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Supporting **Transition** Professionals

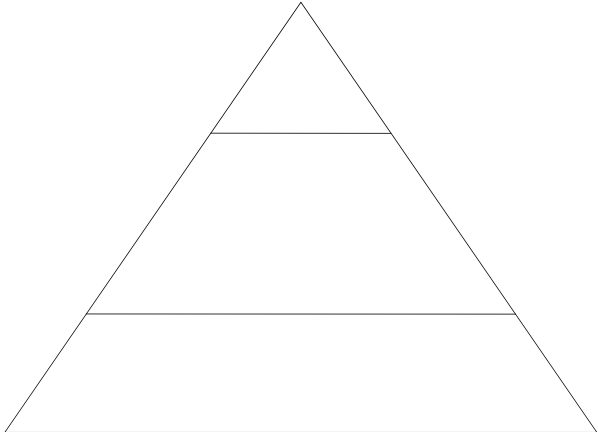
Understanding the Role of Transition within RTI in Secondary Schools

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What's YOUR Definition of a Multi-Tiered (RTI) Model?



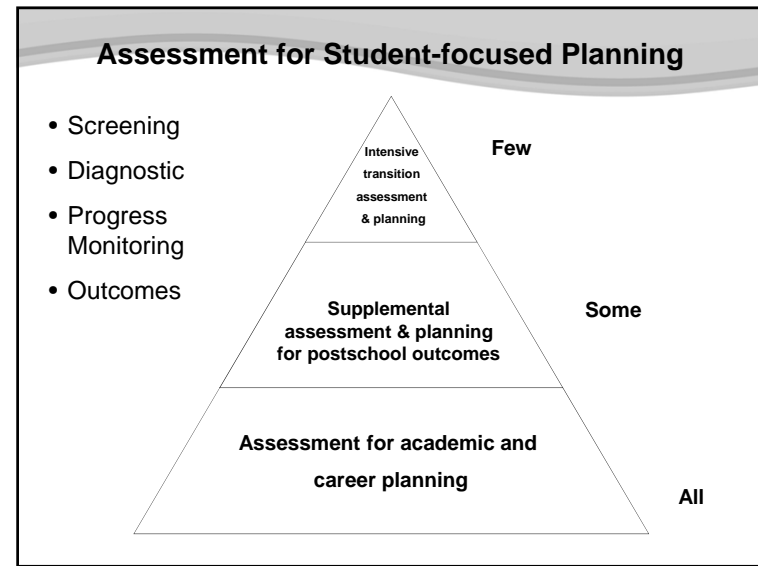
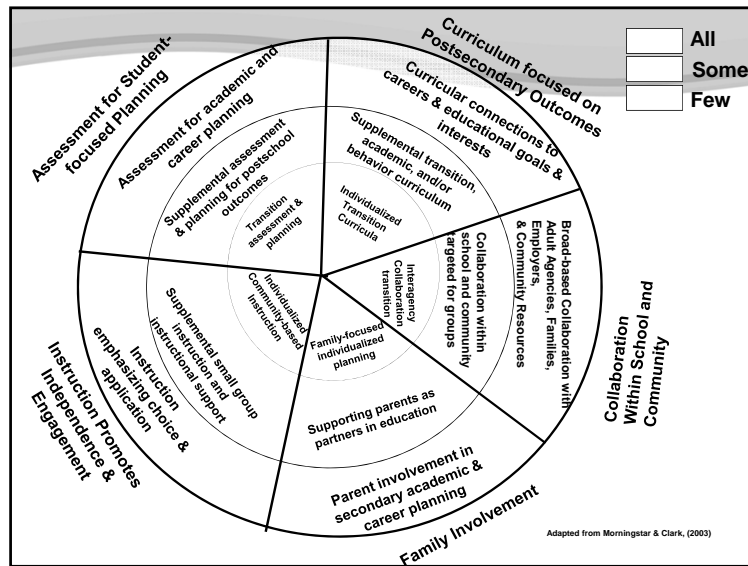
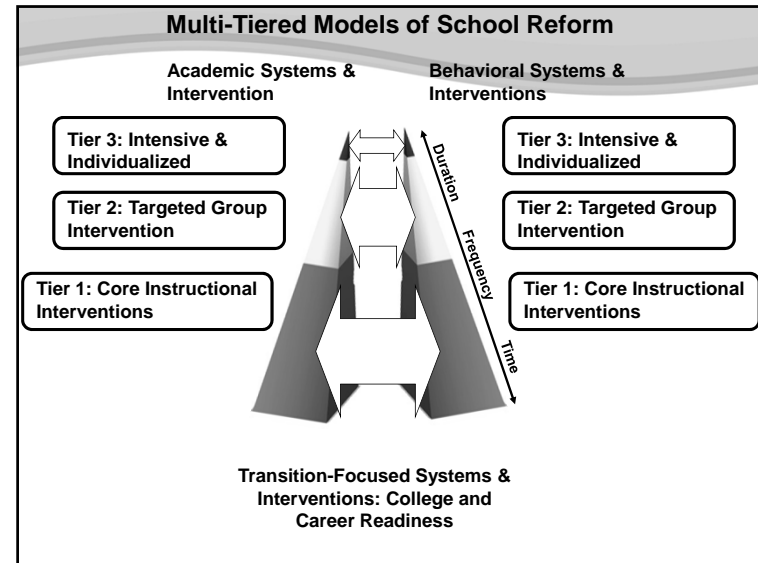
Common Features of Multi-Tiered(Prevention) Models

- Tiered system of matching interventions to meet academic and behavioral needs
- Systematic screening of young children using scientifically acceptable measures
- Interventions are evidence-based
- Progress monitoring of students to make informed decisions and track progress
- Decision rules concerning levels of support (tiers) provided by examining the data

What's Different about Secondary Schools?

- Developmentally different learners
 - Student engagement in learning
 - Youth literacy – student interest + out of school discourse
- Demands of curriculum and environment
 - Curricular demands sophisticated language tools to obtain information and concepts
 - Structure and culture of schools
 - Sense of urgency
 - Teacher roles = content specialists
 - High stakes for graduation
- Postschool outcomes for youth
 - 74% graduation rate among HS freshmen
 - Societal costs of dropouts
 - Lowest-performing readers most likely to drop out (3.5-20 times greater risk)
 - College to Career Readiness

RTI	vs	Transition
<p>Tiered systems of support:</p> <ul style="list-style-type: none"> Requires collaboration among multiple systems (general, special ed; community, families, etc.) Relies on data-based decisions & evidence-based interventions (academic & behavior) Systematic approach to ensure secondary school success 		<p>Transition:</p> <ul style="list-style-type: none"> Requires collaboration among multiple systems (general, special ed; community, families, postschool systems) Relies on data-based decisions & evidence-based interventions (academic & behavior + postschool outcomes) Systematic approach to ensure postschool success



Assessment for Student-focused Planning Tier 1: All Students = Universal

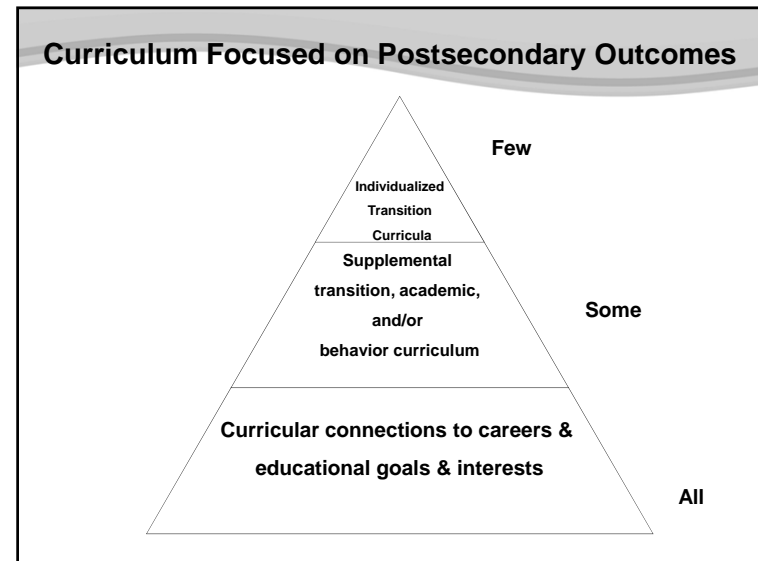
<p>Early & ongoing assessment for developing career & graduation plans with high expectations for postsecondary education and employment and necessary supports for success</p> <p>“Emphasize rigor, relevance & engagement”</p> <p>Focused on student engagement and student-directed planning</p> <p>Planning for college and career readiness</p>	<p><u>Examples</u></p> <ul style="list-style-type: none"> • Early Career Assessments • Student-directed Progress Monitoring • Personal Plans of Study • State Assessments + SAT/ACT tests • College Planning with Guidance counselors (including documentation needs) • “Advisories” throughout HS w/ same educator • Aligning HS to postsecondary education • Postschool tracking systems for all students
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Assessment for Student-focused Planning Tier 2: Some Students = Supplemental

<p>Assessment & supplemental planning across school and community settings with expectations for college and career readiness</p> <p>Ensure linkages to appropriate postschool settings: postsecondary education, employment, community engagement</p>	<p><u>Examples</u></p> <ul style="list-style-type: none"> • Early Warning Systems (performance & attendance) • Expanded AP Courses & Academic monitoring • Additional supports & assessments as needed (GEAR UP, Talent Search, Upward Bound) • Individualized career planning/Career Academies • Expanded practice with college placement exams • Focused attention on documentation of accommodations for postsecondary
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Assessment for Student-focused Planning Tier 3: Few Students = Intensive

<p>Focus on preparation and supports needed for inclusion in community including postsecondary education and training; employment; independent and community living; social engagement and relationships, recreation & leisure</p>	<p><u>Examples</u></p> <ul style="list-style-type: none"> • Wrap-around models • Check & Connect • Person-centered Planning • Student-directed planning & Self-directed IEPs • Specific transition assessments to guide planning • Planning for 18-21 programs in postsecondary settings • Planning for transition to postsecondary settings/ employment documentation needs of external agencies
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Curriculum Focused on Postsecondary Outcomes

Tier 1: Connected to career & educational interests
Electives provide a range of career readiness opportunities

- Service learning
- Success 101
- Career report in language arts
- Budgeting practice in mathematics
- Civic responsibility discussion in social studies
- Multiple Pathways: 21st Century schools; High Schools That Work; Tech Prep

Tier 2: Curriculum to Supplement Transition

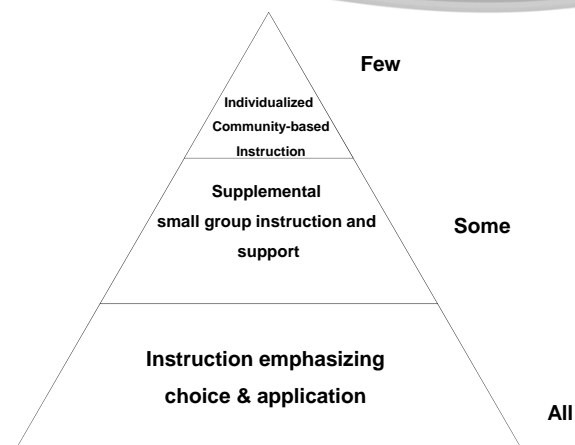
Supplemental transition, academic, and/or behavior curriculum

- Dropout Prevention models (schoolwide; student-specific)
- Wilson Reading
- Algebra ½
- Elective course in pre-employment skills
- Self-determination Study skills (learning strategies) course
- Accommodations

Tier 3: Curriculum Individualized for Transition

- Individualized transition curricula
- Individualized modifications to academic curricula
- Examples
- Life skills curricula
- Supported employment
- Community-based transition programs
- Curricular modifications

Instruction that Promotes Independence & Engagement



Tier 1: Instruction Promotes Independence & Engagement

Instruction emphasizing choice and application
Developing a community of learners
Reinforcing self-determined & self-regulating behavior

- Universal design for learning
- Strategy instruction
- Soft skills modeling
- Differentiated Instruction
- Mentoring
- Active & cooperative learning

Tier 2: Instruction to Supplement

Supplemental small group strategy-based;
instruction & instructional support

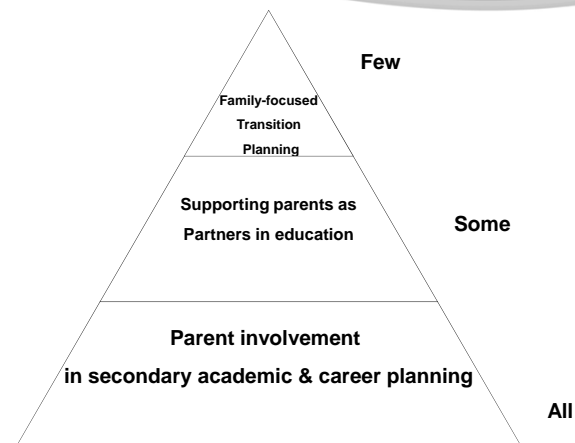
- Co-teaching
- Instructional accommodations
- Transition club
- Tutoring
- Assistive technology integrated within instruction
- Ongoing progress monitoring for instruction

Tier 3: Intensive & Individualized Instruction

Intensive & individualized skill-based instruction

- Instructional modifications
- Assistive technology for communication
- Generalization of skills to multiple settings
- Dedicated paraprofessional support

Family Involvement Supporting Postschool Outcomes



Family Involvement Supporting Postschool Outcomes

Tier 1: Parent involvement in secondary academic & career planning

- PTA Standards for Family School Partnerships
- The Family Involvement Network of Educators (FINE)
- Communication with parents (newsletters, online grades)
- School events (e.g., job fairs, college fairs) involve parents
- Parents collaborate to develop graduation plans
- Parent advocate models

Tier 2: Supporting Parents as Partners in Education

Working directly with “hard to reach” families

Examples

- School outreach to hard-to-reach families
- Parent Information Resource Centers (PIRCs)
- Parent Involvement Specialists in Schools

Tier 3: Active Family Involvement

Active family involvement in planning for transition to postsecondary and employment settings

- Parent engagement in transition planning and IEPs
- Parent Training and Information Centers
- Cultural community liaisons for CLD families
- Systematic support for families (e.g., parent transition & educational advocates)
- Community schools



Tier 1: Collaboration within the School and Community

Employers, colleges, families, and school staff review outcomes and gaps

Data-driven process

- School-Business Partnerships
- Professional Learning Communities
- Job Fairs, College Fairs for all Students
- Integrating of school/district wide improvement plans
- School/District Mission Statement
- Suicide Prevention
- School Resource Officers co-funded
- Alcohol and Drug Prevention

Tier 2: Collaboration In School

In-school collaboration among diverse staff providing services

- Screening Teams
- Social Worker/Guidance Counseling
- Community Transition Team Model
- Participation of school staff in community organizations
- Community Resource Mapping
- Wrap Workers
- Co-funded staff for At-risk Students

Tier 3: Linking Outside of School

Schools link with outside agencies to develop linkages for post-secondary outcomes

- Collaboration w/Related Services
- Community-based 18-21 Program
- Community Transition Team Model
- Building Relationships with:
 - Vocational Rehabilitation, Independent Living Centers, One Stop Centers, Developmental Disability Organizations, Healthcare organizations, Employers and Employment Service providers

What does it all mean? Pulling it all together...

Questions to Consider....

1. Is the current implementation of RTI in secondary schools effective in engaging students and promoting postschool outcomes?
2. What happens if we only focus on academic and behavioral interventions to the exclusion of those that address outcomes (careers and college)?
3. How do we merge academic and behavioral systems w/in a transition-focused approach that takes into consideration adolescent engagement?
4. Do we need to realign secondary schools to ensure students are college and career ready?
5. How do we develop a system to track all students into postschool outcomes?
6. How do we consider the documentation needs of students transitioning to postschool education and employment systems?