ENHANCING THE PRACTICUM EXPERIENCE FOR TRANSITION SPECIALIST SCHOLARS: FIELD SUPERVISION, SUPPORT FROM STATE AND NATIONAL MENTORS & INTERAGENCY TRANSITION TEAM DEVELOPMENT

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University of MA Boston
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Objectives for session

- Review the expectations of transition specialists to implement evidence-based transition policies and practices
- Discuss the role of field supervisors and state and national mentors in supporting emerging transition specialists
- Demonstrate an understanding of the influence that intensive supports to transition specialists can have on their practice
Transition Leadership program

University of Massachusetts Boston

Certificate: Transition Leadership

Transition Topics • Youth Development and Self Determination • Career Development and Competitive Employment • Postsecondary Education for Students w/Disabilities • Transition Leadership • Practicum Transition Leadership
2011 Grassroots advocacy

December 2012 – DESE Develops Guidelines for Endorsement

March 2012 - An Act Relative to Students in Postsecondary Education, Employment, Independent Living

2013 – Approved course of study

2013 – 2014 – Portfolio review and evaluation (23 approved)
Current Status

- Transition Specialist Endorsement
- n=23/73 portfolio
- 51 approved course of study

- UMASS Boston
- Bridgewater State University
- Lesley University
Course of Study

- Subject Matter Knowledge, Foundations & Implementation
- Individual transition assessment & system evaluation
- Develop systems and supports
- Effective Collaboration with Stakeholders

http://www.doe.mass.edu/edprep/advisories/TSEguidelines.pdf
Eligibility and prerequisites

At least two years experience working under one of the following licenses:

• Teacher Initial/Professional License
  - Students with Moderate Disabilities
  - Students with Severe Disabilities
  - Visual Impairment
  - Deaf and Hard of Hearing
  - School Guidance Counselor
  - School Social Worker / School Adjustment Counselor

• Licensed or Certification as Rehabilitation Counselor
Field based experiences

- 150 hours- school and community
  - Transition based experience with students with IEP’s, families, community members, relevant professionals
  - 75 through courses; 75 through practicum
  - Different degrees and types of disability;
  - age groups (14-18; 18-22)
Program expectations

■ Develop interagency transition team

■ Complete 75 hours in practicum; 75 hours of built-in field based assignments

■ Use inclusive practices- in school/college; in community and workplace

■ Tap into state / federal initiatives – Workforce Innovation and Opportunities Act; MA Inclusive Concurrent Enrollment, Employment First, Higher Ed Opportunities Act, PROMISE
Evidence based practices

Effective Practices and Predictors
NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Throughout the website and other resources from NTACT, effective practices and predictors have been evaluated according to the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently NTACT is not identifying “unestablished” practices, but recognizes that there is a body of practices in the field for which there is not yet evidence of effectiveness. These designations indicate the confidence one can have in the likely effectiveness of the intervention, when implemented as defined and recommended. Please see our descriptors, definitions, criteria, and about NTACT’s levels of evidence, if you are interested. Additionally, if you have questions about our ongoing process of reviewing the literature in the field of secondary special education and transition including transition planning, academic instruction, employment and life skills preparation, school completion, and vocational rehabilitation, please contact Dr. David Test, dtest@unc.edu.

NTACT has developed Practice Descriptions and Lesson Plan Starters for many of the Effective Practices and Predictors. Additionally, NTACT will link users to outside sources, such as the Rehabilitation Research and Training Center on Evidence-Based Practices for Vocational Rehabilitation (RRTC on EBPs for VR) for more detailed explanations of practices identified through other sources. In each of the Effective Practice Descriptors, the evidence for the practice will be indicated.

Effective Practices and Predictors Matrix

- **Evidence-Based Practices**
  - demonstrates a strong record of success for improving outcomes
  - uses rigorous research designs
  - adheres to indicators of quality research
  - View Evidence-Based Practices

- **Research-Based Practices**
  - demonstrates a sufficient record of success for improving outcomes
  - uses rigorous research designs
  - may adhere to indicators of quality research
  - View Research-Based Practices

- **Promising Practices**
  - demonstrates some success for improving outcomes
  - may use rigorous research designs
  - may adhere to indicators of quality research
  - View Promising Practices

- **Unestablished Practices**
  - demonstrate limited success for improving outcomes
  - Is based on unpublished research, anecdotal evidence, or professional judgment
  - View Unestablished Practices
### Transition Planning

<table>
<thead>
<tr>
<th></th>
<th>Not Achieved (0)</th>
<th>Partially Achieved (1)</th>
<th>Mostly Achieved (2)</th>
<th>Completely Achieved (3)</th>
<th>Evidence (How do you know?)</th>
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<tbody>
<tr>
<td>1. Transition planning for students with disabilities begins at age 14 (or earlier if deemed appropriate by the IEP Team).¹</td>
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<td>[¹] N.G.L. 6, 71B 923</td>
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<td>2. Transition planning is driven by the student’s needs, taking into account his/her strengths, preferences, and interests.</td>
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<td>[³] 38 CFR § 300.43 (a)(1) [20 U.S.C. § 1411(34)]</td>
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<td>3. IEPs for students aged 14-22 contain postsecondary goals that are appropriate, measurable, annually updated, and based upon age-appropriate transition assessment.</td>
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<td>[³] 38 CFR §§ 300.320(b) and (c)(1) [20 U.S.C. § 1414(d)(1)(A)(ii)(VIII)]</td>
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<td>4. IEPs for students aged 14-22 identify postsecondary goals in the areas of postsecondary education/training, employment, and independent living skills.</td>
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<td>5. IEPs for students aged 14-22 identify needed transition services and courses of study to assist students in reaching their postsecondary goals.</td>
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<td>6. IEPs for students aged 14-22 contain annual IEP goals that are skill-based and clearly linked to the student’s postsecondary goals.</td>
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University of Massachusetts Boston Transition Leadership Program Leading to State Endorsement  
Scaffolding Leadership through Increasing Support

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<th>Semester</th>
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<tr>
<td></td>
<td>Fall 1</td>
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<tr>
<td>Applied learning through courses</td>
<td>X</td>
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<tr>
<td>Interagency transition team development</td>
<td>X</td>
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<td>Semester long practicum</td>
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<tr>
<td>Field Supervision</td>
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<td>Mentor support</td>
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**NOTE:** Transition Leadership scholars pursuing the MA Department of Elementary and Secondary Education Transition Specialist Endorsement must complete 150 hours of field-based experience. A minimum of 100 hours must be completed in a MA school; at least 50 hours must be completed in a community-based setting with transition-age youth (MA DESE Guidelines for the Transition Specialist Endorsement, 2013. Massachusetts Department of Elementary and Secondary Education).
Sample core assignments

<table>
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<tr>
<th>Youth Development and Self Determination</th>
<th>Transition Topics (Intro course)</th>
<th>Career Development</th>
<th>Postsecondary Education</th>
<th>Transition Leadership</th>
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<tbody>
<tr>
<td>Person-centered plan</td>
<td>Administer survey: transition services</td>
<td>Escort student to local one-stop</td>
<td>Escort student on college visit</td>
<td>Interview transition leader</td>
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<td>Transition Assessment</td>
<td>Establish team and goals to enhance services</td>
<td>Develop plan with student for career development</td>
<td>Support student to develop college portfolio</td>
<td>Enhance transition team with new members</td>
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<td>Student-led transition meeting</td>
<td>Fact sheet or PPT to families/colleagues</td>
<td>Support student to take action step toward career</td>
<td>Assist student to plan for disability accommodations</td>
<td>Hold interagency transition team meeting</td>
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Practicum

- Interagency Team: Grow and take action steps
- Presentation to class (Request and Provide Feedback)
- Mentor meetings
- Alternating module / webinar schedule
- National experts: video interviews
- Connection to professional organizations (DCDT, APSE)
Sample practicum projects

Completed through interagency transition teams established by scholars:

1. Employment Fair during school hours- local businesses
2. Parent Workshop series with World Café format
3. Transition Fair- local and regional
4. Regional Transition Team hosts regional transition speaker series
5. Establish partnership with statewide Inclusive Concurrent Enrollment College partner
6. Partner with statewide Parent Information Center to provide orientation to transition services workshops with Spanish speaking families
7. Establish a middle-to-high school transition protocol for students with disabilities
Response

As frustrating as it is, sometimes folks need repeated prompts prior to buy-in. Some sort of creative extrinsic motivation might help. Do you have a budget? Perhaps you can try an, "I need your help!" tactic? I find most colleagues want to be of service.

Could you briefly present at a middle school faculty meeting to describe the importance of transition and the "why?" If people understand the way, they might be more likely to join your team or take part in making transition activities consistent from middle school to high school.

Do not give up on your persistence to reach the leadership to support your team.

Do you know of any high school teachers who have moved to middle school or other way around. If teachers have experienced the disconnect while transitioning between buildings they may be more encouraged to join your group or be able to advocate for you.
Field supervision

- 2 semesters
- 4 meetings (minimum)
- Face to face, Skype, Phone, Online
- Mentors involved in 3-way meetings with student and field supervisor
Dates of Observation/Meetings/Evaluation

1st mtg  2nd mtg  3rd mtg

Please use the following rating scale to rate progress toward practicum goals:

1 = Does not meet  2 = Emerging  3 = Satisfactorily  4 = Exemplary

SPE G 693 Addresses Transition Specialist Standards

Standard 1 The Foundations and Implementation of Transition Education and Transition

Foundations and implementation of transition education and transition services, including but not limited to: state and federal legislation; inclusive models, research, best practice, community based education and post-school options; and knowledge of transition planning and service delivery for all students with Individualized Education Programs, including culturally and linguistically diverse youth. 603 CMR 7.14(4)(d)(1)

Standard 2 Individual transition assessment and system evaluation

Individual transition assessment and system evaluation, including conducting, interpreting, and overseeing individualized formal and informal transition assessments to ascertain interests, strengths, preferences, aptitudes and needs related to competitive employment, education, training, and independent living; developing individualized appropriate measurable postsecondary goals, and annual IEP goals based on the individualized transition assessment results; and transition service delivery. 603 CMR 7.14(4)(d)(2)

Standard 3 How to Develop Transition Systems and Supports

How to develop transition systems and supports which include best practices in postsecondary education, competitive integrated employment (including supported employment), independent living, and community participation including, but not limited to, implementation of social skills training, positive behavioral supports, assistive technology as related to transition goals, and development of self-determination skills across all settings. 603 CMR 7.14(4)(d)(3)

Standard 4 Effective Collaboration with All Stakeholders

Collaboration including strategies for active participation of students and families in IEP development, transition education and services, and support networks; development of partnerships with employers, institutes of higher education, public agencies, and community service agencies; and provision of technical assistance and professional development to school personnel. 603 CMR 7.14(4)(d)(4)
Mentors: local, state and national

- Recruitment
- Purposeful matching
- Experts in one or more EBP
- Local experts, graduates, national experts
Contributions from mentors

- Problem clarification / strategies
- Transition initiatives in other states
- Marketing
- Organizing the work of a transition specialist - student and system level
- Big Picture v day to day
Practicum outcomes

- Conferences - increased local, state and national participation
- Transition focused interagency planning team
- Networking
- Grant writing to enhance transition services
- New positions in school districts
Ongoing challenges

- Connecting with critical partners
- Hesitation to invite adult agency staff; take leadership
- Time needed to establish teams
- Inclusive transition services
- Managing responsibilities
- Understanding roles
Next step

- Scholars complete digital portfolio that demonstrates transition specialist competencies
Thank you for any feedback

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