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# The Role of the School Psychologist in Transition Planning: Best Practices & Family Engagement

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# Introduction & Purpose of This Session



Through participation in this session, professionals will gain knowledge of how school psychologists can provide information on students' disabilities and their recommended accommodations, contributing to the transition planning process in a meaningful way.

Students and their families will gain knowledge of the essential components of transition planning, including the participation of all stakeholders, required documentation, and postsecondary outcomes/barriers.

All participants will be provided with relevant, practical information on how to enhance family-school collaboration in order to achieve favorable postsecondary outcomes for students with disabilities.

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In 2019, over 3 million children had a disability, representing 4.3 percent of the population under the age of 18 in the United States. While fewer than 1 percent of children under the age of 5 had a disability in 2019, 5.5 percent of children aged 5 to 14 and 6.1 percent of children aged 15 to 17 had a disability.

- Research suggests that estimates of disability prevalence can increase as the types of disability included in the definition of disability increase (Young, 2021).

# Prevalence of Disability Among Children

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# CDC Prevalence Rates (2009-2017)

About 1 in 6 (17%) children aged 3–17 years were diagnosed with a developmental disability.

- Specifically, diagnoses increased for Attention-Deficit/Hyperactivity Disorder (ADHD) (8.5% to 9.5%), Autism Spectrum Disorder (ASD) (1.1% to 2.5%), and Intellectual Disabilities (ID) (0.9% to 1.2%).
- Improved awareness, screening, diagnosis, and service accessibility may contribute to these increases.
- In the study population, some groups of children were more likely to have been diagnosed with a developmental disability than others, such as:
  - Males
  - Non-Hispanic white and non-Hispanic black children
  - Children living in rural areas
  - Children with public health insurance

# Statistics of US Population with Disabilities (American Community Survey, 2019)

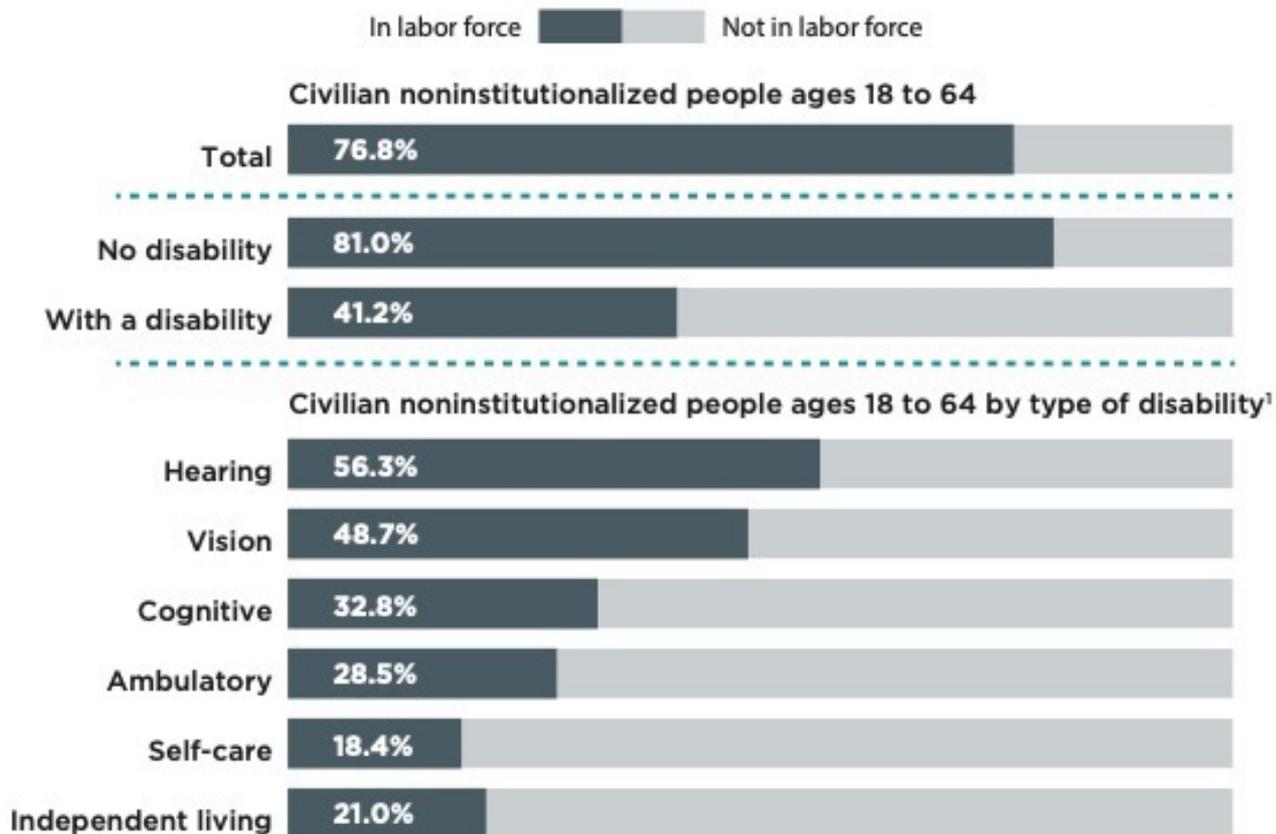
41.1 million or  
12.7%: Total  
civilian  
noninstitutionalized  
population with a  
disability in the  
United States in  
2019.

7.9 million: Total  
civilian  
noninstitutionalized  
population ages 18  
to 64 with a  
disability who were  
employed in 2019.

\$25,270: Median  
earnings in the  
past 12 months of  
the civilian  
noninstitutionalized  
population age 16  
and over with a  
disability who had  
earnings in 2019.

This means that  
individuals with a  
disability earn 66  
cents for every  
dollar earned by  
those with no  
disability.

**Working With a Disability: People With Disabilities About Half as Likely to Participate in the Labor Force (United States Census Bureau, 2019)**



<sup>1</sup>Some people may have more than one disability.

# Employment Outcomes

US Census data (2019) indicates that among individuals working similar jobs and schedules, the median earnings for workers with a disability are either very close to, or not different from, earnings for workers with no disability.

In nearly every occupation, workers with a disability are less likely to work full-time, year-round.

The most common occupations for people with a disability include:

- Janitors and building cleaners
- Drivers/sales workers/truck drivers
- Cashiers/retail salespersons
- Laborers and freight, stock, & material movers

# Job Satisfaction

Levinson and Palmer (2005) reported that many adults reported being employed in their current positions due to chance/availability.

Only 50% of employees reported a high degree of job satisfaction.

Individuals with disabilities historically report even lower levels of job satisfaction.

# Americans with Disabilities Education Act: Section 504

Section 504 requires that students with disabilities be afforded appropriate educational services designed to meet their individual needs to the same extent as the needs of students without disabilities are met. LEA's must provide free appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

Under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment

<http://www2.ed.gov/>

# New Freedom Initiative

Provides individuals with disabilities an opportunity to learn & develop skills, engage in productive work, make choices about their daily lives, & participate fully in community life

Goals of the New Freedom Initiative:

- Increase access to assistive and universally designed technologies
- Expand educational opportunities
- Promote homeownership
- Integrate Americans with disabilities into the workforce
- Expand transportation options
- Promote full access to community life

<http://archive.hhs.gov/newfreedom/init.html>

# School-To-Work Opportunities Act: Public Law 103-239 (CFDA No. 84.278)

Program intended to improve career prospects & academic achievement in high school with the ultimate goal of increasing enrollment in postsecondary education & increasing the likelihood of meaningful employment

- School-based learning: a multiyear sequence of integrated academic and vocational instruction; includes at least two years of secondary education and 1-2 years of postsecondary education
- Work-based learning: workplace mentoring and planned program of vocational experience linked to education
- Connecting activities: coordination of work- and school-based learning components involving employers, improving secondary-postsecondary linkages & providing technical assistance.

<http://www2.ed.gov/pubs/Biennial/95-96/eval/410-97.pdf>

# Individuals with Disabilities Education Improvement Act (IDEIA 2004)

States that children with disabilities have the right to services to prepare them for postsecondary education, employment and independent living. Specifically, secondary transition is “a coordinated set of activities for a child with a disability that is designed within a result-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.” (IDEA §300.43)

<https://sites.ed.gov/idea/>

# Workforce Innovation and Opportunity Act (WIOA) of 2014

The Office of Vocational Rehabilitation (OVR) is responsible to promote the employment of individuals with disabilities by providing vocational rehabilitation, job training and placement services pursuant to the Rehabilitation Act of 1973, as amended in Title IV of the Workforce Innovation and Opportunity Act (WIOA) of 2014. WIOA places significant emphasis on the provision of services to students and youth with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services. Additionally, it requires that VR agencies reserve 15% of their budget to provide pre-employment transition services to students with disabilities.

<https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

# The Work Experience for High School Students with Disabilities Act (Act 26)

Mandates OVR, in collaboration with Pennsylvania's Department of Education (PDE), to collect and report data related to high school students with disabilities and with facilitating the process of job and career development between local education agencies (LEAs) and employers. As outlined in Act 26, and in collaboration with LEAs, OVR will provide information for the development of individual education plans for high school students with disabilities, ensuring that job skill training is included in the plans, when appropriate. When possible, OVR staff will attend individual education plan meetings in person or by alternative means, such as video conferences and conference calls, when invited by LEAs.

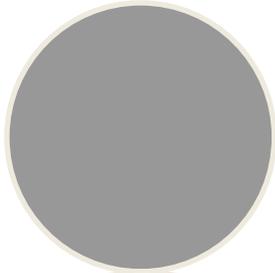
<https://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2016&sessInd=0&act=26>

# Employment First (Act 36 of 2018)

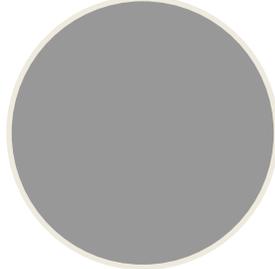
Aims to increase employment opportunities for individuals with disabilities. Employment First tasks OVR with meeting the following priorities: Prepare young people with a disability to become working adults with a disability; Transition students from secondary education to adult life; Assist adults with a disability in getting and keeping a competitive integrated job; Transportation; and Expand public-private partnerships.

<https://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2018&sessInd=0&act=36>

# What is Transition Planning?



“A truly successful transition process is the result of comprehensive team planning that is driven by the dreams, desires and abilities of youth. A transition plan provides the basic structure for preparing an individual to live, work and play in the community, as fully and independently as possible” (PACER Center Inc., 2001).



Levinson & Palmer (2005) reported that approximately 25% of students with disabilities were graduating from high school with a diploma. Successful transition planning efforts were more likely to lead to obtaining a high school diploma, and ultimately securing competitive employment.

## Transition Planning in the IEP Process

The individualized education program (IEP), developed under the Individuals with Disabilities Education Act (IDEA), for each student with a disability must address transition services requirements beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and must be updated annually thereafter.

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(1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the student with a disability in reaching those goals (Office of Special Education and Rehabilitative Services, 2020).

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# Effective Transition Planning - ITPs

IEP teams may collaborate with families to create individualized transition plans (ITPs), which include strengths-based vocational skill profiles, transition goals for school / community, supports available to families, & postsecondary follow-up procedures, which can easily be incorporated into the annual IEP meeting.

School psychologists may play key role in development of the ITP, contributing information on the student's assessed vocational interests / abilities, observations of student's performance on job sites, & information on all other aspects of functioning (cognitive, educational, emotional, communication, and adaptive) (Witte, 2002).

# Highly Effective Components of Transition Planning Efforts (Witte, 2002)

- Individualized Transition Plans (ITPs)
- Work experience
- Vocational education / training
- Social skills training
- Parent involvement
- Interagency coordination
- Integration with non-disabled individuals in work settings
- Academic support
- Vocational counseling
- Job-seeking / job-placement services
- Personal counseling
- Advocacy
- Program evaluation (follow-up / follow-along evaluations)

# United States Department of Education (2021)

**Indicator 13: Secondary Transition: Percent of youths ages 16+ with measurable, annually updated goals and appropriate transition assessment, services, and courses.**

## 13 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2009	76.10%

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%
Data	81.19%	83.07%	84.32%	82.18%	80.18%

# US Department of Education (2021)

Indicator 14: Post-School Outcomes: Percent of youth with IEPs, no longer in school, (A) Enrolled in higher education, (B) Enrolled in higher education or competitively employed, (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.

Measure	Baseline	2014	2015	2016	2017	2018
A. Enrolled in higher education within one year of high school graduation	27.99%	25.76%	28.84%	33.08%	29.53%	27.55%
B. Secure competitive employment within one year of high school graduation (+A)	48.90%	60.60%	67.32%	70.78%	69.14%	71.66%
C. Enroll in some other postsecondary education/training program or some other employment (+A+B)	65.84%	69.23%	73.34%	76.90%	75.33%	77.58%

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## Poor transition planning may result in:

- Students with disabilities being denied accommodations necessary for success in the academic setting.
- Students being unprepared for the demands of employment, leading to continued rates of high unemployment.
- Students & their families seeking residential placement / adult services being denied access to adult services.

# Problem Significance



# NASP: Best Practices for School Psychologists

The National Association of School Psychologists (NASP) “is committed to enhancing the mental health and the academic, behavioral, and social competence of all students across the span of schooling from early childhood through postsecondary settings” (NASP, 2019).

- Involvement in school-based teams consisting of parents, educators, and community members that assess needs, develop plans, and implement efforts to improve educational outcomes;
- Serving as liaisons to support two-way communication and collaboration efforts;
- Facilitating the involvement of all educators as well as support personnel (e.g., counselors) and administrators in the school–family partnership process;
- Establishing partnerships between families and educators by effectively including families in their student’s assessment, interventions.

# Preparation of School Psychologists

Lillenstein, Levinson, Sylvester, & Brady (2006) surveyed 450 school psychologists in Pennsylvania (representing 50% of practitioners):

- 54.4% of school psychologists who responded to the survey reported “some knowledge” of transition planning
- 10.4% of respondents reported being “well prepared” to engage in transition planning 25.6% described themselves as “adequately prepared” to engage in transition planning
- 9.6% indicated that they were “not prepared” to participate in transition planning
- 53.6% of school psychologists who responded to the survey reported receiving transition training through in-service workshops at the local Intermediate Unit (IU)
- Only 0.8 % of school psychologists reported having received transition training within their graduate programs

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A 2012 survey of all NASP-accredited programs indicated that transition training was being provided in their course work based on data from 45% of survey respondents.

Information collected via a 2012 review of all NASP-accredited program websites indicated that 53% of the programs included transition training in their online program descriptions/course catalogs (Jackson, 2012).

# More Recent Trends in the Training of School Psychologists

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# Reported Barriers to School Psychologist Involvement (Lillenstein, et al., 2006)

- Transition planning not in job description
  - Lack of interest in transition activities
  - Lack of training in transition
  - Referral backlog
  - Little secondary work
  - Not being invited to participate in transition planning
  - Lack of awareness
  - Role restrictions
  - Number of buildings served
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# School Psychologist Involvement in Transition Planning

IDEA mandates that students are provided age-appropriate transition assessments based upon their individual needs in order to determine appropriate measurable postsecondary goals.

As the student nears high school graduation, the IEP Team must consider the student's evolving needs, assessing the student's strengths, preferences, and interests to develop measurable goals that are focused on postsecondary living and identifying the transition services needed to reach those goals (Office of Special Education and Rehabilitative Services, 2020).

School psychologists should assist the IEP team in developing and implementing intervention programs to facilitate the successful transition of students from one environment to another, including the transition to postsecondary life (NASP, 2020).

# Contributions of the School Psychologist

School psychologists can be instrumental in assisting students with mental health needs in college endeavors through the provision of appropriate transition planning & required assessment documentation.

School psychologists can link families with adult services (including Vocational Rehabilitation (VR), mental health & intellectual disability (MH/ID) providers, drug & alcohol treatment centers, base service units, medical providers, & entitlement programs (Social Security, etc.).

School psychologists can help families address factors contributing to success, such as poverty, family & community violence, & drug / alcohol use by parents through school programs, school-family partnerships, and/or involvement of community agencies.

# Accommodations

Appropriate accommodations are determined on an individual basis and should be based on data.

- School psychologists who employ appropriate transition assessments can provide valuable information to the IEP team as they identify the program modifications and SDI for students.

Provide information to assist in the development of the Summary of Academic Achievement and Functional Performance (SAAFP), which provides recommendations for a successful transition to postsecondary life.

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- Cognitive and academic skills
  - Daily living skills
  - Personal and social skills
  - Occupational and vocational skills  
(performance tests & work samples)
  - Career maturity (understanding of themselves, the work world, and decision-making skills)
  - Vocational interests
  - Vocational aptitudes
  - Interviews with and observations of student

# Components of a Comprehensive Vocational Assessment

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# Potential Test Battery for Transition Planning

- Woodcock-Johnson 4th Edition Tests of Cognitive Abilities (WJ-IV: Cog), Tests of Achievement (WJ IV: Ach), & Tests of Oral Language (WJ-IV: OL)
- Dean-Woodcock Neuropsychological Battery (DWNB)
- NEPSY- 2nd Edition (NEPSY-II)
- Beery-Buktenica Developmental Test of Visual-Motor Integration - 6th Ed. (VMI-6)
- Delis-Kaplan Executive Function System (D-KEFS)
- Conners Continuous Performance Test – 3<sup>rd</sup> Edition (Conners CPT-3)
- California Verbal Learning Test for Children (CVLT-C)/California Verbal Learning Test -Third Edition (CVLT3)
- Wechsler Memory Scale – 4th Edition (WMS-4)
- Behavior Assessment System for Children – 3rd Edition (BASC-3)
- Behavior Rating Inventory of Executive Function – Second Edition (BRIEF-2)
- CAPS/COPS/R-FVII:3
- Review of Records
- Parent / Student Interview

# Transition Planning Inventories

- Enderle-Severson Transition Rating Scales - Third Edition
- Supports Intensity Scale
- Brigance Transition Skills Inventory (Brigance TSI)
- TEACCH Transition Assessment Profile - Second Edition
- Transition Planning Inventory - Third Edition
- Transition-to-Work Inventory - Third Edition
- Informal Assessments for Transition Planning - Second Edition

# Postsecondary Independent Living

- Supports Intensity Scale (SIS)
- AAMR Adaptive Behavior Scales - School (ABS-2)
- Brigance Diagnostic Life Skills Inventory
- Inventory for Client and Agency Planning (ICAP)
- Scales of Independent Behavior - Revised (SIB-R)
- Vineland Adaptive Behavior Scales (VABS) (Vineland-3)
- Adaptive Behavior Assessment System - Third Edition (ABAS-3)
- Adaptive Behavior Evaluation Scale - Third Edition (ABES-3)

# Temperament Inventories/Instruments

- Myers-Briggs Type Indicator (MBTI)
- Sixteen Personality Factor Questionnaire - Fifth Edition (16 pf)

# Career Maturity / Employability

- Career Orientation Placement and Evaluation Survey (COPES)
- Career Beliefs Inventory (CBI)
- Career Decision Scale (CDS)
- Career Thoughts Inventory (CTI)
- Job Search Attitude Inventory - Fifth Edition (JSAI-5)
- Job Search Knowledge Scale - Third Edition

# Career Selection: Aptitude Tests

- Career Ability Placement Survey (CAPS)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Bennett's Mechanical Comprehension Test (BMCT)
- Occupational Aptitude Survey and Interest Schedule – 3<sup>rd</sup> Ed (OASIS-3)
- O\*NET Ability Profiler
- Wiesen Test of Mechanical Aptitude (WTMA)

# Career Selection: Interest Inventories

- Career Occupational Preference System (COPS)
- AAMD-Becker Reading Free Interest Inventory - Revised
- OASIS-3 Interest Schedule
- O\*NET Career Interest Inventory
- Picture Interest Career Survey – Third Edition (PICS-3)
- Self-Directed Search – Fifth Edition (SDS)
- Career Decision-Making System - Revised (CDM-R)
- Wide Range Interest and Occupation Test - Second Edition (WRIOT2)

# School Psychologists as Facilitators of Person-Centered Planning

- Completing the psychoeducational evaluation provides familiarity with family history / structure, specific strengths / weaknesses of student, & an understanding of the student's cognitive / academic abilities.
- Disseminate knowledge of student's aptitudes / interests, social & emotional skills, behavior problems, and/or adaptive skills.
- Act as facilitator in transition planning process by educating the family on adult service providers and/or helping to establish these contacts.
- Act as the point of contact for IEP team, coordinate meetings, & act as an advocate in securing adult and community resources.

# Engagement in Successful Family-School Collaboration Efforts

- Advise students & parents to contact prospective postsecondary institutions early in their selection process to determine what documentation may be required
- Provide family with information to help facilitate transition to postsecondary endeavors (NJCLD resource: *Transition to School and Work: A Blueprint For Your Child's Success After High School*)

<http://www.ldonline.org/about/partners/njcld>

# Improving Transition Planning Efforts of School Psychologists

- Allocate necessary time to engage in effective transition planning, as school psychologists may find it difficult to devote additional time to provide direct service to students with disabilities.
- Maximize assistance by acting as a consultant / facilitator in the transition planning process.
- Provide indirect services / supports to students, families, & educators involved in the IEP team / transition planning process:
  - Training educators on administering / scoring / interpreting vocational assessments.
  - Coordinating services with other agencies / professionals who can complete vocational assessment, career interest inventories, and the like.
  - Linking families with adult service agencies & transition coordinators.

# Increasing Professional Competency in Vocational Assessment & Transition Planning Efforts

- Transition coordinators may provide school psychologists with in-service workshops.
- Graduate training programs should consider incorporating more coursework regarding vocational assessment / transition planning.
- School psychologists lacking experience in / knowledge of the transition process for students with disabilities may elect to pursue additional training and access free resources available through a number of resources in order to increase their knowledge in the area of transition.

# Best Practices for Parents

- Shift responsibility for advocacy to the student
- Encourage student to take responsibility
- Stay actively involved, providing guidance as necessary
- Work with student to enhance social skills
- Help to enhance job readiness skills
- Explore work-based learning experiences
- Encourage self-sufficiency (community travel training, food preparation, childcare/family planning, financial literacy, assistive technology, home living skills, safety awareness, medical needs, citizenship activities, etc.)
- Secure updated documentation of disabilities and needed accommodations
- Link with adult service agencies/providers (such as OVR)
- Be mindful of entitlement versus eligibility

# Entitlement versus Eligibility (PaTTAN, 2021)

## Entitlement~

School-age students with a disability receiving special education services are entitled to receive services to access FAPE as outlined in IDEA. Services are documented in the IEP and funded by the LEA (LRE, SDI, Related Services, and postsecondary preparation).

## Eligibility~

Following graduation, eligibility for services / supports is determined by agencies outside of the school system:

- ❖ Services are not guaranteed
- ❖ Responsibility of individual/parent/guardian to obtain services

# Best Practices for Students

- Participation in the IEP
- Understanding disability & impact on learning/employment
- Time management
- Independent living skills



- Assuming responsibility for self-advocacy:
- Coordinate disability services with postsecondary education institutions
  - Be aware of required documentation to secure disability services (notetakers, extended time for tests, etc.)
  - Request accommodations from instructors/employers
  - Seek help when needed

# Importance of Documentation of Disabilities for Postsecondary Education

Students with disabilities are required to provide postsecondary institutions comprehensive documentation with evidence of any disability & related need for accommodations in order to receive disability support services; postsecondary disability coordinators must then determine the student's eligibility for services.

Section 504 and the ADA do not require secondary or postsecondary schools to conduct or pay for evaluations to document a disability, nor are secondary schools mandated to provide the type of documentation required by many postsecondary institutions.

As a result, many students with disabilities begin postsecondary endeavors without appropriate supports / accommodations in place.

(National Joint Committee on Learning Disabilities, 2022)

# Differences Between Secondary and Postsecondary Documentation

Lack of consistency in documentation requirements for students as they transition from secondary to postsecondary programs.

Disconnect between the laws that govern secondary and postsecondary access to programs and services for individuals with disabilities (IDEA vs. ADA & Section 504).

Secondary and postsecondary institutions differ in programs and expectations; testing agencies (such as ETS) impose documentation requirements; and educational decisions are made by postsecondary personnel with varying qualifications/experience/expectations.

(National Joint Committee on Learning Disabilities, 2022)

# Postsecondary Documentation Requirements

Students eligible for services under IDEA 2004 are not automatically eligible for services under Section 504 and ADA in postsecondary settings.

Typically, postsecondary providers interpret Section 504 and ADA to mean that a specific diagnosis with a clearly established functional limitation in a major life activity is required. K-12 schools may not specify a recognized diagnosis (Other Health Impairment, for example).

To receive accommodations, postsecondary providers require a clear rationale and history of the use of accommodations along with data from psychoeducational evaluations to make their decisions.

Most will require evaluation data to be current, be administered by a qualified examiner with experience evaluating adults, and include standardized, adult-normed measures of aptitude, achievement, and information processing.

(National Joint Committee on Learning Disabilities, 2022)

# Documentation Guidelines

- Qualifications of the evaluator.
- Documentation (recent and appropriate documentation relevant to the student's learning environment).
- Substantiation of the learning disability (diagnostic interview, assessment of aptitude, academic achievement, information processing, and a diagnosis).
- Specific recommendations for accommodations (including rationale for why each accommodation is recommended).

(National Joint Committee on Learning Disabilities, 2022)

# Documentation Supporting the Transition to Postsecondary Education

Association on Higher Education and Disability (AHEAD) provides guidance on what constitutes comprehensive disability documentation at the postsecondary level

Such “best practices” information can guide secondary educators in assisting students with disabilities to gather documentation necessary to access services at postsecondary level

The SAAFP may be used to summarize the student’s academic achievement & functional performance as well as provide recommendations to assist postsecondary disability support personnel in evaluating the student’s eligibility for services

<http://www.ldonline.org/about/partners/njclld>

# AHEAD: Seven Essential Elements of Quality Disability Documentation

- 1) Documentation is provided by a licensed / credentialed professional with appropriate / comprehensive training & experience
- 2) Includes a clear diagnostic statement that describes how diagnosis was made, provides information on functional impact of disability, & details prognosis
- 3) Includes both formal (diagnostic criteria, methods / procedures used, tests & dates of administration, & clinical narrative) & informal (history of accommodations, educational situations, & extent of the disability's impact) methods of evaluation

# AHEAD: Seven Essential Elements of Quality Disability Documentation, continued:

- 4) Information on how learning is currently affected; currency of documentation varies depending on the permanence/variability of disability & demands of educational setting
- 5) Information on any expected / cyclical changes in functional impact of disability over time & context as well as any known / suspected environmental impacts
- 6) Description of current & past auxiliary aids, assistive devices, support services, & accommodations, including effectiveness
- 7) Recommendations from professionals with a history of working with the student are useful in determining effective accommodations

# Effective Recommendations for Postsecondary Education

Accommodations effectively address functional limitations in the postsecondary context:

- Information that describes how disability affects student's learning & life in general
- Collect & organize documentation data in an ongoing manner as part of the transition process to make the SOP more effective
- Provide a comprehensive overview of the student's functional performance using recent formal / informal measures
- History of accommodation use & effectiveness

<http://www.ldonline.org/about/partners/njcd>

# Effective Recommendations for Postsecondary Education, continued:

School psychologists should:

- Provide clear recommendations & explain rationale for accommodation requests in transition documents
- Document any course substitutions / modifications, grades, & teacher reports, as well as the rationale for the changes
- Learn more about the laws regulating postsecondary institutions & communicate with postsecondary service providers to discuss practices that will meet mutual needs at both levels to facilitate student success

<http://www.ldonline.org/about/partners/njcd>

# Recommended Educational Supports / Accommodations

Testing: Extra time, test reader, preferential time-of-day testing, exam delays (for medical treatment), alternate answer format, intermittent rest for fatigue, separate quiet room with proctor

Classroom environment: Priority seating, change of classroom, environmental changes, frequent instructor feedback, copy of course reviews, ADA compliance, longer response time for questions, turn-taking in discussions

Classroom instruction: Copies of lectures, enlarged print, advanced copies of syllabus, books, handouts, alternatives to fine motor manipulation

Online instruction: Minimizing text and visuals, high color contrast between text & background to increase readability, providing clear headings to describe content, increased access to instructor, outlines of narrative instructions for assignments, audio recordings of text, flexible timelines for work completion, transcripts of online discussions & lectures, and extended time for completing online exams and assignments

# Recommended Educational Supports / Accommodations, continued:

Assistive technology: Tape-recorded lectures, textbooks on tape, computer software (text-to-speech, speech synthesizers, phonetic spell checker), typed rather than handwritten assignments, captioning, visual tracking, telecommunication device for the deaf, assistive listening devices

Personal assistants: Note taker, scribes, sign language interpreter, readers, tutor

Administrative accommodations: Waivers for failed sections related to the area of disability on entrance exams, priority registration, reduced course load per semester, course substitutions, extra course drops or withdrawals, support letters for petitions, workshops, flexible attendance for medical procedures, time-of-day allowances for medication regimen, mental health support groups, vocational counseling

<http://www.nasponline.org/publications/periodicals/communique/issues/volume-41-issue-3/facilitating-successful-postsecondary-transitions-for-students-with-disabilities>

# Office of Vocational Rehabilitation (OVR) in Pennsylvania

21 District Offices staffed with trained, professional Vocational Rehabilitation Counselors who serve all 67 counties.

The Hiram G. Andrews Center in Johnstown provides vocational training and comprehensive rehabilitation services.

OVR's Bureau of Blindness and Visual Services provides specialized services designed to increase an individual's independence and employability.

Retrieved 7/6/22 from: <https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/default.aspx>

# OVR Services

- Diagnostic Services (medical, psychological, & audiological exams)
- Vocational Evaluation
- Counseling
- Training
- Restoration Services (medical services & equipment)
- Placement assistance (counseling, job-seeking programs, job clubs, and job development)
- Assistive Technology
- Support Services (occupational tools/licenses/equipment; home modifications; personal care assistance; job site modifications; text telephone; O&M services)



Retrieved 7/6/22 from: <https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/default.aspx>

# OVR Eligibility

## Eligibility Requirements for Services Provided under the OVR Program:

- A physical or mental impairment that constitutes or results in a substantial impediment to employment;
- Requires OVR services to prepare for, secure, retain, advance in, or regain employment.

Individuals who receive Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) benefits are presumed to be eligible for OVR services, unless there is clear and convincing evidence that they are unable to benefit from OVR services (Office of Special Education and Rehabilitative Services, 2020).

# Connecting Secondary Schools with OVR

Providing transition services is a shared responsibility between the school and OVR.

OVR representatives can be invited (with the consent of the parent or student who has reached the age of majority) to participate at IEP Team meetings in which transition services and postsecondary goals are discussed, if that agency is likely to be responsible for providing or paying for the transition services to be included in the student's IEP.

OVR participation helps to ensure continuity in services between secondary schools and OVR (Office of Special Education and Rehabilitative Services, 2020).



# Summary / Conclusions

Effective transition planning involves educators, students and their families, and community stakeholders / service providers, addressing all facets of the student's life.

Educators & community agencies should approach transition planning as an ongoing process that adapts / responds to the ever-changing needs / goals of the student with a disability.

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# Resources for Families

## Postsecondary Disability Services:

- <https://www.ldonline.org/ld-topics/research-reports/documentation-disconnect-students-learning-disabilities-improving-access>

## Parent Training and Information Centers:

- <https://ww.parentcenterhub.org>
- <https://www2.ed.gov/programs/rsaptp>

## Person Driven Planning Toolkit:

- <https://pattaneast.padlet.org/jlyster4/nt92e40r9iclvwln>
- Planning for the Future Checklist: [https://www.pattan.net/getmedia/960469cd-5def-4b3c-9c21e3c5e778f19c/Trans\\_Chklst\\_ENG%2001-16\\_1](https://www.pattan.net/getmedia/960469cd-5def-4b3c-9c21e3c5e778f19c/Trans_Chklst_ENG%2001-16_1)