.	4	<ul style="list-style-type: none"> At the beginning of the school year, students write letters to their teachers describing accommodations needed. All special education teachers are using the SDLMI to teach students to set goals, and monitor progress toward goals. All students are administered the AIR self-determination scale each year.

Think-Pair-Share with the Predictor Self-Assessment

- Work through at least one predictor (more than one if time permits)
- Take notes regarding questions or concerns as your team competes the task
- Consider the following as you discuss with your team:
 - Think about your stakeholder group and issues that might arise with implementation or scaling up
 - Discuss possible BARRIERS that might arise with this Phase
 - Discuss possible SOLUTIONS to problem-solving those barriers

Time for Action: Guiding Questions

- How will you answer questions identified related to improving the outcomes of youth with disabilities?
 - How do I improve employment/education outcomes?
 - What practices am I currently implementing and how can they be improved?
 - What EBPs need to be implemented to improve the chance of youth obtaining positive outcomes?
 - What are the specific action steps we will take between now and our next meeting?
 - What resources do I need?
 - Who else needs to assist me?

How could you facilitate the conversation?

- As a group:
 - Refer back to data, what area(s) need improvement?
 - Prioritize area(s) of need.
 - Choose one Predictor based on priority
 - Rate the implementation status for each of the characteristics listed
 - Identify which characteristics are not currently being implemented
 - Is this a state, district, or school level action?
 - Think about if state/district/school has the resources to implement the characteristics and the time it will take to get it up and running
 - Of these characteristics, choose one to take action on

Resources for Secondary Transition Predictors & EBPs

- National Technical Assistance Center on Transition (NTACT) <http://www.transitionta.org/>
- National Autism Professional Development Center
http://www.autisminternetmodules.org/user_login.php
- National Autism Center
<http://www.nationalautismcenter.org/>
- Best Evidence Encyclopedia
<http://www.bestevidence.org/>

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