Making Transition Relevant and Meaningful for Students with Significant Cognitive Disabilities

including Transition Post-Secondary Outcome Goals and Transition IEP Goals

IDEAS 2015 St. Simon’s Island

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Georgia Department of Education
Transition planning

• **Who** are these students?
  • Most significant cognitive disabilities
  • Limited communication skills
  • Often limited mobility
  • Require direct supervision and assistance with life skills throughout their life span
  • Demonstrate unique strengths, skills, needs
Students with the most significant cognitive disabilities

- Access grade level content at entry or pre-requisite level
  - Access 1-2 aspects of a standard.
- Benefit from instruction in integrated curriculum to effectively access standards
- Require instruction in relevant life skills to function in an educational setting.
- Will require support services as an adult to live and be employed in community
Instruction

• Includes both access to the standards and relevant life skills instruction

• Should link academics to relevant life skills and experiences

• Should consider standards and elements that can have meaning to students.

• Embeds IEP objectives into context of state standards

• Increases awareness, vocabulary, and interests that can in turn increase work, independence, community, and leisure skills and interests.
Instruction should Link Skills

Life Experiences → Relevant Life Skills

Leisure ← Academics
“Why did you choose that standard?”
Choose Standards/Elements that can have Meaning and Relevance

• Would you choose:
  • Investigate arrangement of Periodic Table or
  • Investigate properties of solutions

• Create equations in one variable and use them to solve problems. or
• Calculate and interpret avg. rate of change of a function.

• Explain the impeachment of Andrew Johnson in relationship to Reconstruction. or
• Apply rational decision making to personal spending and savings.
Look for the “Big Idea”

- Student Skills (IEP goals)
- Relevant Life Skills
- “Big Idea” of the Standard
- Instructional Strategies
Looking at the Big Idea

Knowledge: Learning Facts

Understanding: Applying knowledge in relevant situations

What did you “teach”?  What did student “learn”?  What can student “apply”?
Be familiar with the standards like “wallpaper” as you are planning and implementing activities to help you establish those links between the standards, activities, and instruction.

Integrate them into relevant activities.

- MM1D2. Students will solve simple equations.

ELA9RL1. Student demonstrates comprehension by identifying evidence in a variety of texts representative of different genres (i.e., poetry, prose[short story, novel], essay, editorial, biography, and drama) and using this evidence as the basis for interpretation.

- MM1G1. Students will investigate properties of geometric figures in the coordinate plane.
  - a. Determine the distance between two points.

- SSUSH1. The student will trace the ways that the economy and society of British North America developed.

- MM1D1. Students will determine the number of outcomes related to a given event.
Implementing an Integrated Curriculum

- Embeds IEP goals and objectives within the activities that provide access to the grade level curriculum
- Emphasizes the relevance of each activity to ultimate student outcome
- Doesn’t restrict content area to a specific period of the day
- Stresses interconnectedness of each activity to others and to skills that are critical for student
- Utilizes assistive technology and communication devices
- Relates activities to skills that are needed for employment, independent living and self-determination
Looking at Relevance

• Relevance can involve relationship to personal experience.

• This can include personal location,
  • Relevant life skills
  • Life, family, and school experiences

• Relevance can also be created through shared stories or literature
Use the content of the standard/element to illustrate a relevant activity

• Tell a story that can relate to a life lesson
  • SSUSH2 c. Identify Benjamin Franklin as a symbol of social mobility and individualism.
  • Relates to transition planning, self determination.
SSUSH2 The student will trace the ways that the economy and society of British North America developed.

c. Identify Benjamin Franklin as a symbol of social mobility and individualism.
Do Something!

- neat
- clean hands
- Be on time
- clean clothes
- Do a good job

Be Someone!

- Work on time
- Work hard

What can the student do to move himself from being a student to a worker?
What are good work readiness skills and work habits?
What does the student want to do when he gets out of school?

Ben Franklin—US History & Self Determination—Kayse Harshaw, GaDOE
Ben Franklin and Self Determination

• Ben Franklin’s life story theme—self-improvement.

• “He was a model for the rags-to-riches story of the self-made man. Franklin's entire life reflected his belief in self-improvement, and from adolescence until his death at eighty-four, he worked constantly to improve his mind, his body, and his behavior.”
  • (Ben Franklin—PBS.org http://www.pbs.org/benfranklin/l3_wit_self.html)

• Education—taught himself to read.

• Body--Physical activity

• Behavior—Moral perfection
Social Studies in the General Curriculum

• A study of **people**.
  • Includes
    • History
    • Geography
    • Government/Civics
    • Economics
  • Students are provided with a basic background and critical thinking skills necessary to **become effective and productive citizens**.
Goal for all Students

Focus of Social Studies

Focus of IEP

Students become effective and productive citizens
English Language Arts

• ELAGSE.9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  • a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
My Transition Profile
I would like to be a

Activities I enjoy:

Work Experience:

Things I am good at:

I would like this job because:
English Language Arts

• ELACC.9-10.SL.1

• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

  • c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
Coordinate Algebra

- **MCC9-12.A.CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Access Level Examples

• How many chocolate and vanilla cupcakes can you put in the muffin tin/container that holds 6?

\[ C + V = 6 \]
Looking at relevance

- SS3E4 (incorporating math standards as well)
  - The student will describe the costs and benefits of personal spending and saving choices.
  - Examine personal spending
    - What do you want to buy?
    - Do you have enough money?
    - What do you need?
      - More--
      - Match coins to correct amount (math)
      - Calculate amount needed (math)
    - How will you get enough money?
      - Save
        » How do you save? Don’t spend any, or spend less and save a little at a time
      - Work to earn more

Student Skills:
Answer questions: Yes/No
Increase vocabulary
Money/exchange skills
Less/More: Enough/Not Enough
Token exchange
Economics

- SSEPF1 The student will apply rational decision making to personal spending and saving choices
  - b. Use a rational decision making model to select one option over another.

- Do you really need it? Can you do with less? Can you find a better deal?
Reality Check

• What happens when......
  • The school door closes that last day
  • The bus pulls away on the last day of school

• The day after school.......
Transition

• Movement to post school environments
  • Employment
  • Post Secondary Training
  • Living arrangements
  • Community involvement

• Transition includes:
  • Family involvement
  • Self-determination and student choice
  • Variety of support services
  • Person centered planning
Transition Assessment

• Required—purposeful—meaningful
• Formal
• Informal
• Checklists
• Previous Information
• 8th grade or prior
Who?

- **Who** should be involved in the transition assessment?
- Student
- IEP Team
- Family
- Community
- Support Services
Why?

• Why for students with significant cognitive disabilities?
  • IDEA, State Rule, etc.
  • To address student’s unique needs as early as possible
  • To prepare the student and family to know where the student is going and how to get there
  • To ensure a satisfying and purposeful life after school
Transition Assessment Resources

Transition Coalition

Transition Assessment and Students with Significant Disabilities: Developing a Comprehensive Planning Process

Dr. Mary E. Morningstar
mmorningstar@ku.edu
www.transitioncoalition.org

Division on Career Development and Transition Regional Conference
Mystic, CT
October 14, 2010


# Transition Assessment Resources

- TransitionCoalition.org

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## Transition Assessments for Students with Significant Disabilities

<table>
<thead>
<tr>
<th>ASSESSMENT INFORMATION</th>
<th>NOTES</th>
<th>ACTION NEEDED</th>
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<tbody>
<tr>
<td>General Transition Planning</td>
<td>Obtain</td>
<td>Try with students, Share with others, I use the assessment, I don't need the assessment</td>
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Transition Assessment Resources

Students w/ Severe Disabilities and I-13

Indicator 13 brings unique challenges when working with students who have severe or low-incidence conditions. Click the links below to access resources that may help in meeting this challenge:

- PowerPoint (pdf, 595 KB);
- OK Workgroup Examples (pdf, 80 KB); and
- Transition Assessment for Youth w/ Severe and Multiple Disabilities.

Rate this page: ★★★★☆

Add new comment

- [http://nsttac.org/content/students-w-severe-disabilities-and-i-13](http://nsttac.org/content/students-w-severe-disabilities-and-i-13)
Important Assessment Considerations

• Communication
  • Receptive and expressive
  • Augmentative communication

• Sensory needs

• Physical Mobility

• Medical and Health
Important Assessment Considerations

• What vision does the student and family have for the future?
• Relevant Life Skills
• Academic Skills
• Self Determination
• Preferences, Interests and Skills
  • Career
  • Leisure and Social
  • Special Interests
Communication

- We MUST define communication for student
- EVERYONE must
  - Understand
  - Acknowledge
  - Honor or respond when possible
- Communication is
  - Receptive and Expressive
Leisure and Social Skills

• Biggest predictor of success in post school living and placement

• How student can occupy self meaningfully during non-structured time
  • Quality of life
  • Meaningful
  • Self Satisfaction
  • Age appropriate
  • How perceived by others
Assessment Continued

• You must have the proper assessments and information available at the Transition Plan Meeting to help the student’s Transition Team identify the resources that are needed to make the student’s goals happen!

• Students with significant cognitive disabilities may participate in non-verbal assessment, with information from interactions with teachers and family members.
Student Assessment

<table>
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<tr>
<th>Activities I enjoy:</th>
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<th>Jobs I do at home, school or in the community:</th>
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<th>Things I do NOT like:</th>
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<th>When I leave school, I would like to:</th>
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- Student assessment can be addressed through:
  - Choice making
  - Communication Goals
    - Yes/no
  - Consistent response to events
  - Observational data of student in a variety of situations and environments

Created by Penni Singleton, Cherokee County Schools
Assessment

• Choice making
• Symbol Choice
• Object/texture choices
• Data from observation of activities

Developed by Penni Singleton, Cherokee County Schools
Assessment

- Choice making through AAC
- Observation
- Information from family, teachers
  - Preferences/dislikes
  - Medical issues
  - Sensory issues
Assessment

Jobs I do at home, school or in the community:

- Using AAC to assist
- Volunteer Jobs
- Assisting with Chores
- Assisting with my own care
- Workjobs at school
Assessment

Think outside the box!

How can the current preferences, experiences, and student skills be used in the workplace for paid, unpaid, or volunteer jobs?
Interviews and Observations

• Student observations
  • Document preferences, observed strengths

• Parent and caregiver interviews
  • What, where, how?
  • Potential activities and participation

• Community
  • How does student currently participate?
Analyze potential job/work activities

- Ecological Assessment
  - Task Analyses
  - Partial Participation—what part of the task can they perform or participate in
  - Job skills—what skills do they have that can be used as job skills in the part of the identified task?
Things to Consider in Identifying Potential Employment

- Potential for compensation
  - Could it begin as a volunteer activity?
- Linked to a daily living/leisure activity
- Relevant/functional
- Of interest to caregiver
Questions for Families/Caregivers

• What do you like to do outside the home that could include your young adult?
  • How could your child participate in a meaningful way?

• Is there some activity you will no longer be able to do when your child is at home full time?
  • How can your child participate in a meaningful way?
Merging family needs with student skills

• Identify family/caregiver activities
• Identify student skills
• How can those skills be used to participate in the environment of the family/caregiver activities?
• Identify tasks that are purposeful for the student and beneficial for the environment.
Win/Win/Win!

- Student benefits—a volunteer/employment activity using student skills.
- Parent benefits—is able to participate in activities by including their child in a meaningful way.
- Community benefits—student provides a beneficial service.
  
  Community gains positive awareness.
Using Student Preferences/Reinforcers in Job Identification and Training

• Link to job performance and training
• Reinforcer can be extrinsic and contingent on a non-related behavior or task performance
• Reinforcer can be intrinsic in the activity—part of the job/activity
Transition

• Goal for students with the most significant cognitive disabilities:
  • Participate in productive work activities at the highest level of independence and ability
  • Be afforded opportunities to communicate with other persons, significant or unfamiliar, and if needed, using the most effective mode of AAC
  • Engage in social interactions with other persons to allow collaboration to accomplish the tasks.
Richard Woods, Georgia’s School Superintendent
“Educating Georgia’s Future”
gadoe.org

Job
Work Activity

Student Skills

Daily living/domestic
Leisure

Family
Needs & Interests

Leisure
Skills
Needs &
Interests
Richard Woods, Georgia's School Superintendent

Educating Georgia's Future
gadoe.org

CTAE: Career, Technical and Agricultural Education

Agriculture
Healthcare Science Pathways
- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Therapeutic Services-Emergency Services
- Therapeutic Services-Medical Services
- Therapeutic Services-Nursing
- Personal Care Services-Cosmetology
- Physical Medicine

Agriculture Pathways
- Agribusiness Management
- Agriscience
- Agricultural Mechanics
- Animal Science
- Forestry/Natural Resources
- Plant Science/Horticulture
- Veterinary Science

Arts & Humanities Pathways
- Journalism
- Foreign Language
- Performing Arts
- Visual Arts

Family Consumer Science Pathways
- Consumer Services
- Family, Community, & Global Leadership
- Interior Design
- Nutrition & Food Science

Culinary Arts Pathways
- Culinary Arts

Education Pathways
- Early Childhood Education
- Teaching As A Profession

Govt. & Public Safety Pathways
- Firefighting
- Homeland Security & Emergency Services
- Law & Justice
- JROTC – Air Force, Army, Marine Corps, Navy

Architecture, Construction, Communication, Transportation Pathways
- Aircraft Support
- Architectural Drawing & Design
- Broadcast/Video Production
- Climate Control Systems Technology (HVACR)
- Collision Repair
- Construction
- Flight Operations
- Graphic Communications
- Graphic Design
- Marine Engine Technology
- Maritime Studies
- Metals Technology
- Transportation Logistical Operations (Ground/Marine)
- Transportation Logistical Support (Ground/Marine)

Engineering & Technology Pathways
- Electronics
- Energy Systems
- Engineering
- Engineering Graphics & Design
- Manufacturing

Marketing Sales & Services Pathways
- Fashion Marketing
- Marketing Communications & Promotion
- Marketing & Management
- Sports & Entertainment Marketing
- Travel Marketing & Lodging Management

Business & Computer Science Pathways
- Administrative/Information Support
- Computer Networking
- Computer Systems and Support
- Computing
- Financial Management-Accounting
- Financial Management-Services
- Interactive Media
- Small Business Development

Government & Public Safety

Education
Career Pathways: Where do we fit?

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio-Video Technology & Communications
- Business Management & Administration
- Education & Training
- Energy
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics
Thinking Outside the Box!
Getting Out of the Box

• What to do when you don’t want to stay home!
Out of the Box!

• Carl’s dad likes to go to the local building supply store. Carl eyepoints to match colors and objects. Carl will assist in making purchases for home projects and carrying objects for the shopper.
Out of the Box!

• Carl’s dad likes to go to the local building supply store. Carl eyepoints to match colors and objects. Carl will assist in making purchases for home projects and carrying objects for the shopper.
Out of the Box!

• Alice uses an AT switch to operate small appliances and other electrical devices to participate in cooking activities, etc.
  • Post Secondary Goal: Alice will assist in food preparation using her AT switch to control small appliances.

• Jim uses a single message device to respond to greetings and greet others.
  • Post Secondary Goal: Jim will use his AAC device to communicate with customers in a retail store.
Out of the Box

• Carl’s skill of carrying objects can be used to assist another person and to assist his family in shopping trips.

• Career Pathway?
  • Hospitality
  • Marketing

• Post secondary outcome goal: After graduation, Carl will assist others who are shopping by carrying packages
Out of the Box

• Marky’s mom would like to go to the gym, but has nowhere to leave Marky.

• Marky likes music.

• Marky can activate music with an adaptive switch and an adapted tape player. Marky will play music for group activities, e.g. exercise classes, using his adaptive switch.
Out of the Box

• Marky will play music for group activities, e.g. exercise classes, using his adaptive switch.

• Marky can use his adapted switch to read books on tape to other children at the local library.

• Career pathway?

• Post Secondary outcome goal: After graduation, Marky will provide music and story entertainment to others using assistive technology.
Out of the Box

- Jenna can use her message device to deliver single messages. She enjoys interaction from other people.
- Her family goes to a church that has a monthly bazaar for crafters and other wares.
- A family friend makes hand-crafted soaps that are sold through various vendors.
- Jenna will market hand crafted soaps at the monthly bazaar with assistance from her dad.
- She will use her AAC device to tell potential customers about the soaps and prices.
Out of the Box

• She will assist in collecting the money and placing the soaps in a bag.

• Jenna will earn a percentage of the profits from the sale of the soaps.

• (Jenna’s dad will enjoy socializing with his friends at the church bazaar!)

• Career Pathway?

• Post-secondary outcome goal: After graduation, Jenna will market products at local craft fares with assistance.

• After graduation, Jenna will greet and communicate with others in retail and other settings using her AAC.
<table>
<thead>
<tr>
<th>Work Based Learning Activity</th>
<th>Academic standards: ELA Math, Science, Social Studies</th>
<th>Standards Based Objective</th>
<th>Relevant Life Skills Objective</th>
<th>Transition Goal</th>
<th>Communication/Assistive Technology</th>
<th>Adaptation and skills</th>
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Planning Matrix
Coffee Shop

• Work skills training activity
• Break down the skills required to participate in the task
• Match student skills and abilities
• Determine academic standards
• Incorporate relevant life skills
• Match student skills to tasks required for the job.
Coffee Shop

• Mathematics—
• Economics
• Science—Solutions/solvents: Rate of solubility affected by heat of solvent.
• ELA—Informational Text
  • Writing—Brochure/menu
• Social Studies—Assembly line—how it can affect our lives today. Rate of producing coffee using assembly line vs. each made individually.
You think out of the box!

• Choose a student in your district with a significant cognitive impairment
  • How would you informally assess the student?

• Determine a post secondary goal

• Identify a job within a career pathway that could be a potential post secondary option
Think outside the box!

- List relevant activities in a classroom of students with significant cognitive disabilities.
- Select a standard that could be taught at an access level within an activity.
- Create a standards based objective that addresses a student skill needed to access standard based instruction.
- List possible relevant life skills objectives that might be addressed in the same activity.
Transition Goals

- What is in the future?
- Where will you be when the school bus leaves the last day?
- What does the parent want to do?
- What can they do together?
- What student skills will enable the parent to expand activities, their own goals?
- What skills used in supportive employment could also be used in the home living environment/community?
Keep it Relevant!

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Georgia Department of Education
Special Education Services and Supports