





National Student Conclave




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Language influences Attitudes
Attitude influences Language





Film: The Power of Words






How do you describe your role in schools?




Do you promote your client's strengths, interests, and abilities
....or remediate their deficits?



Do you work towards supporting all students
...or just some or few?



Are you a rehabilitation expert
...or part of an educational
team?



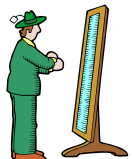
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Are you a “sensory-motor therapist” or
...do you also address mental
health and transition needs?



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Do I represent AOTA
...or do you?



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Which of these educational terms
are part of your vocabulary?

UDL	Collaboration	RtI and EIS
EI	IDEA	Transition
EBP	SMH	Self determination

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How can you translate terms into
common language?

UDL: Design for all	Collaboration: Teams; shared responsibility	RtI and EIS: Tiered General Ed. intervention
EI: Part C of IDEA Birth-age 3	IDEA: Law re: Individuals with disabilities right to education	Transition: Movement or change Mandated in IDEA
EBP: How does evidence impact practice?	SMH: All school personnel promoting mental health of all students	Self Determination: Youth voice & engagement

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LEARNING OBJECTIVES

- Define philosophy, terminology, and legal mandates regarding transition planning and services
- Discuss how and why occupational therapy practitioners should support best practices in transition planning and services
- Identify national and local resources available to support the role of occupational therapy in transition services



TRANSITIONS

- What are they?
- When do they occur?
- Why are they important?



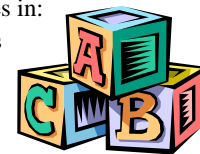
LEGAL DEFINITION OF TRANSITION

- Transition services are included in both statutes and regulations under IDEA and NCLB.
- Transition is referenced in Individuals with Disabilities Education Act as a *coordinated set of activities for a child with a disability*.
- The purpose of IDEA *includes preparing children with disabilities for "further education" as well as for employment and independent living* (Section 601(d)).
- Schools should prepare all students, with or without disabilities for life skills necessary in young adulthood.



TRANSITIONS IN EARLY CHILDHOOD

- Early intervention to preschool
- Preschool to kindergarten
- Significance due to changes in:
 - Service delivery approaches
 - Providers
 - Environments
 - Expectations



ACHIEVING COMPETENCE IN ADULT ROLES

Top 3 criteria for success in adulthood:

1. Accept responsibility for self
2. Make independent decisions
3. Become financially independent.

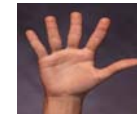
(Arnett, J.J., 2004)



1 IN 10 CHILDREN RECEIVE SPECIAL EDUCATION (1 in 5 adults have a disability)



IN



(Pasternack, R., 2003)



FACING THE FACTS
 35% of adults with disabilities work
 (relatively constant % in last 16 yrs.)
(National Organization on Disability Survey, 2004)

3
out
of
10
work

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COMPETENCE IN THE TRANSITION PROCESS
How well have we . . .

assisted adolescents with disabilities
 to promote competence in their transition
 from school into the community?

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FACING THE FACTS

School drop out rate for kids with disabilities:

- More than twice the rate of non-disabled peers (21% vs. 9% - NOD survey, 2004).
- In 2000-01, 41.1% of students ages 14 yrs. and older with disabilities dropped out of school (25th Annual Report to Congress on the Implementation of IDEA, 2003).

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BARRIERS TO EMPLOYMENT- Employer Perspective

- Lack of related experience – 51 %
- Lack of required skills/training – 42%
- Supervisor knowledge of accommodation – 32%
- Attitudes/stereotypes – 33%
- Cost of accommodations – 17%
- Cost of supervision – 11%
- Cost of training – 10%

(US Department of Labor)

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NATIONAL ACTIVITIES

Transition Planning and Services

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AOTA ACTIVITIES


Internal **External**

Establish Work Group **Deepen Partnerships**


- Develop resources
- Engage in activities
- Collaboration
- Role articulation

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TRANSITION WORK GROUP

Developed Toolkit of Resources: 

- **Fact Sheet**
<http://www.aota.org/Practitioners/PracticeAreas/Pediatrics/Browse/Transitions/Transitions.aspx>
- **FAQ**
<http://www.aota.org/Practitioners/PracticeAreas/Pediatrics/Browse/Transitions/41879.aspx>




TOOLKIT OF RESOURCES (cont.)

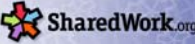



- **CD on CE**
Occupational Therapy and Transition Services

http://www1.aota.org/shop_aota/prodview.aspx?TYPE=D&PID=776&SKU=4828




IDEA PARTNERSHIP

- Funded by OSEP, housed in NASDSE
- Coalition of National, State, and Local agencies, organizations, and TA Centers
- Convene on topics of mutual concern
- Cross system, cross disciplinary work
- Visit www.sharedwork.org 
- Communities of Practice





EXAMPLES OF TRANSITION WORK

- Pilot study with Arizona State Team
<http://www.sharedwork.org/section.cfm?as=38&ms=5>
- Wisconsin State Team
<http://sharedwork.org/documents/opening.pdf>




VALUE OF WORK

- Stronger Communication
- Deeper partnerships
- Promote leadership
- Aligns with Centennial Vision to build for future:
 - Student
 - School
 - Profession



OT & Transitions: A Good Fit

- Address transition needs by:
 - Learning the language
 - Articulating your role
 - Utilizing your full scope of practice
 - Access the resources
 - ...Join us!



Thank You

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QUESTIONS and DISCUSSION

