



# Capitalizing on College-Based Transition Services Experiences for IEP Planning and Progress Monitoring

Think College Webinar for Bristol Community College  
MAICEI Partners  
October 16 2019



# Presenter and collaborators

- Maria Paiewonsky, Ed.D,  
Think College Transition Project,  
Institute for Community Inclusion,  
UMass Boston



Maria Paiewonsky



Judi Bean

- Judi Bean, M.Ed.,  
Transition Specialist, Southwick-  
Tolland-Granville Regional High  
School Southwick, MA



Ashley Blanca Rodrigues

- Ashley Blanca Rodrigues, Ed.D.  
Formally STEP Out post program.  
Norton High School, Norton, MA  
Currently, Asst Professor  
Bridgewater State University

# College-Based Transition Services

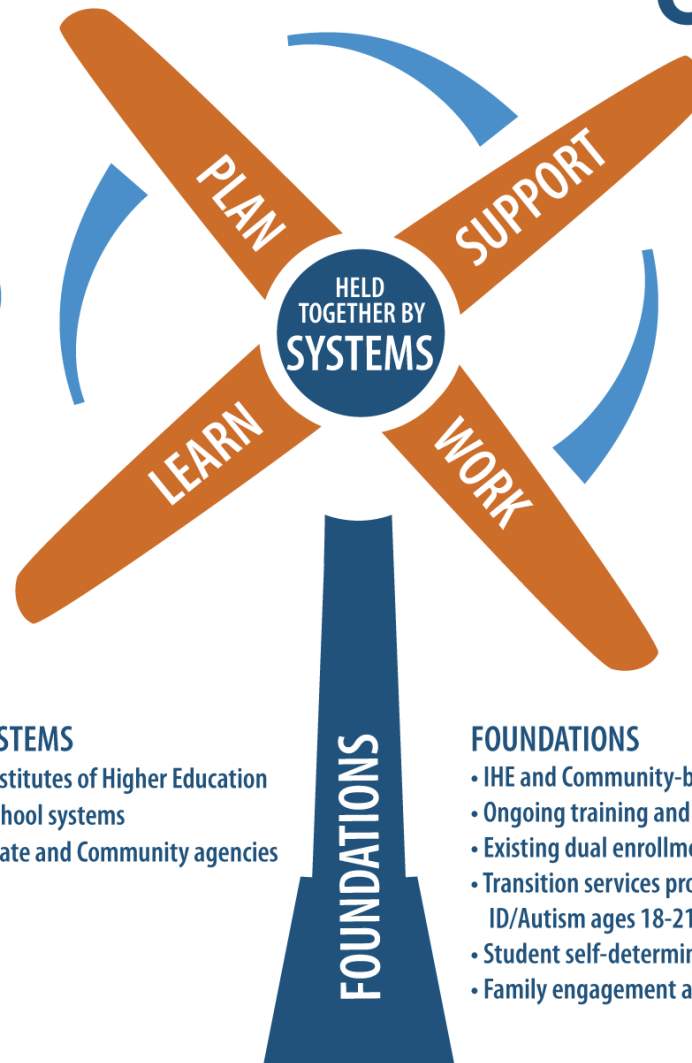


DRIVEN BY  
COLLABORATION



## Driven by Collaboration

- Interagency communication
- Mutual outreach efforts
- Evaluation of transition services



TCT Model Components	
<p><b>PLAN</b></p> <ul style="list-style-type: none"> <li>• Person centered planning</li> <li>• Inclusive course access</li> <li>• Internships/employment</li> <li>• Inclusive campus activities</li> </ul>	<p><b>WORK</b></p> <ul style="list-style-type: none"> <li>• Integrated competitive employment</li> <li>• Paid internships</li> <li>• Work-based learning plan</li> </ul>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>• Disability services</li> <li>• Peer mentor/educational coach</li> <li>• Career &amp; Employment supports</li> </ul>	<p><b>LEARN</b></p> <ul style="list-style-type: none"> <li>• Priority registration</li> <li>• Courses identified in PCP</li> <li>• Courses related to employment goals</li> </ul>

## SYSTEMS

- Institutes of Higher Education
- School systems
- State and Community agencies

## FOUNDATIONS

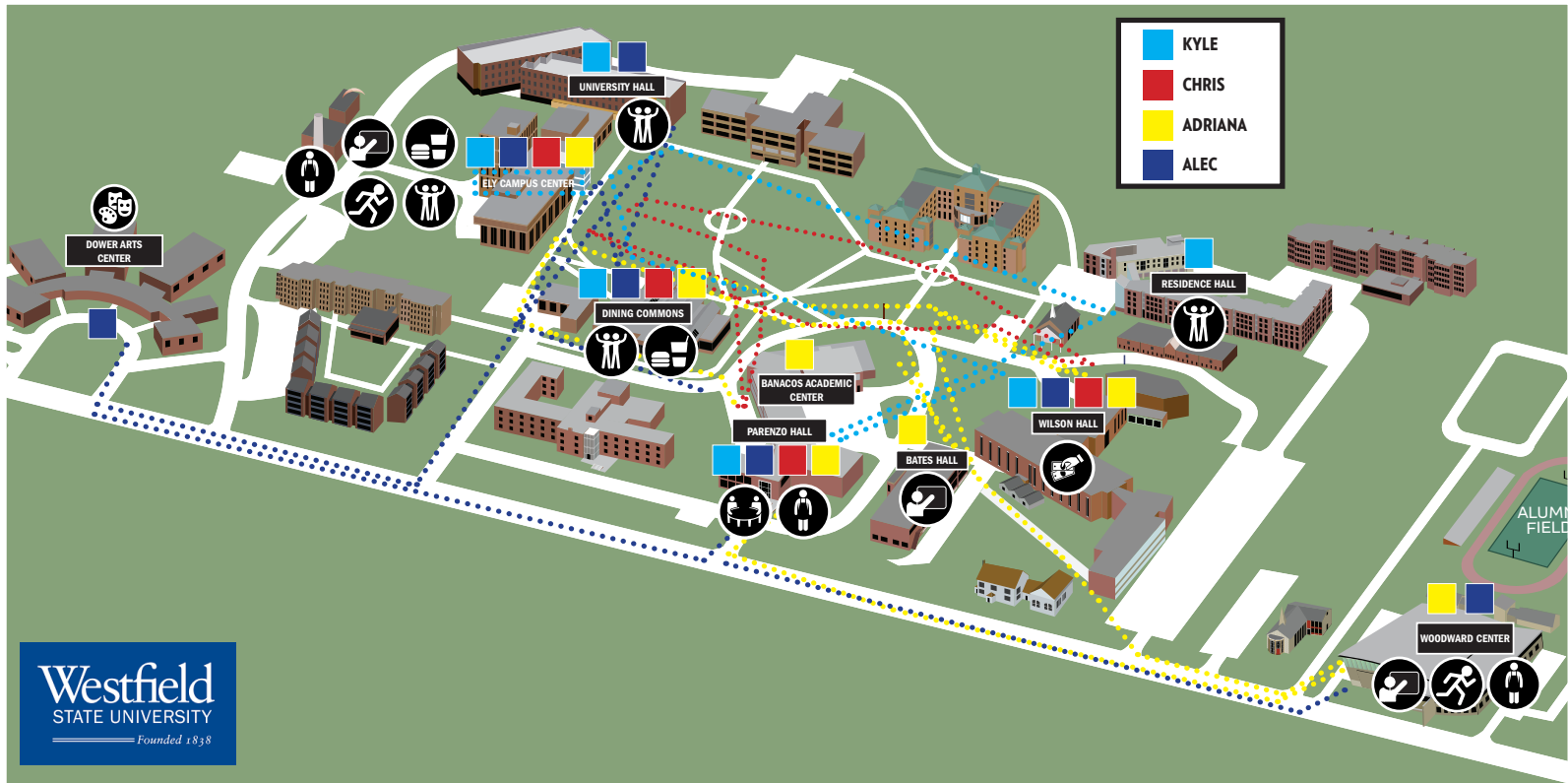
- IHE and Community-based transition services
- Ongoing training and planning
- Existing dual enrollment partnership
- Transition services provided to students with ID/Autism ages 18-21
- Student self-determination and self-advocacy
- Family engagement and partnerships

# A traditional schedule for students 18+ who are eligible for transition services

Day/time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Travel to school via school van	Travel to school via school van	Travel to school via school van	Travel to school via school van	Travel to school via school van
8:00-8:30	Schedule overview in group	Schedule overview in group	Schedule overview in group	Schedule overview in group	Schedule overview of group
8:30-9:30	Van to community job (unpaid)	Lifeskills instruction	Van to community job (unpaid)	Lifeskills instruction	Van to community job (unpaid)
9:30-10:30	Work- 9:30-11:30	School job	Work- 9:30-11:30	School job	Work- 9:30-11:30
10:30-11:30		Community travel/shopping for cooking		Cooking activity	
11:30-12:30	Lunch at work or back at school	Lunch in community	Lunch at work or back at school	Lunch	Lunch at work or back at school
12:30-1:30	Leisure or life skills instruction				
1:30-2:30	Travel home via school van	Travel home via school van	Travel home via school van	Travel home via school van	Travel home via school van

# Think College Transition schedule for a student 18+ who is eligible for transition services

Day/time	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-8:00	<b>Public transport to college</b>	Public transport to job	Public transport to college	Public transport to job	Public transport to college
8:00- 9:15	Coffee break on campus	<b>Work- 8-9:45</b>	Coffee break on campus	Work- 8-9:45	Coffee break on campus
9:15-9:45	Library- check email/BB		Library- check email/BB		Library- check email/BB
9:45-10:00	Head to class	Coffee break	Head to class	Coffee break	Head to class
10:00-11:15	<b>College class #1</b>	Work- 10-12:30	College class #1	Work 10-12:30	College class #1
11:15- 12:00	<b>Meet with ed coach-debrief</b>		Meet with ed coach-debrief		Meet with ed coach- debrief
12:00-12:45	<b>Lunch with mentor</b>		Lunch at campus dining		Lunch at campus dining
12:45- 1:00	Hang out in campus	<b>Lunch with co-workers</b>	Hang out on campus	Lunch with co-workers	<b>Fitness center workout</b>
1:00-2:15	College class #2	Work- 1-2:00	<b>Job or internship on campus</b>	Work 1-2:00	College class #2
2:15- 3:15		Public transport home	Meet with class #1 tutor	Public transport to meet friend	
3:15- 4:00	Public transport home		Public transport home		Public transport home



Academics	Arts	Job	Social Life	Parking
Academic Support	Food & Drink	Money	Sports and Fitness	Bus

# Today's discussion

- Presenting ways that IEP team members are capitalizing on these college experiences to develop IEPs that reflect these rich transition experiences as well as to communicate the progress students are making towards measurable postsecondary goals.
- Review transition requirement components and connections to inclusive dual enrollment
- Transition assessment tools and methods
- Data collection methods

# NTACT Indicator 13 Checklist

1. Measurable Postsecondary Goals
2. Updated annually
3. Based upon transition assessments
4. Transition Services
5. Course of Study
6. Annual IEP goals aligned with transition service needs
7. Student invite
8. Agency invite with consent



## NTACT

National Technical Assistance Center on Transition



 **ThinkCollege**  
**TRANSITION PROJECT**



Connecting the indicator checklist to college-based transition services

Measurable postsecondary goals; updated annually: Goals specify the student's plans for life after high school.

- College and transition staff collaborate to facilitate person-centered planning
- Transition staff administer career interest surveys
- Student identifies vision for work, training and community living

- College advisor identifies 2-3 courses related to student vision
- Student enrolls in selected course
- Advisor meets with student at least every semester to review student's feedback on course and preferences for the next semester based on current vision

GOALS

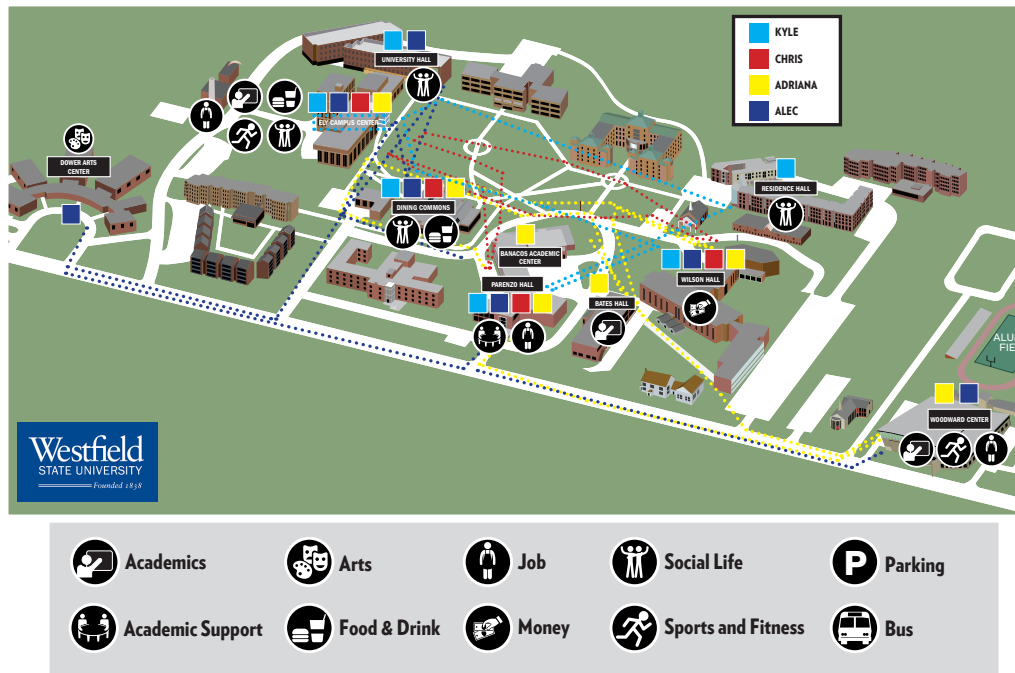


# Examples



- *Carmen will take college classes that will help her to secure a graphic design or printing position at a print shop upon leaving school in June 2019.*
- *Joseph will go to college, live in a dorm and then get a job as an office assistant in a medical office after he leaves school in June 2020.*
- *Dae will study history, live with roommates in an apartment and work in a museum when he leaves school in June 2019.*

# Transition assessment: Tools that help students identify their strengths, interests, skills, and/or knowledge needed to reach their goals for life after high school.



CBTS staff (college program staff, transition specialists, special education staff, educational coaches) collaborate to conduct transition assessments through dual enrollment experiences

# Examples of transition assessments in CBTS settings

<b>Carmen</b> (college, print shop job)	<b>Joseph</b> (college, dorm, office job)	<b>Dae</b> (college, apt, museum job)
<b>Task analysis</b> results: Traveling to college using bus and college shuttle	<b>Task analysis</b> results: Arranging own paratransit rides to and from college, home, work	<b>Text communications</b> with transition specialist: travel to college, internship, home
<b>Checklist</b> documenting accommodations used to complete reading assignments	<b>Record of weekly schedules</b> on his iPad to complete course assignments on time	<b>Observation notes</b> of student using accommodations to communicate with instructors, classmates, coach and peers
<b>Grades and assignments</b> from Intro to Graphic Arts class	<b>Grades and assignments</b> from Intro to Data Entry course	<b>Grades and assignments</b> from history course
<b>Results of social skills survey</b> administered over 5 days at college	<b>Results of independent living assessment</b> with consulting OT or IL staff	<b>Task analysis results:</b> Completing work at museum gift store

# Examples of other assessments used by CBTS staff

- **Student-Coach Agreement** (Helps students learn to direct their supports)
- **Kuder Navigator Career Assessment** (Offers a variety of career assessments)
- **Landmark's Guide to Assessing College Readiness** (Used to assess academic and executive function skills)
- **Work-Based Learning Plan** (Identifies soft skills needed for successful work experiences)
- **Transition Planning Inventory, 2nd Ed.** (Variety of informal assessments for multiple domain areas)
- **Person-Centered Planning** (Futures planning tool that relies on student's strengths and interests rather than perceived capabilities)
- **Informal tools** that represent college likes/dislikes/experiences, such as class observations, journals, checklists, photos of locations
- **CITE Learning Style Inventory** (Assessment tool to document learning styles)
- **ARC's Self Determination Scale** (Comprehensive self-determination assessment tool)
- **Vineland Adaptive Behavior Scales** (Measurement of adaptive behaviors, coping with environmental changes, to learn everyday skills and to demonstrate independence)

# Transition services: FAPE and LRE; coordinated, results-oriented, accounts for student preferences, age-appropriate

Student vision	Education	Employment/ training	Independent living
Carmen: college, print shop, travel	Intro to Graphic Art; writing courses	Working in a print shop 2 days a week	Learning to use public transportation
Transition specialist	X	X	X
Related services		X	X
Assistive technology	X	X	X
Career-Voc specialist		X	
College coordinator	X		

# Course of study: Reasonably enables student to meet postsecondary goals

Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MBTA/Shuttle to UMB	MBTA to job	MBTA/Shuttle to UMB	MBTA to job	MBTA/Shuttle to UMB
9:00	GRA 104 Intro to Screen Printing	Paid work at printing shop	GRA 104 Intro to Screen Printing	Paid work at printing shop	GRA 104 Intro to Screen Printing
10:00	Academic tutoring with coach or mentor		Academic tutoring with coach or mentor		Academic tutoring with coach or mentor
11:00	Athletic center or game room	Career counseling (job coach) meeting	Athletic center or game room	Career counseling (job coach) meeting	Athletic center or game room
12:00	Lunch at student center	Lunch break at work	Lunch at student center	Lunch break at work	Lunch at student center
1:00		Library: check email; work on assignments	Check in with peer mentor	Library: check email; work on assignments	Career workshops
2:00	WRI 101 College Writing	MBTA to home	WRI 101 College Writing	MBTA to home	WRI 101 College Writing
3:00	Shuttle/MBTA to home		Shuttle/MBTA to home		Shuttle/MBTA to home



# Annual goals: Related to transition services needs

- By the end of the 2019-2020 academic year, Carmen will have successfully completed two college courses through the CBTS program that relate to her interest in graphics and printing.
- By the end of the 2019-2020 academic year, Carmen will communicate with her college instructors via email, text or in person discussions to discuss class concerns.
- By the end of the 2019-2020 academic year, Carmen will navigate independently on campus to attend her classes, eat lunch in the student center and participate in two additional campus activities each week such as a club meeting, tutoring or campus event.

# Related resources in the Think College Online Resource Library

- *Wade's 2014 Transition IEP Goals and Activities to Prepare for Inclusive Postsecondary Education.*
- *Boyle's 2017 Inclusive Dual Enrollment Student Evaluation Tool*
- *Hart, Boyle, and Jones' 2017 Foundational Skills for the College and Career Learning Plan.*

# Data collection methods used

**Taking pictures:** students and coaches document important moments to share with IEP team

**Developing a template with student benchmarks:** Ed coaches and students can provide anecdotal information as well as data

**Checklists** with targeted activities and skills

**Downloading apps** such as the camera or audio recorder to document places and activities during the day

**Journals, blogs, email, texting:** communicating to IEP team member(s)

**Paper or digital portfolio** to inform adult service providers of skills, experiences, and abilities upon completion of the dual-enrollment program

# Benchmarks

Benchmarks are measurable indicators of student progress, used to describe the skills the student will acquire to meet an annual goal.

## ***Examples:***

*By \_\_\_\_, Carmen will meet with the dual enrollment coordinator in an advising meeting and self-advocate for at least 3 class choices of interest per semester.*

*By \_\_\_\_, Carmen will independently ask her professor questions if she is unsure of expectations or needs for 4 out of 5 targeted opportunities.*

*By \_\_\_\_, Carmen will independently navigate the college campus, with her Ed. Coach meeting her at her destination for 4 out of 5 targeted opportunities.*

# Sample benchmark checklist

Date \_\_\_\_\_

Attendance \_\_\_\_/\_\_\_\_ days

## Quarterly Data Sheet for Joseph XX

Joseph will meet with the college coordinator and state his preferences for classes he would like to take before each semester.

---

---

---

---

---

Joseph will independently ask his professor questions if he is unsure of expectations or needs clarification.

---

---

---

---

---

## Digital photo data for meetings



Internship at college radio station



Career development meeting



Meeting with peer mentor

# For more information:

## **Maria Paiewonsky**

Institute for Community Inclusion  
maria.paiewonsky@umb.edu

## **Judi Bean**

Southwick-Tolland-Granville Regional High School  
jbean@stgrsd.org

## **Ashley Blanca Rodrigues**

Bridgewater State University  
ARODRIGUES@bridgew.edu

thank you!