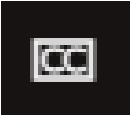





WELCOME!

- Today's webinar will begin shortly.
- Options to consider for improving your experience:
 - Use  to turn on live captions if needed AND personalize captions using gear icon at bottom right (next to closed caption icon  ).
 - Use  to ask questions.
- Today's PowerPoint can be found at bit.ly/AZsecondarytransition1
- If you experience any technical issues, notify us by email at ESSTransition@azed.gov

Transition Assessments for Students with Complex Support Needs

SECONDARY TRANSITION TEAM
EXCEPTIONAL STUDENT SERVICES
ARIZONA DEPARTMENT OF EDUCATION

Today's Agenda

- ✓ Brief overview of the Transition Planning Process
 - Students with Complex Support Needs
- ✓ DSCVR Framework for Transition Assessments
- ✓ Best practices for developing Measurable Postsecondary Goals (MPGs)

Secondary Transition Planning

Beyond
Compliance...
Effective Best
Practice
Strategies

Ongoing planning that helps students develop independence, which in turn helps them to reach their career and adult-living goals

FOR INFORMATION ON COMPLIANCE:

- ✓ [ADE ESS Program Support & Monitoring Webpage](#)
- ✓ [2019-20 Guide Steps](#)
- ✓ [IDEA website](#)

Who are Students with the Most Complex Support Needs?

Students with disabilities who have/require:

- ✓ 1:1 assistance for all activities of daily living;
- ✓ Very limited physical and/or mental stamina;
- ✓ Significant behavior issues;
- ✓ Limited communication response (1-2 second eye gaze for yes/no answers);
- ✓ Daily required supports from a medically trained professional; and
- ✓ 1:1 supports for social engagement activities.

Complexity Continuum

↑ *Complexity* = ↑ *Supports*

- Communication issues - frequently
- Self-care issues – almost always
- Intellectual issues – often, but not always
- “Multiple” systems - always

Meaningful Day for Students with Complex Support Needs

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population.

This includes:

- ✓ purposeful and meaningful work;
- ✓ substantial and sustained opportunity for optimal health;
- ✓ self-empowerment and personalized relationships;
- ✓ skill development and/or maintenance; and
- ✓ employment, educational, social, and community inclusion activities that are directly linked to the individual's vision, goals and desired personal outcomes.

What Makes Life Meaningful?

Family & friends

Employment (money & self-worth)

Engagement in community

A happy home, a sanctuary

Health

Choices/options

Freedom & Independence



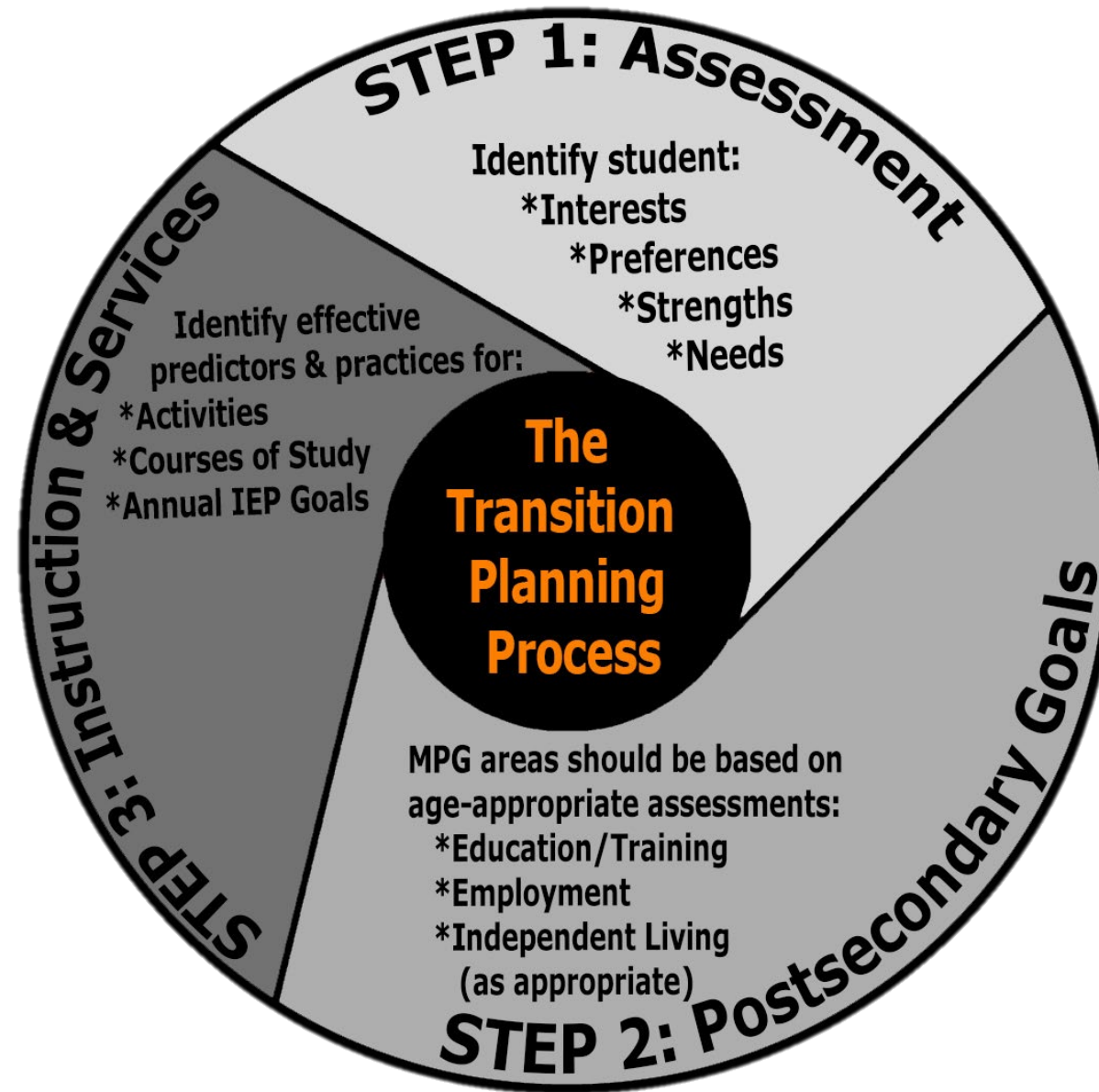
Josh's Story

Meaningful Day through Meaningful Activities

- ❖ Daily activities match skills and interests
- ❖ Community experiences and volunteering

A Shift in Attitude

- ❖ Excited to contribute to his community
- ❖ Sense of responsibility
- ❖ A day with purpose



Step 1 – DSCVR Framework

Determining What to Assess

Selecting Appropriate Assessments

Conducting the Assessments

Viewing & Analyzing the Results

Results-driven Decisions

Determining What to Assess?

The process should help the team determine:

- ✓ Where is the student presently?
- ✓ Where is the student going?
- ✓ How does the student get there?

Assessments should help the student determine:

- ✓ Who am I?
- ✓ What are my unique talents and interests?
- ✓ What do I want in life, now and in the future?
- ✓ What are the main barriers to getting what I want?
- ✓ What are my options?

What to Assess: Skills & Supports

General Transition Areas/Skills	Functional Life Skills & Functional Academics
Career Interests, Awareness, Skills	Physical/Mobility
Preferences & Interests	Assistive Technology
Sensory Needs	Leisure & Social Skills
Communication	Medical & Health
Self-Determination	Special Skills/Interests

Selecting Appropriate Assessments

Informal Assessments

Informal interviews
- Student, Parent, Teacher, etc.
Interest inventories
Related services & nurse's files
Situational assessments
Person-centered planning notes
Grades/Transcripts
SETT (AT selection process)
Outcome(s) for STEP 3

Formal Assessments

Achievement tests
Intellectual functioning assessment
Adaptive behavior scales
Aptitude tests (Accuplacer/ASVAB)
Temperament inventories
Self-determination scales
Pre-vocational/employability scales
Personality & preference tests
Career development measures

Assessment Examples (NOT an exhaustive list)

Ideas to Get You Started...



Review existing documents and available information

[ADE Secondary Transition Age-Appropriate Assessment Padlet](#)

Conducting the Assessment

All DSCVR steps should be individualized.

Offer Accommodations

- ✓ Communication
- ✓ Physical
- ✓ Behavioral
- ✓ Learning

Use a Variety Of Strategies to Gather Information

- ✓ Observations (preferences)
- ✓ Hobbies
- ✓ Favorite academic activity
- ✓ Situational Assessment

Ask the Right Questions

- ✓ Ask parent to describe the student's participation in an activity.
- ✓ What does the student's day look like?

Assessment Considerations for CSN

- ✓ Communication
 - ❖ Receptive and expressive
 - ❖ Augmentative communication
- ✓ Sensory needs
- ✓ Physical mobility
- ✓ Medical and Health



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Viewing & Analyzing the Results

Interests

- ✓ Expression of LIKES/WANTS
- ✓ Interest does not always mean preference or strength

Preferences

- ✓ Requires ACTION/EFFORT from the student
- ✓ Were the activities accomplished?
- ✓ Was the coursework completed?

Strengths

- ✓ Measure of HOW WELL the student does on the activities and coursework
- ✓ Basic skills needed to be a successful candidate

Needs

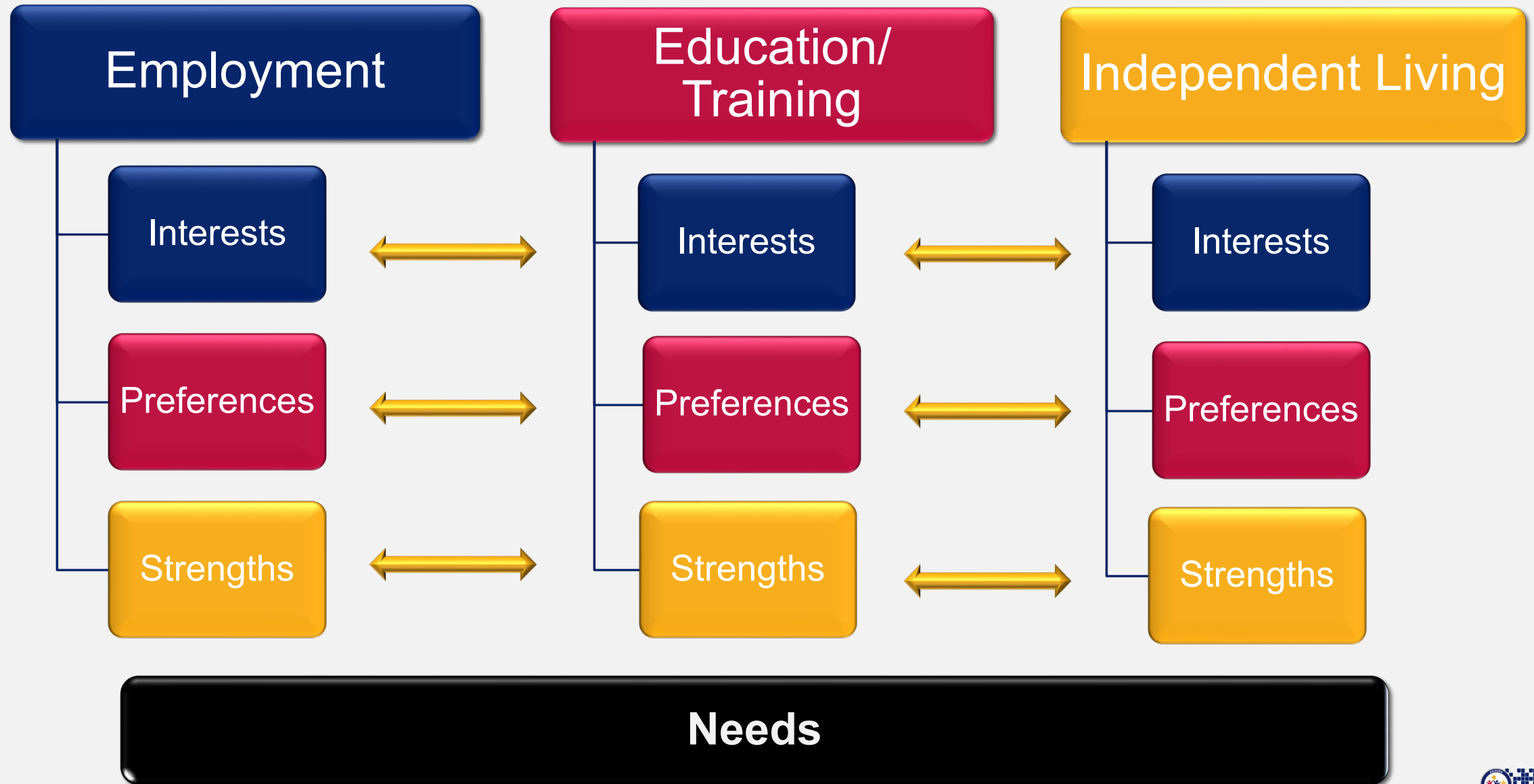
- ✓ Limitation(s)
- ✓ Make it more difficult for the student to pursue the MPGs OR
 - ✓ When addressed make MPG attainment possible
 - ✓ (AT/Accommodations)

Needs Related to Secondary Transition

- ✓ Academic, functional, and/or behavioral needs
- ✓ Identify gaps that could interfere with the MPGs
 - ❖ Can the skill be taught?
 - ❖ Can skill development be accommodated?



Viewing & Analyzing the Results



Results-driven Decisions

- ✓ All MPG areas must be developed based on assessment data.



- ✓ Employment First practices ensure process is effective
 - ✓ Allow the data to drive the process
 - ✓ Remove personal opinions & biases from the process
 - ✓ Remove “only” from the conversation

Employment First encompasses the belief that competitive integrated employment is the expectation for all Arizonans who have disabilities.

DSCVR Framework

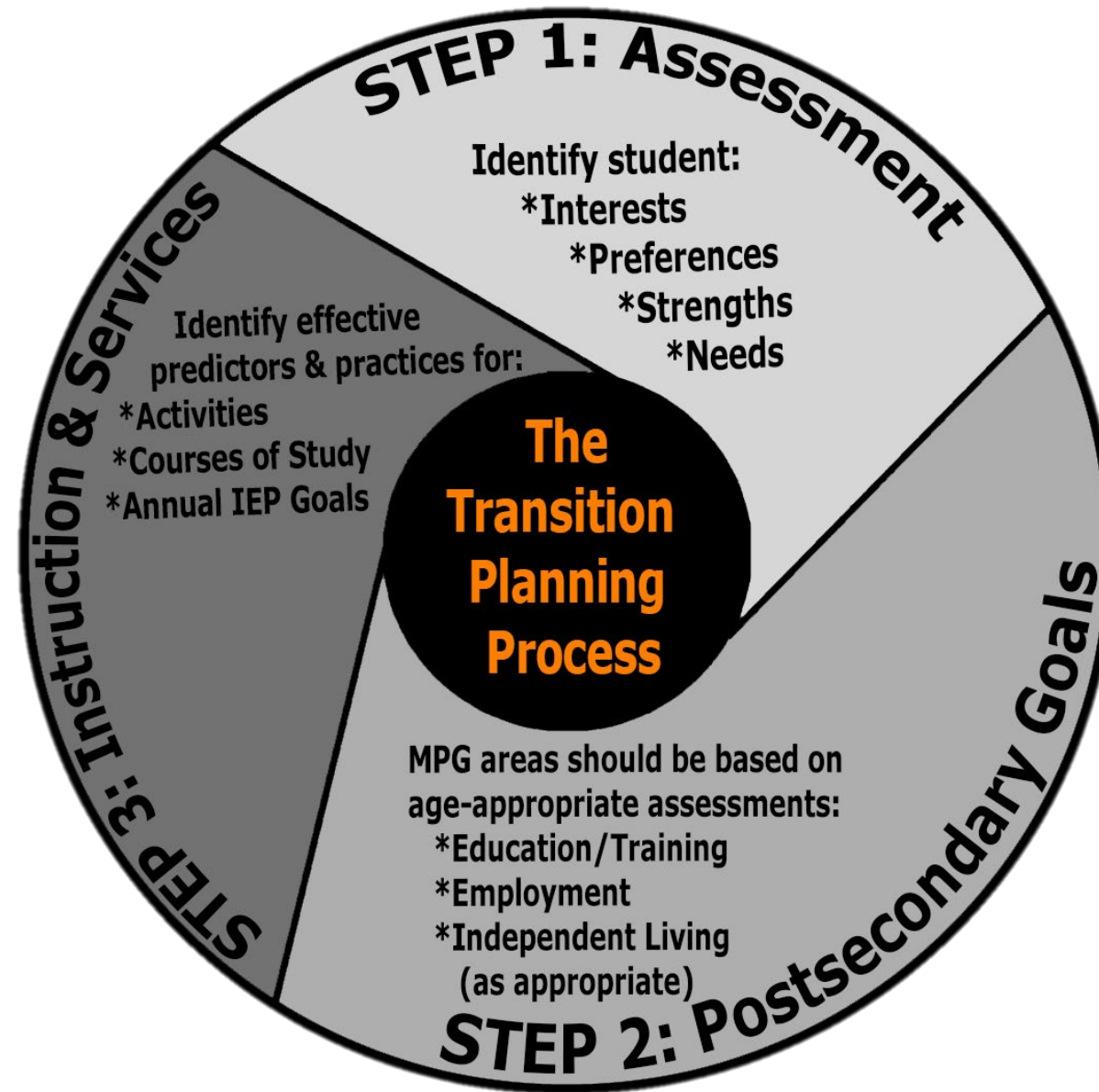
Determining What to Assess

Selecting Appropriate Assessments

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Viewing & Analyzing the Results

Results-driven Decisions



Step 2 - Measurable Postsecondary Goals



Measurable Postsecondary Goals

Should

- ❖ reflect high expectations; and
- ❖ reflect a “forward movement” instead of a “dead-end” approach

Can

- ❖ be “mixed”, considering the student’s stamina, endurance and ability level; and
- ❖ incorporate external supports

May

- ❖ initially be less specific, increasing in detail as the student approaches the end of high school; and
- ❖ change from year to year, sometimes slightly, sometimes drastically

MPG Considerations for CSN



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.

CSN –Think Out of the Box

After graduation, Marky will provide music and story entertainment to others using assistive technology.

After graduation, Carl will assist others who are shopping by carrying packages.

Alice will assist in food preparation using her AT switch to control small appliances.

Jim will use his AAC device to communicate with customers in a retail store.

MPG Examples

Employment

After high school, Josh will work part-time as a customer service provider.

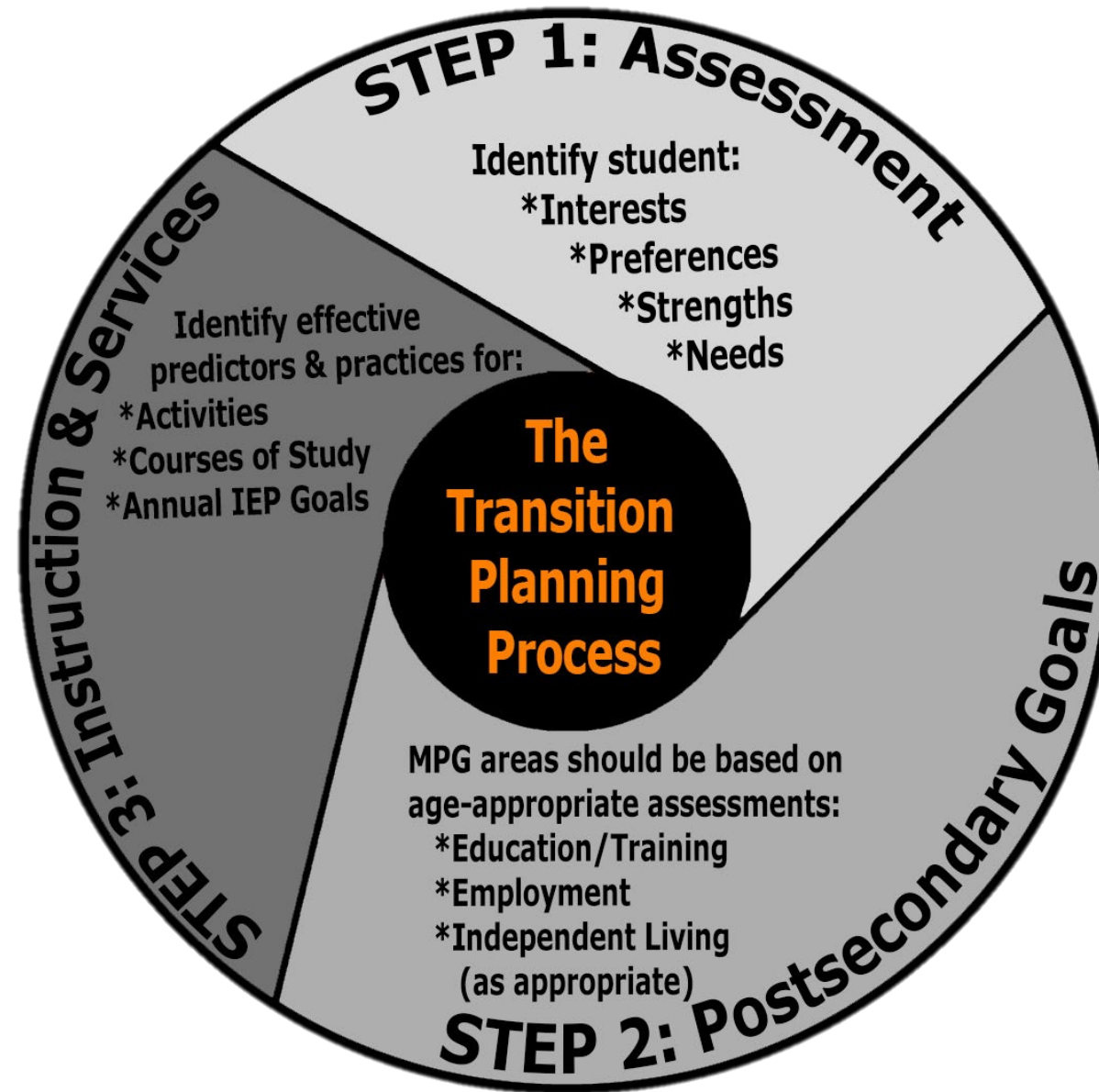
**Education/
Training**

After high school, Josh will receive on-the-job training in retail environments.

**Independent
Living**

After high school, Josh will use his communication device to independently interact with the public.

Examples are BEST PRACTICE



Using the Best Practice Rubric to Evaluate Transition Plans

SECONDARY TRANSITION BEST PRACTICE RUBRIC

Component	4 Points	3 Points	2 Points	0 Points
Assessments	Multiple assessments are listed; data clearly summarized where IPS are identified and aligned to each MPG	At least 1 of the following strategies are evident: Multiple assessments are listed; summarized with some alignment to each MPG	One or more assessment(s) are listed that aligns to each MPG	Assessments not mentioned; alignment of IPS missing for at least one MPG
MPGs	All MPGs are career focused and align with IPS; contain “after graduation/exit” and “will” statements; level of specificity on all MPGs are based on age of student	At least 2 of the following strategies are evident: All MPGs are career focused and align with IPS; contain “after graduation/exit” and “will” statements; level of specificity on all MPGs are based on age of student	All MPGs are measurable (employment, education & if appropriate IL MPG); all MPGs to take place post-secondary	At least one or more MPGs are not measurable; will not occur after high school; not based on IPS

Developed by ADE Secondary Transition Specialists

Based on NTACT best practices and ADE guide steps

Technical Assistance

ADE Secondary Transition Best Practice Implementation Project



You participated in the training

You learned the process



The ADE secondary transition specialists want to help you see if you're

Putting It All Together



We are inviting participants to send redacted IEPs to the email address below.

Secondary transition specialists will use a rubric based on the NACT best practice strategies as presented in the workshop.

Scores and feedback will be provided to the participant via email.



What's the catch?? Absolutely NO CATCH! This information will not be used for monitoring; this is for technical assistance and your benefit only!



INTERESTED?
Contact the ADE Secondary Transition Specialists at ESSTransition@azed.gov

**Thank you
for joining
us!**

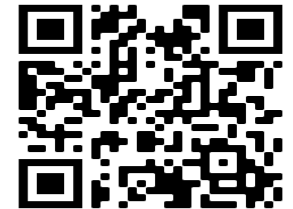


Please use this link to let us know your thoughts on today's webinar:



Survey

<https://bit.ly/5-5Survey>



Once you complete the survey you will get a link to download your professional development certificate.

Contact Information



Secondary Transition Team

Mailing Address:

1535 W. Jefferson St., Bin #24
Phoenix, AZ 85007
(602) 542-3855

Virtual Connection Information:

<http://bit.ly/AZsecondarytransition1>
ESSTransition@azed.gov
<http://bit.ly/AZSTteam>

Acknowledgements and Resources

Arizona Department of Education, ESS Special Projects Secondary Transition

- ✓ <http://www.azed.gov/specialeducation/transition/>
- ✓ Or use the bitly link @: bit.ly/AZsecondarytransition1

National Technical Assistance Center for Transition (NTACT)

- ✓ <http://transitionta.org/>

Foundations of Vocational Rehabilitation, (Rubin & Roessler)

Use a Variety of Strategies to Gather Information. | Transition Coalition. (2019). *Transition Coalition*. Retrieved 16 October 2019, from <https://transitioncoalition.org/blog/tip/use-a-variety-of-strategies-to-gather-information/>

Walker, A., Kortering, L., Fowler, C., Rowe, D., Bethune, L., and Terrell, M. (2019). *Age-appropriate transition assessment toolkit*. Retrieved 16 October 2019, from <https://www.transitionta.org/system/files/tool>