

# Transition Plans/Functional Therapy Activities

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Brigid Cavanagh 12/6/2019

# Outline

1. What are transition plans?
2. Future opportunities after high school
3. Barriers to a successful transition plan
4. Why transition plans are important
5. How can we support?
6. Therapy ideas

# Transition Plans Should Include:

Students receive a transition plan when they turn 14.5/8th Grade

- SLP, Social Worker, Special Education Teacher
1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills
  2. The transition services (including courses of study) needed to assist the student in reaching those goals

United States Department of Education, 2017

# Transition Plans

## Age-Appropriate Transition Assessments

- Transition Assessments
- Competency Skills
- Social Skills
- Motivation

## Post-Secondary Outcomes

- Employment, Education, Training, Independent living skills, Planned course of study

## Coordinated Set of Activities

- Instruction Activities, Related Services, Work Experiences, Development of Employment and other post-school adult living objectives, acquisition of daily living skills, functional vocational evaluation, Linkages to Post-Graduation Supports/Services: home-based support services program

Transition is a process!

# Post-School Opportunities

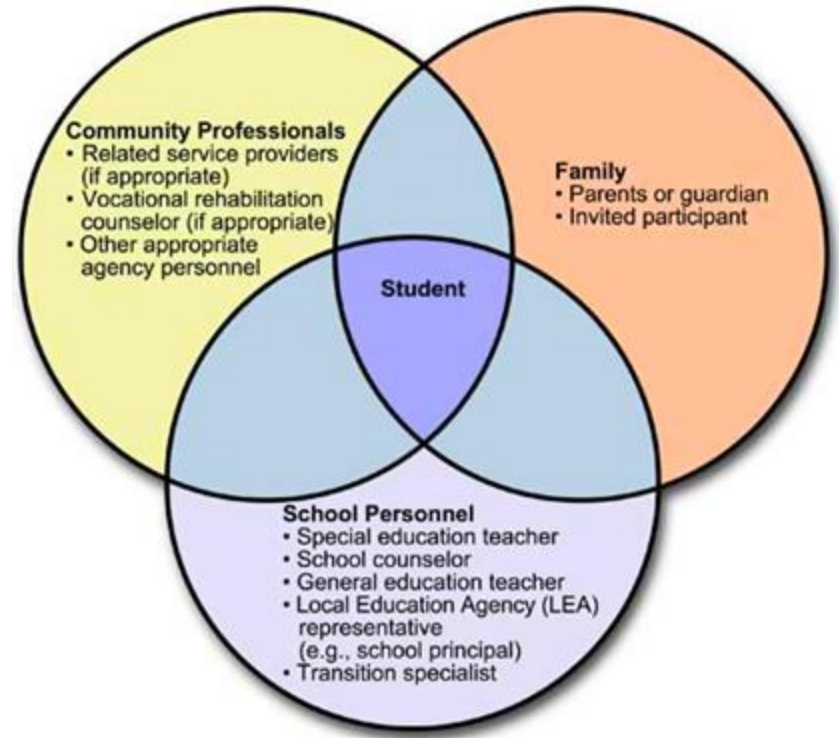
1. Integrated employment (supported employment)
2. Post-secondary education
3. Vocational training/education
4. Continuing and adult education
5. Adult services
6. Independent living
7. Community participation

\*Focus on academic and functional achievements

# Who's Involved?

- Parent/guardian
- Special education teachers
- Related service providers
- Behavioral Team
- Outside services/supports
- Student!

“Together, with the student as a key stakeholder, the SLP and other interprofessional team members can work together to plan a truly integrated transition that will help launch students into successful adult-empowered independence”  
(Collins & Wolter, 2020)



<https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p03/>

# Barriers to a Successful Transition Plan

- Lack of student participation (Martin et al. as cited in Collins & Wolter, 2020)
- Outside factors, e.g. incarceration (Collins & Wolter, 2020)
- Lack of knowledge regarding options (Chambers, Hughes, & Carter as cited in Carlson et al., 2020)
- Low expectations of student success (Carlson et al., 2020)
- Behaviors
- Budget

# Labor Force Characteristics (2018)

- Unemployment rates
  - With disability: 8%
  - Without: 3.7%
- Someone characterized as having a disability is:
  - More likely to be self-employed
  - More likely to be employed part-time
  - More likely to work in service, production, transportation, and material moving occupations
  - Less likely to work in management, professional, and related occupations
  - Less likely to have completed a Bachelor's degree
  - Overall, less likely to be employed
- Paid less
- Working in segregated placements



# How Can We Improve These Outcomes?

- Access to employment opportunities/work experiences
  - Having paid employment while attending high school
  - Receiving vocational skills instruction
  - Taking on household responsibilities (Carter, Austin, & Trainor, Southward & Kyzar as cited in Carlson et al., 2020)
- High expectations of students (Carter, Austin, & Trainor, Southward & Kyzar as cited in Carlson et al., 2020)
- Academic factors
  - Having career-related goals included in the student's IEP
  - Completing high school
  - Participating in postsecondary education (Carter et al., Southward & Kyzar as cited in Carlson et al., 2020)

## Our students should:

- Have an active role in transition planning
- Be included in and have access to the general education curriculum (Benz, Lindstrom, & Yovanoff, Thoma, Rogan, & Baker as cited in Carlson et al., 2020)

# Importance of Post-Secondary Education

Growth in the number and types of postsecondary education programs available to students with disabilities!

- Increased academic knowledge
- Increased social skills and “social networks”
- Increased independence (Papay & Bambara in Carlson et al., 2020)
- Higher education credentials/degrees (Smith, Grigal, & Sulewski in Carlson et al. 2020)
- Improved health
- Higher self-esteem
- Increased participation in the community (McMahon, 2010 in Carlson 2020)
- Increased earnings
- Increased job satisfaction (Newman et al., 2011)

# How Can We Improve These Outcomes?

- Include post-secondary education goals on the IEP
- Have high expectations for post-secondary education (Chiang, Cheung, Hickson, Xiang, & Tsai (as cited in Carlson, Munandar, Wehmeyer, & Thompson, 2020 as cited in Carlson, 2020)
- Increase the level of student participation and autonomy (Doren, Gau, & Lindstrom as cited in Carlson et al., 2020)
- Inclusion in and access to the general education curriculum (Test et al. in Carlson et al., 2020)



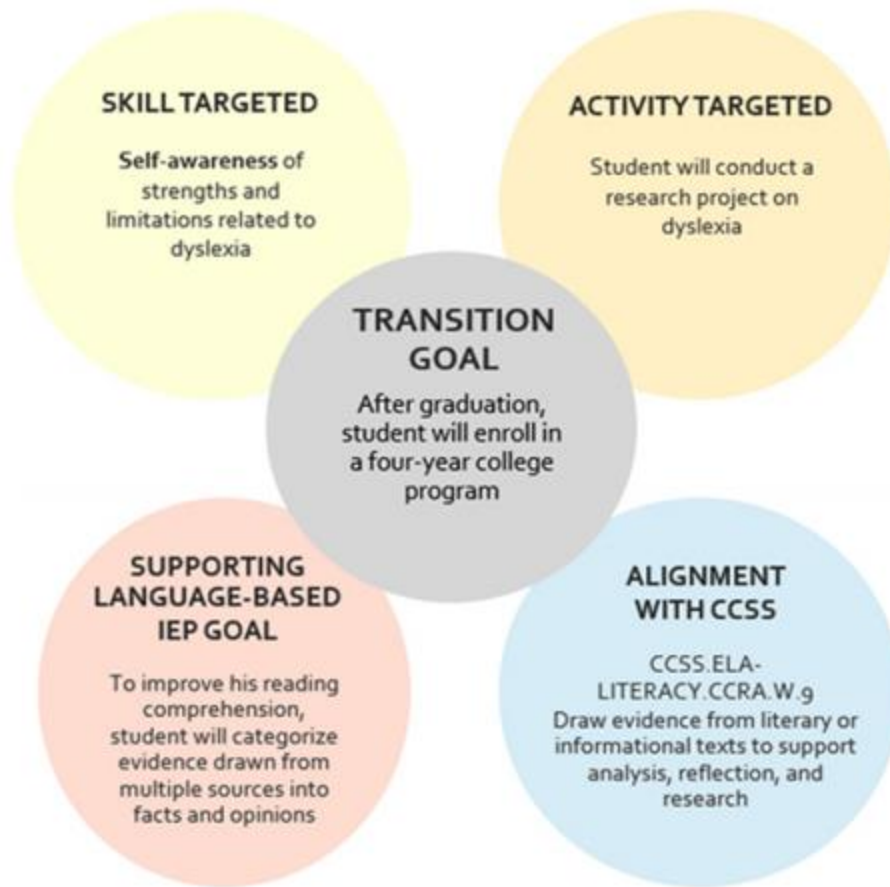
# How to Improve Transition Plans/Implementation

- Encourage highest attainable opportunity
- Encourage student participation in the plan/decision-making
- Tailor goals to fit their goals/dreams
- Include other professionals if needed
- Incorporate soft skills to academic and functional goals

Collins & Wolter, 2020

Flynn, 2010

Carlson et al., 2020









P/T work HS dip req immed open exp pref EOE

Collins & Wolter, 2020

# Writing Goals: Shifting from Academics to Functional

The student will use one greeting and departing behavior appropriately when meeting unfamiliar individuals at the work setting.

The student will ask for clarification of directions at the work setting when necessary as judged by the employer.

The student will use repair strategies including slowing rate, increasing volume, or using a picture symbol book when he is misunderstood by the listener on 9 of 10 occasions.

# Where Does This Take Place?

- Speech room
- Cafeteria
- Classroom
- Field Trips
- Clubs
- Work/Vocational Setting

# Functional Activities

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# High School Activities

- Interviewing for a job
- Writing a persuasive essay (ACT/SAT prep)
- Writing cover letters
- Using word to respond to questions
- Using a text to speech app
- Calling a restaurant
- Using academic material

❖ \$1990 / 2br - Spacious furnished rooms, rooftop sun decks, on-campus location. 8/2018 (Downtown, Madison) 📍

image 1 of 17



This amazing two bedroom, one bathroom apartment is located at Lucky Apartments, which located in the heart of UW-Madison's campus at University Square. Our number one goal is to provide our residents with a hassle-free rental experience in a residence that can feel proud to call home.

2017 Google Review:

"Amazing apartment! Wonderful staff, beautiful building and the perfect location in Madison. Highly recommend!" - Melissa

Lucky is divided into three distinct flooring sections: Penthouse, Core and Foundation. Every apartment has a basic level of WOW. The Core Floors kick things up a notch, and the Penthouse Floors take it to the next level.



2BR / 1Ba available aug 15, 2018

furnished

apartment

laundry in bldg

no smoking

attached garage

wheelchair accessible

reply  published  Posted about 4 hours ago

❖ \$1700 / 1br - BEAUTIFULLY UPDATED SOUTH LOOP 1 BED - UPDATED KITCHEN - DOG FRIENDLY (SOUTH LOOP, DOWNTOWN) 📍



1BR / 1Ba available now

cats are OK - pett

dogs are OK - acoof

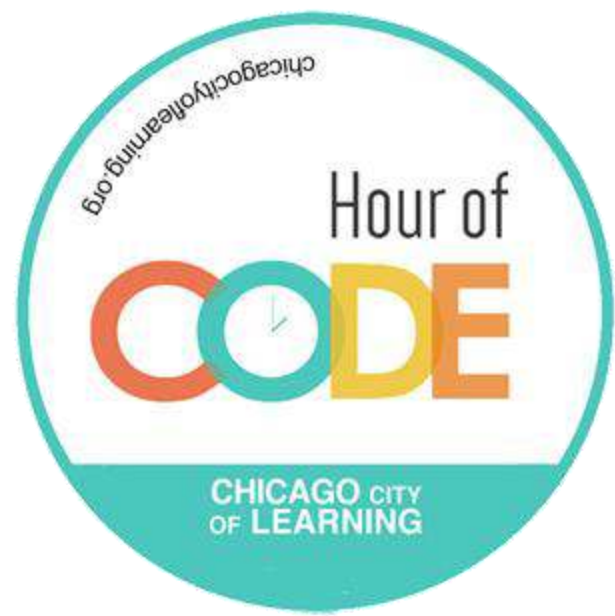
apartment



A awesome price on this 700+ sq ft 1 Bed 1 Bath in the heart of the south loop steps from the lake, Great Park, public transportation, the espresso bar, shopping, restaurants, and great nightlife. This great unit features: Wall to wall new carpeting, huge living and sleeping square footage with ample closet space, great kitchen with white appliances, laundry in building for your convenience, newly renovated bathrooms, and great views of the city. All of this in a great full amenity building with 24 hour doorman, on-site management, huge fitness center, business center, recourt hall courts, and advice pool. Dogs and cats are welcome! If you are looking for beautiful updates and a great building then you must come tour this fantastic property today!

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Chicagoland Property Group  
[\(love contact info\)](#)







# Happy New Year!

**39¢** Each Hass Avocados

**99¢** Per 1.5 lb. Net Wt. Raspberries

**4.99** Per 3 lb. Net Wt. CALIFORNIA ORGANIC Navel Oranges

**1.99** Per 1.5 lb. Net Wt. WASHINGTON Pink Lady Apples

**99¢** Per 1.5 lb. Net Wt. Blackberries

**49¢** Per 1.5 lb. Net Wt. Mangoes

**3.79** Per 1.5 lb. Net Wt. SimplyNature ORGANIC Spring Mix

**2.49** Per 3 lb. Bag CALIFORNIA Mandarins

**PRODUCE PICKS!**  
DEC. 27-JAN. 2

**4.99** Sea Queen Medium Cooked Shrimp 17 oz. Tray

**9.99** Specially Selected Jumbo Scallops 12 oz. Tray

**4.49** Per 1 lb. FRESH Italian-Style Stuffed Meatballs

**1.69** Per 1 lb. FRESH FAMILY PACK Boneless Skillet Chicken Thighs 3.5 lb. net weight

**2.99** Per 1 lb. FRESH Thick Cut Boneless Pork Chops

**14.99** Per 1 lb. FRESH USDA PRIME AGED 21 DAYS Strip Steak

ALDI WILL BE OPEN, 11 AM-7 PM, ON NEW YEAR'S EVE & CLOSED ON NEW YEAR'S DAY

## FLAME GRILLED MEALS

Go Large, add LBP 1,750. All meals include regular fries and a regular soft drink.

<b>WHOPPER®</b> LBP 12,500	<b>DOUBLE WHOPPER®</b> LBP 13,250	<b>BIG KING XXL</b> LBP 14,250
<b>STEAKHOUSE</b> LBP 12,750	<b>DOUBLE CHEESEBURGER</b> LBP 8,500	<b>BIG KING</b> LBP 9,000

## CRISPY & TENDER MEALS

Go Large, add LBP 1,750. All meals include regular fries and a regular soft drink.

<b>CHICKEN ROYAL®</b> LBP 12,500	<b>KING CHICKEN FILET</b> LBP 12,750	<b>CHICKEN WHOPPER®</b> LBP 12,500
<b>CRISPY CHICKEN</b> LBP 9,000	<b>CHICKEN NUGGETS</b> LBP 8,000 (SPCS)	<b>CHICKEN BIG KING</b> LBP 9,000



# Where Do You Buy It Sort



## Life Skills File Folder



© Adapting for Autism

WHERE DO YOU BUY IT?

Folder labels

2 levels

# Where does it go?

Life skills, matching, & classifying

**COMMUNITY HELPERS**  
*printable posters*


teachingmama.org



Community Signs #1

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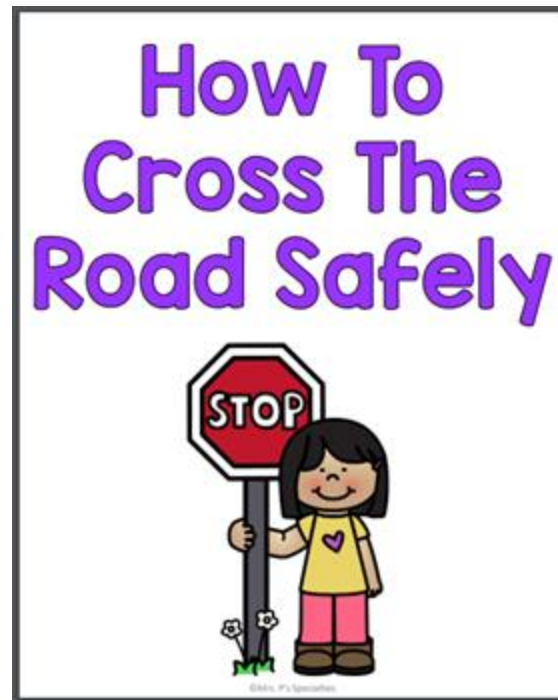
Life Skills File Folder



© Adapting for Autism

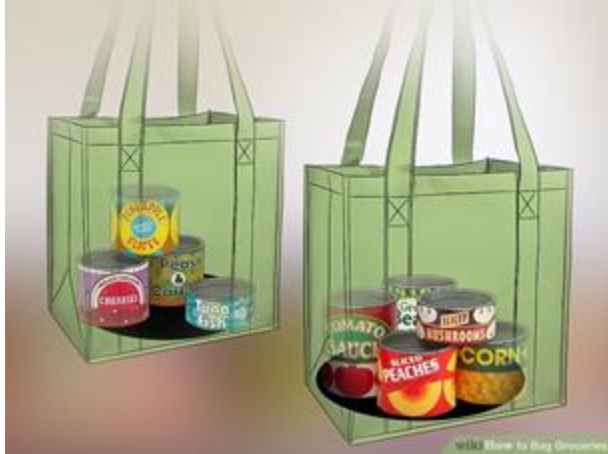
COMMUNITY SIGNS #1

Folder labels



“A Chicago Public Schools Travel Trainer will assist your child in developing skills for safe travel. These skills may include the following: 1) learning to cross streets, alleys, and driveways safely; 2) learning how to read and respond appropriately to street signs and lights; 3) learning various skills regarding community safety awareness, and; 4) learning to use public transportation to travel throughout the community.”













# Resources

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Wong, A. (2016). Escaping the disability trap. Retrieved from

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