Implementing evidence-based practices and instructional strategies to support (provide accommodations for) students with disabilities

Capacity Building Virtual Institute• State-to-State Sharing Session
Tuesday, June 23, 2020
WELCOME!
Introducing NTACT
National Technical Assistance Center on Transition Staff
Zoom Features

• Please mute your line when you are not speaking
• Options for participants are available when you hover over the bottom of your screen
• Use the “Chat” feature to engage with your facilitators and state colleagues
• This meeting will be recorded and posted with closed caption on June 25th and available here: https://transitionta.org/cbi/2020
Our agenda for today

Engage in state-to-state sharing about implementation of evidence-based practices and instructional strategies to support (provide accommodations for) students with disabilities.
Welcome & Introductions – Who’s on the call?

• Use the Chat feature to tell us your name, role/agency/department, state
• Use the Raise hand feature to get our attention when you want to share
NTACT 2020 CBVI - Team Lead and Team Member Timeline

Phase 1
- Register your team by **May 15, 2020**
- Watch "Things to Know about the CBVI" (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to plan team’s participation in the CBVI activities (i.e., content presentations, team planning, state to state sharing groups) **This step may occur later**;
- If using a facilitator, look for email from facilitator about team planning times and expectations
- Set up team planning meetings, with team and facilitator

Phase 2
- Watch the “Kickoff” and four content presentations on the Transition Coalition Website available week of **May 25th, 2020**
- Use the provided note-taking resources from NTACT during and following the content presentations
- Participate in the content presentation discussion board(s) on the Transition Coalition Website
- After viewing content presentations, begin team planning meetings, if appropriate
- View resources for “Moving from Content to State to State Sharing Groups”

Phase 3
- Use resources posted to help your team “Move from Content to State to State Sharing Groups” (https://transitionta.org/cbi/2020)
- Gather your team virtually or by phone to identify team’s selection of one or two of the state to state sharing groups to participate in OR discuss in team planning meeting (see State to state sharing groups list at https://transitionta.org/cbi/2020 posted by May 27, 2020).
- Identify context expert requests (up to 2), if desired, with your facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Register team for state to state sharing groups at by **June 5, 2020**
- Prepare for state to state sharing groups by referencing your notes and engaging with your team

Phase 4
- Participate in state to state sharing group selected **(Tentatively scheduled for June 15 – 18, and June 22 – 25, 2020, 1:00 – 2:30 p.m. EDT)**
- After participating in state to state sharing groups, continue team planning meetings, if appropriate
- Identify content expert requests (up to 2), if desired, with facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)
- Conduct and finalize team planning

Phase 5
- Complete Institute evaluation
- Finalize team planning/ share a copy of the action plan with all team members and NTACT (if not using online program tool)
- Receive follow-up support from NTACT or other TA Center staff, regarding indicated TA needs in your state’s plan
- Network with other states on common goals, as you desire
- Participate in culminating webinar to share-out state plans in mid August
### Phase 4: Engaging in State to State Sharing Groups

**Timeline:** June 15 to June 25, 2020

<table>
<thead>
<tr>
<th>State Team Lead</th>
<th>State Team Members</th>
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- Highlighted tasks are completed.
- Unhighlighted tasks are pending.

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Intersection of VR, CTE, and SpED

- Implement high quality transition programs and services that lead to positive PSO
- Deliver Pre-ETS
- Ensure students with disabilities have access to and can persist in CTE programs and curriculum.
Opportunity – Perkins V, IDEA, Rehab Act, as amended by WIOA

• Perkins V – improve secondary CTE programs that prepare students for the real world
• IDEA – provide transition services, coordinated set of activities
• Rehab Act, as amended by WIOA – implement pre-employment transition services
**Coordination activities**

**IDEA**
- Coordinate activities to facilitate student’s movement from school to post-school activities
  - postsecondary education
  - vocational education
  - integrated employment
  - continuing and adult education
  - adult services
  - independent living
  - community participation
- Identify the interagency coordination responsibilities of each agency to promote coordination and timely and appropriate delivery of services:
  - instruction & related services
  - community experiences
  - development of employment and post-school living objectives
  - acquisition of daily living skills
  - functional vocational evaluation

**Rehab Act, as amended by WIOA**
- Collaborate with agency and local partners to develop employment opportunities and foster industry partnerships
- Work with schools to coordinate and ensure the provision of Pre-Employment Transition Services
  - Job exploration counseling
  - Work-based learning experiences
  - Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
  - Workplace readiness training to develop social skills and independent living
  - Instruction in self-advocacy
  - Coordination activities
  - Work with school to refer students for additional VR Services that require application and eligibility

**Perkins V**
- Work with partners to develop local career pathways that provide academic and nonacademic supports, and strategies for eliminating postsecondary readiness gaps with special populations.
- Work with local schools and agencies to provide and support equal access to at least one sequenced program of study integrating core academic and technical training, including employability skills
- Collaborate with local workforce development boards, agencies, or one-stop delivery systems to provide career exploration and development activities

**Leverage state and local agreements**

Adapted from Developing a College- and Career-Ready Workforce | An Analysis of ESSA, Perkins V, IDEA, and WIOA | AIR, 3/19
Common Definition of Transition Services

• Outcome oriented process
• Promotes movement from school to post-school activities
• Based on student or youth’s preferences and interests

<table>
<thead>
<tr>
<th>Coordinated Set of Activities</th>
<th>Post-School Activities</th>
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<tbody>
<tr>
<td>• Instruction</td>
<td>• Postsecondary education</td>
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<tr>
<td>• Related services (IDEA)</td>
<td>• Vocational education</td>
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<tr>
<td>• Community Experiences</td>
<td>• Integrated employment (including supported employment)</td>
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<tr>
<td>• Development of employment and other post-school adult living objectives; and</td>
<td>• Continuing and adult education</td>
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<tr>
<td>• If appropriate, acquisition of daily living skills and provision of functional vocational evaluation</td>
<td>• Adult services</td>
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<td></td>
<td>• Independent living or</td>
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<td></td>
<td>• Community participation</td>
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Coordination for Accommodations
Accommodations

Special Education means—specially designed instruction to meet the unique needs of a child with a disability and related services, including transition services.

- For people without disabilities, technology makes things easier.
- For people with disabilities, technology makes things possible.

- **Accommodations**: Give consideration to the disability; provide access to information and demonstration of knowledge.
  
  - **Do not** change the construct, learning expectations, grade-level standard, and/or measured outcome, performance criteria -- no more than wearing glasses changes a leaning task

- **Modifications**: Alter or change the learning expectations, construct, grade-level standard, and/or measured outcome.
## Accommodations for School & Work

### 9 ADAPTATIONS!

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Modification</th>
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<tbody>
<tr>
<td>Size</td>
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<tr>
<td>Time</td>
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<td>Level of Support</td>
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<tr>
<td>Input</td>
<td>Difficult</td>
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<td>Output</td>
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<tr>
<td>Participation</td>
<td>Alternate Goals</td>
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For information about workplace accommodations and the American’s with Disabilities Act

Diana Browning Wright, Teaching & Learning Trainings, 2005

* Accommodation • Modification

https://askjan.org
Evidence-Based Practices as Accommodations

• A teaching method – used to teach a specific skill – that has been shown to be effective based on high-quality research (Cook, Tankersly, & Landrum, 2009; Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005).

• Graphic organizers, technology, peer-tutoring/peer-assisted instruction, self-management were commonly identified EBP listed as accommodations (Alverson, Wills, & Salitor, in preparation)
Find Evidence-Based Practices:
www.transitionta.org
Skills and Practices

An effective practice (i.e., evidence-based, research-based, promising) is a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook, Taba, & Warren, 2006; Durlak, Brantlinger, Gansler, Horner, Thompson, & Harris, 2005). Skills to be taught in the teaching method or methods (i.e., instructional strategy or strategies) found to be effective when teaching the skill, as determined by high-quality research. For additional information on how these practices were identified, visit www.transitionta.org.

Teachers are encouraged to use this list to plan the skill to be learned with an effective practice.

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<thead>
<tr>
<th>Skill to Be Learned</th>
<th>Effective Practice</th>
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<td></td>
<td>Evidence-Based</td>
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<td>Research-Based</td>
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<td>Promising</td>
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**Operational Definitions**

**Effective Practices in Secondary Transition:**

**Operational Definitions**

Updated: February, 2020

Prepared by:
- Shawn A. Shinn
- Stephen Kondak
- Charlotte L. Auvens

 Practitioner's Guide to Using Anchored Instruction to Teach Math

**What is the evidence base?**

This is an evidence-based practice for students with disabilities based on three methodologically sound group experimental studies with random assignment across 539 participants with disabilities.

This is an evidence-based practice for students with intellectual disabilities based on two methodologically sound group experimental studies with random assignment across 158 participants with intellectual disabilities.

This is an evidence-based practice for students with emotional/behaviors disorders based on three methodologically sound group experimental studies with random assignment across 31 participants with emotional/behavior disorders.

This is a research-based practice for students with autism spectrum disorders based on one methodologically sound group experimental studies with random assignment across 31 participants with autism spectrum disorders.

This is a research-based practice for students with speech language disorders based on one methodologically sound group experimental studies with random assignment across 31 participants with speech language disorders.
2020 Capacity Building Virtual Institute: Notetaking Framework

Pre-recorded presentation title: ____________________________________________

Current state goal: ____________________________________________________
Current state goal: ____________________________________________________
Current state goal: ____________________________________________________

<table>
<thead>
<tr>
<th>Considerations for capacity building</th>
<th>Notes</th>
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<tr>
<td>• Use of evidence-based practices</td>
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<tr>
<td>• Student and family engagement</td>
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<tr>
<td>• Systems alignment and cross-agency/department collaboration and coordination</td>
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<tr>
<td>• Data-based decision making</td>
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1. What goal or current initiative does this content support?

2. What questions do you have for your team members? External experts/consultants? What do you want to know more about?

3. What partners are needed to do the work? Existing or new?

4. What barriers/challenges and actions need to be addressed to do this work?

*Based on Cornell Note Taking Strategy, Walter Pauk, Cornell University
### Notetaking Framework

**Unanswered questions and A-ha’s:**

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**Summary:**

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**Moving from content to state-to-state sharing groups**

After viewing and interacting with the content for this presentation, reflect on your notes (and conversations with your team during team planning times), to determine areas of focus for: (1) additional team planning times; (2) focused state-to-state discussion opportunities; (3) planning for professional development and technical assistance with LEAs; (4) evaluation efforts and program development for LEAs; and (5) state-to-local capacity building.

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State-to-state sharing

How have you collaborated with your partners – CTE, SPED, VR – to identify and implement accommodations for students with disabilities, in school and at work?

Solutions/strategies?
State-to-state sharing

How are evidence-based practices and accommodations identified and implemented for students with disabilities in your setting?

What strategies have you used?
State-to-state sharing

What challenges/barriers have you had implementing evidence-based practices and accommodations for students with disabilities?

Solutions/strategies?
### Phase 5: Finalizing State Plans and Wrap Up
**Timeline: June 15 to July 31**
**Mid August Share Out Event**

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NTACT & WINTAC

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THANK YOU
for joining us!