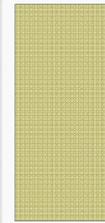


# South Sanpete School District

## TRANSITION TEAM GOALS

SOUTH SANPETE SCHOOL DISTRICT, USOE, NSTTAC



## SOUTH SANPETE TRANSITION TEAM

- South Sanpete School District Transition Team
  - Lorna Larsen, Cherrie Servey, Sheri Barton, Aaron Peterson, Nikki Ellett, Cheryl Hunt, Andy Peterson, Kris Pogroszewski
- Aaron Matthews-Vocational Rehab.
- Susan Loving-USOE Transition Specialist
- National Secondary Transition Technical Assistance Center (NSTTAC)
  - Paula Kohler
  - June Gothberg
  - Lydia Schuck



## NSTTAC PREDICTORS OF SUCCESS

- Career awareness
- Community experience
- Exit exam/high school diploma status
- Inclusion in general education
- Interagency collaboration
- Occupational courses
- Paid employment/work experience
- Parental involvement
- Program of study
- Self-advocacy/self-determination
- Self-care/independent living skills
- Social skills
- Student support
- Transition program
- Vocational education
- Work-study program
  - Source: [www.NSTTAC.org](http://www.NSTTAC.org)

## OBJECTIVES

- Provide district with coaching and modeling to initiate growth and implementation of evidence based practices to increase predictors for school and post-secondary success
- Improve Indicator 13 requirements
- Select 3 areas of need and receive professional development, support, and resources from NSTTAC team
- Cultivate strong relationship with Vocational Rehabilitation as a valuable presence in the IEP process
- Monthly collaboration and progress monitoring meeting.
- Sustain growth model

## NEEDS ASSESSMENT

- Needs assessment allowed us to collaboratively gauge where we were in relationship to meeting predictors of success
  - Graduation rate
  - Post-secondary training or school
  - Employment status
- Create plan to focus on student need and increase our district capacity to meet those needs.
- Identified 3 areas of need NSTTAC could provide resources, coaching, and support

## SOUTH SANPETE 2013 INSTITUTE GOALS

### South Sanpete 2013 Institute Goals

- 1. Collaborate with partners to include students with disabilities, by increasing college and career readiness and skills
- 2. Increase student engagement in the IEP process
- 3. Increase practitioner knowledge of transition assessments.

## TEAM SELECTED PROFESSIONAL DEVELOPMENT

We selected the following experts to teach us about self-determination curriculum and assessments, curriculum for teaching students to lead their own IEPs, self-awareness assessments, and transition assessments

- Sharon Fields: Steps to Self Determination (Fields and Hoffman)
  - Steps to Self Determination Online Assessment
- Dr. Jim Martin, Director of the Zarrow Center at Oklahoma State University

### 1. COLLABORATE WITH PARTNERS TO INCLUDE STUDENTS WITH DISABILITIES, BY INCREASING COLLEGE AND CAREER READINESS AND SKILLS

- The role of Vocational Rehab in South Sanpete School District Secondary IEP meetings
  - Active role in transition planning in IEPs
  - Start an early working relationship with students prior to graduation
- The role of Division of Workforce Services
  - WIA Youth Program
- The role of the Counselor
  - CCR at the IEP
  - Organize the college and career trips (SUU, Dixie, Snow, Broadview, UVU, etc)
  - Career awareness events
  - Work with Division of Workforce Services
- The role of the Special Education Teacher
  - Schedule/collaborate Voc. Rehab., Counselor, and DWS Counselor
  - Facilitate and organize transition activities to meet predictors of outcomes for graduation, post-secondary training, and getting/maintaining a job
  - Foster actions of Self-Determination and Self-Advocacy
  - Community-based learning

## 2. INCREASE STUDENT ENGAGEMENT IN THE IEP PROCESS

- Me! Curriculum taught in middle school
  - Me! Scale
- Build/discuss IEP with student prior to meeting
- Student Scripts
  - Beginning of IEP
  - Transition and CCR information



## 2. INCREASE STUDENT ENGAGEMENT IN THE IEP PROCESS

- Student Script- opportunity to self-advocate
  - Opportunity for gratitude
  - Career goal, educational goal, independent living goal
  - Strengths and weaknesses
  - Accommodation
  - Present levels and goals
- IEP PowerPoint presentation
  - Pictures as evidence of skills



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## 2. INCREASE STUDENT ENGAGEMENT IN THE IEP PROCESS

Respond to the "student" as the subject of the meeting, not the "IEP"

Concerted effort to ensure parent and student participation

Data Collection

- NSTTAC Tools
  - 1. Educator Implementation of Self Determination Curriculum
  - 2. Student Demographics
  - 3. Educator Info. on Student Involvement in the IEP
  - 4. Student Feedback on Involvement in the IEP
  - 5. Parent Feedback on Student involvement in the IEP
- Data indicated positive results in student involvement in the IEP and experience

### 3. INCREASE PRACTITIONER KNOWLEDGE OF TRANSITION ASSESSMENTS.

#### Zarrow Center

ARC Self-Determination

AIR Self Determination

Me! Scale

Steps to Self-Determination: Curriculum and Assessment

SIB-R-adaptive

College Readiness Inventory (Landmark College)

Career Clusters Interest Inventory

TTAP TEACCH

Utahfutures.org

Interest profiler; Skills; Work Importance Locator; Reality  
Check; Assessment Link; Occupation Sort/Filter

TABE test (Voc. Rehab./ DWS)

### DISTRICT OUTCOMES

- 1- Worked with Vocational Rehabilitation, Department of Workforce Services and other programs to increase awareness and participation. Many students and parents were unaware of supports available to them. Now all of our students have been personally communicated with regarding the assistance that they may have access to in both high school and post high activities.
- 2- Many student in middle and high schools didn't know what their IEP was or what it meant to them or their future. The few that did attend the meeting provided little to no comment. Now, when possible, the student helps present information in the meeting to the rest of the team. Through this process many more students understand their strengths and limitations. They will be better able to experience success in the future armed with this knowledge.
- 3-Prior to this very few special education teachers were aware of the need for transition assessment, let alone what assessments were available or how to use them. Now we have multiple measures to assess student interest and ability. This has been an eye opener to teachers, students, and parents as we plan for the future of our students.

## OUTCOMES

Sheri Barton- EMS Sp. Ed. teacher

- ME!
- Lessons for Teaching Self-Awareness & Self-Advocacy
  - Now know that they have a disability
  - Know why they are in Special Education
  - Understand Self-Awareness
  - Understand Self-Advocacy
  - Understand what accommodations and modifications are
  - Better understand IEPs and the terminology
  - Understand how to communicate better. (Body language, tone of voice, etc.)
  - Rights and Responsibilities of a Student in Special Education

## OUTCOMES

Aaron Matthews – (Voc. Rehab.), benefits have been:

- It has been nice to have kids present IEPs so I can see and hear what the abilities are, not just be told.
- Earlier engagement, as well as the self determination skills, and more in depth assessment, helps to develop more realistic goals for post high school
- Earlier engagement has helped create rapport with students so they are comfortable meeting with me and it fosters follow through after high school
- Seeing how much a student progresses during each year also helps me to see what the students learning curve is, rather than simply what grade level they are at in a set point in time, which has helped me to facilitate better support systems following high school and moving in to the work place.

## OUTCOMES

Nikki Ellett:  
GVHS/GVMS severe  
teacher

- Advocate for all students to have a voice in their IEP no matter age or disability
- PowerPoint presentations in IEPs showing students doing things they like and want to do gives them voice



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## OUTCOMES

Cherrie Servey: MHS Sp. Ed. teacher

- Strengthened our team to collaborate and try ideas from meeting with each other often
- Students are more self-aware of their own disability, responsibilities, and advocacy skills
- Transition assessments gave us a clearer picture of students' strengths and weaknesses to address in IEPs
- Better teacher-student relationship and student confidence

## SPECIAL THANKS

- Susan Loving
- NSTTAC Team
- Our students

