Transition in Tough Times

Learning Objectives

• Explore research-based Transition practices
• Examine the barriers to implementing effective Transition services
• Describe one district’s plan to overcome the barriers, including financial, that prevent effective Transition services

What research-based practices promote the successful Transition from school to adult living?

Workforce Development indicates:

• Learn About Yourself
• Investigate the world of work
• Synthesize what you have learned
• Test the waters
• Find and get the right job

(From California Career Planning Guide, 2005/09)

Transition to Adult Living: An Information and Resource Guide, Section 1

What research-based practices promote the successful Transition from school to adult living?

Transition research indicates:

• Student focused planning
• Student development
• Interagency collaboration
• Family involvement
• Program structure


Transition to Adult Living: An Information and Resource Guide, Section 1

What research-based practices promote the successful Transition from school to adult living?

National Standards & Quality Indicators:

• Schooling
• Career preparatory experiences
• Youth development
• Family involvement
• Connecting activities

(National Center on Secondary Education and Transition)

Transition to Adult Living: An Information and Resource Guide, Section 1

What research-based practices promote the successful Transition from school to adult living?

What do these indicators and practices have in common?

• Learn about yourself
• Learn about the world of work
• Match interests and skills with a career
• Learn about training/education requirements
• Develop a plan
Top 5 Barriers to implementing research-based Transition Services

Sounds great, but …
1. No time to provide services and planning
   No regular contact with case load
2. Need to provide GE & CAHSEE support
3. Not responsible for Transition services
4. Diverse students: too high (general diploma), too low (life skills), somewhere in between
5. No funding

Transition in Tough Times

What are some challenges you face in providing meaningful Transition planning and services?

Overcoming Barriers:
1. Time and Contact to provide services
2. Providing GE & CAHSEE support
3. Responsibility for Transition services
4. Serving Diverse students

Develop a Scope & Sequence of Transition services, which include instruction and activities

Overcoming Barriers:
1. Time and Contact to provide services
2. Providing GE & CAHSEE support
3. Responsibility for Transition services
4. Serving Diverse students

Organize high school special education departments to serve students: General diploma
Diploma/Certificate

Overcoming barriers to implementing research-based Transition Services

Old HS Sp Ed Department
Resource | Little/No contact
Resource | IEP meeting
Resource | Maybe CAHSEE prep
M/S SDC | Daily contact
M/S SDC | Modified core classes
M/S SDC | Daily living skills
M/S SDC | Some community-based instruction

New HS Sp Ed Department
Resource | Daily contact
Resource | Study Skills class
Resource | Transition instruction
Resource | Support for Core/CAHSEE
M/M SDC | Daily contact
M/M SDC | Adapted core
M/M SDC | Daily Transition instruction
M/M SDC | Daily work experience
M/M SDC | Daily contact
M/M SDC | Functional literacy
M/M SDC | Daily living skills
M/M SDC | Daily work experience
M/M SDC | Daily community-based instruction

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Guide,	
2008,	
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Developed by Diana Blackmon, Ed.D, 2003
Transition to Adult Living: An Information and Resource Guide, 2008, p. 56
Overcoming barriers to implementing research-based Transition Services

1. Provides **time** and **regular contact** with case load to provide Transition services
2. Provides **GE & CAHSEE support**
3. Establishes case manager as **responsible** for Transition services and IEP
4. Serves **diverse students:**
   - High (general diploma),
   - Low (life skills),
   - In between (diploma/certificate)

### What does it look like?

**Resource**
- **Daily contact**
- **Study Skills class**
- **Transition instruction**
- **Support for Core/CAHSEE**

**What does it look like?**

**Daily Contact**
- **Functional literacy**
- **Daily living skills**
- **Daily work experience**
- **Daily community-based instruction**

**What does it look like?**

**M/M SDC**
- **Daily contact**
- **Adapted core**
- **Daily Transition instruction**
- **Daily work experience**

**What does it look like?**

**M/S SDC**
- **Daily Contact**
- **Functional literacy**
- **Daily living skills**
- **Daily work experience**
- **Daily community-based instruction**

### 5. No Funding

**No-Cost Improvements**

- **Used Department meetings to plan Scope & Sequence**
- **No new Special Education teacher allocations**
- **Old system:**
  - **Mild** or **Severe**
  - (6) Sp Ed teacher allocations (4 S/S P & SDC, 1 M/S)
  - 2 pathways: RS/SDC and M/S SDC (Life Skills)
  - Most students in Sp Ed core
  - Low graduation rate
  - Behavior problems

**New System:**
- **Mild**
- **Moderate**
- **Severe**
- (6) Sp Ed teacher allocations (3 RSP; 2 M/M SDC, 1 M/S SDC)
- 3 pathways: RS, M/M SDC, M/S SDC
- RS students in all GE core with Sp Ed Study Skills
- MM SDC students in Sp Ed core with elective & PE
- Higher graduation rate
- Less Behavior problems

### 5. No Funding

**Low-Cost ($1,000 per school) Improvements**

**Resource Program**

1. **Skills for School Success**
2. **Step Up to Writing**
3. **Core support**
4. **Transitions Curriculum**
5. **Work experience (11/12)**
6. **Transition Assessments**
7. **Weekly computer Lab**
   - CaliforniaCareers.info
   - Bridges
8. **CAHSEE Prep**

**Low-Cost Improvements**

1. **Special education $400**
2. **No cost CDE materials or GE Intervention ($350)**
3. **No cost**
4. **Special education $500**
5. **No cost WorkAbility $**
6. **WorkAbility/Sp Ed $200**
7. **No cost**
8. **No cost CDE materials or GE Intervention ($200)**
5. No Funding
Low-Cost $(1,700 per school) Improvements
M/M SDC Program

1. READ 180
2. Adapted English
3. Personal Finance
4. Electives & PE
5. Transitions Curriculum
6. Daily Work experience
   Coffee Cafe
7. Transition Assessments
8. Weekly computer Lab
    CaliforniaCareers.Info

1. No cost GE Intervention
   READ 180 ($25,000)
2. Corrective Reading ($1,000)
3. No cost to adapt core
   (textbook $5)
4. No cost
5. Special education $500
6. No cost WorkAbility ($600)
7. WorkAbility/Sp Ed $200
8. No cost

5. No Funding
Low-Cost $(1,150 per school) Improvements
M/S SDC Program

1. EdMark reading
2. Functional math
3. Personal Safety
4. Electives & PE
5. Modified Transitions/Life Centered Skills Curriculum
6. Daily Work experience
   Coffee Cafe
   Office supply
7. Transition Assessments
8. Weekly computer Lab
9. Community-based instruction

5. No Funding
Low-Cost Improvements

• About $3,500 in ONE TIME expenditures per high school
• Special Education ARRA funds
• Special Education (Resource 6500)
• Fund raise – especially for some CBI
• Share common curriculum
• Grants

Other high impact, no cost benefits:

• Students have a personal relationship with case manager due to daily contact
• Resource teacher checks GE assignments weekly
• Resource and SDC teachers communicate with GE teachers weekly
• Resource and SDC teachers communicate with families weekly
• IEP goals and progress monitoring have improved
• Academic performance has gone up (25 pts. on API)
• Graduation rates have gone up (15% 1st year)
• Behavior problems have gone down (20% 1st year)

Transition to Adult Living Program

• State Leadership site
• 18-22 years old
• Rented house in community
• Students leave with a plan
• Goals:
  – independence and self-determination
  – employment skills
  – daily living skills
  – travel training
  – recreation/leisure
• $150,000 year Sp Ed funds
  • 1 teacher, 2 aides
  • 20 students

Other Common Barriers to Implementation

1. Lack of interest to think about the future
2. Unrealistic goals
3. No green card or social security card
4. Fears about loosing Social Security
5. Who’s responsible: GE, Sp Ed, parent, student
6. Incarceration
7. No time for Transition: CAHSEE prep, departmentalized structures, no face-time with case load

1. Show them education and earnings data
2. Show them labor market data
3. Explain SS earnings regulations
4. Explain legal requirements and identify responsible persons
5. They need a job when they are released
6. Explain legal requirements and identify responsible persons and time for Transition work
Resources
Not listed in the Transition Guide

- Corrective Reading
  - McGraw-Hill publishing
- EdMark Reading
  - Pro-Ed, Inc. Publishing
- Personal Safety
  - New, developed by SH teachers
- READ 180:
  - Scholastic publishing
- Skills for School Success
  - Curriculum Associates publishing
- Step Up to Writing
  - Sopris publishing

Final Thoughts

- If we do what we’ve always done we’ll continue to get the same results!
- We have 30 years of research to guide our practice
- The challenges and barriers to implementing effective Transition services are immense, but the cost to our students is even greater
- Transition is the real measure of special education
- Transition is secondary special education
- Transition is the ultimate outcome