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Utah State University

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Professional Portfolio

Sonja Hammond

Utah State University



Table of Contents

Synopsis	3
Introduction and Literature Review	5
Transition Assessment Report	17
Personnel Preparation Report	32
Interagency Collaboration Report	42

Improving outcomes for students with disabilities has been a passion of mine for most of my life. I received a bachelor's degree in special education from Utah State University in 1997 and began my professional career as a special education teacher at Layton High School in Layton, Utah. I believed I was implementing best practices for students with disabilities. My students took part in vocational training on community job sites, public transportation training and community access at businesses in the community. I partnered with counselors from Vocational Rehabilitation (VR) and developed an appreciation for the complexities of interagency collaboration.

I continued my teaching career at North Davis Preparatory Academy as a special educator and special education director for 10 years. I left the classroom for a while when I obtained employment at Utah Professional Development Network (UPDN) as an Instructional Coach where I provided professional development to special educators across the state of Utah. Transition from school to adulthood was an area of focus for many of the trainings I provided while at UPDN.

Because of my participation in the Transition Specialist Master's Program at Utah State, I went back to teaching transition-aged students with disabilities in a post-high school classroom. I viewed this as an opportunity to improve on the practices I had implemented at the beginning of my career and allow me to be part of improving outcomes for individuals with disabilities. I have conducted a variety of formal and informal transition assessments in my new position and have been able to use information from those assessments to develop transition plans that reflect my students' preferences, strengths and needs. I have developed relationships with VR counselors and community rehabilitation partners in transition planning and had experiences that have shown the importance of interagency collaboration in transition planning for my

students. Working with young adults with disabilities has been the most rewarding experience of my professional life. I plan to continue working in transition for the rest of my career.



Literature Review

Sonja Hammond

Literature Review

Teacher Use of Assessment for Customized Employment

October 2, 2018

Introduction

Competitive integrated employment is the goal for many individuals with disabilities, however, the proportion of individuals with intellectual and development disabilities employed in integrated employment settings is less than 10% (Wehman et al., 2018). The Workforce Innovation and Opportunity Act (WIOA) defined competitive integrated employment as, “full or part time work at a minimum wage or higher with wages and benefits similar to those without disabilities performing the same work and fully integrated with coworkers without disabilities” (p. 7). One form of competitive integrated employment recognized in WIOA was customized employment (CE). Since 2001, CE has been recognized as a promising strategy for providing opportunities for employment for individuals with significant disabilities. WIOA described CE as competitive integrated employment for an individual with a significant disability based on the strengths, needs and interests of the individual. CE is designed to match the needs of the individual and the needs of the employer. The process of identifying an individual’s strengths, needs and interests is called discovery.

The Individuals with Disabilities Education Act (IDEA) of 2004 required that students with disabilities who exit high school be adequately prepared for post-school education, employment and independent living. This mandate required that educators plan for post school outcomes that consider students’ strengths, interests, needs and preferences. IDEA further mandated that individualized education programs (IEPs) for youth included “appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills” (§300.320(b)).

Carter, Brock and Trainor (2014) found that high-quality transition assessment included gathering and integrating the perspectives of multiple individuals who knew a student well. This information should inform planning teams about the needs and strengths of individual students, and help inform transition services, including vocational training. Because paid employment experiences during the transition years are indicative of post school outcomes, Riesen, Morgan, and Griffin (2015) identified the need for researchers to examine how to effectively implement CE with high-school aged youth in community-based settings. In order to effectively plan transition services, teachers need to conduct effective transition assessment. Since CE is now being considered best practice for students with significant disabilities, teachers need to use CE methods (e.g., a discovery process) when assessing student strengths, interests and needs. The purpose of my literature review is to examine teacher use of assessment to identify student interest, skills and abilities for CE.

Literature Review

I searched multiple electronic sources for articles published between 2008 and 2018 related to assessment for CE including the EBSCO Host database (Education Source and ERIC) and Google Scholar, and an article recommended by my committee chairperson. Using the search terms *customized employment*, *assessment* and *discovery* and combinations of these terms yielded 14 results of peer reviewed journal articles. Of the 14 articles, I identified three related to assessment by transition teachers. One study was found in a reference section of an article that did not appear in the original search. I limited my literature review to these four articles (Condon & Callahan, 2008; Inge, Graham, Brooks-Lane, Wehman & Griffin, 2018; Phillips et al., 2009; Wehman et al., 2018).

Condon and Callahan (2008) investigated the Individual Career Planning Model in a case study involving multiple students which used the process of discovery to gather information about students with disabilities between the ages of 14 to 21 years for career development activities. In the model, information about students was collected through interviews of parents, family members, friends or others who knew the students well. Observations of the students in various settings helped to identify types of environments in which the students were at his or her best, types of supports that were effective, and present levels of performance. The information collected through the discovery process was then used to develop a vocational profile and informed the goals and objectives on the students' IEPs. The data collected as part of the vocational profile was not based on standardized norms, but provided good indication of the skills students would need to learn to achieve desired post-school outcomes.

Once the vocational profile was completed, CE planning meetings were scheduled, and the students determined who to invite to the meeting. Meeting members included school staff, family, friends, employers, vocational rehabilitation staff or others who knew the students well. In the meeting plans for developing specific jobs were determined. Information gathered as part of the discovery process and included in the vocational profiles were summarized into the following categories: ideal conditions, preferences, contributions, job tasks, and potential employers. This information was compiled into a representational portfolio for the job developer to take to potential employers. Other suggested items for the portfolio included narratives and pictures to share information about the students and potential contributions for employers and shared with adult agencies. The model explored self-employment as a career experience or post school outcome. Social Security Work Incentives were used to fund transition planning for high school students and promoted interagency collaboration prior the students' exit from high school.

The article discussed how the model, or parts of it, were implemented in Montana schools. While the model was an effective tool in Montana, incorporating it into transition planning was time consuming and required a shift in philosophy from preparing students for employment to assuming the students were ready for employment and discovering ideal conditions for employment and potential contributions to employers.

Some of the same promising practices included in the Individual Career Planning Model in Montana were also included in a study in a rural school district in Kentucky. Phillips et al. (2009) described a customized transition project that included a discovery profile, job development activities, work experience and job placement designed to help the students graduate with meaningful jobs. The school in the study combined special education and vocational rehabilitation funds to provide discovery activities and work experiences for six students selected to be a part of this 10-year study. As part of the discovery process, the students were observed at school, home, and in the community to identify strengths, interests, needs and ideal working conditions. These interests, needs and skills were then matched up with the needs, wants and desires of employers to meet the needs of both. Transition teachers were tasked with integrating discovery activities into the curriculum and conducting observations at times when the student was performing their best in class, or in community-based class activities. The teachers gained a broader understanding of the student by observing the student outside of the classroom and writing down detailed observations focused on the student's abilities instead of their disabilities. The information obtained by the teacher in the discovery process was used to direct the student's IEP, course selection and work experiences. A portfolio was created with all of the insights gathered as part of discovery.

Following the completion of the discovery profile and portfolio, vocational rehabilitation paid for job development and placement using CE strategies to negotiate a customized job description that met the specific needs of the student and the specific needs of the employer. This model assisted successful movement from the school setting to work.

Although the Individual Career Planning Model described by Condon and Callahan (2008) and the study described by Phillips et al. (2009) discussed how teachers might use a discovery process to develop CE for students, Wehman et al. (2018) explored pathways to competitive integrated employment, including CE. In their article, Wehman et al. identified four models, or pathways, that led to positive employment outcomes. Those models were supported employment, CE, internships and college or other postsecondary education. They emphasized that no single model could address the needs of each individual. Supported employment was described as competitive employment in an integrated setting in which an individual was placed and then trained to perform job tasks. The article outlined the process for implementing supported employment as four phases: (a) getting to know the job seeker, (b) job development and matching, (c) training and support, and (d) job retention services.

The authors identified five factors affecting the success of employment outcomes: (a) using supported employment with the unintended population, those with less intensive disabilities; (b) training employment specialists to implement all phases with fidelity; (c) focusing on the job-seekers interests rather than the potential business' interests; (d) creating a good job match that takes into account factors beyond the job task, such as schedule or setting; and (e) ensuring funding for supports needed for the individual to maintain the job.

As an extension of supported employment, CE was distinguished by the discovery process. Discovery included preference assessments, vocational assessments, and interviews with

family and friends to identify the individual's strengths interests and preferences that could be matched with an employer's needs. The authors recognized the limited evidence-based research on CE on improving postschool employment outcomes for individuals with disabilities.

Another pathway to competitive integrated employment identified in the article was internships and work-based learning. These pathways provided hands on work experience for students before leaving high school and helped students develop job skills and soft skills needed for employment. The final pathway explored in the article was postsecondary education or college. The authors identified that participants in postsecondary education or college experiences earned higher wages and worked more hours over a wider range of occupations than those who had less education. However, they indicated that 61% of the postsecondary education programs were financed, in part, by student tuition payments, which might be a barrier to a postsecondary education experience for some individuals.

Several recommendations were provided by Wehman et al. (2018) to increase competitive integrated employment, including (a) enhancing competencies of employment specialists, (b) continued high-quality research to identify evidence-based practices, (c) research on competitive integrated employment for those with the most significant disabilities, (d) school and community relationships, (e) providing transition and employment knowledge to families, (f) creating a seamless transition to paid employment prior to graduation, and (g) including social skills instruction and training staff at all levels.

One of the recommendations offered by Wehman et al. (2018) was to identify evidence-based practices for competitive integrated employment. Inge, Graham, Brooks-Lane, Wehman, and Griffin (2018) conducted a study to develop a research-based description of CE for agencies to replicate with individuals. The study included 28 professionals who represented national

experts and implementors of CE. These experts and implementers participated in five focus groups over the phone. Two sets of open-ended questions were used for the focus group discussions, one set for national experts and one set for implementers of CE. The conversations were recorded and transcribed by a professional transcription service.

Twelve themes or core practices were identified from the analysis of the focus group. The experts and implementers both focused extensively on discovery as the foundation of CE and essential before job negotiation and employment. The 12 CE practices identified in the study were: (a) physically meet in the location of the individual's choice, (b) build rapport and get to know the individual, (c) mindfully listen to the person, (d) identify the individual's interests, skills and abilities, (e) conduct in-depth interviews with family and friends concerning the person's interests, skills and abilities, (f) observe the person in daily activities in a number of different community settings, (g) arrange for the job seeker to observe at local businesses that potentially match job seeker's interests, skills and abilities, (h) conduct informational interviews with employers at local businesses that are representative of the job seeker's interests, skills and abilities, (i) observe the job seeker engaging in job related tasks, (j) assist the job seeker in identifying a work experience(s) to refine/identify job interests, skills and abilities, (k) collaborate with the job seeker, family and friends in confirming the job seeker's interests, skills and abilities, and (l) negotiate a customized job description. Wehman et al. described that the practices do not occur in sequence but might occur simultaneously and are based on the student's needs.

The study provided some direction for implementing CE and suggested some practices that could be used by transition teachers to begin to assess student interests, skills and abilities.

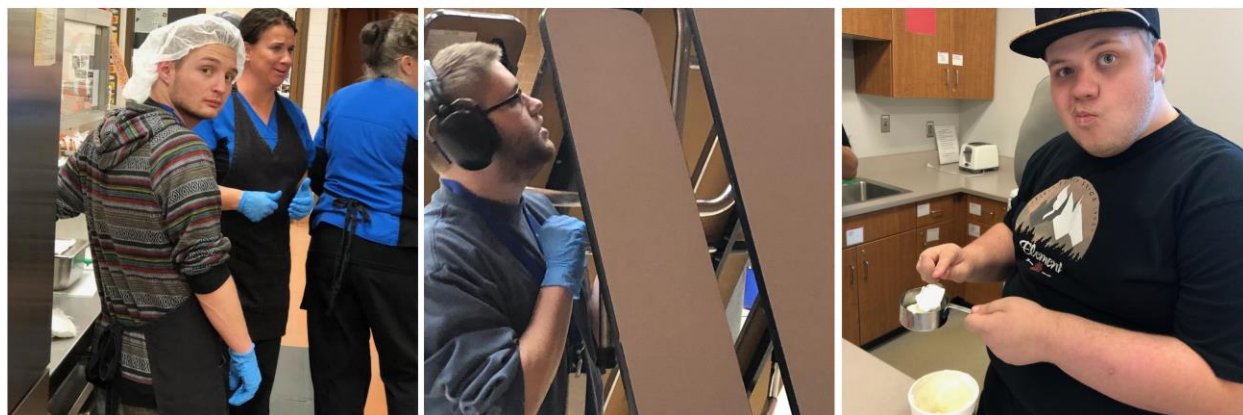
One topic not addressed as part of the focus group study was identifying supports that the job seeker might need once employment was obtained and how those supports could be provided.

Findings from my review demonstrate that there are informal assessments for transition teachers to use to determine student interests, skills and abilities for CE. Teachers can engage in the discovery process by conducting interviews with students, family, friends and others who know the student well, and conduct observations of the student in a variety of community and job settings. I found very limited information on teacher-administered assessment for determining student's strengths, interests, and preferences beyond a discovery process. Additionally, more information is needed on how transition teachers could use discovery activities in the classroom for determining student's strengths, interests, and preferences.

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Workforce Innovation and Opportunity Act of 2014, Pub. L. 113-128, STAT 1632 §404.



Transition Assessment Report

Transition Assessment Report

“Kurt”

Transition Assessment and Goal Generator

Administered by Sonja Hammond

February 13, 2018

CONFIDENTIAL INFORMATION: THIS REPORT SHOULD BE MAKE AVAILABLE TO
AUTHORIZED PERSONS ONLY

Description of Assessment

The Transition Assessment and Goal Generator (TAGG) is an online assessment used to identify student strengths and needs and develop goals to help them achieve desired outcomes in postsecondary education and employment. The TAGG is designed for transition aged students with mild to moderate disabilities who will be participating in postsecondary education or employment. The TAGG consists of three versions; the TAGG-P, which the teacher or other special education professional completes, the TAGG-F, for a family member to complete and the TAGG-S, for the student to complete. By completing two or three versions, the TAGG provides different perspectives of student strengths and needs. Completing the student version allows the student to provide input in the transition planning process.

The TAGG is an online assessment but print versions can be given and results entered into the online tool for scoring. Once scored, the TAGG provides a profile of student performance in eight areas; (a) strengths and limits, (b) disability awareness, (c) persistence, (d) interacting with others, (e) goal setting and attainment, (f) employment, (g) student involvement in IEP, and (h) support community. These eight areas have been shown to be associated with postschool employment and education. There is an online User's Guide that includes frequently asked questions and provides information about the validity and reliability of this assessment.

Administration of the Assessment

When I administered the TAGG-S to Kurt, I chose to use the paper format and read the questions to him and he marked his answers. He and I completed the assessment in a testing room separate from the main classroom. There were 34 statements on the assessment for which he selected one of three options; rarely, sometimes or often. After consulting the user's guide, I defined words to Kurt that he did not understand as we went through the assessment. The

assessment took approximately 15 minutes. The TAGG-P was completed online by me and Kurt's special education teacher. This also took approximately 15 minutes. I provided a link for the TAGG-F to Kurt's grandfather, his guardian, and he completed the online assessment at his home. He let me know within a couple of days that he completed it. Once the scores from the three versions of the TAGG were entered into the online tool, a score report was generated and printed.

Results

Kurt's profile was generated based on student, family and teacher responses on different versions of the TAGG. Kurt's scores were in the below average range in the area of strengths and limitations on the student and professional version, and in the average range on the family version. In the area of disability awareness, Kurt's scores on the student version were in the below average range, and in the average range on the family and teacher versions. Kurt's scores were in the below average range for persistence on all three versions of the assessment. His scores for interacting with others were in the below average range on the student and family versions, and in the average range on the teacher version. In the area of goal setting and attainment, Kurt's scores were in the well below average range on the student version, below average range on teacher version and average range on the family version. In the employment area, the scores were in the average range on all three versions. Kurt's scores were in the average range for the area of student involvement in the IEP on the family and teacher versions and below average on the student version. Kurt's scores for support community were in the below average range on all three versions. His combined overall score was well below average on the student version and below average on the family and teacher versions.

Kurt's scores were relatively consistent with his performance overall. Kurt was thoughtful in his responses on the assessment and he remained on task throughout the 15-minute testing session.

Present Level Statement

Kurt is a 17-year-old high school junior. He is active, outgoing and loves to learn about and talk about cars. Classroom observations indicate that Kurt struggles to remain on task and have appropriate behavior in the classroom. He rarely completes assignments and gives up easily when he is performing tasks that he doesn't like. Kurt was given the Transition Assessment and Goal Generator to identify strengths and needs for transition planning. His overall results, compared to similar students, are below average. Kurt's greatest strengths are in the areas of employment and student involvement in the IEP. Kurt's greatest needs are in the areas of goal setting and attainment and persistence. Kurt has indicated that would like to obtain paid employment on a job that enables him to work with or around cars. Kurt is able to follow directions and complete tasks independently 60% of the time on a job site at a car wash. He needs to be able to independently complete job tasks in order obtain desired paid employment.

As reflected in the assessment, persistence is an area of weakness for Kurt. He gives up easily and will leave a task if he feels it is too difficult. Another area that Kurt struggles with is breaking down a large goal into smaller goals and working to reach smaller goals to help him reach his postsecondary employment goal.

Measurable Post-Secondary Goals

One year after completing post-high program, Kurt will independently complete job tasks required by his supervisor at an automotive shop as measured by a positive supervisor evaluation.

This MPG relates to the assessment, as it addresses Kurt's need to be persistent to complete tasks. Knowing that Kurt's preference would be to obtain paid employment in an automotive related job, an automotive shop was identified for the location for postsecondary employment.

Annual Goals

1. Given a community job site and three job tasks to complete, Kurt will independently complete preferred and non-preferred job tasks with three or fewer verbal prompts from supervisor over three consecutive opportunities as measured by school staff on a level of assistance data sheet.
2. Given a job application form, Kurt will apply for an entry level position at an automotive shop as measured by an accurately completed job application.
3. At the IEP meeting, Kurt will describe one transition goal and how the goal will help to meet his postsecondary goal with 90% accuracy as measured by a teacher-made rubric. (TAGG generated goal).

To help Kurt to prepare to obtain desired employment, a goal was set for him to increase independence on tasks on community job sites and to complete a job application for an automotive shop. This goal will allow him to work on developing persistence, especially when tasks are more difficult or not preferred tasks. Another annual goal was set to complete a job application for employment at an automotive shop. The third annual goal, which was generated

by the TAGG, was to report on one of the other goals and how the smaller goal will help him to meet his postsecondary goal.

Summary

By completing the TAGG, I was able to determine some of Kurt's strengths and needs for transition planning. The information gained by doing the TAGG, supported by observation data and teacher and student reports helped to identify measurable postsecondary goals and annual goals that will enable Kurt to achieve his preferred employment outcome.



495 N 1500 W
Marriott-Staterville, UT 84404
801-393-3900

Written Prior Notice and Consent for Evaluation

Student: K. J. DOB: 03/02/2001 Date: 01/25/2018
School: Venture Academy High School Grade: 11th

Written Prior Notice for Free Appropriate Public Education Utah State Rules IV.D

We are proposing to evaluate/re-evaluate this student to determine if he/she has a disability that adversely affects educational performance and requires special education and related services under the Individuals with Disabilities Education Act (IDEA). We are proposing this evaluation because there are concerns about the student's educational progress. Although there may have been interventions implemented, concerns about his/her progress continue.

The concerns that form the basis for this decision are:

Transition services to help K. J. with his post high school goals.

Information used to determine the areas to be assessed:

The following options were considered and rejected for these reasons:

None

Other factors that may affect the assessment:

You have protection under the Procedural Safeguards under Part B of the IDEA, a copy of which is included with this notice. If you have any questions regarding this notice or your Procedural Safeguards, contact the principal or the special education teacher at the student's school.

We need your permission to conduct this evaluation. Without your consent, we will not give any test in areas other than those indicated below:

- | | | | |
|---|---|---|--------------------------------------|
| <input type="checkbox"/> Intellectual/Cognitive | <input type="checkbox"/> Academic Achievement | <input type="checkbox"/> Communication | <input type="checkbox"/> Psychomotor |
| <input type="checkbox"/> Motor | <input type="checkbox"/> Adaptive Behavior | <input type="checkbox"/> Social/Behavioral | <input type="checkbox"/> Hearing |
| <input type="checkbox"/> Vision | <input type="checkbox"/> Observation | <input checked="" type="checkbox"/> Other <u>Formal Transition test</u> | |
| <input type="checkbox"/> Functional Behavior Assessment | | | |

Student: K. J.
Conference Date: 01/25/2018

Grade: 11th
Venture Academy

D.O.B.: 03/02/2001
Page 1 of 2



495 N 1500 W
Mammoth-Slaterville, UT 84404
801-393-3900

Written Prior Notice and Consent for Evaluation

This evaluation cannot begin until your written permission is received. Upon completion of the evaluation, the results will be discussed with you and you will be provided a copy of the evaluation summary report & eligibility determination. You have the right to refuse permission for the evaluation. **Please sign below and return.**

Consent for Evaluation

☒ I **DO** give permission for the evaluation requested and have received the Procedural Safeguards and a copy of this document. I understand that all results will be kept confidential and reviewed with me.

Signature of Parent/Adult Student

1/26/18

Date

☐ I **DO NOT** give permission for the evaluation requested, and have received the Procedural Safeguards and copy of this document.

Signature of Parent/Adult Student

Date

Family Educational Rights and Privacy Act (FERPA)

Consent to Waive Psychological Evaluation Time Line

Under Utah Law (UCA 53A-13-302) a parent giving consent for a psychological evaluation must be given 2 weeks notice prior to the initiation of the evaluation in order to allow the parent to revoke the consent. The law does allow the parent to waive this 2 week period. Your signature will allow us to waive this particular provision of the law and allow the psychological evaluation to proceed. Should you choose not to waive this right, and you have already consented for an evaluation to begin, the team may proceed forward with other areas of the educational assessment.

I give consent for the 2 week waiting period to be waived so that the psychological evaluation for my child may proceed immediately.

Signature of Parent/Adult Student

Date

A copy of the Procedural Safeguards is included with this notice.

Date signed consent received back at school from parent/adult student 1/26/18
(Note: Initial Evaluations must be completed within 45 school days following receipt of consent.)

Student: H , K
Conference Date: 01/25/2018

Grade: 11th
Venture Academy

D.O.B.: 03/02/2001
Page 2 of 2

Transition Assessment and Goal Generator (TAGG) Profile

Student: Ki [redacted]

AGE: 17

GENDER: Male

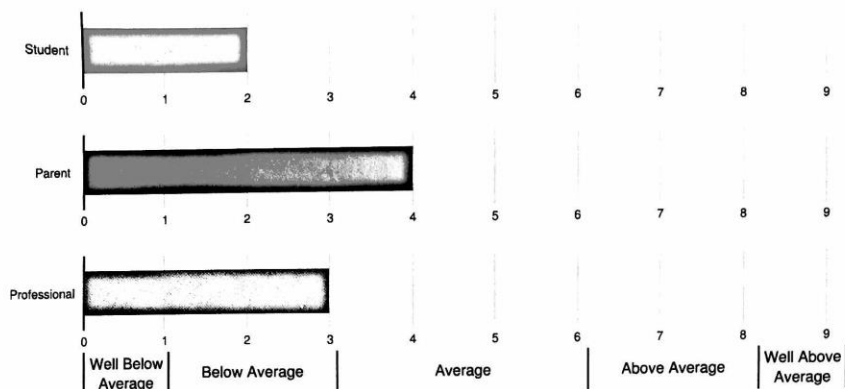
Grade: 11

Date: 2018-02-13

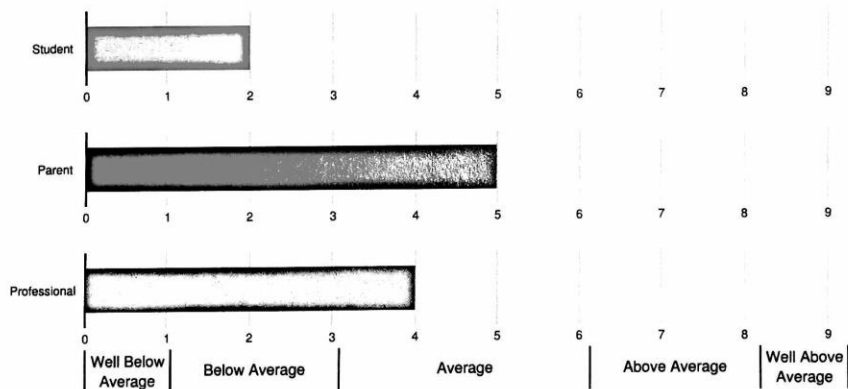
Professional: Sonja Hammond

The Transition Assessment and Goal Generator (TAGG) measures eight areas of behaviors associated with education and employment beyond high school. The scales below depict each of the eight areas of behavior and this student's performance in those areas compared to other youth with disabilities.

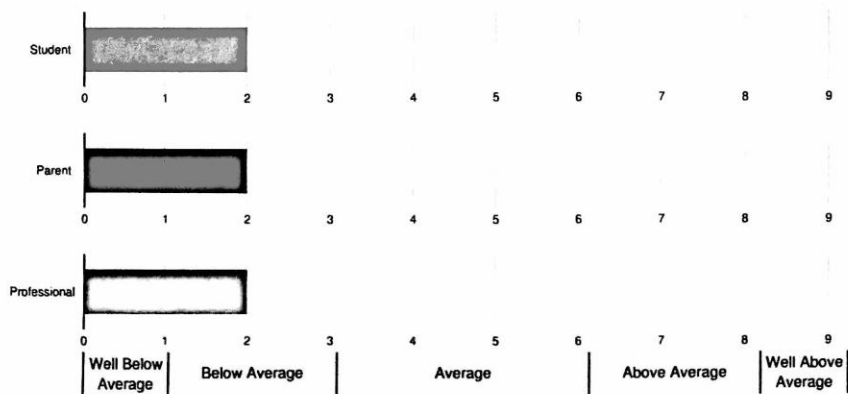
Strengths and Limitations



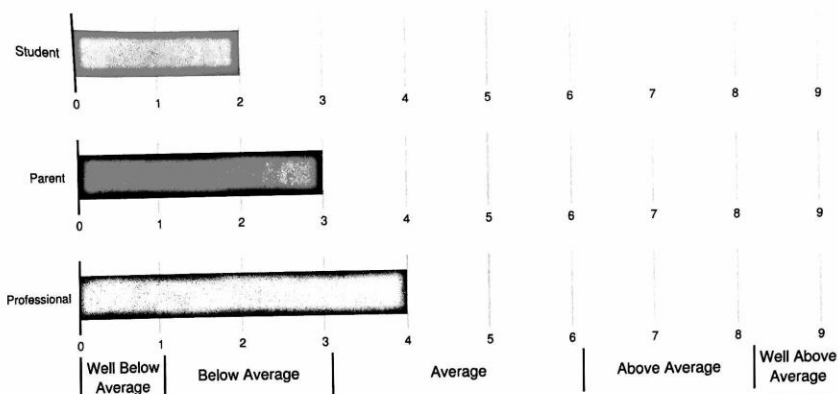
Disability Awareness



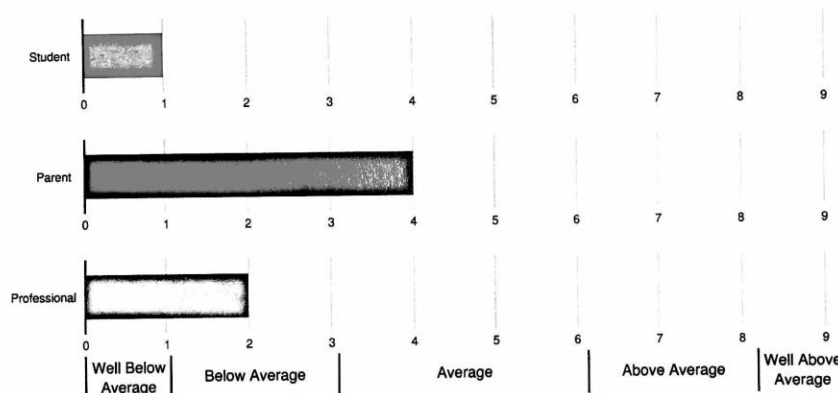
Persistence



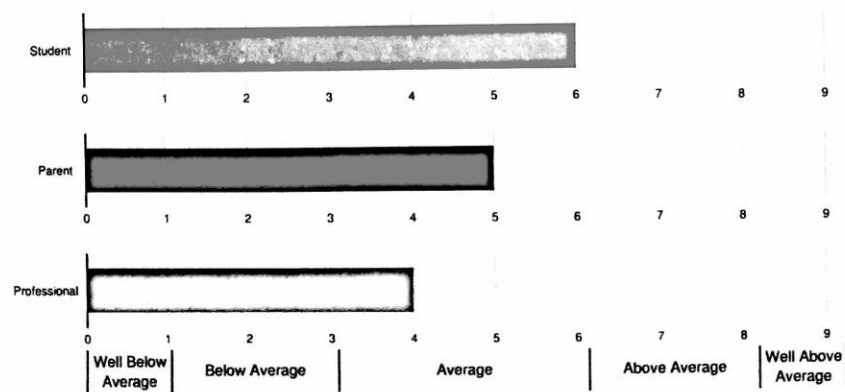
Interacting with Others



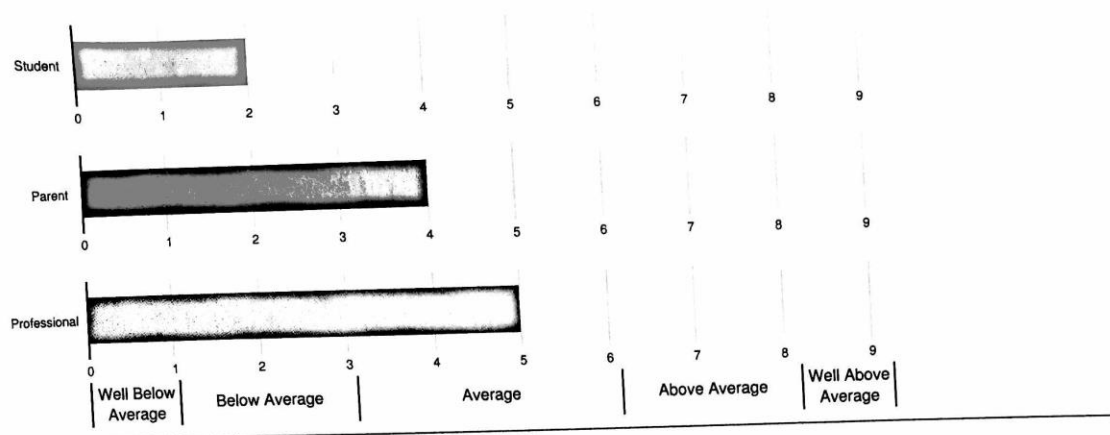
Goal Setting and Attainment



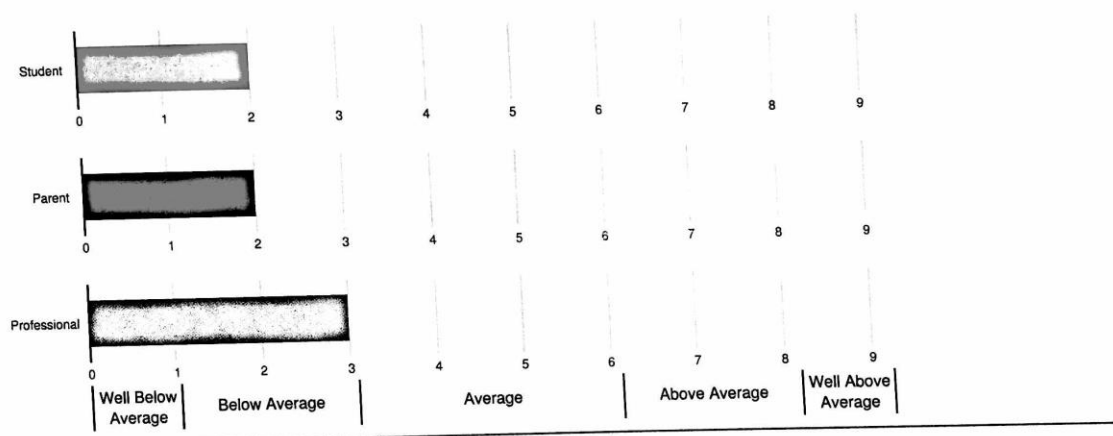
Employment



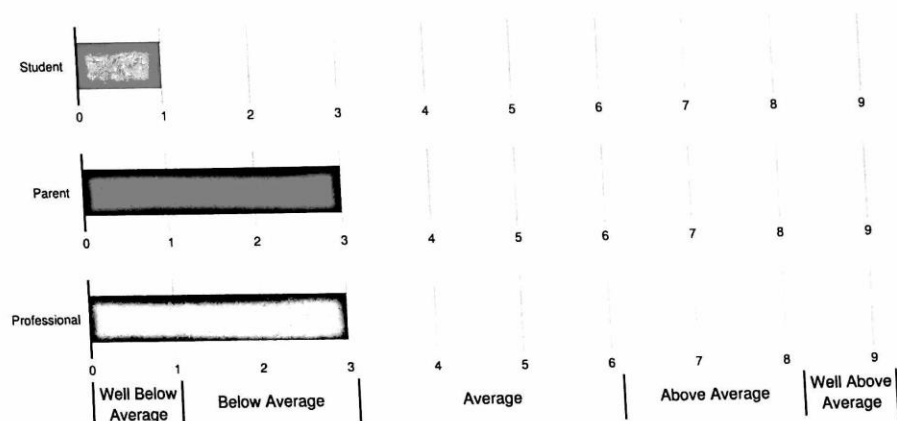
Student Involvement in the IEP



Support Community



Combined Overall Score



Area of Greatest Strength

Areas of greatest strengths represent constructs with the highest scaled scores.

Student	Family	Professional
Employment	Employment	Student Involvement in the IEP

Areas of Relative Strength

Areas of relative strengths represent constructs with comparatively high scores.

Student	Family	Professional
Interacting With Others	Disability Awareness	Interacting With Others
Disability Awareness	Student Involvement in the IEP	Employment
Student Involvement in the IEP	Strengths and Limitations	Disability Awareness

Area of Greatest Need

Areas of greatest need represent constructs with the lowest scaled scores.

Student	Family	Professional
Goal Setting and Attainment	Persistence	Goal Setting and Attainment

Areas of Relative Need

Areas of relative need represent constructs with comparatively low scores.

Student	Family	Professional
Strengths and Limitations	Support Community	Persistence
Support Community	Interacting With Others	Support Community
Persistence	Goal Setting and Attainment	Strengths and Limitations

Present Levels of Performance

K's abilities and experiences were assessed using the TAGG, a norm-referenced assessment with research-based items known to be associated with post-school employment and education. Compared to similar students, K's overall results are below average (based on professional score). K's scores indicate greatest strengths in the areas of Employment, and Student Involvement in the IEP. K's relative strengths include Interacting With Others, Disability Awareness, Student Involvement in the IEP, Strengths and Limitations, and Employment. TAGG scores indicate the greatest needs in the areas of Goal Setting and Attainment, and Persistence compared to similar students and relative needs in the areas of Strengths and Limitations, Support Community, Persistence, Interacting With Others, and Goal Setting and Attainment.

Suggested Annual Transition Goals Ranked by Areas of Greatest Need

TAGG Goals

Persistence (Based on Family Responses)

After presentation instruction, the student will verbally describe three strategies to use when he or she wants to give up in school in a class presentation with 100% accuracy as measured by a teacher-made rubric.

After essay writing instruction, the student will write an essay describing three past situations where not giving up resulted in a positive outcome with 100% accuracy for content by the end of the writing unit.

Goal Setting and Attainment (Based on Student and Professional Responses)

After the student completes one transition goal, he or she will report progress to the IEP team and offer suggestions for the next transition goal at the next IEP meeting with 100% accuracy.

At the IEP meeting, the student will recall at least one transition goal and describe how the goal will help to meet his or her postsecondary goal with 90% accuracy as measured by a teacher-made rubric.

Goal Setting and Attainment (Based on Professional Responses)

After the student completes one transition goal, he or she will report progress to the IEP team and offer suggestions for the next transition goal at the next IEP meeting with 100% accuracy.

At the IEP meeting, the student will recall at least one transition goal and describe how the goal will help to meet his or her postsecondary goal with 90% accuracy as measured by a teacher-made rubric.

Personnel Preparation Report



Personnel Preparation Report

Uintah School District

Trainers: Sonja Hammond, UPDN

Deanna Taylor, UPDN

Lavinia Gripentrog, USBE

Training Dates: September 25, 2017 & November 17, 2018

Participants

A request for training was submitted to the Utah Professional Development Network (UPDN) by Julie Wilde, special education director in Uintah school district for the secondary special education teachers in her district. A poor rating on a state audit of Uintah district's transition plans prompted the request for training. Two 3-hour sessions were held. Fifteen middle school and high school teachers attended the first session held on September 25, 2017. Fourteen teachers attended the session held on November 17, 2017. Participants who attended both sessions earned six professional development credits.

Need for Training

The Utah Post School Outcomes Survey, conducted annually by the Utah State Board of Education (USBE), indicates that students with disabilities (SWD) are engaged in employment or post-secondary education at low rates: Only 26% of the survey respondents indicated they had completed at least one term of higher education (including students serving church or humanitarian missions), although 54% reported being competitively employed in the year since leaving school, including youth in the military. These data raise concerns about whether Utah schools are adequately preparing SWD for higher education programs.

Uintah school district's graduation rate for 2015-16 was 51% (18% below the state rate). All students with mild-moderate disabilities graduated in 2017. All SWD age 16 years and older had transition plans in Uintah district, however, the results of the state audit indicated that the transition plans had a variety of compliance issues. Training for compliant transition plans for students 14 years and older was requested in the areas of measurable postsecondary goals, age appropriate assessments and courses of study.

Training Topics and Content of Training Sessions

In the development process of the training, an overall objective for the training session was determined by the special education director and trainers. The objective for the sessions was that, given the USBE Special Education Rules and transition plan templates, teachers would be able to write compliant transition plans for transition-age SWD based on transition assessments and interests and preferences of students, with 100% proficiency as measured by a transition plan rubric, as scored by UPDN and USBE staff.

As the Instructional Coach assigned to Uintah district, I introduced the training to the participants and outlined the content that would be delivered over the two sessions. Lavinia Gripentrog, Transition Specialist for USBE, Deanna Taylor, Program Specialist for UPDN and I delivered content. In the first session of the training, Lavinia presented content related to USBE Special Education Rules with regards to transition and transition plan writing. I presented an overview of using transition assessments to inform measurable postsecondary goals. Deanna presented a variety of available resources for transition planning. Following content delivery, Lavinia demonstrated how to write a compliant transition plan through a case study. Participants were then split into three groups, with each trainer providing guided practice of developing a transition plan through a given scenario. At the end of the first session of training, participants requested additional training in the use of age appropriate transition assessments.

The second session of the training was offered on November 17, 2018. Deanna was unable to attend the second session, so Lavinia and I delivered the content. I introduced the training and provided content related types of transition assessments (direct observation, interviews or questionnaires, preference assessments, transition planning inventories, etc.) and domain areas (career interests, post-secondary education/training, self-advocacy/self-

determination, independent living, and employment). Lavinia presented and provided examples of several different assessments and provided information about obtaining assessments.

Measurement of Effects of Training

To evaluate the effectiveness of the trainings, several different measures were used. The website used to manage training registration, PD-Rio, automatically sent a survey to training participants. This survey measured participant's reactions to the training. Six of the 15 participants completed the survey. PD-Rio data from the first training session are shown below.



Any suggestions for improvement, positive experiences, future topics, etc.

- I really enjoyed this training.
- I think it would be nice to have a list of options to consider and options for area and State. Especially for new teachers. And it would be a good reminder so we make sure we don't miss anything that would help the students.
- PBIS.

Knowledge checks were embedded throughout the training sessions. Six objectives were addressed in the first session of training. Participants' achievement on these objectives follow:

Objective 1: Given the USBE Sped Rules, a multiple-choice quiz and answer cards, participants will identify the correct age for transition planning with 100% accuracy as determined by USBE and UPDN staff.

IEP Transition planning in Utah must begin when a student is:

- A. In 9th grade
- B. Age 16
- C. When the IEP team deems it is appropriate

D. Age 14 or younger if appropriate

- Results: 15/15 correct responses-100%

Objective 2: Given the USBE Sped Rules, a multiple-choice quiz, and answer cards, participants will identify which outside agency should be invited to the IEP of a transition-aged student with 100% accuracy as determined by USBE and UPDN staff. Which outside agency should most likely be invited to the IEP of a Transition aged student?

- A. Workforce services
- B. Utah Parent Center

C. Vocational Rehabilitation

D. Division of Services for People with Disabilities (DSPD)

- Results: 15/15 correct responses- 100%

Objective 3: Given the USBE Sped Rules, a multiple-choice quiz, and answer cards, participants will identify the components of a compliant transition IEP with 100% accuracy as determined by USBE and UPDN staff.

Transition IEPs must include:

- A. Realistic Post-Secondary Goals in the areas of Employment, Education and Training, and Independent living
- B. Age appropriate Transition Assessments
- C. Invitation to an outside agency, multi-year course of Study, and evidence that the student was invited to the IEP

D. Speech Services

E. A, B & C

F. All of the above

- Results: 14/15 correct responses- 93%

Objective 4: Given the USBE Sped Rules, a multiple-choice quiz, and answer cards, participants will identify what document is to be completed and given to the student upon graduation, with 100% accuracy as determined by USBE and UPDN staff.

What needs to be completed and given to the student/parent when a student with an IEP graduates with a diploma?

- A. A Change in Placement form
- B. Post-Secondary Goals
- C. A Summary of Academic and Functional Performance
- D. Their diploma
- E. All of the above
- F. A & C

- Results: 13/15 correct responses-87% (one participant had to leave temporarily and was not present for this quiz.)

Objective 5: Given the USBE Sped Rules, a multiple-choice quiz, and answer cards, participants will identify the areas in which transition assessments are to be conducted, with 100% accuracy as determined by USBE and UPDN staff.

Transition Assessments should be conducted in the following areas:

- A. Academics
- B. Career Interests
- C. Post-Secondary readiness
- D. Self-Advocacy
- E. Independent Living

F. All of the Above

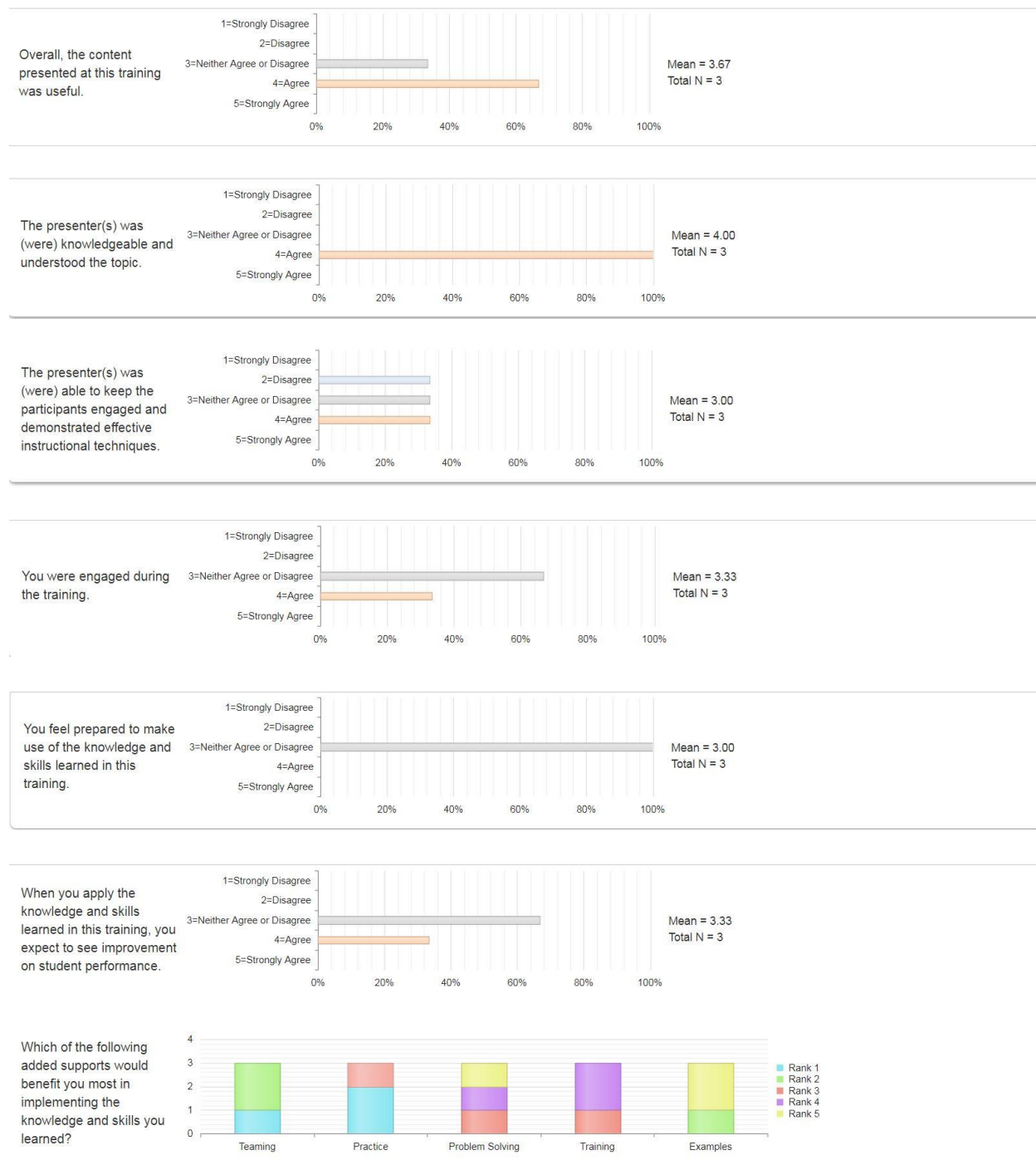
- Results: 15/15 correct responses – 100%

Objective 6: Given the USBE Sped Rules, a paper copy of a case study involving a transition aged student, a post-secondary goal writing template, and a list of various transition assessments and outside agencies, and a transition case study planning worksheet, participants will identify transition assessments, write a post-secondary goal for employment and education, develop a course of study, identify transition services and outside agencies appropriate for the case study student, with 100% accuracy as measured by the Indicator 13 checklist, determined by USBE and UPDN staff.

- Results: 15/15 participants worked in groups of 4 or 5. Items on checklists were 100% correctly identified and goals written for employment and education, course of study and outside agencies identified. The trainers through this process supported all participants, as this was a guided practice activity.

In addition to the measures previously described, nine participants submitted completed transition plans for feedback. Lavinia, Deanna and I met to review the transition plans and provided detailed feedback on those transition plans and returned them to the teachers.

Data from the PD-Rio survey and knowledge checks were compiled after the second session. Three of the 14 participants of the second session completed the PD-Rio survey. The data are shown below.



Any suggestions for improvement, positive experiences, future topics, etc.

- It would be nice to have this training in the morning instead of the afternoon.
- None
- The training frequently changed direction in order to accommodate more experienced SPED teachers and their concerns leaving me, a new SPED teacher in the dust.

Two objectives were addressed in the second session of the training. Participants' achievement on these objectives follow:

Objective 1: Given a list of transition assessments and transition assessment multiple-choice knowledge checks, participants will identify transition assessment types and domain areas with 100% accuracy as determined by a transition assessment knowledge check answer key.

1. Transition assessments should be conducted in the following areas:

- A. Career Interests
- B. Post-secondary education/training
- C. Self-advocacy/Self-Determination
- D. Independent Living
- E. Employment

F. All of the above

- Results: 14/14 correct responses – 100%

2. Which of the following types of Transition assessments are acceptable for determining a student's transition needs?

- A. Direct observations
- B. Interview or questionnaires
- C. Preference assessments
- D. Transition planning inventories
- E. Anecdotal records
- F. Blood Tests
- G. All of the above

H. A-E

- Results: 14/14 correct responses – 100%

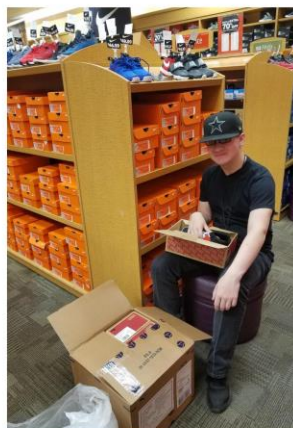
Objective 2: Given two transition assessments of choice and a completed assessment and scoring section for each, participants will write compliant IEP goals based on results from those two assessments, with 100% accuracy as determined by a transition IEP goal rubric.

This goal was not achieved. The participants became frustrated due to external factors that they said prevent them from administering transition assessments (e.g., time, building administrator support, not knowing the kids they case manage, etc.). They felt that these circumstances were beyond their control. We ended up in a brainstorming session for this part of the PD due to their high level of frustration with these external factors. The Sped Director was not present.

In addition to the trainings we provided, several Uintah School District teachers attended the 2018 Transition Institute on January 30-31, 2018. They planned to attend virtual follow-up sessions to receive continued support toward their goal of writing compliant transition plans.

Summary

The trainings were well received by most participants. As a result of the trainings, secondary teachers in Uintah School District were able to develop increased knowledge and skills in writing compliant transition plans. As indicated by the participate responses, it was difficult for some participants who had not had any previous experience with writing transition plans to keep up with the pace of the training. In the future, a preliminary session might be beneficial to introduce transition related information to new teachers.



Interagency Collaboration Report

Sonja Hammond
Interagency Collaboration Report
November 7, 2018

Collaboration Activity

I organized an interagency team planning meeting that was held on October 25, 2018. The purpose of the meeting was to develop a plan for Zeke, a student with Autism who will soon be aging out of special education services. Zeke has attended a post-high school program for the past 4 years and will be 22 years old in December. Representatives from Vocational Rehabilitation (VR) and Division of Services for People with Disabilities (DSPD) have been part of Zeke's IEP team for the past several years. These agencies will begin taking a more active role in helping Zeke to achieve his postsecondary goals as he prepares to exit the school system.

Need/Rationale

Zeke has had difficulty with big changes in the past and has expressed anxiety about graduating from the post-high school program and moving into the workplace. The Individuals with Disabilities Education Act (2004) identifies the need for transition services to facilitate movement from the school to post-school activities, such as employment (34 CFR 300.43(a)). In order to meet Zeke's needs, the IEP team determined that a gradual shift from school-based services to adult services would be the most beneficial.

Participants' Roles and Responsibilities

In attendance at the meeting were Zeke and his parents, Travis Taylor from Vocational Rehabilitation, Chase Ward and Chris Larson from Imber Services, Tammi Bradford, LEA representative, and me, Zeke's special education teacher. Each member of the team participated in the development of a plan to help Zeke reach his postsecondary goals and have a seamless transition from school to employment.

Zeke expressed to the team his desire to work at a job at a video game store. He described job training sites that he participated in throughout his time at school. He shared with the group

that he enjoyed job sites where he was able to organize merchandise and start and complete a task during his shift. I shared information about Zeke's performance on his IEP goals and results from the Independent Living Checklist and Job Readiness Checklist I recently completed. Travis Taylor described ways that VR could help Zeke reach his goals. Chris Larson and Chase Ward, who have worked with Zeke in the past as summer service providers through DSPD, explained to the team that Imber Services recently became approved as a community rehabilitation program with VR, so they could provide job development and job coaching services to Zeke. This new development thrilled Zeke and his parents because Zeke had a previous relationship with Chris, Chase and Imber Services.

Actions Taken

In the meeting, the team determined that for the remainder of the school year, I would continue to implement programming to help Zeke work toward his postsecondary goals. We decided that Zeke would continue to participate in job training, self-determination and community access activities under my direction.

Travis indicated that he would be providing Job Readiness workshops each Friday morning that Zeke could attend. In addition to providing the job readiness workshops, Travis suggested that he conduct vocational assessments at the school. He shared that could provide Zeke with some temporary work experiences to explore different employment options he might enjoy.

Chase explained that they would begin to conduct observations and interviews with Zeke and those who work closely with him. They will also begin to take Zeke on job exploration activities. They will work on job development at a location that will suit Zeke's preferences, interests, and needs.

Outcomes

Because of the interagency collaboration meeting, the team developed a plan for Zeke's transition from school to employment. As Chase and Chris work to develop a job for Zeke, he will take part in temporary work experiences through VR and job training activities with Imber Services. Zeke will work with Imber services 2 days a week while attending school 3 days a week. He will move to 3, and maybe 4 days a week with Imber Services as he gets closer to graduation. The desire of all members of the team is that Zeke's daily schedule will change little as services from the school district end and services from the adult agencies continue.

This meeting was the first meeting that I have attended where multiple agencies were present, working together for to plan for a student goal. I was assured that as Zeke leaves my setting and enters the workforce, supported by Imber Services and VR, he will be able to achieve his post-secondary goals.

References

Individuals with Disabilities Education Improvement Act, Public Law 108-446, H.R. 1350, 108th
Congress (2004). 20. U.S.C. § et seq.