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
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

<table>
<thead>
<tr>
<th>Age 16-18 (all levels of ASD)</th>
<th>NH</th>
<th>ME</th>
<th>Total</th>
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<tbody>
<tr>
<td>Referral by Transition Coordinators / Special Educators following school administrator agreement to participate</td>
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<td></td>
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<tr>
<td>Random assignment:</td>
<td></td>
<td></td>
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<tr>
<td>Year 1 Intervention</td>
<td>13</td>
<td>11</td>
<td>24</td>
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<tr>
<td>Delay Control (Yr. 2)</td>
<td>14</td>
<td>9</td>
<td>23</td>
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<tr>
<td></td>
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<td>47</td>
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- 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:

<table>
<thead>
<tr>
<th></th>
<th>FCTP</th>
<th>Control</th>
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<tr>
<td></td>
<td>t</td>
<td>p</td>
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<tr>
<td>Student Expectations</td>
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<td>.01</td>
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<td>Parent Expectations</td>
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<td>Self-Determination</td>
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<tr>
<td>Vocational Decision-Making</td>
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<td>.01</td>
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</table>

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

<table>
<thead>
<tr>
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<th>FCTP</th>
<th>Control</th>
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<tr>
<td>IEP Rating Score 1</td>
<td>30.35</td>
<td>Score 1: 29.74</td>
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<tr>
<td></td>
<td>Score 2: 39.53</td>
<td>Score 2: 32.53</td>
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<tr>
<td></td>
<td>( p = .048 )</td>
<td>( p = .100 )</td>
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</table>
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.
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