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National Technical Assistance Center on Transition

Promoting person-centered planning and meaningful transition assessment practices

Capacity Building Virtual Institute • State-to-State Sharing Session

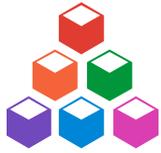
Thursday June 18, 2020



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FEATURES OF ZOOM

- 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
- Use the “Raise Hand” feature (Participants)
- Select CC to turn on that feature during this meeting
- This meeting will be recorded and posted with captioning by June 23 here:
<https://transitionta.org/cbi/2020>



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RECORD

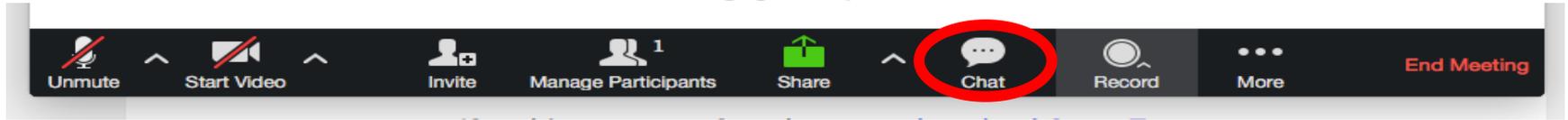




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Welcome & Introductions - Who's on the call?



- NTACT/WINTAC staff
- Use the Chat feature to tell us your name, role/agency/department, state



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Our agenda for today

- Engage in state-to-state sharing of resources, challenges and solutions related to Assessment/Person Centered Planning for Students with Complex Support Needs
- Considerations:
 - planning for professional development and technical assistance
 - program development and evaluation
 - building state-to-local capacity

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

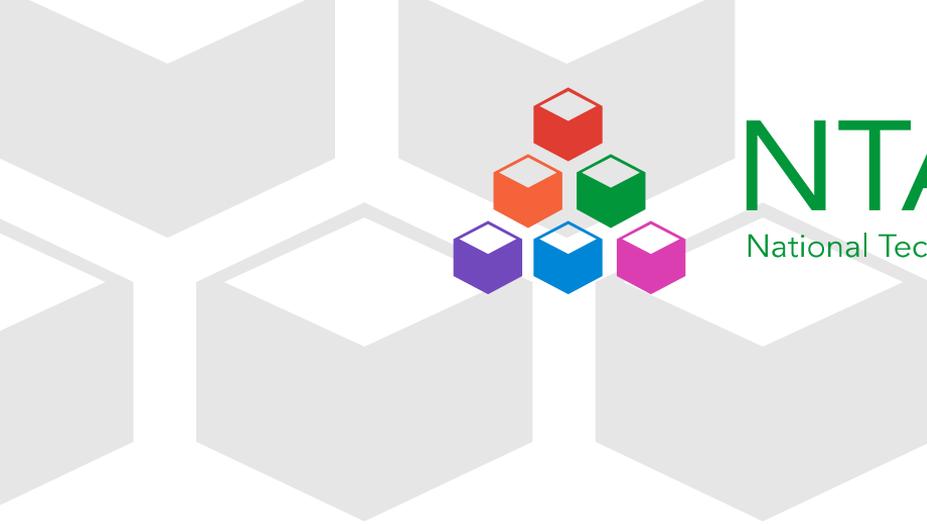
Phase 5

- 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

State Team Lead	State Team Members
<p>✓ 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)</p>	<p>✓ 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)</p>
<p>✓ After participating in state to state sharing groups, continue team planning meetings, if appropriate</p>	<p>✓ After participating in state to state sharing groups, continue team planning meetings, if appropriate</p>
<p>✓ Identify content expert requests (up to 2), if desired, with facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)</p>	<p>✓ Identify content expert requests (up to 2), if desired, with facilitator or with Jennifer Coyle (jennifer.coyle@wmich.edu)</p>
<p>✓ Conduct and finalize team planning</p>	



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Operationalization of the term Complex Support Needs



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Complexity Continuum



Complexity

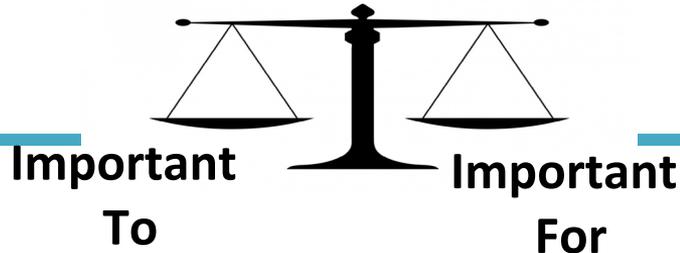


Supports

- Long-Term & ongoing supports-typically needed
- Communication issues - frequently
- Self-care issues – almost always
- Intellectual issues – often, but not always
- Accommodations to address needs promote & accomplish success
- “Multiple” systems involvement - always

Important To and Important For

- Although supports and needs may change across the lifespan, pursuit and enjoyment of **what is important to the person** remains the guiding force.
- Real person-centered planning provides an opportunity to guide people through a process of discovery to learn what is most important to them, and then partner to create a plan that supports a clear trajectory toward their personally defined “good life.”
- Important TO: Elements of life that are valued by the person and contribute to their happiness and/or contentment.
- Important FOR: Needs that should be addressed to support a person’s health and safety.





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Think About Your Students/Young Adults

- Demonstrate diverse skills, strengths, limits, and support needs
- Multiple system impairments that impact the student, family, community participation, and severity of associated health conditions
- Two or more simultaneously occurring impairments
- Supports are usually pervasive and extensive in order to achieve community living, employment, and self-sufficiency



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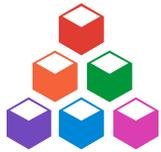
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Big Ideas for Assisting Students with Complex Support Needs

Person Centered Planning and Meaningful Transition

Assessment: Basic Premises

- a) Supporting ambitious outcomes for youth with disabilities demands an individualized, person-centered approach
- b) Considerations regarding Important To and Important For
- c) Transition assessment data drives outcomes for planning, setting goals and achieving post-secondary success



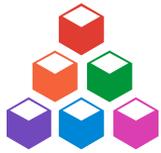
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Poll Question

- Rate your agreement with the following statement: My state has a clear, consistent set of processes in place for facilitating transition assessments, including person centered planning, to inform the transition process for young adults with complex support needs."

(Strongly Disagree, Disagree, Agree, Strongly Agree)



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When considering your procedures for assessment how are the following components addressed?

- Determining what to assess
- Determining stakeholders
- Selecting appropriate assessments
- Conducting assessments
- Reviewing assessment results
- Using assessment data
- Utilizing on-going assessment review techniques to capture skill development and new /on-going support needs

What are your areas of strength and need?

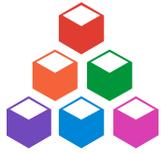


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Poll Question

How often is there interagency involvement in how assessments are implemented, interpreted, or utilized for youth with complex support needs in IEP, ISP, IPE processes?" (Never, Rarely, Regularly, Always)



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When assessing youth and young adults, how do you address these questions?

- Whose needs are being met?
- What did the student/family and you learn from the assessment *process*?
- Where do you record the information – how is it interpreted?
- What do we do with the information – how is it utilized?
- What monitoring, evaluation & programming strategies are used to keep programming at optimal learning levels for the individual with disabilities?

How are these considerations being addressed?

What to Assess: Skills & Supports

General Transition Areas/Skills	Functional Life Skills & Functional Academics
Career Interests, Awareness, Skills	Physical/Mobility
Preferences & Interests	Assistive Technology
Sensory Needs	Recreation/Leisure
Communication	Medical & Health – (COVID-19)
Self-Determination	Special Skills/Interests
Social	Transportation

How are these areas being addressed?



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Person Centered Planning (PCP)

PCP is a natural outgrowth of everything we know about the importance of self-determination, individualization, interagency collaboration, and the like

PCP can be the intersection of the IEP, IPE, self-directed Medicaid Waiver services, and more

Are students accessing PCP?

What are the barriers to their access?

What's being lost in terms of PCP information from high school to adult services?

What could be better shared or gathered collectively?



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Assessment & Person Centered Planning (PCP) Additional Considerations

Which agencies are involved in the process and how is it funded?

How many students are consistently involved?

How frequently does the implementation/review occur?

How is the family/student impacted

Is the process statewide?



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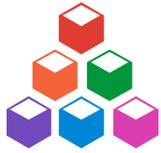
Sharing Resources

Assessment and Person Centered Planning Resources for Students with Complex Support Needs

Directions: Please indicate below the tools/resources that you have utilized, have found useful and that you are willing to share with other stakeholder – regarding successful implementation.

Tool/Resource	Your Name	Email	Comment
Assistive Technology Protocol for Transition Planning			
Circles of Support and Circle of Friends			
Charting the LifeCourse			
Core Gift Assessment			





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Charting the LifeCourse

- **Are there examples of how LifeCourse is being implemented across systems in states?**

States generally hosts what are referred to as large community events. The events are presented in half-day or full day segments. Audiences are mixed and include people, their families, and professionals. The events are facilitated by coaches from the National Charting the LifeCourse team.

- **Are there any examples of how the information obtained from LifeCourse incorporated/utilized in education/agency planning - IEP, IPE, ISP, etc.**

There are examples on the LifeCourse Nexus website under the “LifeCourse Library” tab. Examples are also shared during community event presentations.

<https://www.lifecoursetools.com/?fbclid=IwAR3VcRS22u20Nq8PiET3Oa-Ed8XGBRI3kezwMsE-7OV4HCiuIL0nSber7E>



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Charting the LifeCourse

- **What are the best ways to train large groups of teachers on LifeCourse - what methods are best?**

We have received positive responses to our large face to face instructor led community events. Participants complete individual and group activities in an applied learning environment.

We have received positive responses to hosting smaller (60-80) in person on site workshops where educators have opportunities for facilitated learning while applying use of the CtLC tools.

We are currently hosting large events virtually.

- **Are there any examples of states who are using LifeCourse systematically throughout the state?**

Yes, there are currently 20 states that are part of the Charting the LifeCourse National Community of practice. Their purpose includes using CtLC systematically throughout their state. States in the National CoP are:

Alabama, Connecticut, DC, Delaware, Hawaii, Indiana, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota and Virginia.



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Charting the LifeCourse

- **Is there any connection between using PCP like LifeCourse and support of supported decision making?**

Yes, there is a direct connection between using PCP resources such as LifeCourse to help with supported decision making. On the LifeCourse Nexus website are examples of how we're using CtLC tools for conversations about supported decision making. On the website go to CtLC Library > Integrated Support Star.

- **How do state's fund LifeCourse?**

Funding sources vary by state. In some states there is a partnering and bringing together of resources to fund CtLC efforts. Some of those partnering offices are the state Office of Developmental Disabilities, the Developmental Disabilities Council, the Department of Health and Human Services, the Department of Education, the Department of Aging, Disability Service agencies, partners with the state Developmental Disabilities Council, or with their UCEDD University for Excellence in Developmental Disabilities – or other private or government entity.

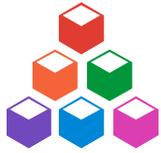


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State to State Sharing

- Discussion Prompt
- Based on Zoom registration questions – 1-2 highlighted states
- Share your thoughts and resources
 - "Raise Hand"
 - Share resources and questions in the chat, too



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State-to-State Sharing

How can PCP be a cross-agency process incorporating the concept of a “Meaningful Adult Life”?

What supports/collaborations are possible – National Center on Advancing Person Centered Practices and Systems (NCAPPS) and the YES Center

– Utah – Lavinia Gripentrog, Deanna Taylor, Tricia Jones-Parkin



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State-to-State Sharing

How can a state implement statewide training and support for assessment and Person Centered Planning?

- Arkansas – Bonnie Boaz
- Connecticut – Alycia Trakas, Missy Wrigley



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State-to-State Sharing

How can Person Centered Planning be utilized to support a Post-Secondary Education program?

– Florida – Danie Roberts- Dahm

STAR- PPT handout (full-length training) and facilitator's guide:

http://project10.info/Documents/P10_STAR_PCP_handout_v.6.19.pdf

<http://project10.info/Documents/STAR%20PCP%20Facilitator%20Guide.pdf>



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State-to-State Sharing

How can Person Centered Planning be utilized to support Competitive Integrated Employment?

– California – Sue Sawyer

I Want to Work! I Know I Can Resource Guide

[http://www.catransitionalliance.org/docs/49-IWantToWorkIKnowICan10232016\(1\)_212201851804.pdf](http://www.catransitionalliance.org/docs/49-IWantToWorkIKnowICan10232016(1)_212201851804.pdf)



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What Else? What's Next?

- Incorporate ideas into your state's plan
- Incorporate into your professional development
- Connect with others focused on this topic
- Continue to share solutions and challenges through NTACT and the Transition Coalition Discussion

Phase 5: Finalizing State Plans and Wrap Up

Timeline: June 15 to July 31

Mid August Share Out Event

State Team Lead	State Team Members
✓ Complete Institute evaluation	✓ 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)	
✓ Network with other states on common goals, as you desire	✓ Network with other states on common goals, as you desire
✓ Participate in culminating webinar to share-out state plans in mid August	✓ Participate in culminating webinar to share-out state plans in mid August
✓ Receive follow-up support from NTACT or other TA Center staff, regarding indicated TA needs in your state's plan	



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Transition Assessments Resources

- [Indiana University - Transition Assessment Matrix](#)
- [Transition Coalition Assessment Reviews](#) and [Learning Module](#)
- [NTACT Age Appropriate Transition Assessment Toolkit](#)
- [Assistive Technology Protocol for Transition Planning](#)
- [Transition Assessment for Students with Significant Disabilities](#)



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Transition Assessments Resources

- [Personal Preference Indicators: A Guide for Planning](#)
- [Life Course Framework](#)
- [Person Centered Planning](#)
- [Employment Support Indicators](#)
- [I'm Determined.org](#)



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NTACT invites you to...

- ❖ Explore our website: www.transitionta.org
- ❖ Sign up for our listserv: <http://bit.ly/2iG6o1G>
- ❖ “Like” us & follow us on Facebook: at [transitionta](https://www.facebook.com/transitionta) 
- ❖ ...and on Twitter: [@transitionta](https://twitter.com/transitionta) 
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THANK YOU
for your participation!

