



Center for

COMMUNITY INCLUSION
& DISABILITY STUDIES

University Center for Excellence in Developmental Disabilities

Supporting Effective Transition Through Person-Centered Planning

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What are Good Transition Outcomes?

- Employment
- Education or Training Necessary to Achieve One's Life Goals
- Community Living
- Satisfying Social Life and Friendships
- Happiness



How do we get there?

- Collaboration
- Self-Determination
- Work Experience



How do we get there? (2)

- Student-focused planning
 - Active participation in planning & decision making
 - Opportunities to practice self-determination & self-advocacy
 - Planning consistent with students' own vision
- Family involvement

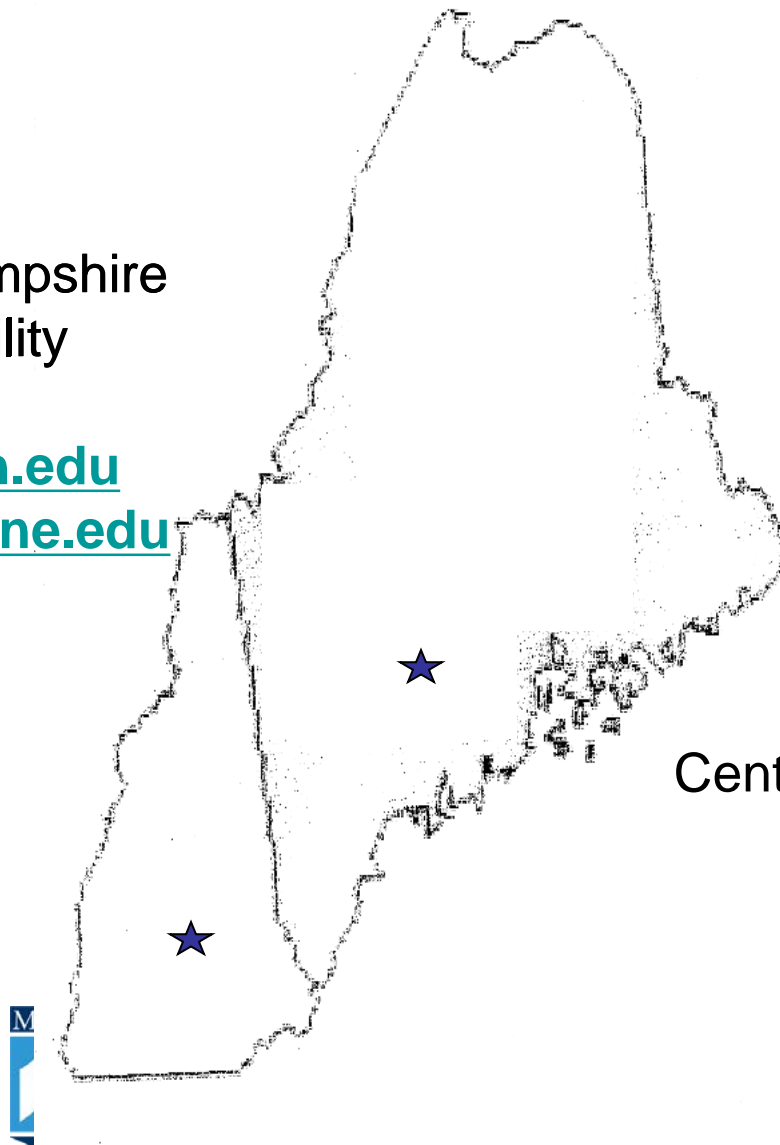


Family-Centered Transition Planning for Students with Autism Spectrum Disorders

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University of Maine
Center on Community Inclusion
and Disability Studies



What are good transition outcomes for youth with autism?

- Employment
- Education or Training Necessary to Achieve One's Life Goals
- Community Living
- Satisfying Social Life and Friendships
- Happiness

Participants

<u>Age 16-18 (all levels of ASD)</u>	<u>NH</u>	<u>ME</u>	<u>Total</u>
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Referral by Transition Coordinators / Special Educators following school administrator agreement to participate

Random assignment:

Year 1 Intervention	13	11	24
Delay Control (Yr. 2)	14	9	23
			<hr/>
			47

- Both student and parent enrolled

Data Collection

Student and Family Surveys

- Family and Student Expectations for the Future

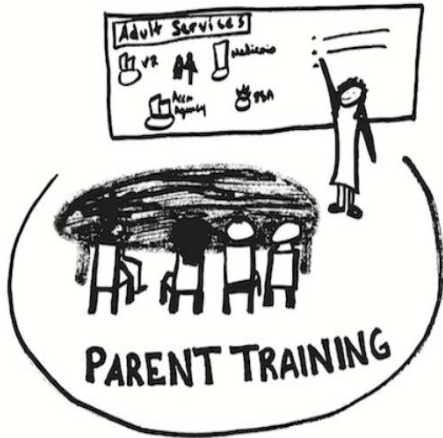
(from National Longitudinal Transition Study)

- ARC Self-Determination Inventory
- Vocational Decision-Making Inventory

Document Analysis of IEP Transition Plans

Open-ended Family Interviews (9)

FCTP Components



Parent Training (SPECS)

3 Saturdays



Person-Centered Planning

5 - 9 in-home mtgs.



Career Exploration

4 - 6 months

Parent Training (SPECS)

Specific Planning Encourages Creative Solutions

- PCP Strategies and Tools
- Networking
- Adult Service Options and Services
- Creative Problem Solving
- Creative Financing
- Getting to the Action

Survey Results

Significance of differences between pre and post mean scores:

	FCTP		Control	
	<u>t</u>	<u>p</u>	<u>t</u>	<u>p</u>
Student Expectations	2.55	.01	1.09	.16
Parent Expectations	2.32	.02	0.51	.31
Self-Determination	5.58	.00	1.65	.06
Vocational Decision-Making	2.66	.01	0.64	.27

Statistically significant 

Impact on Transition Plans

Statement of Transition Services Review Protocol (STSRP)

- Evidence of various IEP components
(e.g. list of team members, systematic data collection, type of diploma)
- Quality of goals in 11 Transition Domains
(e.g. employment / voc. training, post-secondary ed., independent living, recreation / leisure)

Total possible points = 224

Analysis of IEPs

FCTP	Control
IEP Rating Score 1: 30.35	Score 1: 29.74
Score 2: 39.53	Score 2: 32.53
p = .048	p = .100

Family Interviews

- **Project was useful and important**
 - kept families on track; parceled out transition into discrete tasks
 - modeled tenacity and perseverance in working towards goals
 - helped connect families to other supportive people
- **The planning process was growth-enhancing for students**
 - learned to advocate for oneself and take an active role in planning
 - feelings of discomfort were slight, and played a positive role:
 - “Nobody grows up without a little bit of tension.”

Family Interviews (2)

- **Families became more clearly aware of student strengths and potential.**
 - accomplishments many parents “had trouble imagining” [driver’ s license, drive to the Prom with date, meaningful job skills, college classes]
- **Families learned to “think outside the box” in accessing resources.**
 - typical resources, including friends, relatives, other community members, clubs and teams, and technology such as “i-pads.
 - formal resources used in nontraditional ways. [High school provided transportation to community college during last year].
- **Experiences with formal adult services were mixed, with some disappointing experiences with adult services.**





Filming Experience



Graphic Arts Studio











FCTP OUTCOMES

Interview Data

Participants

So far we have data from:

- Interviews with 7 families.
- All were past participants in Family Centered Transition Planning

Outcomes

- Employment (paid/unpaid)
- High School Graduation
- Enrollment in Post-Secondary Education
- Vocational Training
- Family's perception of goal completion
- Noteworthy events/accomplishments

Results

- 100% high school graduation rate with diploma's
 - One participant still in high school but projected to graduate on time.
- 100% paid employment or vocational rehabilitation training
- Multiple cases of volunteering/unpaid work experiences for socialization opportunities.

Results (2)

- 100% enrolled in post-secondary schools, vocational training, adult education, or PSL services via Strive U.
 - ❖ Some enrolled at multiple institutions
- 86% reported progress towards established FCTP goals (6/7).
- 14% reported goals not yet met due to lack of social service supports and vocational training opportunities.

ACCOMPLISHMENTS, NOTEWORTHY EVENTS, & SELF-ADVOCACY

Social Skills

- Developing social skills and opportunities with co-workers in an employment setting

Post-Secondary School Adult Education Enrollments

1. Independently applied for and received scholarships at high school graduations
2. Collegiate networking
 - One participant completes a bi-weekly comic strip in an academic institution's newspaper.
 - Making new peer relationships

Employment/Post-secondary experiences fostering independence & confidence

1. Independent initiation and involvement with new social groups (education and work contexts)
2. Increased participation in family dynamics, responsibilities, and social networks.

Family Wishes and Comments

- More collegiate programs working with transition groups to best prepare for the rigors of post-secondary education.
- More social supports/housing available to help generalize and apply the independent living skills learned throughout the transition process.

Family Wishes & Comments (2)

- Community awareness of the positive effects the transition programming has had on their children.
- Setting the expectation of post-secondary education and employment early garners success

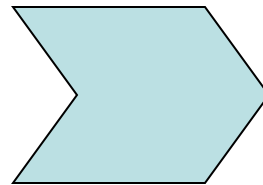
Sustainable Implementation

3-yr NIDRR Field-Initiated Development Project



Blended Funding

- Contracts
- School
- Voc. Rehab.
- Devel. Svcs.
- Other?



Independent
organization
hosts FCTP

NIDRR

- Adults with ID
- Person-Centered Planning
- Focus on Use of Technology to Support
 - Employment
 - Community Participation and Inclusion
 - Sustainability