Engaging Learners in Online Professional Development for Transition

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Georgia's GraduateFIRST Webinar Now Available

(posted May 02, 2012)

Laura C. Brown, Ph.D., Coordinator of Georgia's GraduateFIRST presented a webinar on Feb. 28, 2012 about how schools in Georgia have redesigned programs, adopted new practices, and implemented research-based strategies to become highly successful in preventing students with disabilities from dropping out. Here's an Info Brief about GraduateFIRST and here's how to listen in the webinar.

Sex Education for Physically, Emotionally and Mentally Challenged Youth

(posted April 04, 2012)

Advocates for Youth has developed Sex Education for Physically, Emotionally and Mentally Challenged Youth. The document provides an overview of common myths and facts about the sexuality of people with disabilities, along with general guidelines for parents and a bibliography of sex education materials and resources.

TRN, Inc. Job Development Web Training

(posted February 20, 2012)

TRN, Inc. has opened registration for its popular 2-week, 18-hour web training covering key principles and hands-on tools for job development for youth and adults with disabilities. The course includes applying marketing principles, creating various job seeking tools, and developing business partnerships. Participants can log on at any time during the course period and participate in the training. Learn more about TRN trainings.

My Future, My Way: First Steps Toward College – A Workbook for Middle and Junior High School Student

(posted December 20, 2011)

This U.S. Department of Education publication for middle and junior high school students helps youth learn about the college admissions process, introduces students to the college culture, and provides tips to make an informed decision.
Reframing Your Investment
Blooms Taxonomy

- **Remembering**: Recalling relevant knowledge from long term memory.
- **Understanding**: Making sense of what you have learnt.
- **Applying**: Use the knowledge gained in new ways.
- **Analysing**: Breaking the concept into parts and understand how each part is related to one another.
- **Evaluating**: Making judgements based on a set of guidelines.
- **Creating**: Putting information together in an innovative way.

FROM: [www.theteachablemoments.wordpress.com](http://www.theteachablemoments.wordpress.com)
Most Bang for your Buck…

Self-Paced Learning

+ Real Time Facilitator or Instructor

+ Carrot & Stick

= Best Combination
To get to the top of Bloom...

What Works:

• Facilitator
• Feedback
• A group dynamic
• Methods to evaluate programs and self-assess
• Action plan
• Accountability
• Incentives such as:
  – CEUs
  – Recognition
  – $$$
  – Rewards

What doesn’t work:

• Independent Work
• No feedback
• Only internal incentives (desire to improve skills)
• Lack of plan
• No external accountability
Online Training Modules

The Transition Coalition provides FREE research-based online training for professionals and others involved in transition planning. These modules are developed using up-to-date research in transition, effective practices in professional development, and are tested by practitioners across the country.

**Best Practices in Planning for Transition**

This training module will provide you with an overview of the transition requirements of IDEA as well as best practices in planning for the transition from school to adult life. Participants will be able to identify three major principles of... [More info]

**Secondary Transition and Cultural Diversity**

The goal of this training is to move beyond awareness and understanding of overt or stereotypic cultural difference when working with families from culturally and linguistically diverse backgrounds during the transition process. This online... [More info]

**Transition Assessment: The Big Picture**

Participants who complete this training will be able to identify various types and approaches to transition assessment, as well as understand the steps in a continuous assessment process. This online module provides comprehensive information... [More info]

**Working with Families**

The goal of this training is to explore some of the unique strengths and challenges encountered when working with families and to provide a framework for supporting collaboration, overcoming barriers, and increasing mutual understanding in... [More info]

**Transition for Youth with ED/BD**

This training will provide you with an overview of transition supports necessary for students with emotional and behavioral disabilities and guide you through the process of job development, placement, and support. Participants will be able to... [More info]

**The Essentials of Self-Determination**

The purpose of this module is to provide you with a general knowledge of self-determination as well as a framework for providing self-determination instruction to your students. You will be given information about numerous curricula and... [More info]

**Enhancing Employment Outcomes**

Completion of this online module will provide you with an overview of career development as a critical aspect of vocational training and employment experiences for students with disabilities. Information and resources are provided for teachers to... [More info]
Module Structure

• Pre/Post test
• Welcome
  – Technical Information
  – Credits & References
  – Learning Objectives
• Three (3) sessions of content and activities
  – Interactivity (e.g. games, matching, clicking)
  – Apply knowledge to case studies & save to portfolio
  – Embedded PDF files & videos
• Library of resources
Online Modules + Study Group

• Building-level teams
• Independent learning followed-up with additional activities in a group setting (in person or online)
  – Live Discussions/threaded discussions
  – Evaluating an IEP using I-13 (in a wiki or as a group)
• Feedback provided from group members and facilitator (online or in person)
• Multiple methods of accountability
Vu’s Incorrect IEP

1. Is there an appropriate measurable postsecondary goal in:
   - A. Education/Training
   - B. Employment
   - C. Independent Living
Archived Webinars

Ask the Experts: Positive Behavior and Differentiated Instruction
Apr 2nd, 2012 @ 3:30pm
Dr. Tim Lewis from the OSEP Center on Positive Behavior Interventions & Supports will join us online for another KSSC Ask the Experts event. More information coming soon.
The recording is now available.
[ Read More ]
Related indicators: Suspension Expulsion

Improving Outcomes with Evidence-Based Practices
Feb 22nd, 2012 @ 1:00pm
Dr. Dawn Rowe, Project Coordinator of the National Post-School Outcomes Center joins KSSC in a one-hour interactive webinar discussing how to connect post-school outcomes data and evidence-based practices implemented in the classroom.
[ Read More ]
Related indicators: Transition, Postschool

Dropout Early Warning Systems Orientation
Feb 1st, 2012 @ 1:00am
Fifteen Kansas high schools are currently working with KSSC to implement a dropout early warning system (EWS). This short orientation provides EWS team members with information about EWS data, team tasks, and prevention/intervention strategies.
[ Read More ]
Related indicators: Graduation Dropout

Empowering Families in the Transition Process
Jan 26th, 2012 @ 1:00pm
Kansas Secondary Connections (KSSC) invites you to participate in a one-hour webinar on parent engagement in the transition to adulthood process for high school students with disabilities. January 26, 1:00pm.
[ Read More ]
Missouri Community of Practice

Ask the Expert - Check & Connect: Increasing Student Engagement
Scheduled Online Discussion: Jan. 09 - 20, 2012

Check & Connect in Willow Springs, MO:

The Willow Springs School District decided to implement Check & Connect as a result of increasing dropout rates and decreasing graduation rates. When looking at the population of students not completing high school it was determined that one common factor was that these students did not have any connection to school, there was no one within the district, peers or staff, which had built any relationships with the students leaving school. That was what appealed to us about the Check & Connect Model - its focus on building relationships with the students and families.

Our district is a rural Missouri school district with a student body of less than 400 students in grades 9 through 12. The Check & Connect Model was implemented in the 2010-11 school year at the high school level. The model was introduced to the district’s middle school for the 2011-12 school year. The mentors are all regular staff (teachers and paraprofessionals) that volunteered for the training and implementation of the program. The district currently has 21 high school mentors and 17 middle school mentors serving 41 total students. After the first year of implementation the students involved in the program most all showed improved grades over the previous year, the attendance for that population of students improved and the amount of tardies decreased. They also showed a decrease in overall office referrals compared to the previous year.

Check & Connect is:

- a research-based, structured and sustained mentor-based intervention
- promoting student engagement and success in school and with learning
- with an emphasis on relationship building
- using readily accessible data in a systematic way

The program has two central processes used by the mentor:

CHECK - designed to continually assess student engagement through close monitoring of student performance and progress indicators.
CONNECT - program staff provides individualized attention to student, in partnership with school personnel, family members, and community service providers.

Check & Connect Website (link)
Welcome to Ask The Expert forum with Kay Augustine from Check & Connect at the University of Minnesota and Missouri's own Larry Williams from Willow Springs R-V School District. They will be talking about and answering your questions related to Check & Connect and how it can improve student engagement along with graduation and drop out rates.

For some info about Check & Connect and our experts, go to this page.

Below, please post your questions from Jan. 9 - 20. Check in frequently to see how Kay and Larry respond to your and others' questions.

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Started by</th>
<th>Replies</th>
<th>Unread</th>
<th>Last post</th>
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<tr>
<td>Why should we put our efforts toward Student Engagement and preventing students from dropping out</td>
<td>Kay Augustine</td>
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<td>Thu, 29 Jan 2012, 07:12 AM</td>
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<td>Thanks and let us know your thoughts!</td>
<td>dana lattin</td>
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<td>Experiences with students with RAD diagnosis</td>
<td>Cheryl Thompson</td>
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<td>Welcome!</td>
<td>Kay Augustine</td>
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<td>Giving students the skills they need to make decisions</td>
<td>Kay Augustine</td>
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<td>the 4 Subtypes of Engagement</td>
<td>Kay Augustine</td>
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<td>Empathy--an important characteristic for a mentor</td>
<td>Kay Augustine</td>
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<td>Do you know about this website?</td>
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<td>Questions on techniques/strategies</td>
<td>Dorothy Parks</td>
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<td>Check out this video on assigning adult advocates (aka &quot;mentors&quot;)</td>
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<td>2/2</td>
<td>Introduction to PRE-SYMBOLIC Communication</td>
<td>Weekly Assignment</td>
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<td>Introduction to SYMBOLIC Communication</td>
<td>Weekly Assignment</td>
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<td>Unique Needs of Students with Deaf/Blindness</td>
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<td>3/22</td>
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<td>3/29</td>
<td>Specific Strategies for Teaching PRE-SYMBOLIC Communication</td>
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<td>Augmentative and Alternative Communication</td>
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<td><strong>Visit AAC Lab</strong></td>
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<td>Specific Strategies for Teaching SYMBOLIC Communication Part 3</td>
<td>Assessment Process Report Due</td>
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Additional References:

- M. Morningstar, "Specific Strategies for Teaching Social Communication"
Accountability to the PD Provider

- Pre/post test scores (knowledge)
- Summary of Responses saved to the Portfolio (understanding, applying)
- Participation in online activities (applying, evaluating)
- Development & implementation of an action plan (analyzing, evaluating, creating)
- Goal Attainment Scaling (creating)
### My Reports – Online Modules

**SPED 856 (Fall 2011)**

**View Online Modules**

<table>
<thead>
<tr>
<th>Student</th>
<th>Best Practices</th>
<th>Cultural Diversity</th>
<th>Transition Assessment</th>
<th>Working with Families</th>
<th>Youth with IDD</th>
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<td>n/a</td>
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<td>SS: Yes</td>
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</table>

**SS:** Satisfaction Survey Taken
Quality Indicators of Effective Transition Practices

## Instructional Planning

1. **Use different models of transition programs and practices**
   - **How SKILLED are you in performing this practice?**
     - Expert | Proficient | Emerging | Novice
   - **How FREQUENTLY do you perform this practice?**
     - Always | Sometimes | Rarely | Never

2. **Modify work and community environments to accommodate youth with disabilities**
   - **How SKILLED are you in performing this practice?**
     - Expert | Proficient | Emerging | Novice
   - **How FREQUENTLY do you perform this practice?**
     - Always | Sometimes | Rarely | Never

3. **Identify post-school services and programs for students with disabilities**
   - **How SKILLED are you in performing this practice?**
     - Expert | Proficient | Emerging | Novice
   - **How FREQUENTLY do you perform this practice?**
     - Always | Sometimes | Rarely | Never

4. **Develop transition programs based on outcomes**
   - **How SKILLED are you in performing this practice?**
     - Expert | Proficient | Emerging | Novice
   - **How FREQUENTLY do you perform this practice?**
     - Always | Sometimes | Rarely | Never

5. **Identify potential job sites**
   - **How SKILLED are you in performing this practice?**
     - Expert | Proficient | Emerging | Novice
   - **How FREQUENTLY do you perform this practice?**
     - Always | Sometimes | Rarely | Never

### RELIABILITY TESTS
- 557 teachers nationally
- Alpha scores:
  - .96 Preparation subscale
  - .94 Frequency subscale
Quality Indicators of Exemplary Transition Programs (2012 version)

Email Address: dilacina@ku.edu
Date: 2012-08-27 11:32:26
State: MO
District: Statewide
Role: Other
Other: Dana Testing

Explanation of Scores

The score for each domain is an average (mean) of your total responses to each quality indicator statement in that domain. The highest average for each domain is 3 and the lowest is 0.

- The higher the overall domain score, the more quality indicators you've achieved in that domain.
- The low domain scores are the domains you may want to target for change.
- The domain average can help you identify which area of transition might be the most critical for you, your district, or state to begin planning around or making changes.

In the navigation on the left, you should see My QI Survey. This section of My Portfolio keeps track of each time you've taken the QI and allows you the ability to view, print, or email your Summary Sheet for each instance.

Print this page

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Transition Planning Domain Score: 1.38

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Transition planning begins early in a student’s educational experience (but no later than 16 years old).</td>
<td>3</td>
</tr>
<tr>
<td>Progress toward student’s postsecondary goals are reviewed on an ongoing basis.</td>
<td>2</td>
</tr>
<tr>
<td>Transition planning incorporates student-centered approaches (e.g., MAPS, Personal Futures Planning)</td>
<td>1</td>
</tr>
<tr>
<td>Postsecondary goals are based upon student strengths, interests, and preferences.</td>
<td>2</td>
</tr>
<tr>
<td>Postsecondary goals target postsecondary education/training, employment, and when appropriate independent living.</td>
<td>0</td>
</tr>
<tr>
<td>Transition services and a course of study are identified to assist the student to reach postsecondary goals.</td>
<td>1</td>
</tr>
<tr>
<td>Annual IEP goals addressing both academics and transition needs are identified.</td>
<td>2</td>
</tr>
<tr>
<td>Approaches are used during transition planning to identify outcomes supporting student and family cultures.</td>
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</table>
**Action Planning Embedded in Training:**

“What are the 2 things you plan to do when you get back…”

**Name:** ______________________  **Email:** ______________________

**ACTION PLAN— Facilitating Family Engagement in Transition**

**Goal:** To enhance employment outcomes for students with disabilities

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Who</th>
<th>By When</th>
<th>What’s the Outcome?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to Families</td>
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</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>Inviting Involvement</td>
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</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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</tbody>
</table>
Pause & Reflect

Think about the information and materials you’ve learned about that focus on Career Assessment. *Complete the questions below to start building your Action Plan for enhancing your employment program/practices.* The completed Action Plan can be found in the Documents section of My Library.

What changes/improvements need to be made to your practices for Career Assessment?

Identify what I know and what I need to know about my students and identify assessments to learn that info.

What Action Steps will you take to make changes to the needs you identified for Career Assessment?

Complete assessment plans for my students and find more assessments to meet the need.

What is the Anticipated Outcome for these action steps?

More complete picture of my students’ preferences, interests, needs and strengths.
## Embedding Evaluation w/in Training: Goal Attainment Scaling

<table>
<thead>
<tr>
<th>Level of Attainment</th>
<th>Target Item for Improvement: Forma and informal assessment measures are available to school staff in order to develop transition plans that target postschool goals and outcomes (employment, post-secondary education, independent living).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much less than expected</td>
<td>All secondary special education teachers have access to at least four formal and four informal assessments but are not utilizing any assessments prior to a student’s transition planning meeting.</td>
</tr>
<tr>
<td>Somewhat less than expected</td>
<td>Secondary special education teachers are using at least one of the available assessments prior to a student’s transition planning meeting for 20% of the students eligible for transition assessment.</td>
</tr>
<tr>
<td>Expected level of outcome</td>
<td>All secondary special education teachers have access to at least four formal and four informal assessments staff in order to develop transition plans that target postschool goals and outcomes (employment, post-secondary education, independent living).</td>
</tr>
<tr>
<td>Somewhat more than expected</td>
<td>Secondary special education teachers are using at least one assessment prior to a student’s transition planning meeting for 50% of the students eligible for transition assessment.</td>
</tr>
<tr>
<td>Much more than expected</td>
<td>Secondary special education teachers are using at least two assessment measurements prior to a student’s transition planning meeting for 50% of the students eligible for transition assessment.</td>
</tr>
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</table>
What do You Need to Consider?

• What systems do you currently have in place for providing professional development?
  – Are they working? How is it supported? What else do you need?
• Who can you support to be facilitators?
• How can you develop self-sustaining feedback?
  – In person or online
• What methods do you have/need to evaluate programs and promote self-assessment
• What are your carrots and sticks? (Accountability)
• What resources do you have for providing ongoing professional development?
  – (staff, TA Centers, RRCs, IHEs, SIGs/SPDGs, online resources…)

transitioncoalition.org