

COLORADO
Department of Education

**Transition Quality Indicators for
Students with Significant Support
Needs
Part I**

Dixie J. Periman, M.Ed
Kara Halley, Ed.D.

CDE Strategic Goals:
Every Student Every Step of the Way



Start strong

Read by third grade

Meet or exceed standards


Graduate ready

2



Participants will...

- Define Transition Quality Indicators for students with significant support needs
- Define the importance of identifying Transition Quality Indicators to evaluate 18-21 year old services
- Understand the use of Transition QIs to improve post-school outcomes for students with significant support needs
- Describe how to use the *Transition Quality Indicators for Students with Significant Support Needs* tool to evaluate your 18-21 year old services



What we did...

- K-12 SSN QI's didn't adequately cover 18-21 services
- Formed a committee:
 - Gina Herrera, Dixie Periman, Kara Halley, Diane Carroll, Robin Brewer
- Researched best practices & other state's Transition QIs
- Shared & solicited feedback from educators in CO:
 - Transition Institute (2014) & CTR (2015)
 - Pilot in various districts during 2015/2016
- Consultants from the CDE, Exceptional Student Services Unit vetted couple different times



Purpose of the Transition QIs

- Students with SSN are highly diverse learners with extensive needs.
- QIs offer guidance when developing, implementing & evaluating transition services for these students.
- Each indicator has list of research-based practices for providing transition services with goal of improving post-school outcomes for these students.
- Transition QIs are a continuation of K-12 SSN



TRANSITION QI DOCUMENT


- http://www.cde.state.co.us/cdesped/ssn_qi



The Quality Indicators
<http://www.cde.state.co.us/cdesped/SSN.asp>

- **Domains**
 - Indicators
 - Components
- **Ratings**
 - Fully Implemented
 - Partially Implemented
 - Emerging Implementation
 - Not Implemented

 - Observed
 - Reported




Transition Quality Indicators:
http://www.transitionta.org/sites/default/files/Tax_Trans_Prog_0.pdf

A. Student Focused Planning:

1. Transition Assessment
2. Self-Determination/Self-Advocacy

B. Student Development:

1. Academics
2. Communication
3. Home Living & Consumer Skills
4. Community Inclusion
5. Workplace Skills
6. Interagency Collaboration



TRANSITION ASSESSMENT

- Definition – ongoing process of collecting information about the student’s strengths, needs, interests, preferences.....
- Assessments are customized and accessible for students with significant support needs....
- A variety of methods are used across people, environments and over time(e.g. Observations, situational, shadowing).
- Results are used to determine activities, services and inform instruction.
- Assessment and planning is a collaborative process centered around the student/family, and involving community agencies and resources.



SELF DETERMINATION/SELF ADVOCACY

- Definition: refers to student participation in the planning process
- Instruction in decision-making skills, choice-making skills, goal setting skills, and problem solving skills.
- Students attend IEP meetings(self-directed IEP meetings).
- Post-secondary goals are developed using a student-centered process such as MAPs or PATHs.
- Parents are closely involved in order to support their child in the transition to adulthood.

10



ACADEMICS

- Successful academic instruction focuses on preparing students with significant support needs for a full life.
- Educational experiences corresponds to postsecondary goals in areas of employment, continuing /postsecondary education, recreation/leisure and community living.
- Instruction takes place in natural settings.
- IEP team members discuss and determine diploma options and how they may affect post-school options.

11



COMMUNICATION

- Students with significant support needs have a right to communicate.
- Each student is taught to use a meaningful and functional communication system (e.g. verbal/AAAC/sign/pictures) that is efficient, effective, and understandable across a variety of people and environments.
- The communication system is used consistently throughout the day and across people and environments.

12



HOME LIVING & CONSUMER SKILLS

- IDEA mandates both academic and functional proficiency of students need to be addressed.
- Home living and consumer skills refer to skills that contribute to successful independent functioning of an individual in adulthood.
- Learning experiences in this area should be functional, age appropriate, linked to personal interests, and taught in authentic settings.
- Information is provided to families about availability of resources for students' future living arrangements as well as leisure and recreational activities.



COMMUNITY INCLUSION

- Students included in gen ed environments while in school are more likely to be included in their communities once they leave.
- Examples of community inclusion: working alongside co-workers without disabilities, opportunities to develop friendships and social networks, and opportunities to participate in recreation and leisure activities in which general community members participate.
- Students are provided meaningful opportunities to participate in group and individual age appropriate activities, (e.g., classes, sports, service organizations, hobbies).
- Families are provided information about how to identify natural supports and networks within their local community.



14

WORKPLACE SKILLS

- Research indicates students with significant support needs require instruction and work experiences in the community to develop positive work habits and attitudes, starting in high school.
- A variety of work experiences are necessary to determine interest and skills.
- Natural supports are developed at the work sites in collaboration with family, agencies, and employers.
- On-going training is needed for school staff –e.g. job matching, fading supports, employment regulations.



15


INTERAGENCY COLLABORATION

- Staff provides students/families information and connections to appropriate adult service agencies.
- Community agencies are invited to IEP meetings
- Department of Vocational Rehabilitation is actively involved with each student.
- Shared responsibilities are clear between school staff, family, and adult service agencies.




Use of the Transition Quality Indicators

- **State SSN Network**
 - Evaluation of transition services
 - Instructional coaching in schools
 - Determine professional development needs at state level
- **At the District Level**
 - Evaluation of transition services
 - Determine PD needs
- **At the College/University level**
 - Instruction and discussion topics
 - Informal evaluation and reflection




State SSN Network Process

- **Application process (Contact Gina Herrera)**
 - Team collects data
- **Coach collects and compiles data**
 - Presents data to team
 - Meets with team to decide priorities
- **Collaborative team**
 - Sets goals
 - Develop action plan
 - Identify professional development needs
- **Coaching – as needed**
- **Continued connections via distance technology**
- **Goal = 80% of QI fully implemented**




At the District/School Level

1. Build your team & discuss need for this evaluation.
2. Team separately assess services using QIs.
3. Compile data.
4. Review data as team & prioritize areas that need improvement.
5. Develop action plan based on prioritized areas (e.g., what you intend to achieve; steps for implementation; determine personnel, information, resources needed; set timelines).



**At the District/School Level
cont.**

6. Implement action plan, document actions.
7. Review progress (mid-year). Determine progress being made toward goals & additional resources/training needs. If goals are met, select new goals to continue improvement.
8. Reassess using QIs (end of year) to set priorities for coming year.
9. Use as ongoing evaluation. Ensures new members understand team's commitment to improvement.
10. Celebrate your success!



Contact Information

- Gina Herrera - Herrera_G@cde.state.co.us
- Dixie Periman - dixieperiman@gmail.com
- Kara Halley – khalley@msudenver.edu