

Three Perspectives on Secondary Transition

David W. Test

Presented at the North Carolina
Institute of Medicine, Task Force on
Transition for People with Developmental
Disabilities



November 19, 2008



As a Teacher Educator...

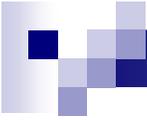
- All IHES are currently “re-visioning” their programs based on a new set of NC standards for 21st century teachers
- Secondary transition competencies are included for both the General Curriculum and Adapted Curriculum teacher licenses
- Most IHEs “infuse” secondary transition content, few have stand-alone courses



As a Subcontractor for Indicator 14...

- Indicator 14 states:

“Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school (20 U.S.C. 1416(a)(3)(B)).”



Results from 2007 Report (2005-2006 leavers)

- NC Anytime Engagement Rate = 75%
- NC Current Engagement Rate = 70%
- Some Disaggregated Rates
 - Emotional Disabilities = 66%
 - Intellectual Disabilities = 58%
 - American Indian = 59%
 - Black = 66%
- Certificate of Achievement/Graduation = 47%
- Dropout = 53%



As one Principal Investigator for the National Secondary Transition Technical Assistance Center (NSTTAC)...

- Assist State Education Agencies with collecting and using SPP Indicator 13 data
- Generate knowledge that provides an evidence based foundation for secondary transition practices (David Test, UNC Charlotte)
- Build capacity of states and local educational agencies to implement effective secondary transition services (Paula Kohler, Western Michigan University)
- Disseminate information regarding effective secondary transition services (Larry Kortering, Appalachian State University)

www.nsttac.org



What We Have Done

- Review of experimental research to identify evidence-based practices in secondary transition
- Identified 29 evidence-based practices
- Developed 67 Research to Practice Lesson Plan Starters

Taxonomy Category	Evidence-Based Practices	Research to Practice Lesson Plan Starters
Student Focused Planning	3	9
Student Development	23	67
Program Structure	3	1

Identified In-School Predictors of Post-School Success

■ Academic/General Education ¹	■ School Integration ³
■ Career Awareness ²	■ Self-advocacy/Self-determination ²
■ Community Experiences ¹	■ Self-care/Independent Living Skills ²
■ Exit Exam Requirements/High School Diploma Status ¹	■ Social Skills ³
■ Interagency Collaboration ¹	■ Student Support ²
■ Occupational Courses ²	■ Transition Program ³
■ Paid Work Experience ²	■ Vocational Education ¹
■ Parental Involvement ²	■ Work Study ¹

*Superscript denotes number of PSOs supported by predictor

In-School Predictors of Post-School Success

Employment

- Career Awareness
- Occupational Courses
- Paid Work Experience
- School Integration
- Self-care/Independent Living skills
- Social Skills
- Transition Program
- Vocational Education
- Work Study

Education

- Academic/General Education
- Career Awareness
- Exit Exam
- Requirements/High School Diploma Status
- Interagency Collaboration
- Parental Involvement
- School Integration
- Self-advocacy/Self-determination
- Social Skills
- Student Support
- Transition Program

Independent Living

- Community Experiences
- Occupational Courses
- Paid Work Experience
- Parental Involvement
- School Integration
- Self-advocacy/Self-determination
- Self-care/Independent Living Skills
- Social Skills
- Student Support
- Transition Program



Nationally, the current “hot topics” include:

- Writing “compliant” secondary transition IEPs (Indicator 13)
- Developing state and local level interagency collaboration processes
- Transitioning to postsecondary education
 - 18-21 year old program transitiontocollege.net
 - Full inclusion program thinkcollege.net