Employment First Transition Framework:
Agency-Neutral, Outcome-Focused, Person-Centered

January 26, 2016
3:00 – 4:30 pm
Webinar for Providers
Realizing Employment First for Youth

• Funded by the Ohio Department of Developmental Disabilities (DODD)

• Grant funded to the Ohio Center for Autism and Low Incidence (OCALI)

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The purpose of this webinar is for participants to:

• Become acquainted with the Ohio Employment First Transition Framework tools and processes

• Gain an understanding of the foundational elements of the Framework

• Understand that the purpose of the Framework is to reduce duplication of activity across agencies and increase continuity of services to youth

• Explore strategies to include providers in the communication loop and planning processes with schools, County Boards of DD, OOD and others
Why are we interested in working with Providers?

• Ultimately, you are the ‘boots on the ground’ staff working directly with transition youth

• Responsible for implementing services, supports, strategies often planned by others

• Strong interest in working with transition youth, as many providers applied to participate in *Multi-Agency Planning (MAP) for Employment*
Increasing Capacity in the Field
MAP (Multi-Agency Planning) to Employment

• **Target Audience:** Educators and Agency staff with legal responsibility for serving transition youth

• **Design:** Intensive professional development over several months; includes lecture, interagency discussion, case studies, job embedded activities

• **Purpose:** Develop Capacity of Educator and Agency ‘Transition Coordinators’ in using the planning processes and tools of the Ohio EF Transition Framework

• **Outcome:** Create a ‘critical mass’ of multi-agency professionals invested in utilizing and mentoring others to use ‘new’ practices
The Employment First Transition Framework

The purpose of the Employment First Transition Framework is to assist youth to be prepared for Community Employment as they exit high school.
The Employment First Task Force directed:

Create a framework that becomes the ‘standard of practice’ for all professionals in all systems working with transition age youth.

Promote use of a ‘common vocabulary’ for transition professionals across all agencies.

Advance the use across all systems of Evidence Based Practices and Predictors that support and lead youth to successful community employment outcomes.
Meaningful Community
Employment

Place 1: “I have a job, but I want a better suited job or to move up in the company.”

Place 2: “I want to work! I need help finding a job that fits me.”

Place 3: “Not sure about work. Do not know what kind of job I would want”

Place 4: “Don’t want a job. Don’t want to work”

Path to Employment
What is the top reason that youth do not achieve community employment?

Poll 1 choose only one answer:

• No viable vocational goal
• Lack of appropriate social skills
• Lack of basic worker skills
• No prior work experience
• Unable to work independently
An Expanded Look at Barriers to Youth Success
What Do All These Barriers REALLY Mean?

• That everybody wants to blame somebody else for a ‘system’ that really is no one’s fault

I need workers with skills

Employers

Families and Caregivers

Nobody will help me!

Schools don’t prepare kids to work

Parents don’t want their kids to work

Employers aren’t hiring people

Job Seekers

Work? I don’t know how to work

Providers
It just happened.
It was not designed.
And the results look something like this.........
What are the Interrelated Elements of the System we are trying to change?
The Transition Framework

Foundational Elements change the system to this.....
What do these barriers look like in Practice?

Poll 2:

• Planning begins with adult agencies and community organizations the last year of high school
• Hand-off system working in insolation of the others
• School/Agency offers pre-determined options for transition services
• Each agency focuses only on their part of the service ‘package’
• Provider agencies only contracted after graduation when adult services are authorized

Which ones have you encountered?
Agency Neutral
Person Centered
Outcome Focused

The Foundational Elements
Non-Negotiable Core Beliefs of the Transition Framework

[Employment First logo]
Multi agency teams engage in collaborative planning processes.

Create a profile consistent across agencies of the youth based on data that reveals the PINS of the youth.

Implement plan systematically and collectively; avoid duplication of and gaps in services across agencies.

Agency Neutral

Create plan with and for youth that no one agency owns or is singularly responsible to implement.

Determine services based on transition assessment data about individual youth performance used by all agencies.

Match activities, services and supports to needs of the youth for progress on the path to competitive integrated community employment.

Person Centered

Services designed to fill gaps and disconnects in critical services for the youth to achieve his/her desired outcomes.

Tailor intensity, duration, environment, types of supports to the strengths and needs of youth.

Outcome Focused

Agencies coordinate to monitor progress toward competitive integrated community employment; gather data on effectiveness of services.
Employment First Transition Framework: A New “Standard of Practice” for Professionals Across Systems

- **Foundational Elements**
  - Multi-Agency Teams
  - Teaming
  - Coordinating
  - Person-Centered
  - Agency Neutral
  - Outcome-Focused

- **Essential Functions**
  - Assessing
  - Planning

*Employment First*

Realizing Employment First for Youth
What are the New Practices that Address the Barriers?

- Activities such as assessment are duplicated by each agency involved with a youth
  - Agencies get involved ‘one at a time’
  - Each agency starts over getting to know the youth
  - Schools/agencies don’t understand each others requirements and procedures so they have trouble connecting with each other

**How can we ‘speed up’ the process and make it continuous and seamless from school to adult life?**

**New Practice: Schools and Agencies Meet Together Informally to Plan With and For the Youth**
We call this 
Agency Neutral
What are the New Practices that Address the Barriers?

• Putting the *planning* into the plan
  – We develop a lot of “I” plans – IEPs, IPEs, ISPs
  – These “I” plans belong to......the agency that developed it

**Where is the plan that belongs to the youth and family?**

**New Practice:** Each youth has a plan that belongs to him or her.
We call this Person Centered.
What are the New Practices that Address the Barriers?

• Services for a youth are chosen from a standard set of options
  – Everybody gets the same service in the same way
  – ‘Success’ means the service was provided
  – Services provided by more than one agency are not coordinated

How can we streamline and customize the services to collectively focus on the youth to achieve his/her desired outcome?

New Practice: Schools and Agencies coordinate to provide and monitor services that promote genuine progress toward achieving adult outcomes desired by the youth
We call this Outcome Focused
What Role can providers play in these and other New Practices?

- Schools and Agencies Meet Together Informally to Plan With and For the Youth
- Each youth has a plan that belongs to him or her.
- Schools and Agencies coordinate to provide and monitor services that promote genuine progress toward achieving adult outcomes desired by the youth
Do you currently participate in any of these practices?

Poll 3:

• Attend youth planning meetings as a team member
• Meet with a school or agency team member to get information about a youth you are going to serve
• Meet with youth to get to know him/her before providing services
• Receive copies of school/agency completed assessments prior to serving a youth
• None
• Other – please type in question or chat box
What Can Providers do to improve the “Product” they will receive?

- Contract with a school district to provide services to transition youth
- Develop relationships with local school district personnel
- Learn about strategies and tools for planning with individual youth
- Talk with educators about skills youth need for adult life
- Engage in regional transition councils
Regional Transition Activities

• Local Leader and other regional entities
  – Contact ESC (Educational Service Center) special education administrator
  – Contact County Board of DD SSA Department
  – Contact area OOD office

• SST (State Support Team)
  – 16 regional offices
  – School improvement/special education center for Ohio Dept. of Ed, Office for Exceptional Children (OEC)
  – Transition Consultant
What Can Providers do to improve the “Product” they will receive?

• Strategies you have used— type in question or chat box
Why focus on Practices

• Don’t need new laws, policies or procedures
• Can change practices that continue to align with existing requirements
• Necessary to change practices to implement new requirements such as EF, WIOA, IDEA
• New requirements support collaborative practices
A few terms that can cause confusion

• Transition Assessment – is a strength based process based on youth PINS
• PINS – Preferences, Interests, Needs, Skills
• “Career X” – career exploration
• Career development
  – Includes group or school wide activities
  – Research based practices requires individualization
• Work experience, internship, volunteering, vocational training, job shadowing, supported employment
  – Research based practices when youth is paid by employer
  – Must adhere to timelines set in law
• Transition services
Ohio Operating Standards for Ohio Schools
Serving Children with Disabilities

“Transition services”:
(a) Means a coordinated set of activities for a child with a disability that:
   (i) Is designed to be within a results-oriented process, that is focused on improving the academic and
       functional achievement of the child with a disability to facilitate the child’s movement from school to
       post-school activities, including postsecondary education, vocational education, integrated
       employment (including supported employment), continuing and adult education, adult services,
       independent living, or community participation;
   (ii) Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and
       interests; and includes:
       (a) Instruction;
       (b) Related services;
       (c) Community experiences;
       (d) The development of employment in an integrated competitive environment and other post-
           school adult living objectives; and
       (e) When assessment data supports a need, acquisition of daily living skills and provision of a
           functional vocational evaluation.
(b) Shall be provided by individuals who have the competencies, experiences, and training to meet the
    individual student’s transition service needs.
Vocabulary, Acronyms

• What additional terms or words have you found confusing?
• What terms do you use that others have found confusing?
• Type examples in the chat box
Tips for working with educators

• Don’t assume your vocabulary is their vocabulary and vice versa (ask questions)
• Help educators to see the connection between Academic focus of curricula and ‘real world’ application (be kind)
• Reduce duplication of activities (like assessment) by considering how to utilize (and add to) existing assessment
We can admire the barriers or do something about it! Transition Framework tools designed to address the ‘positive’ of the barriers

No Planning

- Transition Assessment Team Planning Guide
- Backwards Planning Tools

No Knowledge

- Agency Table
- Transition from School to Work Folder
- Transition Framework FAQ

No Common Vocabulary

- Vocabulary Crosswalk

No Capacity

- Community Investment Tool

No Youth Skills

- Evidence Based Predictors
- Evidence Based Practices
Transition Assessment Planning Guide

• A Process
  – NOT a FORM

• A Guide
  – NOT a Procedure

• A Support Tool
  – NOT Additional Steps

A Team-Based, Person-Centered, Way of Thinking
## Ongoing Transition Assessment: A Team Planning Guide

### Question One - OUTCOMES: Where is the Youth Going?

#### What are the Youth’s Plans?

Begin by posing questions about what the youth is interested pursuing in his/her adult life. The answers to these questions may be vague and undefined. Or they may be specific and detailed. Or some combination of the two. At this point, capture what is known about the future adult life plans.

Questions to facilitate discussion:

- Does the youth have preferred adult outcomes/goals?
- What does the youth plan to do as an adult?
- What are the adult goals related to working, learning and living? How will he/she:
  - earn a living?
  - continue learning?
  - participate in the community and live?

#### What is the Team’s knowledge about the community’s expectation of the selected adult outcomes?

The ‘measuring stick’ for Transition Assessment is adult demands and expectations. To view the youth’s skill through an ‘adult lens’ teams may need to add to their own knowledge.

Questions to facilitate discussion:

- What skills, training is required for the type of work the youth desires? What academic background is necessary?
- What personal, worker, social, communication, or other skills are needed?
- What are the predicted labor market needs for the industry or business?
- What are the salary/benefit expectations or impact?
- What options are available for postsecondary education/training?
- What self-determination/independence skills will the youth need?
- What is necessary to achieve the type of adult living situation described?

### Initial Planning Date:

#### Date(s) Planning Updated:

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<tr>
<th>Adult Employment Outcome</th>
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<tr>
<td>Zailor wants to work in the community at a job that allows him to work with computers</td>
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<th>Adult Learning/ Continuing Education Outcome</th>
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<td>Zailor will continue to learn independent living skills and job readiness skills.</td>
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<th>Adult Community Living / Independent Living Outcome</th>
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<td>Zailor will continue to live in the family home with the goal of getting his own place to live in the county.</td>
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<th>Team’s Knowledge about the nature of the Youth’s Adult Plans</th>
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<td>Grandmother is the caretaker/guardian and has expressed that independent living and working in the community is her vision for the future as an adult.</td>
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<tr>
<td>Zailor’s ultimate job goal is to be an astronaut. He knows that it takes a lot of time and skill to be able to be an astronaut. He is interested in going to Buckeye to learn more computer skills so he can get a job working with computers.</td>
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<td>Zailor is considering the option of going to college after he graduates high school.</td>
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<td>According to Zailor’s Grandmother, Zailor needs to improve on his reading and writing skills. He also needs to continue to learn independent living skills.</td>
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EmploymentFirst@dodd.ohio.gov

August 2013
**Transition Assessment Team Planning Guide**

This Plan is for: ZAILOR

**Question Five - ASSESSMENT PLAN:**
What assessment tools, methods and strategies will be used to answer the assessment questions identified in previous steps?

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<th>What does the team need to know? (Question Four Information)</th>
<th>Tools/methods to be used/considered to answer the question</th>
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<td>Interviews, questionnaires or surveys</td>
<td>1. What extent of limitation will his health issues have on his future plans as an adult? For employment and community living?</td>
<td>Interview Grandmother Review MD Record Interview Physician</td>
<td>Intervention Specialist Transition Coordinator SSA</td>
<td>October 29-November 21</td>
<td>Via email by December 8</td>
<td>Date: 10/8 Updated Plan Information The main limitation that Zailor has regarding his kidney, is that he is not allowed to do contact sports</td>
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<th>Some types of formal measures:</th>
<th>2. What type of computer skills does Zailor have? What about his typing skills?</th>
<th>Find out of Zailor is currently taking any computer or typing classes in school? If so, find out how his skills are in those classes? Look into computer assessments?</th>
<th>Intervention Specialists</th>
<th>Before Feb 18</th>
<th>At February Meeting</th>
<th>Date Updated Plan Information</th>
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<th>Some domains to include for assessment:</th>
<th>3. What type of independent living skills does Zailor already have? What areas does he need to improve on?</th>
<th>Talk to Zailor and his grandmother about his independent living skills. Look into skills assessment options.</th>
<th>Transition Coordinator</th>
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<th>NEXT STEPS</th>
<th>4. Does Zailor currently know about transportation options in the community.</th>
<th>Discuss with Zailor his current knowledge about community transportation options</th>
<th>SSA</th>
<th>Before Feb 18</th>
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**Transfer the following information into the youth’s Backwards Plan:**

What assessments will be done and when.

Who will conduct the assessment, collect data, and share information with the team and when?

Make adjustments to the Backwards plan based on the results of the assessments.

- For example: What additional PINS were discovered? Do post-school (adult) goals change? What services, supports, or course of study were identified as needed? What additional formal or informal supports should be added to the team?

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### Transition Assessment Team Planning Guide

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<td>5. What coping skills does Zailor currently use to help with his anxiety? What has he tried? What has worked and what hasn’t worked.</td>
<td>Talk with Zailor and his grandmother about what coping skills are working for him. Talk to the village network about what skills they are teaching him. Anxiety/coping skills assessment</td>
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</table>

Once information is gathered to answer these questions, new questions will surface, tools are identified and the cycle of ongoing assessment continues.
Discovery and Age Appropriate Transition Assessment: Common Processes

**Discovery**
- Part of the Customized Employment Process to assist in making the best job match
- A service available through OOD (VR agency) and will be available through Medicaid Waiver
- Infused into many DODD processes
- Part of Person Centered Planning

**Transition Assessment**
- Required to begin by age 14 for all youth on IEP
- Purpose is to ‘discover’ the youth’s preferences, interests, needs, skills/strengths (PINS)
- Ongoing process
- Formal and Informal assessment processes
## Discovery and Age Appropriate Transition Assessment: Common Processes

<table>
<thead>
<tr>
<th>Discovery</th>
<th>Transition Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More emphasis</td>
<td>• More emphasis on the intent of this process</td>
</tr>
<tr>
<td>• System placing more value on this process</td>
<td>• More value placed on the individualization of the process</td>
</tr>
<tr>
<td>• Informal, yet respected</td>
<td></td>
</tr>
</tbody>
</table>
Some ways to gather information in Discovery or Transition Assessment

• Informal surveys, tools at OhioMeansJobs.com
• Visit the person at home
• Interview people who know the person best
• Observe the person, gather performance data
• Participate in familiar activities with the person
• Participate in an unfamiliar activity with the person
Short Video on OCALI website

• Why is Customized Employment Important for Transition Age Youth?
  – Ellen Condon
  – www.ocali.org/project/why_is_ce_important
Backwards Planning: Start Where You Want to End

www.ohioemploymentfirst.org

Show of hands if you have participated in Backwards Planning
If You Don’t Know Where Your Are Going
Any Road Will Get You There
Backwards Planning is a **Process**

- **A Backwards Plan:**
  - Spans multiple years
  - Opportunity to discuss when graduation should occur
  - Merges information and services from multiple agencies and sources all in one place
  - Includes important details not included in official agency documents
  - Incorporates input from youth and family
Backwards Planning is a **Process**

- **A Backwards Plan:**
  - Provides a ‘map’ easily understood by youth, families and professionals
  - Is a communication tool for what the ‘plan’ is for the youth year-to-year as team members change
  - Is an informal document that can be changed, modified, updated as needed to keep plans moving ahead
  - Provides the basis for ‘data’ and commitments for services to be incorporated into official agency documents
# Zane’s Initial Backwards Plan

<table>
<thead>
<tr>
<th>Backwards Planning Template</th>
<th>Name: Zane</th>
<th>Birthdate: 12/29/01</th>
<th>Time Span of this plan: From Nov. 14 to Aug. 19 Graduation Year: May 2021</th>
<th>Team Coordinator: Jan Place</th>
</tr>
</thead>
</table>

## Adult Employment Outcome
As an adult, I plan to:
- Zane wants to work in the community at a job that allows him to work with computers.

## Adult Education/Training Outcome
As an adult, I plan to:
- Zane will continue to learn independent living skills and job readiness skills.

## Adult Independent/Community Living Outcome
As an adult, I plan to:
- Zane will continue to live in the family home with the goal of getting his own place to live in the country.

### Current Assessment related to Milestones

<table>
<thead>
<tr>
<th>Milestones to be achieved by: August 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zane needs assistance with developing more computer skills since he is interested in a job working with computers.</td>
</tr>
<tr>
<td>Zane relies on his family to assist him with most of his living needs.</td>
</tr>
<tr>
<td>Zane relies on his family to get where he needs to go in the community.</td>
</tr>
<tr>
<td>Zane struggles with anxiety in social situations.</td>
</tr>
</tbody>
</table>

### Steps to reach Milestone

<table>
<thead>
<tr>
<th>Steps to reach Milestone</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2015</td>
<td></td>
</tr>
<tr>
<td>June 2016</td>
<td></td>
</tr>
<tr>
<td>June 2017</td>
<td></td>
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<tr>
<td>June 2018</td>
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<tr>
<td>June 2019</td>
<td></td>
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</tbody>
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<table>
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<tr>
<th>Milestones to be achieved by: August 2019</th>
</tr>
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<tbody>
<tr>
<td>Develop transition plan in the IEP/Research computer skills that are needed for employment.</td>
</tr>
<tr>
<td>Develop a list of living skills that Zane is already capable of and a list of living skills that he needs to learn more about.</td>
</tr>
<tr>
<td>Learn about transportation options in the community.</td>
</tr>
<tr>
<td>Attend Counseling/Group at Health Center</td>
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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Work Program-Start Career Exploration</td>
</tr>
<tr>
<td>Job shadowing/Career Exploration through the school to work program/Tour Career Center</td>
</tr>
<tr>
<td>Get driving permit handbook. Begin studying the information to take the permit test.</td>
</tr>
<tr>
<td>Continue to teach Zane skills to become more independent in the area of living skills. Monitor and document the progress.</td>
</tr>
<tr>
<td>Continue to teach Zane skills to become more independent in the area of living skills.</td>
</tr>
<tr>
<td>Continue to increase social interaction and work counselor on coping skills. Monitoring.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Referral to OOD/School to Work Program</td>
</tr>
<tr>
<td>Summer Youth Program to gain job skills and work experience/Look into computer classes to learn more computer skills</td>
</tr>
<tr>
<td>Start Computer Program at Career Center to learn more computer skills</td>
</tr>
<tr>
<td>Zane is able to independently take care of his living needs in the home.</td>
</tr>
<tr>
<td>Zane is able to drive.</td>
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Transition to Employment

Overview of Agency Assistance and Support

Who are the Agencies?

Many agencies and organizations may be a part of the youth’s current and future plans; however, the agencies listed below are highlighted throughout this tool:

- Opportunities for Ohioans with Disabilities (OOD; DVR and BSVI)
- Ohio Department of Medicaid (ODM)
- Ohio Department of Developmental Disabilities (ODDD)
- Social Security Administration (SSA)
- Ohio Department of Mental Health and Addiction Services (ODMHAS)
- Ohio Department of Job and Family Services (ODJFS)

These agencies work with many community service providers and organizations in order to support individuals with disabilities to successful employment and community living. Find out more about each of these agencies in the following pages:

What Does This Agency Do?
The function and purpose is described for each agency.

Who is Eligible for Services?
Youth and adults must qualify for services before they can begin receiving the service. State agency mission, policies and purpose of services assist to define the requirements for the various programs. A general overview of who might be eligible for an agency’s services is provided for each agency.

What Services Are Available?
Ohio agencies offer many services that assist citizens to find and keep a job, afford food and shelter, receive health care, and access training and education. However, option is available at Navigating the many at first glance! A bit available is included.

Opportunities for Ohioans with Disabilities (OOD; DVR and BSVI)
Opportunities for Ohioans with Disabilities (OOD) is the state agency that assists Ohioans with disabilities to prepare for, obtain, and maintain community employment. OOD does this through two areas: Bureau of Vocational Rehabilitation (DVR) and Bureau of Services for the Visually Impaired (BSVI).

Who is Eligible?
Transition-age students (age 14 and older) and adults with disabilities may be eligible for employment services and supports through OOD.

To be eligible for OOD services:
- The individual has a physical, cognitive and/or mental impairment.
- The impairment results in a substantial impediment to employment.
- The individual benefits from services OOD provides in terms of an employment outcome; and
- The individual requires vocational services in order to get or keep a job.

OOD utilizes an Order of Selection principle when determining who receives services. At times there have been waiting lists for services, however, OOD continues to reduce waitlists in order to provide services to all eligible persons after eligibility has been determined.

Individual questions of eligibility are best answered by contacting the agency directly and completing the application process.

Service Overview
Services from OOD:
- Are focused on community employment
- Help people with disabilities to find and keep jobs
- Include Vocational Rehabilitation (Voc) counselors working with a person and their team to identify a meaningful employment goal.
- Often use “subsidies” to provide services
- Are time limited

Types of services provided by OOD may include:
- Vocational evaluation or assessment
- Vocational training
- Assistance to attend an educational program
- Therapies, equipment and adaptive technology
- Work incentives Counseling
- Job development and Job placement
- Job coaching
- Vocational guidance and planning

OOD also works in partnerships with other agencies to provide services for identified groups of people. Examples include:
- Ohio Transition Support Partnership: Designed VR Counselors are assigned to schools and Career Technical Centers to work with transition youth and their teams.
- OOD-ODD Employment First Partnership: VR Counselors work with adults with developmental disabilities to assist them to transition from facility-based settings to community employment.
Pathway from School to Employment

Ohio Employment First Transition Framework: FAQ

What is Employment First?

Employment First is:

- A philosophy of service that embraces high expectations for all youth and adults with disabilities to live and work in their communities.
- A state and local policy for community employment to be the first and preferred option for people with developmental disabilities.
- A systematic and strategic systems change effort to prioritize resources, supports, training, and education across all state level human services agencies.

Is Employment First an initiative that will end or fade out after a few years?

No. There are state and federal legislative actions in place that provide the foundation for Employment First to continue into the future:

- Ohio Governor Kasich’s Executive Order in March 2012 directs multiple state agencies to collaboratively implement the changes needed to support people with developmental disabilities in achieving meaningful community employment.
- The Ohio Department of Developmental Disabilities Employment First Plan directs direct contact of the DD to collaborate with school districts in working with transition youth toward the outcome of community employment.
- The Ohio Department of Education requires DD’s for transition youth include post-secondary goals related to integrated employment in a competitive environment.
- The Opportunities for Students with Disabilities Act stipulate that transition counselors/contractors work with educators and other agencies to ensure a coordinated set of activities in place for transition youth.

What is the Ohio Employment First Transition Framework?

The Ohio Employment First Transition Framework is a guiding structure to prepare youth with developmental disabilities and their families to successfully navigate the path from school to community employment. The framework is designed to address barriers to employment for youth with developmental disabilities to achieve community employment by:

- Providing multi-agency teams with the resources and strategies for transition planning.
- Developing tools for multi-agency teams to document the results of planning.
- Promoting changes in practices used by agencies serving transition youth to reduce duplication of activities such as assessment.
- Supporting multi-agency teams to build capacity at the state/regional level.
- Advancing the use of Evidence Based Practices and Predicators that research proves are associated with higher rates of post-school success for youth.

How does the Ohio Employment First Transition Framework work?

The Employment First Transition Framework is reliant on multi-agency teams coming together for the purposes of collaboratively planning and implementing individual transition assessment and services for a youth. The concepts of the Employment First Transition Framework guide multi-agency teams to approach planning for each transition youth in ways that are:

- Person-Centered: focused entirely on the preferences, interests, needs, and strengths of the individual youth.
- Outcome-Focused: centered on providing activities and services to the youth to achieve the adult life of his/her choosing.
- Agency-Neutral: professionals contribute based on what will allow the youth to achieve outcomes and not based on what their specific agency is able to provide.

When multi-agency teams come together for transition planning they:

- Become a team whose members have mutual trust and respect.
- Actively participate in planning and assessment and services that are tailored for youth to achieve his/her desired adult outcomes.
- Determine how to coordinate the implementation of plans, for which each team member agency will have some responsibility.

Who can participate in the Employment First Transition Framework?

Anyone! No matter your interest or role in working with transition youth, the tools of the Employment First Transition Framework are easy to use. Learn more about them at the Employment First website, www.employmentfirst.org. Click on the “Transition Planning” button on the home page.

Who can I contact for more information?

Please contact:

- Project Director, Chris Filer, chriss.filer@ccal.org or
- Project Coordinator, Sue Beck, suebeck@ccal.org.
## Evidence Based ‘Practices’ and ‘Predictors’ for Transition

**Practices**
- Specific methods used to *successfully* teach or instruct specific skills/knowledge
- Under specific conditions
- To a defined group
- Proven with Research

**Predictors**
- Activities, experiences, course of study, conditions
- Provided in the school years
- Correlates with improved post-school outcomes in education, *employment*, and/or independent living.
- Proven with Research
Evidence Based *Predictors*

- NSTTAC* reviewed the literature on Evidence Based Practices to include correlational research in secondary transition to identify *evidence-based predictors* that are correlated with improved post-school outcomes in education, employment, and/or independent living.

*NSTTAC: National Secondary Transition and Technical Assistance Center

NOTE: NSTTAC is ‘transitioning‘ to a new agency NTACT (National Technical Assistance Center on Transition) [http://www.transitionta.org](http://www.transitionta.org)
Ohio Employment First Evidence Based Predictors

8 Predictor Categories

NSTTAC

• 17 Predictor Categories

  1. Career Awareness
  2. Occupational Courses
  3. Paid Work Employment/Work Experience*
  4. Vocational Education
  5. Work Study
  6. Community Experiences
  7. Exit Exam Requirements/HS Diploma
  8. Inclusion in Gen Ed
  9. Program of Study
 10. Self Advocacy/Self Determination
 11. Self – Care/Ind. Living Skills
 12. Social Skills
 13. Interagency Collaboration
 14. Parent Expectations
 15. Parental Involvement
 16. Student Support
 17. Transition Program (Includes many areas)

Employment First Evidence Based Predictors

• 8 Predictors

  1. Collaborative Networks for Student Support
  2. Individualized Career Development
  3. Authentic Community Based Work Experience*
  4. Social and Social-Emotional Instruction and Skills
  5. Academic, Vocational, Occupational Education and Preparation
  6. Supporting Parental Involvement and Expectations
  7. Self-Determination, Independent Living Skills Instruction and Skill Building
  8. Inclusive Practices and Programs.

*Must follow federal labor laws.
Poll 4 and 5

Poll 4 – Pick 2
1. Collaborative Networks for Student Support
2. Authentic Community Based Work Experience
3. Social and Social- Emotional Instruction and Skills
4. Supporting Parental Involvement and Expectations
5. Self-Determination, Independent Living Skills Instruction and Skill Building

Poll 5 – Pick up to 3
1. Collaborative Networks for Student Support
2. Authentic Community Based Work Experience
3. Social and Social- Emotional Instruction and Skills
4. Supporting Parental Involvement and Expectations
5. Self-Determination, Independent Living Skills Instruction and Skill Building
Includes Eight Categories of Predictors

- Description
- Findings from Research
- Implications for Practice
- Notes

www.ohioemploymentfirst.org
Brief Overview and Description

Predictor One: Collaborative Networks for Student Support

Research shows that youth benefit from having a support network. Both ‘formal’ (agency based) and ‘informal’ (friends, family, community members) networks enhanced youth success.

Evidence from Research

Findings:
- Students who received assistance from 3 to 6 community-based agencies were more likely to be engaged in post-school employment or education
- Interagency collaboration and coordination, which is a clear, purposeful, and carefully designed process, promotes cross-agency, cross-program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.
- Students with support from self-familiar employment
- Students with formal or informal networks in the community

Evidence Based Predictors for Post-School Success

Predictor One: Collaborative Networks for Student Support

Research shows that youth benefit from having a support network. Both ‘formal’ (agency based) and ‘informal’ (friends, family, community member) networks enhanced youth success.

Implications for Practice

- In-person and other ongoing communication/collaboration strategies with partners in multiple agencies are key to successful youth outcomes.
- Create outcome for each youth that is shared by all team members through the use of common data and information.
- Identify and record the name and contact information of partners in a variety of systems including:
  - Middleschool and high school intervention specialists
  - Other educators, such as transition coordinators
  - County Board of Developmental Disabilities personnel such as SEAs (Service and Support Administrators)
  - Opportunities for Ohioans with Disabilities personnel such as VR (Vocational Rehabilitation)
- Create connections for youth in the community that support the youth’s preferences, interests, and strengths.
- When meeting together as a cross-agency team, develop plans that expand resources and reduce duplication of effort.
- Ensure personnel from multiple agencies are familiar with each system’s terms and vocabulary.
- Institute mentoring programs within the school and for individual youth.
- Create a network of informal support for each youth, in addition to any formal (agency) support available.
- Assure that the youth’s network includes a variety of community members who can support the youth, which he/she may be eligible.

Notes
Evidence Based Predictors for Post-School Success

**Predictor One:**

**Collaborative Networks for Student Support**

Research shows that youth benefit from having a support network. Both ‘formal’ (agency based) networks and ‘informal’ (friends, family, community members) networks enhanced youth success.

**Descriptor**

As a youth moves towards graduation, a variety of agencies, organizations and people can and should become part of the transition team. Adding agency partners and others to the team provides the youth with the support of a network of people who provide services and resources in multiple environments to prepare students to achieve their specific post school outcomes. Interagency collaboration and coordination is a clear, purposeful, and carefully designed process. It promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.

Student support includes both formal and informal networks of people (e.g., family, friends, educators and adult service providers). Research indicates that youth success is enhanced by a network of people that provide support and resources, regardless of the formal or informal nature of that network. These networks promote individualized planning and services to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.
What Does the Research Say?

Evidence from Research

Findings:

- Students who received assistance from 3 to 6 community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education.

- Interagency collaboration and coordination, which is a clear, purposeful, and carefully designed process, promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.

- Students with support from self-family-friend network to find a job were more likely to be engaged in post-school employment.

- Students with formal or informal mentors had higher self-esteem and were more likely to be employed during high school.

- Students with informal mentors are more likely to have greater academic success.

- Students who had support from informal (family/friends) or formal (vocational rehabilitation service) were more likely to work in community based work settings.
So What Does This Suggest About the Way We Practice?

Implications for Practice

- In-person and other ongoing communication/collaboration strategies with partners in multiple agencies are key to successful youth outcomes.
- Create outcome for each youth that is shared by all team members through the use of common data and information
- Identify and record the name and contact information of partners in a variety of systems including:
  - Middle school and high school intervention specialists
  - Other educators, such as transition coordinators
  - County Board of Developmental Disabilities personnel such as SSAs (Service and Support Administrators)
  - Opportunities for Ohioans with Disabilities personnel such as VR (Vocational Rehabilitation)
- Create connections for youth in the community that support the youth’s preferences, interests and strengths
- When meeting together as a cross-agency team, develop plans that expand resources and reduce duplication of effort
- Ensure personnel from multiple agencies are familiar with each systems’ terms and vocabulary
- Institute mentoring programs within the school and specialized for individual youth
- Create a network of informal support for each youth, in addition to any formal (agency) support available.
- Assure that the youth’s network includes individuals that can assist youth to explore financial support/benefits for which he/she may be eligible.
What Does the Research Say?

Evidence from Research

Findings:

- Students who received assistance from 3 to 6 community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education.

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- Students who had support from informal (family/friends) or formal (vocational rehabilitation service) were more likely to work in community based work settings.
List of Evidence Based Practices
Information on the Evidence Based Practice

Description of the Practice

**Community Based Instruction**

Community Based Instruction is training, teaching, or coaching that takes place in the community or the location where the skills are expected to be performed. Community venues such as banks, grocery stores, post offices, etc. are ideal locations for teaching skills needed to access everyday services. Procedures and protocol can differ across locations and type of business. Learning how to do it at a specific location in his or her community affords the youth independence.

- Community Based Instruction sometimes follows simulated community instruction, where the instructor is in the community and teaches in a controlled environment.
- Community Based Instruction was found to be successful in teaching skills to youth in the community settings, employment settings, training and other settings where the skills are needed in the community settings.
- Community Based Instruction is intentional. Activities are designed based on the community settings where the youth needs to learn and access. Then the skills are taught.
- In the studies used to establish Community Based Instruction, it was a consistent and practiced practice for teaching community integration skills. The instruction was provided:
  - Immediately following classroom simulated instruction
  - Immediately following video modeling
  - Alone, using prompting that was gradually faded

Team Discussion Questions

- Does the youth transition plan include opportunities to learn important life skills in the authentic community environment where they are expected to be performed?
- Are the community sites selected for instruction the ones that the youth will naturally be using in courses of everyday living and learning?
- Has the Community Based Instruction been intentional and systematically planned?
- Do the prompting levels used provide for the youth independence?
- Does the school partner with community agencies to expand and enrich the experiences?

Additional Information to Expand on the Practice

Scenarios that Demonstrate How the Practice Could Look in Real Situations and Environments

**Scenarios**

- **Scenario:**
  - **Title:** Community Based Instruction in Real Life
  - **Description:**
    - **Situation:** A youth with a disability needs to learn how to use a bank ATM. The instruction is provided in a real bank setting.
    - **Details:** The youth is taught how to insert the card, press the buttons, and remove the card. The instruction is provided by a bank employee who is also a community-based trainer.
    - **Outcomes:** The youth gains confidence and independence in using the ATM.

Links for Further Information

- **Links:**
  - [Delivering Quality Services from an Evidence-Based Perspective](http://www.example.com)
  - [Project 10 Transition Evaluation](http://www.example.com)
  - [Community Based Instruction and Transition for Students with Disabilities](http://www.example.com)

**Links:**

- [Community Based Instruction](http://www.example.com)
- [Transition for Students with Disabilities](http://www.example.com)
Video Modeling

Video Modeling can be effectively implemented in home and school settings, according to the studies that serve as the foundation for the evidence base. This practice may be useful anywhere there is learner access to viewing equipment.

- **Video modeling**: Teaching specific behaviors or skills using a video recording to provide a visual model of the targeted behavior or skill.
- **Basic video modeling**: Recording someone other than the youth engaging in the target behavior or skill. The youth then views the video at a later time.
- **Video self-modeling**: Recording the youth displaying the target skill or behavior and reviewing it later.
- **Point-of-view video modeling**: Recording the target behavior or skill from the perspective of the youth.
- **Video prompting**: Recording each step of the targeted behavior or skill. Pauses are incorporated after each step to allow the youth to perform that step before viewing subsequent steps. Either the youth or another person acts as the model.
- **Evidence-based studies found video modeling to be effective for the domains of communication, social, academic/cognition, and play. It may be useful in the behavior domain as well; however, no studies were identified to support the use of video modeling in this domain.

For more information about how to create video models, please see the links on the next page.

**Team Discussion Questions**

- Does the youth attend to videos, movies, etc.? If so, consider a video modeling strategy.
- What skill development in the plan could be taught via video modeling?
- Review plans for prompting and instructional methods used with the youth. Could video modeling enhance or support these strategies and goals?
- Consider pairing mobile technology with video modeling to prompt behaviors and routines.
- Has the team discussed not only what to teach via video modeling, but how to create the video and a plan for the youth to have access to the video on a regular basis?

**Examples of How to Use Video Modeling**

**Interview by Camera**

Miguel is learning how to act and respond in an interview. He practices the skills and body language he wishes to learn.

The teacher then videotapes Miguel being interviewed by a local store manager that he knows well. Miguel is given visual prompts or cues off-camera to help him remember what to say or do. Later the job coach reviews the video with Miguel and Miguel also takes it home to review and practice for an upcoming interview.

**Sometimes a Planogram is Just Not Enough!**

Sarah is trying to remember the sequence to arrange items on a display at work. Even with a planogram, she struggles. Sarah's supervisor videotapes a coworker doing the sequence from beginning to end and sends the tape home with Sarah to study. Between this video model and the planogram, Sarah is successful in creating the display.

**Links**

- **Related Fact Sheets from NSTIC**
  On the NSTIC home page, click on the EBP E-Paper for descriptions of video modeling and links to the research that provides evidence of effectiveness:
  [http://www.nstic.org](http://www.nstic.org)

- **The National Professional Development Center on Autism Spectrum Disorders**
  [http://autismcde.cdf.unc.edu/content/video-modeling/](http://autismcde.cdf.unc.edu/content/video-modeling/)

- **SpecTronics**
  Focuses on inclusive learning technologies to foster success in educational or community settings:

- **Creative Solutions for Hope**
  Provides individualized instruction to benefit children and adults with a variety of disabilities:

- **Several Examples of Variations of Video Modeling**
  - [https://www.youtube.com/watch?v=bJzS7L0Z89k&list=PLhmtkN7z6nGZk5Zy6kYPBfjgC&index=7&hl=en](https://www.youtube.com/watch?v=bJzS7L0Z89k&list=PLhmtkN7z6nGZk5Zy6kYPBfjgC&index=7&hl=en)
  - [https://www.youtube.com/watch?v=RptLyvY7oZM&list=PLhmtkN7z6nGZk5Zy6kYPBfjgC&index=1](https://www.youtube.com/watch?v=RptLyvY7oZM&list=PLhmtkN7z6nGZk5Zy6kYPBfjgC&index=1)
  - [https://www.youtube.com/watch?v=DvSkST_DZEU&list=PLhmtkN7z6nGZk5Zy6kYPBfjgC&index=5](https://www.youtube.com/watch?v=DvSkST_DZEU&list=PLhmtkN7z6nGZk5Zy6kYPBfjgC&index=5)

- **Autism Internet Module on Video Modeling**
  [http://www.autisminternetmodules.org](http://www.autisminternetmodules.org)
Self-Advocacy and Self-Determination Skills

Self-Advocacy and Self-Determination Skills are related skills sets that provide the means for youth to take charge of their own lives. A person with a disability may call upon the support of others; however, the individual is entitled to be in control of their own resources and how they are directed. All people have the right to make life decisions without undue influence or control by others.

- Self-Determination emerges across the lifespan as children and adolescents learn skills and develop attitudes that enable them to gain the skills necessary to make deliberate, informed choices to improve their quality of life.
- Components of Self-Advocacy and Self-Determination skills include: choice-making, decision making, problem solving, goal setting and attainment skills, independence, risk-taking and safety skills, self-observation, evaluation, and reinforcement skills, self-instruction skills, leadership skills, self-awareness and self-knowledge.
- Some youth will need explicit instruction to learn and use these critical skills.
  - Make these areas a focus of assessment to identify skills the youth needs to develop and/or the ongoing accommodations/supports they will need.
  - Foster independence in the types, intensity and duration of school-based supports that are provided.
  - Use authentic environments and situations to teach, assess and practice skills.
- Evidence Based strategies shown to be effective to teach Self-Advocacy and Self-Determination skills.
  - Using a curriculum to teach youth goal setting, problem solving, and self-directed/self-regulated learning.
  - One example of a curriculum is the Self-Determined Learning Model of Instruction that teaches youth to engage in self-directed/self-regulated learning.
  - Self-Directed IEP strategies teach youth to be more involved in the IEP process. Whose Future is it Anyway is a youth-directed transition planning curriculum comprised of 6 sections and 36 sessions that lead youth from awareness to self-advocacy.
  - [Link](http://www.colac.edu/education/career-partnerships/transition-education-materials/whose-future-is-it-anyway.html)

Team Discussion Questions

- Is teaching and supporting Self-Advocacy and Self-Determination intentional and planned as part of the youth’s education? Or is it assumed the youth will figure it out?
- Assess the baseline of the youth’s current level of skill related to Self-Advocacy and Self-Determination skills. How has that information been used to develop plans to improve skills?
- Are the Self-Advocacy/Self-Determination skills taught in a comprehensive manner, infused in the learning process across settings?
- How will skills be taught? Include instructional strategies in the plan such as coaching/prompting to make decisions, solve problems, set goals, communicate needs, etc.
- Are temporary or ongoing supports needed to assist the youth to use self-advocacy and self-determination skills?
- Are Self-Determination/Self-Advocacy combined with Self-monitoring/Self-evaluation?
Evidence Based Practices and Providers

- Research effort in progress by NTACT
- Using Evidence Based Practices with job coaches and other support personnel
- Premise: instructional practices are effective in community and work settings
- Same guidelines for using Practices as in classrooms
  - Match with youth learning profile
  - Match with circumstances/situations of skills to be learned
Next Steps

• Working OPRA Employment First Committee for a February 22 Discussion

• Applied to Spring Conference for a ‘Roundtable’ Session to get more feedback from providers
What Can you do Next?

• Think about ways to make your work Agency Neutral, Person Centered and Outcome Focused
• Learn more about how to engage in planning with educators and agencies
• Learn how to use the Transition Assessment and Backwards Planning tools
• Use (or expand) Evidence Based Predictors and Practices in your work
• Learn more. Go to website and watch videos and look at tools
• Share with colleagues