

Transition Assessment and Students with Traumatic Brain Injury

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Assessment and Students with Traumatic Brain Injury

CBIRT Webinar
Agenda
9/19/2019

- Introductions
- Learning Intentions
- Transition Assessments
- Barriers to Transition for Students with TBI
- Application and Implementation
- Wrap-Up with Questions —& Comments

Learning Intentions:

- To gain an understanding of the use of transition assessments and how they benefit students with Traumatic Brain Injury
- To identify best practices that engineer post-secondary outcomes for school age students who sustain a traumatic brain injury
- To build capacity for implementation of the identified best practices engineered for maximum impact as they transform barriers into bridges for game changing post-secondary outcomes

Transition Assessments

“An **ongoing** and **coordinated process** that begins in the middle school years and continues until students with disabilities graduate or exit the school system. Transition assessment assists **students** with disabilities and their **families** to **identify and plan for postsecondary goals and adult roles.**”*

(Clark, 2010)

*emphasis added by presenters



Transition Assessment. a process for determining a student's PINS. Those are then used to identify **appropriate goals, instruction, supports, and services** to support their transition to adult life.

IDEA 2004 Post-Secondary Goals

- IEPs must include appropriate measurable postsecondary goals based upon age -appropriate transition assessments based upon their PINS
- Related to further education, employment, and independent living
- Best Practices = Student Focused Assessment
 - Student involvement in assessment completion
 - Student included in the analysis of results

Age Appropriate Transition Assessments
to Explore their:

P references
I nterests
N eeds
S trengths|

Assessment:
Where/What do I want to
learn after completing
high school?

Transition Goals: What
do I need to learn now
to be able to learn
where I want after
completing high school?

Assessment: Where do I
want to work after
completing high school?

Transition Goals: What
do I need to learn now
to be able to work where
I want after completing
high school?

Assessment: Where/How
do I want to live after
completing high school?

Transition Goals: What
do I need to learn now
to be able to live where I
want after completing
high school?

Background: The Barriers for Students Experiencing TBI and the Transition to Adulthood

- Traumatic Brain Injury is most likely to occur in young people ages 15 - 19
- Lack of Training for Pre-Service Teachers/In-Service Teachers
- Dearth of Collaboration Opportunities
 - Health Care
 - School
 - Home
 - Vocational Training Opportunities
- Decreased engagement in the school setting (Drop out rate, suspension/expulsion rate)
- Loss of grit and determination to accomplish the aspiration or post-secondary goal (due to ableism and environmental/attitudinal barriers)
- Lack of knowledge regarding available supports and resources

Transition Assessments for Young Adults experiencing a TBI

- Students who had transition goals for postsecondary education were more likely to be employed at some point post-high school.
- Students who were actively engaged and took a leadership role in the transition planning process had greater levels of post-secondary success.
- Importance of student, school, and outside agency engagement in transition planning process.

(Wehman, Chen, West, &

Cifu, 2014)

Supporting Data - National Longitudinal Transition Study 2 - Post-Secondary Employment Outcomes

Preparation / Assessment / Informs / Training / Outcome / **Disconnection**

56.4%	Were not employed at the time of graduation
27.6%	Reported Employment Outcomes

7.3%	At and Under the age of 14 Reported Planning
15.0%	At or Above the age of 15 Reported Planning

At the Starting Line - Presume they



Best Practices = Power Tool



Presume Competence - This Starts the Process!

1. Believe in the “Can Do”
2. Support the “Can Do” Belief through the implementation of a highly intentional Assessment protocol process that defines evidence-based transition assessments that inform planning / activities in the areas of independent living, education and training, and career readiness at each transition age interval.
3. Re-design perspective on the continuum of services offered
4. View Programs that can be leveraged, combined, integrated, and designed to build capacity
5. Frame pathways using meaningful ongoing assessment data as the process driver
6. Partner with service industry leaders who share a mission filled with care.
7. Leverage a community care-based partnerships to create pathways for community access and and job embedded volunteer experiences as part of a comprehension transition assessment process
8. Partner with state and county based service agencies to equip families with the knowledge and planning that are needed for funding job development training, supported or independent living, transportation, respite, and community access post high school graduation

Apply and Implement - Step 1 - Build

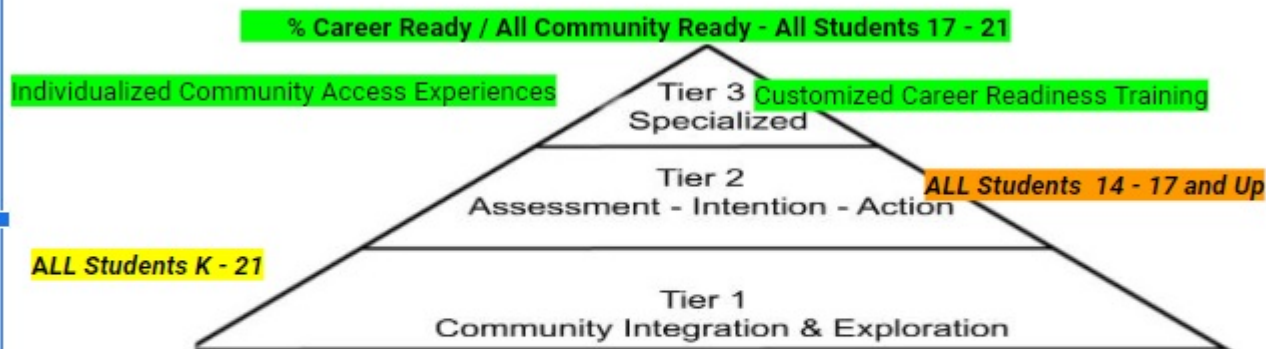
Sample CIU20 Transition Assessment Protocol

Directions: Follow the transition assessment protocol and administer ALL surveys and assessments identified at each student's age level for your program prior to student's annual IEP Meeting Date. Please plan accordingly and allow at least one to two months to administer assessments, collect data, and use data to plan transition activities and goals. You will then score assessments, interpret the results, and write up a summary to add to the student's annual IEP under Present Levels Related to Postsecondary Transition Goals if the Student's age is 14, or younger determined appropriate by IEP Team. The age group that will be assessed will be the age the student will turn during the course of the IEP. Description of surveys and assessments are available at the end of this document. All surveys and assessments can be accessed on the CIU20 Intranet site under 'Forms' and 'Transition'.

Age	Transition Assessments		
14			
	Transition Assessment/Survey	CIU20 Program	Area of Transition
	<ul style="list-style-type: none">• CIU 20 Parent/Guardian Transition Planning Survey<ul style="list-style-type: none">◦ Form A - Higher functioning◦ Form B - Lower functioning	All	Education, Employment, Independent Living
	<ul style="list-style-type: none">• Hobby and Interest Inventory: Leisure	All	Independent Living
	<ul style="list-style-type: none">• Transition Skills Assessment: Self-Advocacy & Self Determination	All	Independent Living
	<ul style="list-style-type: none">• TPI2: Transition Planning Inventory (Student Preferences & Interest: Basic Form)	All	Independent Living

Apply and Implement - Step 2 - Frame Inte

Multiple Tiered System of Secondary Transition Supports



GOAL

To Leverage Individual Program Supports that Collaboratively Build Capacity and Propel Students to Intended Post Secondary Outcomes!

Apply and Implement Step 3 - Build & Leverage a Community of Partners

[Build A Community of Partners By Design](#) - St. Luke's University Health Network, 2019

[Trading the Classroom for Work one Day A Week](#) - Channel 69 News, 2019

[Resort Training Students with Disabilities](#) - PA Homepage, 2016

[Brain Steps](#) - Strategies Teaching Educators, Parents, and Students

The Local YMCA

Local Colleges and Universities

Panera Bread

Big Takeaways

- **Presuming competence**, allowing the assessments to fill in their specific preferences, interests, needs, and strengths through data collection and analysis.
- **Active Student Involvement:** Involving the student in both the assessment data collection as well as the results to allow them to make decisions regarding their transition goals and services.
- **Collaboration to benefit the student:** Leverage individual program supports that collaborative build capacity and propel students towards their post-secondary outcomes.
- Systemic re-evaluation of PINS as students move throughout their educational trajectory.

Additional Resources

[Transition to Adulthood for Youth with Traumatic Brain Injury and Intellectual / Developmental Disabilities](#)

- Children's Hospital of Philadelphia, 2019

[Transition Tool Kit for Best Practices for Students with Traumatic Brain Injury](#)

- Center for Brain Injury, Research, and Training

[Overview of Assessment for Transition Planning](#)

- National Technical Assistance Center on Transition Assessment Tool Kit

[Transition Assessment Matrix](#)

- Indiana Secondary Transition Resource Center

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Questions? Comments?