Mary E. Morningstar, Ph.D.

How to Improve Transition Results for High School Students with Disabilities

Tuesday, Dec. 6, 2016

Mary E. Morningstar, Ph.D.

• Associate Professor of Special Education, University of Kansas
• Director of the Transition Coalition
• 25 years experience as researcher for transition from school to adult life
• Expert in education of students with significant disabilities
A Warm Welcome
I know how important and timely this topic is to you...

Let’s talk about how we can...
• Rethink college and career readiness
• Apply new ideas to secondary schools and transition to adulthood

Three Questions...
1. What does college and career readiness mean for youth with disabilities?
2. What structures are in place to implement CCR?
3. How do we align CCR and special education by using MTSS?

Part 1
What does college and career readiness mean for youth with disabilities?
We looked at the research and theory of system change outside of special education to inform the CCR model.
The Stakeholder View

We asked focus groups how their state...
...defines CCR
...implements CCR
...assesses CCR

What are the big issues facing states and LEAs?

Content Knowledge

For all students there should be core content focused on college and career, and career technical experience.

Cognitive Engagement

All students need skills to link ideas and organize concepts across and within core content.

Knowledge Structures

Students need to be challenged to exhibit a depth of knowledge and use of content beyond memorizing facts.

Behavioral Engagement

Are students productive?
What do their work habits look like?
Are students participating in class?

Behavioral Engagement

Students are expected to have developed good work habits before they enter college or the workplace.
Students who trust adults and peers at school are more likely to take academic risk and have better learning outcomes.

Students involved in sports and clubs are more likely to be successful in school and beyond.

Helping students make choices about career pathways for college or employment is important for self-determination.

We need to develop a project-based learning environment and a culture that says it's OK to make a mistake.

We need to incubate success by helping students develop motivation and grit and encourage them not to give up.
Accessing Content

- Test-taking skills
- Note-taking skills
- Time management
- Organizational skills

Cornell Notes is an example of a skill-building system for which all students could benefit from special educator support.

Think less about how we pull kids out and more how SPED experts can provide support in general education classrooms.

Technology skills are essential for all students. Special educators may need help, especially with assistive technology.

Engaging in Learning

- Project-based learning
- Group and team engagement
- Listening and speaking skills
Problem Solving

- Develop skills and strategies
- Recognize problem
- Hypothesize solution
- Plan out action

Communications

We have to co-plan to offer students opportunities for multiple means of action and expression.

Precision and Accuracy

For students with disabilities we need to provide experience for transferability by monitoring progress and confirming results.

How We Teach Social Skills

We need to help students learn how to interact with their environment and all the people in it.
**Within Self**

Help students
- Develop social-emotional skills
- Take responsibility for understanding self and others
- Monitor themselves and their own abilities

**Engaging With Others**

Help students develop 21st century skills
- Teamwork
- Problem solving
- Professionalism

**Understanding Others**

Helping students appreciate and respect diversity
- Empathy for students with disabilities
- Cultural competency
- Social awareness

**Early Planning**

We need to provide all students with the guidance, support, and attention they need to plan ahead for college or career.

**Career Culture**

Helping all students by scaffolding up experiences
- School-based career and business education
- Work-based learning
- Finding the best fit of interests and skills
We need to rethink what we mean by college so we include a wide range of post-secondary educational opportunities.

**College Culture**

**Adult Roles & Responsibilities**

Skills development for students with disabilities
- Financial literacy
- Access to community resources
- Health and wellness
- Advocacy
- Transportation
- Community and civic engagement

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**Part 2**

What structures are in place to implement CCR?

**Making Time for Electives**

Keeping secondary students engaged requires tapping their unique talents, energy, and intelligence. Time for electives is essential.

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**Cross-Curricular Emphasis**

As teachers, we need to be better at stepping outside our content specialty and move to integrate learning across content areas.

**Demands of Curriculum and Environment**

The curriculum needs to support exploration and project-based learning even with graduation urgency and remediation needs.
Collecting post-school outcome data for all students would draw more attention to what happens after graduation.

Looking Beyond Graduation

Multi-Tiered Model for Secondary School Reform

Academic

Behavioral

College and Career Readiness

Critical Elements for Secondary School Reform

Leadership As a Catalyst For Change

Student and outcome-focused leadership teams provide essential support for college and career readiness.

Regularly Scheduled Advisory Period
Critical Elements for Secondary School Reform

Parent Community Ties

Intentional involvement of families and strong community-school partnerships are essential for secondary school success.

Student-Centered Learning Climate

We need to motivate, engage, set expectations, and make all students feel safe, socially connected, and supported.

Paraprofessional Student-Centered Climate

Instead of separate special education rooms, schools are scheduling special educators into general education classrooms.

Consider having paraprofessionals in general education classrooms working with teachers to support all students.
Consider how you could restructure job responsibilities to build professional capacity with current staff.

Plan how to represent and convey information and provide students multiple means to show what they've learned.

How do we align CCR and special education by using MTSS?
Student-Centered Learning

- Student-directed progress monitoring
- Advisory periods when mentor teachers help students prioritize

Student-Centered Learning

- Monitor risk-factors associated with dropout
- Early warning systems to track ABCs

Student-Centered Learning

- Early warning systems to track ABCs
- Career academies
- Align learning experiences with career pathways

Student-Centered Learning

Attendance, Behavior referrals, and Course completion are factors highly correlated with graduation and dropout prevention.
Student-Centered Learning

- Flexible, sustainable support
- Wrap-around models
- Intensive interventions like Check and Connect

Check & Connect

A comprehensive student engagement intervention

Check and Connect is an evidence-based intervention that includes mentoring as well as academic and life goal setting.

Outcome-Focused Curriculum

- Freshman Success 101
- Small classes focused on CCR skills building

Outcomes-Focused Curriculum

- Connections to careers and college goals

Outcomes-Focused Curriculum

- CICO
- Online courses
- AVID

AVID®

A supplemental curriculum program designed to boost study skills for students who may or may not choose to go to college.
Outcomes-Focused Curriculum

- CICO
- Online courses
- AVID
- Summer programs
- Internships
- Work-study programs

W.A.G.E.S.

Working at Gaining Employment Skills

W.A.G.E.S is an intensive curriculum for at-risk students that focuses on career development and social skills.

Ambitious Instruction

- Universal Design for Learning
- Flipped classrooms
- Small-group projects
- Career tutoring centers

FLIPPED CLASSROOM

Students work in small groups to complete projects using online content while teachers help students practice workplace skills.
Ambitious Instruction

- Universal Design for Learning
- Flipped classrooms
- Small-group projects
- Career tutoring centers

Tier 1
Instruction emphasizing choice and application

Tier 2
Tier 3

Create a learning center where you bring together all relevant adults to focus on career planning and tutoring.

Ambitious Instruction

- Co-teaching
- Retooling staff skills through professional development

Tier 1
Tier 2
Tier 3

Supplemental instruction and support

Ambitious Instruction

- Small group and 1:1 instruction
- Dedicated staff
- Instructional modifications
- Assistive technology

Tier 1
Tier 2
Tier 3

Individualized instruction

Family and Community Engagement

- Parent involvement in career tutoring centers
- Student-directed parent-teacher conferences
- Parents at school events like job and college fairs, sporting events, and concerts

Tier 1
Tier 2
Tier 3

Parent involvement in academic and career planning
Family and Community Engagement

- Liaisons to hard-to-reach families
- Training parent involvement specialists
- Leverage parent resource centers

All high school teachers need to know about local, state, or national family resource centers and the support they offer.

Family and Community Engagement

- Transition plan IEPs
- Systematic support
- Cultural community liaisons

Collaboration with Community

- School-business partnerships
- Employers at job and college fairs
- Co-funded school resource officer

Leverage school-business partnerships at job and college fairs and with co-funded school resource officers.
Collaboration with Community

- Academic and behavioral screening teams
- Identify at-risk students
- Data systems

Collaboration with Community

- Link with outside agencies
- Programs for 18-21 year olds who need intensive support
- Community-based disability services

College and Career Readiness

What hadn’t you thought of before?

CCR & MTSS

Mapping To What You Currently Do...

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<th>Social</th>
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<th>Critical thinking</th>
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Does this align with your district’s view of CCR?

What hadn’t you thought of before?

What domains are you doing well?

Which domains need more attention?
REVIEW

What CCR means for all students
How to transform high schools to promote CCR
Why to use MTSS to implement transformational strategies

Think About Secondary School Reform

• Adolescent growth and learning
• School engagement
• 21st century skills

Envisioning the Future

All students are College and Career Ready
Supports in place to provide academic and non-academic readiness
Data systems offer comprehensive analysis of readiness

All Students Achieve and Have Successful Adult Lives!

Q & A

What impact do you expect the ESSA will have on the CCR priorities you’ve outlined for us?

#SPEDAhead
At what grade level should special education teachers be talking about transition planning?

How can we gauge which students are college-bound and who is better suited for the workforce?

What evaluation and assessment tools have you found are effective in determining transition needs?

You talked about the need for us to help students with disabilities develop skills to become independent—financial literacy, and knowing how to access community resources. Who does this and where does it fit in the school day?

How can we provide more work-based learning opportunities to support students with learning disabilities?

With district resources so slim, how do we find the best tools and web resources that will help students with transition planning?
During your presentation, you said teachers need to better understand assistive technology. What types of assistive technology, and how do we train them?

How do we best meet the transition needs of our moderate, hard of hearing and deaf/blind students?

How can we implement what you presented today in an online school? Teachers are 100 miles from students, never see them in person, and don't know their communities.

How do we help parents and students to set expectations and to have more realistic post secondary goals?

Interested in Becoming an Online Provider?

PresenceLearning has opportunities (FT & PT) for:
- SLPs
- OTs
- School Social Workers
- School Psychologists

Refer your colleagues: plearn.co/apply-to-pl

Results Matter
Closing the Achievement Gap

Tuesday, September 20, 2016
Dr. Alan Coulter
Results On Accountability: Where We’ve Been, Where We’re Going, Where Do We Go Next?
Available On Demand

Tuesday, October 25, 2016
Dr. Kimberly Gibbons
Getting Results with a Sustainable Multi-Tiered Support System (MTSS)
Available On Demand

Tuesday, December 6, 2016
Dr. Mary Morningstar
How to Improve Transition Results for High School Students with Disabilities
Available On Demand
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Transforming Special Education
Big Ideas for Big Changes

- Speaker TBA
- Date TBA

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- Watched the live webinar in its entirety
- Completed the post-webinar quiz with a passing score of 80%
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To receive CE credit:
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