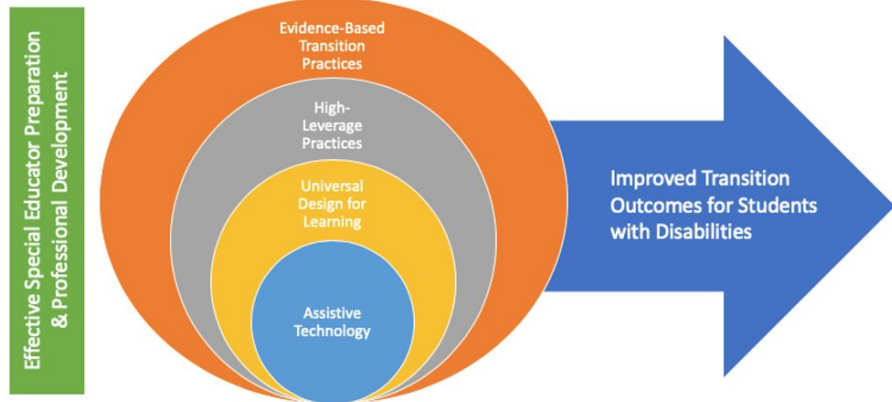

Supporting the Successful Transition of Students with Disabilities from School to Adult Life Through Policy and Practice

Lauren Bruno & Holly Whittenburg
October 12, 2022
COE Research Conversation

Today's Agenda

- Introductions
- *Teachers' Use of High Leverage and Evidence Based Practices to Improve Transition Outcomes*, Lauren Bruno
- *The Transition from School to Work for Students with Disabilities*, Holly Whittenburg
- Collaborative Projects
- Questions?

Teachers' Use of High Leverage and Evidence Based Practices to Improve Transition Outcomes



- Policy require transition services for students with disabilities and promote the use of EBPs and HLPs
- Students with disabilities continue to have lower graduation rates, lower rates of employment and pay, and low rates of enrollment in postsecondary education
- EBPs have been shown to improve transition outcomes for students with disabilities
- HLPs improve student learning and achievement across content areas and grade levels
- **Teachers instruction can affect change and improve outcomes**

Validating the TASTT to Enhance Teachers' Use of Transition Practices

Teacher Activity Survey - Transition and Technology (TASTT)

- Self-report instrument developed to evaluate teacher's self-efficacy regarding the use of EBTPs & determining what transition-specific PD are offered to secondary special educators.

Validation of the TASTT will help to better understand what types of PD are being offered, the quality of the PD, and the teachers abilities to implement and utilize EBPTs that can lead to enhanced transition outcomes for SWDs.

Goals of this Project:

1. Further develop and modify the TASTT to evaluate the PD experiences of secondary special educators and their knowledge & skills to use EBTPs
2. Utilize confirmatory & exploratory factor analyses to assess the reliability and validity of the TASTT (in partnership with the LPRC)
3. Analyze the results of the TASTT to address the gaps in the literature and investigate the relationship between PD and teacher self-efficacy as related to EBTPs.

Teacher Activity Survey - Transition & Technology

Update the TASTT

- Qualtrics
- Update the TASTT based on most current research and findings on EBTPs
- Expert review of the TASTT before dissemination
- Meet with LPRC
- Pilot TASTT within WA State

Data Collection

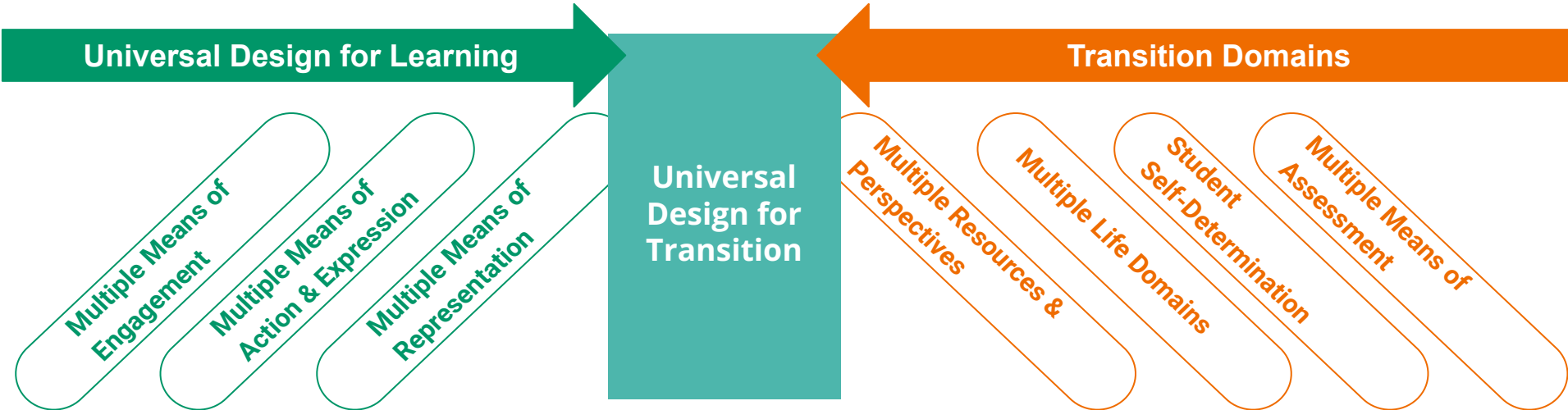
- Disseminate nationally
- N = 1000 secondary special educators (minimum)
- Listserv created & developed for dissemination
 - State transition coordinators
 - All Universities with Special Education programs

Data Analysis

- Will be completed in partnership with the LPRC
- Descriptive statistics will be run on variables related to teacher self-efficacy & types of PD.
- LPRC will help with determining and reporting the reliability and validity of the results.

Development of an Online Professional Development Module to Support Special Educators in Implementing the Universal Design for Transition Framework

Need for practical professional development for special educators that focuses on providing effective transition services while still maintaining academic standards for students with disabilities.



UDT Professional Development: Online Modules



- Modules model UDL principles
- Utilized Adult Learning Theory
- Built on prior research that focused on a UDL/UDT training intervention delivered within SPED methods course to support lesson plan development (Scott, Bruno et al., 2022)

Submission of
original lesson
plan

Complete Part I:
Universal
Design for
Learning

Revise lesson
plan to
incorporate UDL

Complete Part
2: Transition
Components of
UDT

Revise lesson
plan to include
transition
practices with
academics

Participate in
Focus Groups

Initial Findings

- Lesson plans are scored to measure change and coded to identify which UDL/UDT are most represented
 - Improved use of UDT, academic, and transition EBPs
 - Uneven growth across UDT components in lesson plans
 - Less use of assessments and self-determination
- Focus groups are coded for themes/experiences of participants and used to enhance modules

Next Steps

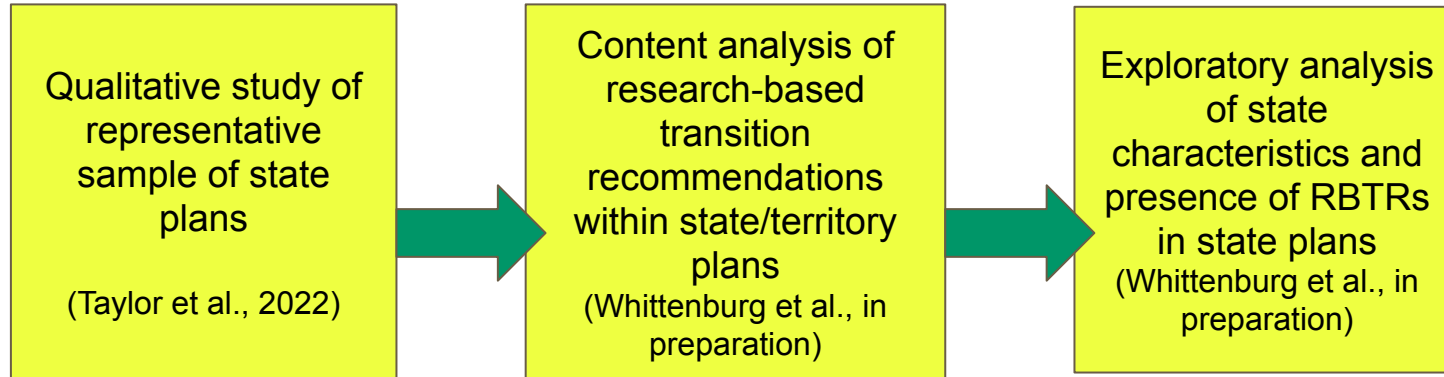
- Conduct research and apply this to a broader setting to include both pre-service and in-service educators
- Teacher Preparation Programs
 - Enrich existing transition programs
 - Local School Divisions
 - Professional Development
 - New teacher academies
 - Lack of access to TPPs (e.g. rural)
 - Transition Specialists

The Transition from School to Work for Students with Disabilities

WIOA and Transition to Employment

- Sweeping changes to services to youth with disabilities
- Required pre-employment transition services
- “Potentially eligible” students
- Increased coordination with schools
- 15% set aside of state VR budget
- Biennial state reports/plans on WIOA implementation

This Line of Research



Current Study

- Publicly available (2020-2023) WIOA plans for states and territories, $n = 54$
- Identified 16 distinct research-based transition recommendations (RBTRs) based on established transition practices and predictors
- Developed codebook and read VR portions of plans to determine if RBTR was included in plan or not
- Interrater reliability range was 87.5-91.25%
- Second round of coding used keywords for each RBTR to search documents

Research-Based Transition Recommendations

Career Awareness	Work Preparation Experiences	Collaboration	Workplace Readiness Skill Development	Transition Planning
Career awareness	Paid work experiences	Family involvement	Self-determination	Person-centered planning
Mentoring	General work experiences	Interagency collaboration	Independent living/self-care skills	Student involvement in transition planning
	Project SEARCH		Social skills	
	Work study		Technology skills	
	Career technical education		Community-based instruction	

Key Findings

- M = **9.92 RBTR**
- **46 plans** had **8-12 RBTRs**
- Plans with large #s of RBTRs - **AL** ($n=15$); **ID, KY, NV, WY** ($n=13$)
- Plans with least # of RBTRs - **Guam, LA** ($n=5$); **NH** ($n=4$)
- **Career awareness** ($n=54$, 100%), **general work experience** ($n=53$, 98.1%), **interagency collaboration** ($n=54$, 100%) represented most frequently
- **Work study** ($n=2$, 3.7%), **community-based instruction** ($n=4$, 7.4%), and **student involvement** in transition planning ($n=6$, 11.1%) represented least frequently

Research Partnerships

Person-Centered Planning

- Scoping review
- Fidelity of implementation checklist within ROAR
- Culturally responsive practices PD

Work-Related Social Skills

- National survey of employers
- Identify areas of importance and training approaches
- Develop/implement curriculum

Transition Leaders

- Focus groups
- Identify areas for partnership
- Strengths and needs in transition service delivery and personnel preparation

Questions?