

# PBS in Transition for Youth with I/DD: System and Content Considerations

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APBS Conference, Washington, DC  
February 22, 2019



UNIVERSITY OF  
**SOUTH CAROLINA**  
School of Medicine

# Discussion Questions

In small groups please

1. What do you think are the top two barriers to successful transition that could be addressed by PBS?
2. What do you see as untapped potential of transition-aged youth that would benefit from PBS?



# PBIS and Secondary Transition Planning and Services

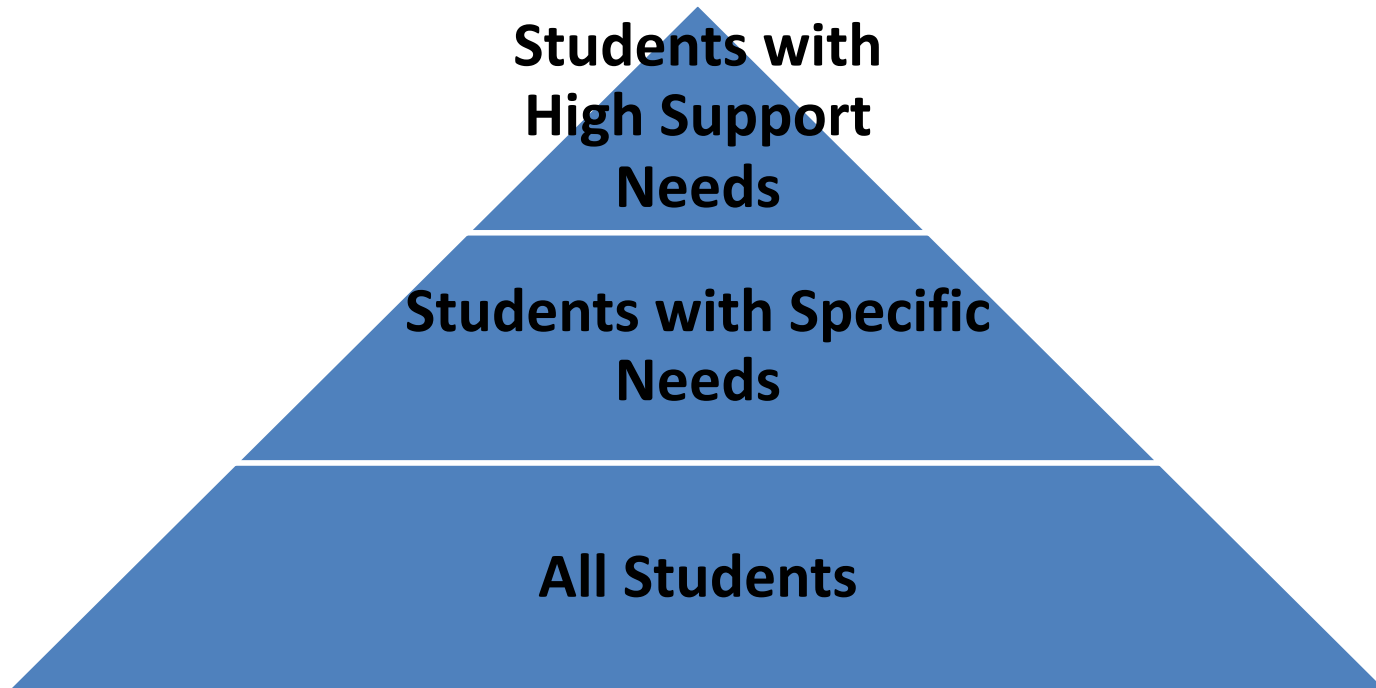
- What's an NTACT?
- Intersection of PBIS & Secondary Transition
- Challenges and Next Steps
- Resources for administrators, practitioners, families, stakeholders

# National Technical Assistance Center on Transition

- TA&D Center – funded by OSEP and RSA through 2019
- UNC Charlotte (U of Oregon, U of Kansas, TransCen, U of Central Florida)
- Assist State Ed and State VR Agencies with implementation of evidence-based practices at local level to improve education, employment and independent living outcomes for ALL students with disabilities
  - School completion
  - Quality transition planning (IEP for transition-age students)
  - Academic rigor – access and success
  - Employment preparation – access and success
  - Use of data at all levels for program and system improvement



# Quality Practices to Prepare for Successful Outcomes



# Predictors of Post-School Success

- Career Awareness
- Career & Technical Education
- Occupational Courses
- Paid Employment
- Work Study
- Community Experiences
- Exit Exam Requirements/ Diploma Status
- Inclusion in General Education
- Program of Study
- Interagency Collaboration
- Parent Expectations
- Parent Involvement
- Student Support
- Goal Setting
- Self-Determination Skills
- Self-Care Skills
- Social Skills
- Transportation Skills
- Youth Autonomy/ Decision Making Skills
- Transition Program

# College, Career & Community Readiness = Secondary Transition Planning & Services

Table 2. Refined CCR Organizing Framework for Secondary Students With Disabilities.

| Academic engagement   | Mind-sets   | Learning processes   | Critical thinking  | Interpersonal engagement   | Transition competencies  |
|---|---|--|--|--|--|
| Cognitive and <u>content</u> knowledge <ul style="list-style-type: none"> <li>• Language arts</li> <li>• Math</li> <li>• Science</li> <li>• Social studies</li> <li>• Career and technical education</li> </ul> | Sense of belonging <ul style="list-style-type: none"> <li>• Trusting relationships: Academic and nonacademic</li> <li>• Extracurricular engagement</li> </ul> Growth mind-set <ul style="list-style-type: none"> <li>• Opportunities to practice</li> <li>• Learn from mistakes/progress</li> </ul> Ownership of Learning <ul style="list-style-type: none"> <li>• Help seeking</li> <li>• Self-awareness</li> <li>• Self-efficacy</li> <li>• Self-monitoring</li> <li>• Goal setting</li> </ul> Perseverance <ul style="list-style-type: none"> <li>• Persistence</li> <li>• Effort</li> <li>• Motivation</li> <li>• Value</li> <li>• Grit/tenacity</li> </ul> | Accessing content <ul style="list-style-type: none"> <li>• Test-taking skills</li> <li>• Note-taking skills</li> <li>• Time management skills</li> <li>• Organizational skills</li> <li>• Technology skills</li> <li>• Metacognitive skills</li> </ul> Engaging in learning <ul style="list-style-type: none"> <li>• Group/team engagement</li> <li>• Listening and speaking skills</li> </ul> | Problem solving <ul style="list-style-type: none"> <li>• Recognize/ formulate problem</li> <li>• Hypothesize</li> <li>• Strategize actions</li> </ul> Research <ul style="list-style-type: none"> <li>• Identify solutions</li> <li>• Collect data</li> </ul> Interpretation <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Synthesize</li> </ul> Communication <ul style="list-style-type: none"> <li>• Create product</li> <li>• Present product (verbal, written)</li> </ul> Precision/accuracy <ul style="list-style-type: none"> <li>• Monitor progress</li> <li>• Confirm results</li> <li>• Transfer skills</li> </ul> | With self <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Adaptability</li> </ul> With others <ul style="list-style-type: none"> <li>• Assertion</li> <li>• Accountability</li> <li>• Leadership</li> <li>• Collaboration</li> </ul> Understanding others <ul style="list-style-type: none"> <li>• Social awareness</li> <li>• Empathy</li> <li>• Tolerance of diversity</li> </ul> | Early planning <ul style="list-style-type: none"> <li>• Goals tied to interests</li> <li>• Managing application and interview processes</li> <li>• Financial planning</li> <li>• Individual and environmental fit</li> </ul> Career culture <ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Knowledge of career resources</li> <li>• Employer expectations</li> <li>• Workplace fit</li> </ul> College culture <ul style="list-style-type: none"> <li>• Campus resources</li> <li>• Program of study</li> <li>• Faculty expectations</li> <li>• Campus living</li> </ul> Adult Roles/responsibilities <ul style="list-style-type: none"> <li>• Financial literacy</li> <li>• Accessing community resources</li> <li>• Health and wellness</li> <li>• Advocating supports and accommodations</li> <li>• Transportation</li> <li>• Adult living</li> <li>• Community membership</li> <li>• Civic engagement</li> </ul> |

Note. CCR = college and career ready.



# SWPBIS with a Transition Lens



# Tier 1

Freshmen Supports/ Career Plans / CTE Courses & Supports/ Study Strategies/ Mental Health & Health Services/ Clubs & Sports/ Homeroom or Advisory/ Peer Assisted Instruction/ Volunteering and School-Based Work Experiences/ Choice, Advocacy, Monitoring/ College Tours/ Career Fairs/ Career Interest Inventories/ Personality Assessments/ Early Warning System (data) Use

# Tier 2

Home-School Communication Systems/ Check-In Check Out/ Check & Connect/ Specialized Clubs/ Transition Coordinators/ Targeted Mentoring or Tutoring/ Peer Networks/ Community Work Experiences/ Internships/ Decision Making or Problem Solving Instruction/ IEP & ILP or IGP Meetings/ Transition Fairs/ Transition Assessment including observation and surveys/ Assistive and Augmentative Communication/ Related Services/ Benefits Counseling/ Pre-ETS/ Communicate with Disability Services

# Tier 3

Behavior Plans/ IEPs/ IPEs/ Job Coach (and other) Services/ Individualized Supports/ Cross Agency and Community Data Sharing/ Functional Vocational Evaluation/ Ecological Assessment

# What Makes This Hard?

- Schedules
- Personnel
- Inclusive communities?

# Some Relevant NTACT Resources

- [Secondary School-Wide Positive Behavior Interventions and Supports \(Quick Guide\)](#)
- Culturally Responsive PBIS and Secondary Students (Annotated Bibliography)
- [Culturally and Linguistically Diverse Youth and Secondary Transition Planning \(Quick Guide\)](#)
- [Culturally Responsive/ Sustaining Practices for Students with Disabilities \(Annotated Bibliography\)](#)
- [Secondary Transition Resources for Students with Autism Spectrum Disorders](#)
- [Predictor Implementation Self-Assessment](#)
- [Postsecondary Education & Training Preparation \(Toolkit\)](#)
- [Competitive Integrated Employment \(Toolkit\)](#)
- [Resource Mapping and Flow of Services Guide](#)

Find us on:



**#transitionta**

**[www.transitionta.org](http://www.transitionta.org)**

Sign up for our listserv **[here](#)**

# Setting the Stage for Community

Jennifer Johnson, Ed.D.

Deputy Director

Administration on Intellectual and Developmental Disabilities

February 22, 2019



To Know Where we Are and Where we Want to Be, We Have to Take a Look at How Far We've Come.... and We've Come a Long Way!

# **REFLECTION ON CHANGE**

Thus Far, We Have Made the Shift From This.....



**To.....**



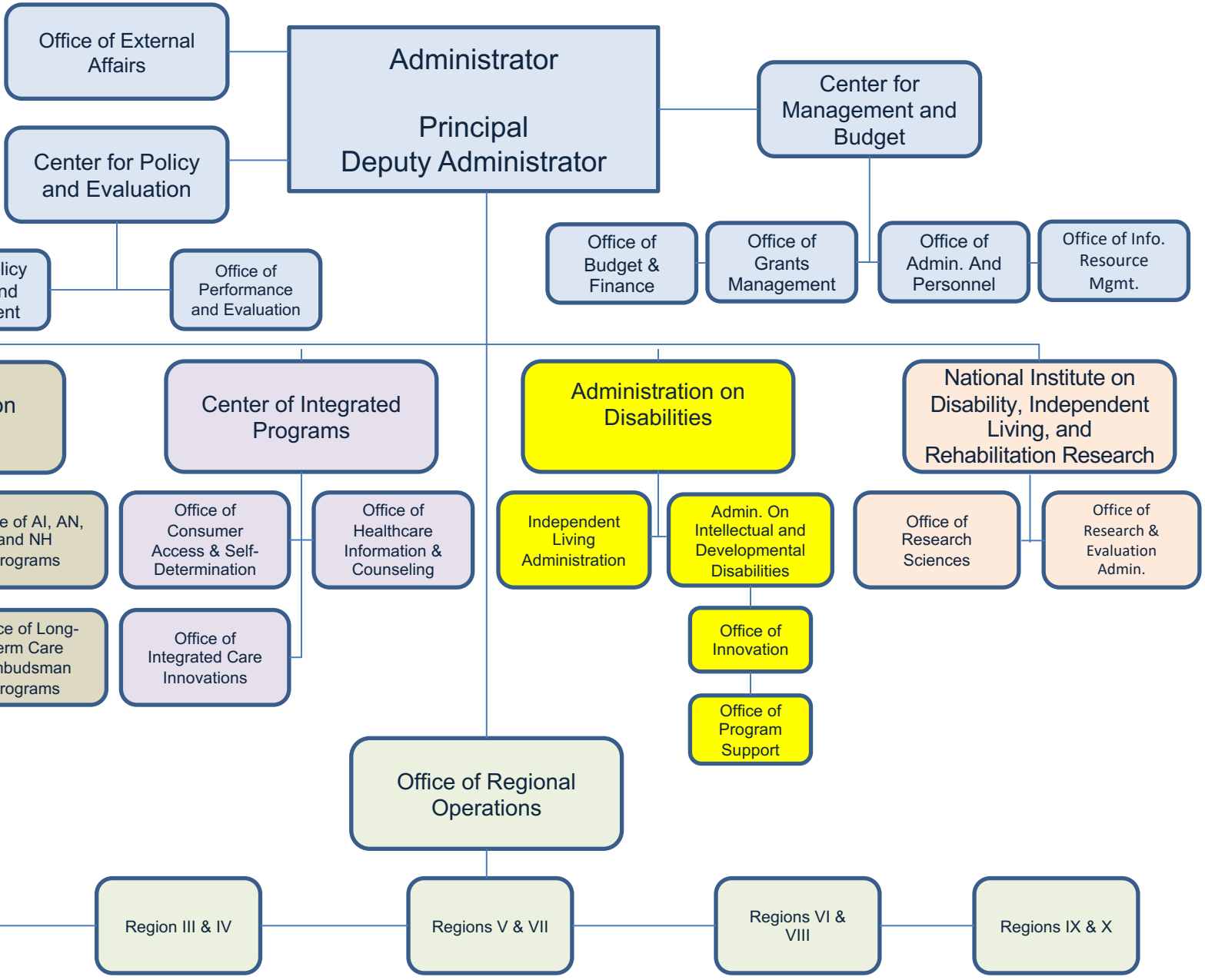
# ABOUT THE ADMINISTRATION FOR COMMUNITY LIVING



# Administration for Community Living Mission Statement

*Maximize the independence, well-being, and health of older adults, people with disabilities, and their families and caregivers.*

# U.S. Administration for Community Living (ACL)



Administrator  
Principal Deputy Administrator

Office of External Affairs

Center for Policy and Evaluation

Center for Management and Budget

Office of Policy Analysis and Development

Office of Performance and Evaluation

Office of Budget & Finance

Office of Grants Management

Office of Admin. And Personnel

Office of Info. Resource Mgmt.

Administration on Aging

Center of Integrated Programs

Administration on Disabilities

National Institute on Disability, Independent Living, and Rehabilitation Research

Office of Regional Operations

Office of Supportive and Caregiver Services

Office of AI, AN, and NH Programs

Office of Consumer Access & Self-Determination

Office of Healthcare Information & Counseling

Independent Living Administration

Admin. On Intellectual and Developmental Disabilities

Office of Research Sciences

Office of Research & Evaluation Admin.

Office of Nutrition and Health Promotion Programs

Office of Long-Term Care Ombudsman Programs

Office of Integrated Care Innovations

Office of Innovation

Office of Program Support

Office of Elder Justice and Adult Protective Services

Region I & II

Region III & IV

Regions V & VII

Regions VI & VIII

Regions IX & X

# Administration on Disabilities

## Principles

- Independence: To have control
- Productivity: To work or make other contributions to a household and community
- Integration: Right to the same opportunities, services, community resources as all other Americans
- Inclusion: Acceptance and encouragement of presence and participation in social, educational, work and community environments.

# Self-determination

Individuals with developmental and other disabilities have:

- Ability and opportunity to communicate and make personal decisions
- Choice and control over type and intensity of services
- Authority to control resources to get needed supports
- Opportunity to participate in community
- Support for self-advocacy, develop leadership skills, educate policymakers, develop public policy



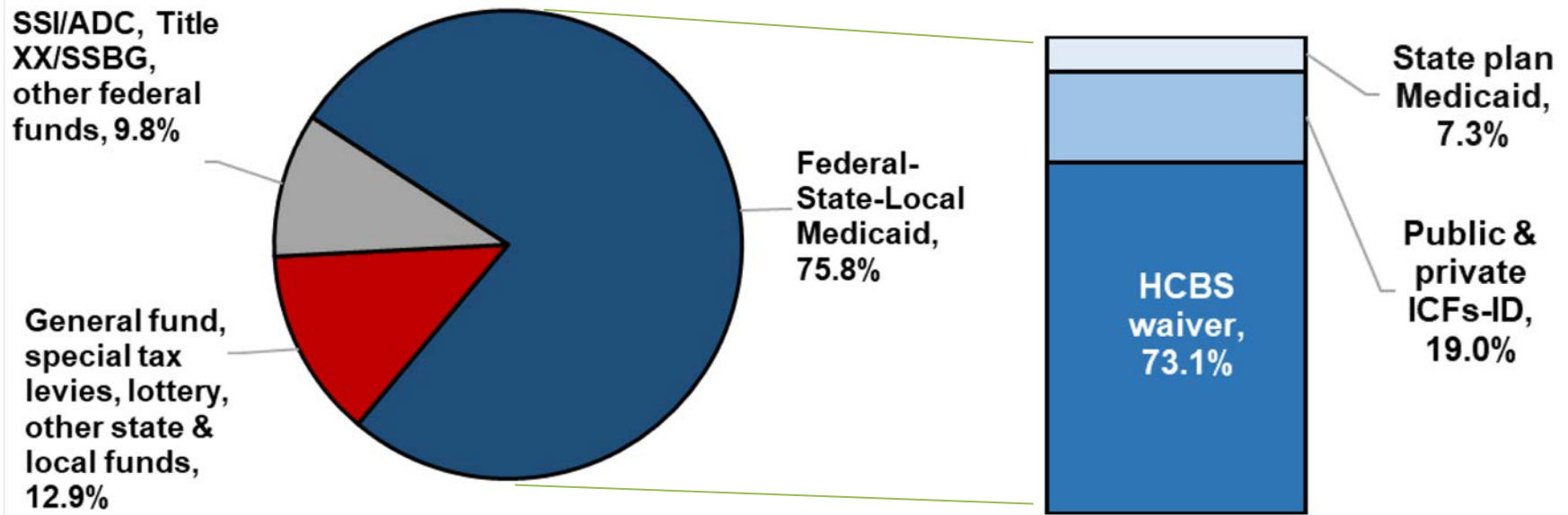
*How We are Doing?*

*Are We Really Doing the Best We Can Do to Help People Live Lives We would Want to Live?*

*If Not, What Can We Do to Change Course Together?*

**REALITY CHECK**

# Federal, State, and Local Medicaid Spending in FY 2017



**Total spending:**  
**\$71.6 billion**

**Total Medicaid spending:**  
**\$31.4 billion**

# How many people are employed?

## WORK



No disability



Any disability



Cognitive disability

## POVERTY



No disability

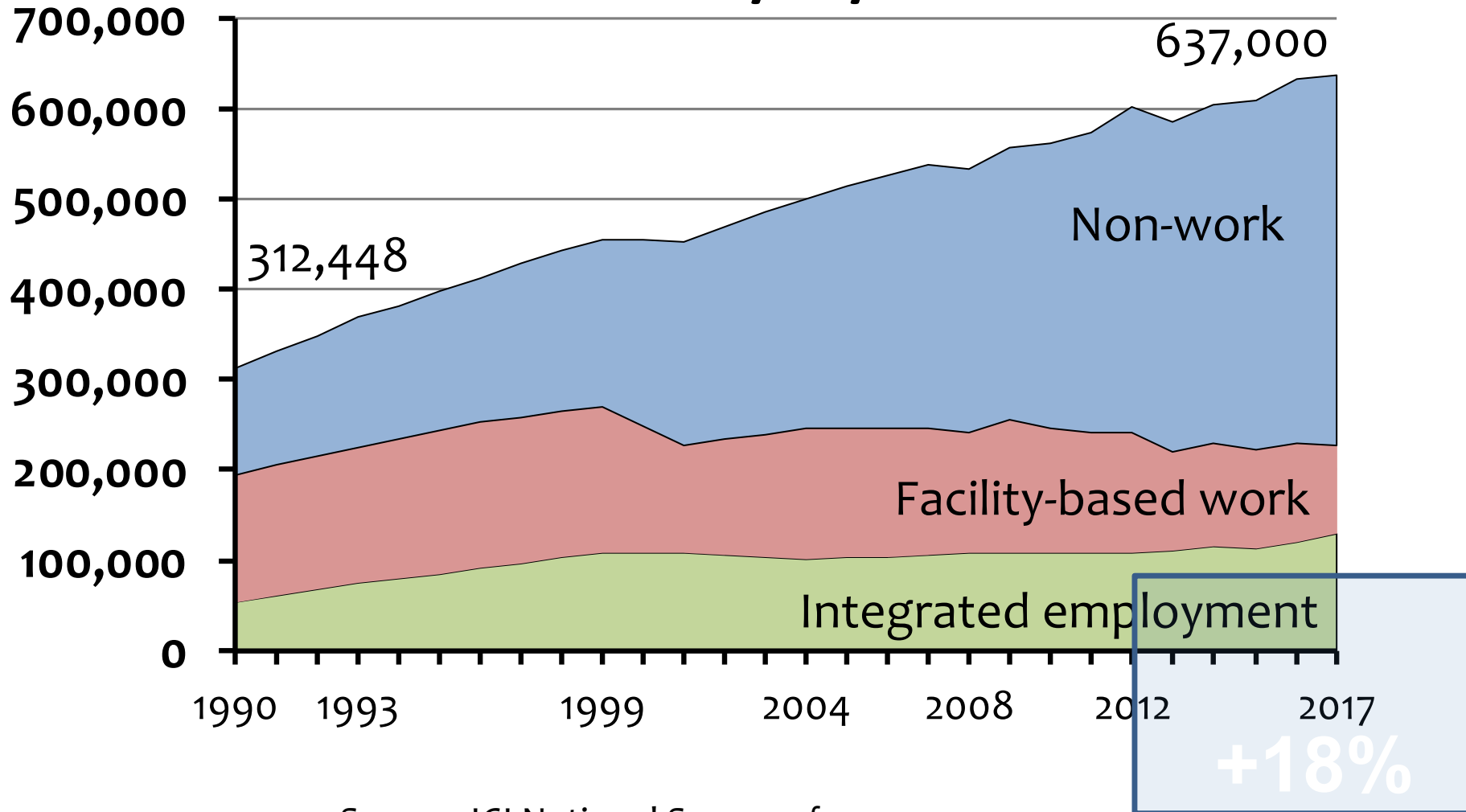


Any disability



Cognitive disability

# Number in Employment and Day Services Draft 1/15/19



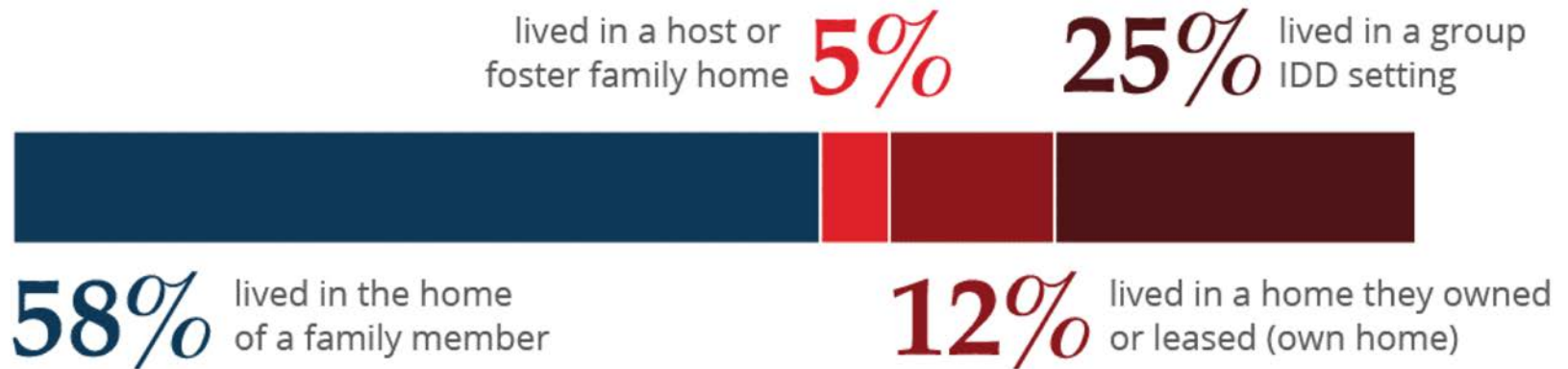
Source: ICI National Survey of  
State IDD Agencies

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# Types of Residential Settings for LTSS Recipients with IDD in FY

An estimated 1,228,700 people received long-term supports and services (LTSS) from state IDD agencies:



*Note: These percentages exclude nursing home and psychiatric facilities*

"Learn from yesterday, live for today, hope for tomorrow." *Albert Einstein*

**RAISING EXPECTATIONS LEADS TO  
TRANSFORMATION**

# *The Cyclical Dependency Model*



## **EDUCATION**

- Segregated from class or school.
- Placed on non-diploma track as early as 3-5 years old.



## **TRANSITION**

- Presumption of lowest expectations
- Lack of access to transition activities
- No pressure on schools



## **EMPLOYMENT**

- Individual typically placed into expensive segregated options
- Subminimum wages often paid



## **HOUSING**

- Primary options are institutions and congregate, provider operated group home facilities that regiment people's lives



## **FINANCIAL PLANNING**

- Asset Limit of \$2K has not been revised since 1985
- Benefits riddled with complexities

**This Model results in Chronic Impoverishment, Cyclical Dependency, and Loss of Human Dignity throughout Lifespan.**

# *The Self-Sufficiency Investment Model*



## **EDUCATION**

- Full inclusion in home school
- Special ed viewed as service, not a place
- Exposure to general ed



## **TRANSITION**

- Transition planning begins at 14
- Work experience required as part of transition activities
- PSE



## **EMPLOYMENT**

- Presumed eligibility to supports via VR, one-stops and local/state programs
- Outcome is integrated employment in general workforce



## **HOUSING**

- Focus is on getting person into home in integrated setting
- Ongoing personalized supports to optimize independence



## **FINANCIAL PLANNING**

- Allow consumers to control public resources
- Increase asset limits to \$10K

**This Model represents Optimal Self-Sufficiency, Independent Living, Economic Empowerment and Full Community Participation**



# **THE ROLE OF TRANSITION**

# High Quality Transition Practices Enable Youth with DD to....



Live in their own home and enjoy the support of family and friends

Get a job

Enjoy good health

Be part of and contribute to their community

Achieve their personal potential for independence and self sufficiency

# Holistic Approach Leads to Better Outcomes

**Youth** with DD need to be self-directed and making choices; need to advocate for what they want their future to look like/be

**Facilitators** (school personnel, families, VR) provide personal futures planning that supports choice-making, discovery, and problem-solving; personally relevant school-to-career development



**Short term improvements** in self-determination, student engagement, and self-efficacy; more effective formal and natural supports

**Long term improvements** in emotional & behavioral functioning, educational outcomes and employment

# FEDERAL INITIATIVES

# HCBS & Non-Residential Settings: *Employment*

- **Facility-Based Employment:** Access to employees without disabilities? Same exposure to typical community settings and the public to the same degree as their non-disabled coworkers? Ability to leave the facility during the day and engage with typical community settings for lunch, breaks, etc.?
- **Supported Employment:** In the case of group supported employment, what steps are the states taking to assess these settings and make any needed modifications?

# Workforce Innovation & Opportunities Act

- Increased physical and programmatic accessibility to employment and training services through America's Job Centers (AJCs).
- Youth with disabilities receive extensive pre-employment transition services so they can successfully obtain competitive integrated employment.
- State vocational rehabilitation agencies set aside at least 15% of their funding to provide transition services to youth with disabilities.
- Established committee which advised the Secretary of Labor on strategies to increase competitive integrated employment for individuals with disabilities.
- VR state grant programs engage employers to improve participant employment outcomes.
- Clarifies that competitive, integrated employment encompasses self-employment, supported employment, and customized employment strategies.

# Workforce Innovation and Opportunity Act (WIOA)

- **ACL Centers for Independent Living (CIL) New Core Service:** facilitate the transition of youth who are individuals with significant disabilities, who were eligible for individualized education programs under section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)), and who have completed their secondary education or otherwise left school, to postsecondary life.

# Federal Partners in Transition

- Formed in 2005 to improve interagency coordination to support youth and young adults in their transition to adulthood
- Priorities:
  - Demonstrate the Value of Hiring Youth.
  - Improve Academic Preparation for Youth.
  - Access to Quality Health Care.
  - Promote Work-Based Learning.
  - Promote Self-Determination and Person Centered Planning.
  - Supporting Professional Development.
  - Enhance Capacity of States and Systems.
  - Bridge Gaps Between Youth and Adult programs.
  - Improve Outreach Regarding Policies and Practices.
  - Evaluate and Implement Evidence Based Strategies.



# Federal Partners in Transition

- Developed The 2020 Federal Youth Transition Plan: A Federal Interagency Strategy:  
<https://www.dol.gov/odep/pdf/20150302-FPT.pdf>

# Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Initiative

- The U.S. Department of Education five-year grants to five states and a consortium of six states to establish and operate model demonstration projects designed to improve the education and employment outcomes of child Supplemental Security Income (SSI) recipients and their families.
- State(s): Arkansas, California, Maryland, New York and Wisconsin
- Consortium of States: Utah, South Dakota, North Dakota, Montana, Colorado and Arizona

# The Administration on Intellectual and Developmental Disabilities (AIDD)

- Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act)
  - University Centers for Excellence in Developmental Disabilities (UCEDDs)
  - State Councils on Developmental Disabilities (DD Councils)
  - Protection & Advocacy Agencies (P&As)
  - Projects of National Significance (PNS)

# Partnerships in Employment Systems Change

- A consortium of state agencies and other stakeholders developing systems changes that support the transition from school to employment or post-secondary education for individuals with intellectual and developmental disabilities
- The objectives include:
  - Developing or changing policies to support integrated employment
  - Removing systemic barriers to integrated employment
  - Building cross-system and cross-agency collaboration
  - Implementing strategies and exploring and scaling up promising practices to improve employment outcomes.

# PIE Grants

- 14 States awarded grants
  - Cohort 1 (2011- 2016): California, Iowa, Mississippi, Missouri, New York, Wisconsin
  - Cohort 2 (2012 – 2017): Tennessee, Alaska
  - Cohort 3 (2016 – 2021): Washington DC, Hawaii, Kentucky, Massachusetts, South Carolina, Utah
- Results
  - Policy changes/enactment of Employment First
  - Reducing use of sub-minimum wage
  - Growing support for Post-secondary Education (PSE) as a pathway to CIE
  - Strong, vibrant and effective multi-agency collaboration
  - New methods for data collection

# Supporting Families: Life Course Framework

- Based on the life course health development model (HRSA), the LifeCourse framework utilizes a socio-ecological model that focuses on life stages and the impact of transitions, events, and experiences across an individual's lifespan trajectory.
- Resources were developed to help families understand the importance of focusing on life experiences across the lifespan, as opposed to focusing solely on formal disability specific supports.
- <https://www.lifecoursetools.com/>

# National Training Center on Dual Diagnosis

- ACL awarded September 2018 a three-year \$700,000 grant to the Human Development Institute at the University of Kentucky to create a national training center that will help build capacity within the DD network to support people with co-occurring developmental disabilities and mental illness live in the community.
- Training will be aimed at individuals with dual diagnosis, family members and providers.
- Topics to be covered will include the use of PBS

# State Council on Developmental Disabilities Activities

- Georgia Council Pilot Project with Vocational Rehabilitation:
  - Promoting systems change by having Vocational Rehabilitation Counselors use a Discovery process to assess an individual with significant disabilities rather than using the traditional vocational evaluation.



# State Council Activities

- Massachusetts DD Council developed a training program called Youth in Transition Self-Advocacy Leadership Series (SALS) to prepare students with knowledge about self-determination, systems advocacy, employment, independent living, and the disability rights movement. The Council partnered with nine area colleges and universities to offer this series in school districts across the state.
- Missouri DD Council supported a project called Show-Me-Careers, which scaled up evidence-based practices in eight pilot communities. Projects adopted a variety of approaches, including skill-building of youth, career planning, and development of partnerships with the local business community

# P&A Activities – Employment

- 43% of total individual cases are education related; 2% total individual cases related to transition
- Many P&As, such as in Illinois, offer trainings for people with developmental disabilities on employment and transition planning during high school so that students can prepare for life after graduation.

# P&A Activities – Employment

- Oregon P&A: Lane v. Brown lawsuit Settlement Agreement calls for 1,115 people in sheltered workshops to receive jobs in the community at competitive wages over the next seven years. In addition, 7,000 people will receive employment services that will afford them the opportunity to work in the community.

# UCEDD Activities - Employment

- The Waisman Center at the University of Wisconsin: Promise Family Advocacy Network
  - Developing a network of Family Advocates to share information with families about the possibilities for employment and strategies for transition
  - Coordinating a variety of strategies to more effectively engage families in the project including the Family Advocate Network and targeted trainings in key under-represented communities.

# UCEDD Activities - Employment

- University of Montana Rural Institute: Pre-Employment Transition Services Technical Assistance Center
  - Supports Vocational Rehabilitation and school staff to provide quality pre-employment transition services to students with disabilities.
  - Facilitates system change by researching and sharing innovative ideas, providing technical assistance, and helping to forge collaborations focused on competitive integrated employment.

# Thank you

For more information about ACL

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