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Systematic Review of Best Practices in Transition Planning: Strategies for Occupational Therapists

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What are transition services?

The term “transition services” means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on **improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;**
- Is based on the **individual** child’s needs, taking into account the child’s strengths, preferences, and interests; and
- Includes instruction, **related services**, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.



Why is transition important?

- Systems of services are markedly different
- Levels of service are markedly different
- Disconnect between valued skills

Schools	Postsecondary
Academic	Self-determination
Social	Self-advocacy
Behavior	Self-management



Evidence Exists

1. Functional life skills (ADLs; IADLs)
2. Social and communication skills
3. Self-determination & self-management
4. Inclusion
5. Prevocational & vocational skills
6. School violence; poverty, bullying, sexual assault
7. Wellness, sleep nutrition, physical activity
8. School mental health

≈ 40+ evidence-based practices within OT scope of practice



What is the problem?

- OT has a (relatively) limited role in transition¹⁻³
- Greater participation at younger ages¹
- OTs may not be viewed as essential to transition
 - Students
 - Parents
 - Teachers
 - Special Education Directors
- How do we increase OT's role?
- Where do we start?



¹Brubaker, 2001

²Spencer, Emery, & Schneck, 2003

³Kardos & White, 2005



What is required?

Beginning not later than the first IEP to be in effect when the child turns **16**, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the child in reaching those goals; and
- Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)].

[34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)]



Naturally Occurring Transitions

Hospital → Home

B3 → Early Childhood

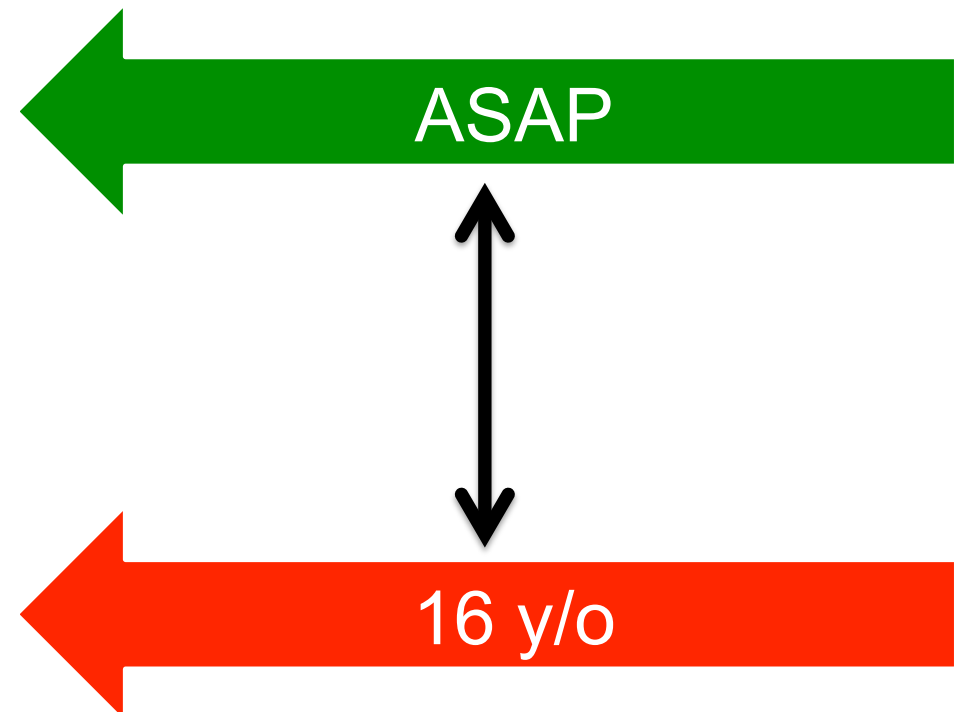
EC → Kindergarten

K → 1st Grade

5th Grade → 6th Grade

8th Grade → 9th Grade

18-22 y/o → 22+ y/o



13 years of client & parent education opportunities!!



Naturally Occurring Transitions

- Use naturally occurring transitions in early childhood as an opportunity to orient parents to OT and transitions across the lifespan.
- Orient to the **BIG** one: transition to adulthood
- Educate parents and students about the unique value of occupational therapy at different ages.
- Empower parents to advocate for OT at IEP meetings



Transition Planning

- Parent involvement and communication
- Use training modules to teach parents about transition planning and components of the process
- Teach parents how to contribute as a decision-maker on transition planning team



<http://www.nsttac.org/sites/default/files/assets/pdf/UsingTrainingModulestoPromoteParentInvolvement.moderate.Final.pdf>



Transition Planning

- Student-centered transition planning
 - Engagement & Participation

- Possible ways to involve students
 - Planning the IEP
 - Drafting the IEP
 - Meeting to revise the IEP
 - Implementing the IEP



Konrad, M., & Test, D. W. (2004). Teaching middle-school students with disabilities to use an IEP template. *Career Development for Exceptional Individuals*, 27, 101-124.



Self-Advocacy Strategy - IPLAN

- Inventory your strengths & needs
- **P**rovide your inventory information during IEP
- **L**isten and respond
- **A**sk questions
- **N**ame your goals

Hammer, M. R. (2004). Using the *Self-Advocacy Strategy* to increase student participation in IEP conferences. *Intervention in School and Clinic*, 39, 295-300.



Self-Directed IEP

- 11 steps
- 11 lesson curriculum taught in 45 minute sessions

- | | |
|---|---|
| 1. Begin meeting by stating the purpose | 6. Ask questions if you don't understand |
| 2. Introduce everyone | 7. Deal with differences in opinion |
| 3. Review past goals and performance | 8. State the support you will need to reach your goal |
| 4. Ask for others' feedback | 9. Summarize your current goals |
| 5. State your school and transition goals | 10. Close meeting by thanking everyone |
| | 11. Work on IEP goals all year |

Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006). Increasing student participation in their transition IEP meetings: Establishing the *Self-Directed IEP* as an evidenced-based practice. *Exceptional Children*, 72(3), 299-316



Whose Future is it Anyway? (WFA)

- Formal curriculum to teach students to become involved in the IEP process
 - Self-awareness and disability awareness
 - Decision-making about transition-related outcomes
 - Identifying and securing community resources to support transition services
 - Writing and evaluating goals and objectives
 - Communicating effectively in small groups
 - Developing skills to become an effective team member, leader, or self-advocate



Person Centered Planning

- Personal Futures Planning¹
- Making Action Plans (MAPS)²
- PATH³

- What is your vision for postsecondary life
- What are your dreams?
- What is your north star?

- All transition planning decisions follow



¹Beth Mount

²Snow, Pearpoint, Forest

³Pearpoint, Forest, & O'Brien, 1991



The EnvisionIT Program

- OSU Nisonger Center Grant
- Online curriculum that teaches skills aligned to English, technology, and career class content standards.
- All skills taught in the context of transition planning
- Generalizes to self-awareness, self-advocacy, and self-determination



Identifying Nonacademic Behaviors Associated With Post-School Employment and Education

Career Development and Transition for
Exceptional Individuals
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Abstract

We conducted an analysis of the secondary transition qualitative and quantitative research literature to build comprehensive constructs and lists of student nonacademic behaviors associated with post-high school employment and education. From a pool of 83 initial quantitative and qualitative studies, 35 met the inclusion criteria, and the analysis of these yielded 10 constructs of student nonacademic behaviors associated with post-school education and employment for high school students with mild to moderate disabilities. The constructs are presented along with lists of representative behaviors, implications for their use are discussed, and the next steps in building a new transition assessment using these constructs and behaviors are described.

Keywords

transition assessment, employment, postsecondary education, non-academic skills, transition education



Employment and Education

- Knowledge of Strengths and Limitations
- Actions Related to Strengths and Limitations
- Disability Awareness
- Persistence
- Proactive Involvement
- Goal Setting and Attainment
- Employment
- Self-Advocacy
- Supports
- Utilization of Resources





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Thank You!!

Questions?