



Center for Community Inclusion & Disability Studies

Implementing Family-Centered Transition Planning: Current Status and Future Plans

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Center for Community Inclusion & Disability Studies

Family-Centered Transition Planning for Students with Autism Spectrum Disorders

University of New Hampshire
Institute on Disability

and

University of Maine Center for
Community Inclusion and Disability Studies



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Factors Associated With Good Transition Outcomes

- Active Student Involvement
- Active Parent Participation in Process
- Work Experience
- Interagency Collaboration
- Development of Self-Determination Skills



FCTP Components



Parent Training (SPECS)

3 Saturdays



Person-Centered Planning

5 - 9 in-home mtgs.



Career Exploration

4 - 6 months



Parent Training

- Orientation to adult service system –
- Learning how to re-order thinking – asking, “What do you want?” before “How will you do it?”
- Thinking about using services in new ways.
- Planning tools that focus on the individual (strengths, support needs, skills, challenges and preferences).



“Authentic” Person-Centered Planning

- Takes place over extended period of time
- Iterative – with exploration activities feeding into it.
- Not coordinated by service providers
- Flexible



Career Exploration

- What have we learned about preferences, especially the employment preferences for the person?
- Networks, connections uncovered in planning process? (relationships)
- Interests and motivators discovered.



Career Exploration (2)

- Consider Variety of Approaches (workplace visits, job shadowing, volunteering, internships).
- How to use learning that happens through career exploration – (what did student like/or what was successful – dislike/unsuccessful?)
- Learning from both failures and successes.



Survey Results

Significance of differences between pre and post mean scores:

	FCTP		Control	
	t	p	t	p
Student Expectations	2.55	.01	1.09	.16
Parent Expectations	2.32	.02	0.51	.31
Self-Determination	5.58	.00	1.65	.06
Vocational Decision-Making	2.66	.01	0.64	.27

Statistically significant





IEP Transition Plan Ratings

Statement of Transition Services Review Protocol (STSRP)

- Evidence of components (e.g. list of team members, systematic data collection, type of diploma)
- Quality of goals (e.g. employment, post-secondary ed., independent living, recreation / leisure)

	FCTP	Control
IEP Rating	Pre: 30.35	Pre: 29.74
	Post: 39.53	Post: 32.53
	p = .048	p = .100

Statistically significant





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Family Interviews

- Project was useful and important
 - kept families on track; parceled out transition into discrete tasks
 - modeled tenacity and perseverance in working towards goals
 - helped connect families to other supportive people



Family Interviews (2)

- The planning process was growth-enhancing for students
 - learned to advocate for oneself and take an active role in planning
 - feelings of discomfort were slight, and played a positive role: “Nobody grows up without a little bit of tension.”



Family Interviews (3)

- Families became more clearly aware of student strengths and potential.
 - accomplishments many parents “had trouble imagining” [driver’s license, drive to the Prom with date, meaningful job skills, college classes]



Family Interviews (4)

- Families learned to “think outside the box” in accessing resources.
 - typical resources, including friends, relatives, other community members, clubs and teams, and technology such as “i-Pads.
 - formal resources used in nontraditional ways. [High school provided transportation to community college during last year].



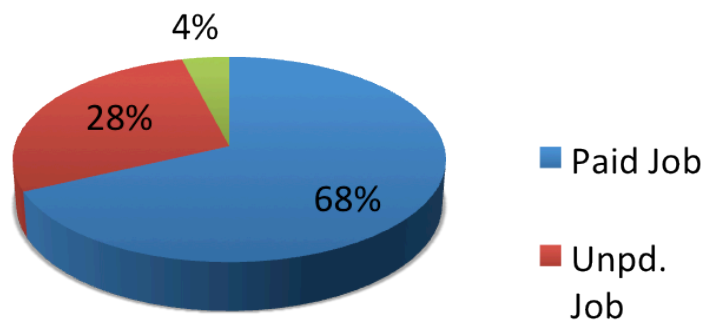
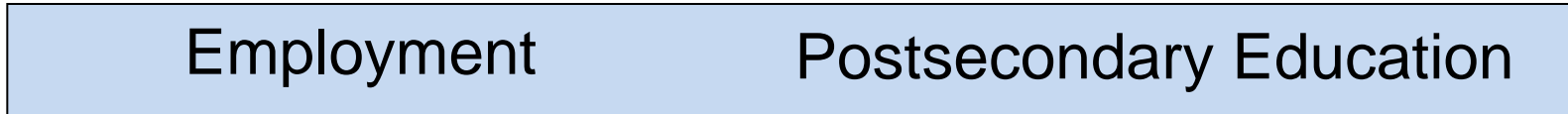
Family Interviews (5)

- Experiences with formal adult services were mixed, with some disappointing experiences with adult services.

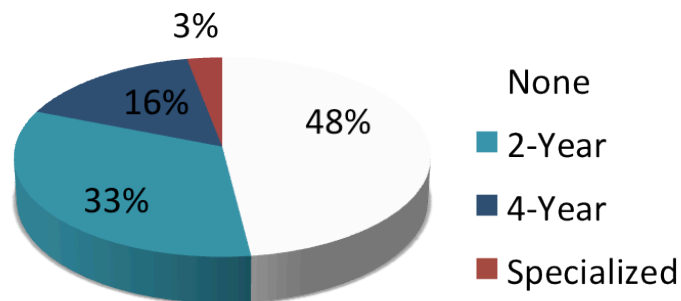


Transition Outcomes Follow-up

Since Graduating from High School
Follow-up study n=25



Wage \$9.06/hr.
Hours 14.1/wk.





Participation Accommodations

1. Informal Rapport-Building

- Facilitator and student going to bookstore to look for books about Disney cartoons

2. Distance Attendance

- Skype from bedroom

3. Individualized Preparation

- Meeting with students prior to meeting to discuss agenda and plan participation



Participation Accommodations (2)

4. Flexible Meeting Designs

- Opportunities to take breaks
- Participation for designated short periods
- Joining to make presentation
- Attending only at end for 10 - 15 minute briefing &/or Q&A session
- Team avoids trigger words: e.g. “planning”
“independence”



Participation Accommodations (3)

5. Supported Participation

- Periodic check-in with AAC user to ensure he had time to communicate
- For person whose speech was hard to understand – team members repeating what he said so he could use thumbs up or thumbs down to confirm
- Commenting through post-it notes instead of speaking for student who preferred writing.

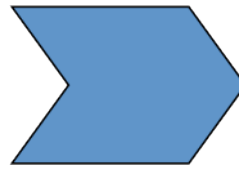


Sustainable Implementation

Blended Funding Contracts



- School
- Voc. Rehab.
- Developmental Services.
- Other?



Local Independent
organization hosts
FCTP



Sustainable Implementation Project Funding

A collaboration with the University of New Hampshire Institute on Disability (UCED). Funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research (NIDRR) Project Number H133G110158.



Sustainable Implementation (2)

- Implemented intervention through agency in Los Angeles, CA
- Worked with Provider Agency in New Hampshire
- Worked with 2 Provider Agencies in Maine
- Worked closely with VR in both states to identify sustainable funding.



Sustainable Implementation (3)

- Overall – Disappointing Results
- Project implemented successfully for six families in LA
- VR provided no funding in either Maine or NH
- Identified 4 Maine participants through existing summer vocational program at the Maine Medical Center.
- Staff from two agencies received training and participated in planning.



Pre-Post Student Self-Determination FCTPSI (AIR-S)

- Increase in Mean **Total** Self-Determination Scores from 86.2 to 91.15. Not significant
- Increase in Mean Self-Determination **Skills** from 20.45 to 22.35 ($p < .05$)
- Increase in Mean Student Self-Determination **Opportunities** from 44.22 to 47.61 . Not significant.



Pre-Post Parent Self-Determination FCTPSI (AIR-P) [2]

- Increase in Mean **Total** Self-Determination Scores from 55.87 to 62.32 ($p < 0.01$)
- Increase in Mean Self-Determination **Skills** from 15.86. to 17.93 ($p < .05$)
- Increase in Mean Student Self-Determination **Opportunities** from 42.05 to 45.12, ($p < .05$)



Vocational Decision-Making

VDMI scores (a measure of vocational maturity) increased from mean of 22.33 on pre-test to 27.56. Increase was highly significant ($p < .01$)



Expectations

- Students had higher expectations for independent living.
- Parents had higher expectations for education and training.
- Difference between pre and post total scores was significant for both groups ($p < .05$).



Expectations (2)

- Most of the change could be accounted for by change in expectations for area each group originally gave highest score (students for independence and parents for education).



Expectations (3)

- Pre-intervention correlation between 2 sets of expectations increase from 0.35 to 0.78 following FCTP – suggesting convergence of expectations between students and parents.



NEXT STEPS TOWARD SUSTAINABILITY IN MAINE



Direction of Adult Services in Maine

- More Self-Directed Services
- More Flexible Service Delivery
- Planning that is More Person-Centered
- Greater Use of Technology
- Greater Use of Natural Supports



Obstacles to Vision

- Lack of Parent Understanding of the Possibilities in Adult Life
- Lack of Self-Determination Skills Among Youth with IDD and ASD
- Little Experience with Technologies that Could Be Used to Enhance Independent Living, Employment, Postsecondary Education and Social Outcomes



Next Steps

- Expand Parent Training
- Work with Advocacy Organizations to Customize Training Materials
- Conduct Training for Maine Families
- Provide Train-the-Trainers Workshop to Members of Advocacy Organizations Related to Training Material and Person-Centered Planning



Additions to Parent Training

- Earlier Discussion of Services
- More Detailed Description of Employment Support Models
- Using and Accessing Technology
- The “Dignity of Risk”
- Teaching and Supporting Self-Determination
- Postsecondary Education
- Healthcare Transition
- Overview of School Transition



Contents of New Parent Training

- Adult Services and Supports
- Employment Supports
- Person-Centered Planning
- Self-Directed Supports
- Transition Planning
- Supporting Self-Determination
- Natural Supports
- Postsecondary Education



Contents of New Parent Training (2)

- Using Technology to Enhance Community Presence, Independence and Employment
- Using Resources Creatively and Wisely
- Transportation
- Housing
- Advocacy & Self-Advocacy
- Protection and the Dignity of Risk
- Healthcare Transition



Articles

Hagner, D., Kurtz, A., Cloutier, H., Arakelian, C., Brucker, D. L., & May, J. (2012). Outcomes of a family-centered transition process for students with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disabilities, 27*(1), 42-50.

Hagner, D., Kurtz, A., Cloutier, H., & May, J. (2014). Person-centered planning for transition-aged youth with Autism Spectrum Disorders. *Journal of Rehabilitation, 80*(1), 4-10.



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Thank you.

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