

# Developing a Comprehensive Continuum of Tiered Experiences and Opportunities for Transition-Age Students



**Extraordinary Opportunities  
Innovative Teaching  
Exceptional Learning**

Transition Services Department



# District 211

- Presenters:
  - **Patrick Abraham**, Transition Coordinator, Township High School District 211
  - **Nancy D'Andrea**, Transition Specialist, Division of Rehabilitative Services, Northwest Suburban Special Education Organization and Township High School District 211
  - **Lauren O'Donnell**, Transition Specialist, Township High School District 211
- District Overview
  - Approximately 12,000 high school students
  - 1,200 students with IEPs
  - 5 traditional high schools and 2 alternative campuses



# D211 Demographics

Racial/Ethnic Diversity (SY16)	
White	50%
Black	6%
Hispanic	23%
Asian	18%
2 or More	3%

Low Income Data	
SY12	21%
SY13	29%
SY14	30%
SY15	35%
SY16	33%



# D211 Transition Services

D211 Transition Services Coordinator

Division of  
Rehabilitative Services  
(DRS)  
Transition Specialist

Secondary Transition  
Experience Program  
(STEP)

Transition Specialist

Job Coaches

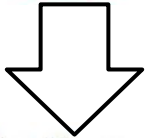
Work Program Teacher

Special Education  
Teacher

# Transition Services Initiative



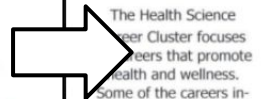
*Philosophy... to create opportunities for each student in order to maximize one's fullest potential by promoting self-determination, independence and opportunity*



## COLLEGE MAJORS & CAREER CLUSTERS

### Township High School District 211

*Extraordinary Opportunities. Innovative Teaching. Exceptional Learning.*



The Health Science Career Cluster focuses on careers that promote health and wellness. Some of the careers involve working directly with people: Certified Nurses Assistant, Massage Therapist, Personal Trainer.

**"Success always comes when preparation meets opportunity."**

Henry Hartman

#### Experiential Learning

- Friendship Village
- Campanelli YMCA
- Buehler YMCA
- Tamarack- Holiday Retirement

#### Vocational Coursework

- T320 and T420 Career Prep (3,4)
- T350 and T450 CWT (3,4)
- T570 Work Experience (3,4)
- T910 Summer Work Experience

#### Industry Certificates

- Emergency Medical Technician (EMT)
- Phlebotomy
- Certified Nursing Assistant
- Therapeutic Massage
- Personal Training
- Veterinary Assistant Badge
- Physical therapy Aide Badge

#### Associates Degrees

- Dental Hygiene
- Dietetic Technician
- Nursing

#### College Majors

- Exercise/Sports Sciences
- Nursing
- Foods, Nutrition & Wellness Studies
- Foods, Nutrition & Related Services

#### Harper College

Harper offers associate degree and certification programs, advanced career programs, workforce training, continuing education classes, and developmental education programs.  
1200 West Algonquin Road  
Palatine, IL 60067  
847-925-6707

# Training Site Participation (2009-2017)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fall	87	111	112	122	118	132	130	128	130
Spring	107	110	116	124	137	125	123	117	
Summer	103	114	134	137	159	142	156	141	

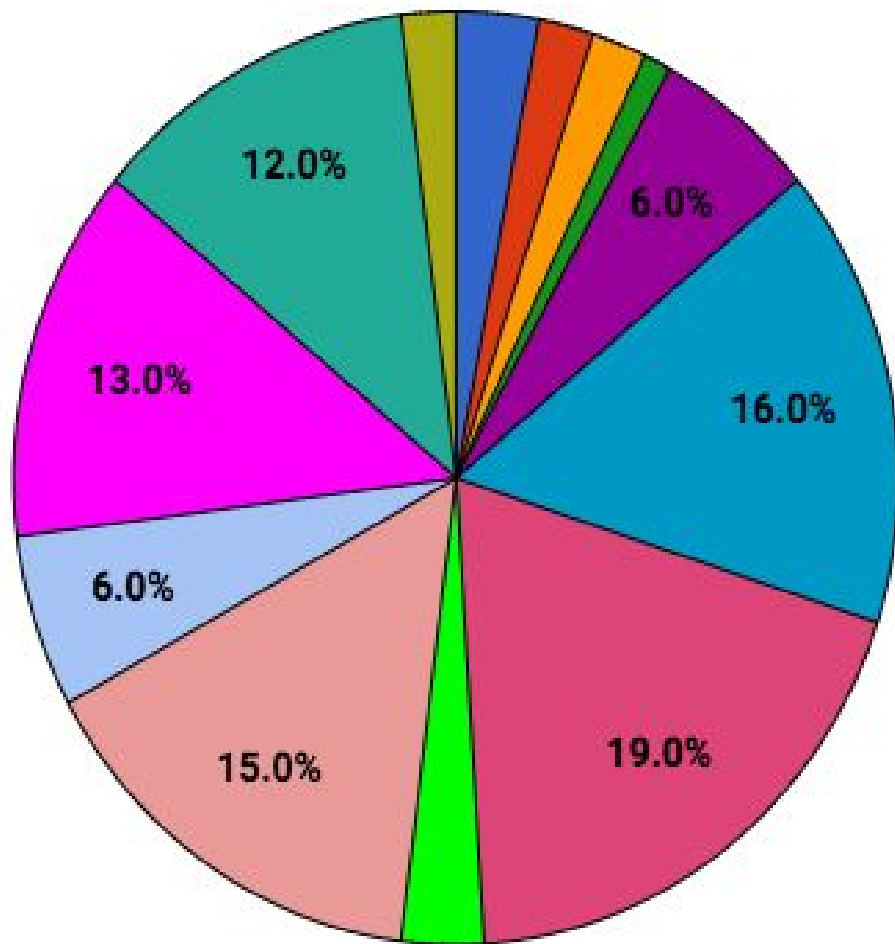


# Setting the Stage: Who, Why and How

- Students are those in SPED involved in vocational / transitional programming
  - 40-50% of participants have open DRS cases in STEP
- Diverse population + various ability levels = challenges
- Focus on employment/training and integral soft skills
- Data guides our planning



## Student Outcome Trends by Industry (2016-2017 School Year)



- Automotive- 3%
- Animal Care Worker- 2%
- Child Care- 2%
- Clerical- 1%
- Counter Service/Concession- 6%
- Fast Food- 16%
- Grocery- 19%
- Maintenance- 3%
- Recreational- 15%
- Restaurant- 6%
- Retail- 13%
- Retirement Home- 12%
- Warehouse/Manufacturing- 2%



# Developing Tiered Transition Programming

**Step #1-** Make connections and market transition program

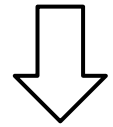
**Step #2-** Match employer with student need

- Match student interest to opportunity

**Step #3-** Devise tiers and experiences to fit population needs

- Manage changing industry trends and student Interests

**Step #4-** Promote job coach as a facilitator, consultant, trainer and mentor



# Potential Challenges

- Match employer needs with student needs
- Develop management buy-in and staff buy-in
- Address the changing population of students and interest areas
- Liability concerns
- Assess schedule and transportation limitations



# Community Business Partners


- Local business organizations and chamber of commerce
- Recognize that training sites change and respond with flexibility



# Township High School District 211

## Transition Services Department

### Community Business Partners




Agriculture,  
Food &  
Natural Resources

Gordon Food Services  
Subway  
Baskin Robbins



Business  
Management &  
Administration

YMCA  
Palatine Police Department  
Lifetime Fitness




Education  
& Training

Advanced Daycare and Preschool  
Harper College  
Care Center



Architecture  
& Construction

Renaissance Hotel  
Homegoods  
Holiday Inn




Health Science

Friendship Village (Assisted Living)  
The Grand (Assisted Living)  
Rosewood (Rehabilitation Center)




Hospitality  
& Tourism

Harper Community College  
Holiday Inn  
Renaissance Hotel




Human Services

Care Center  
Friendship Village  
Partners for Our Communities




Interactive and  
Information Technology

e-Works  
Innovative Components  
Partners for Our Communities



Manufacturing

Transition Industries  
Innovative Components  
eWorks



Marketing  
Management

TJ Maxx  
Homegoods  
Savers



Transportation,  
Distribution  
& Logistics

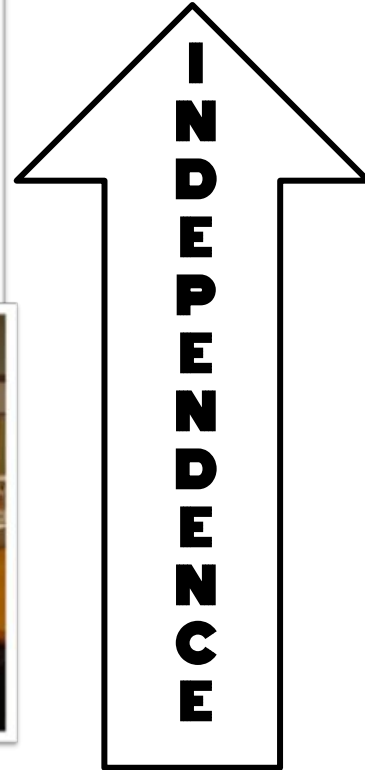
IKEA  
Innovative Components  
Underground Automotive

**211** COLLEGE MAJORS &  
CAREER CLUSTERS



# Tiered Experiences

- Rationale
- Evaluations
- Feedback



Competitive Job Placement

Internship

Tier 1

Tier 2

Tier 3

Tier 4



# Continuum Work Experiences “Tiers of Support”

Tier 4	Tier 3	Tier 2	Tier 1	Internship
<ul style="list-style-type: none"> <li>- Requires <b>significant, constant and dedicated</b> support of school personnel</li> <li>-Focus on <b>self-determination, expected work habits</b> and <b>communication of need</b> to school personnel</li> <li>-Emphasis on customized pre-vocational skills</li> </ul>	<ul style="list-style-type: none"> <li>-Requires <b>constant and dedicated</b> support of school personnel</li> <li>-Completes tasks with the performance of school personnel</li> <li>-Requires job coach supervision during task initiation, performance and completion</li> </ul>	<ul style="list-style-type: none"> <li>-Requires <b>consistent</b> support of job coach</li> <li>-Participates as a member of a team of student workers</li> <li>-Receives all work assignments from job coach</li> </ul>	<ul style="list-style-type: none"> <li>-Requires <b>occasional</b> supervision of job coach</li> <li>-Near proficiency for competitive employment</li> <li>-May receive work assignments from job coach and a work supervisor upon independent completion of a task</li> </ul>	<ul style="list-style-type: none"> <li>-Requires <b>periodic</b> check in from job coach</li> <li>-Independently completes a task to company standards</li> <li>-Reports directly to the supervisor at the business to which they are assigned</li> </ul>



# Tier #4 Performance Expectations

- **Constant and significant support** of a staff member or a “work” partner while participating within a community work-training site due to the complexity of identified student need

## Components of Pre-vocational Skills-

- **Transition from school to community environment:** Expected work behaviors and navigation of site
- **Constant supervision during participation at community site:** Managing emotions, receiving feedback, complete activity
- **Promote self-determination:** Through use of communication device by indicating a choice, expressing a need, making decisions and prioritizing
- **Extensive prompting to enhance or teach a skill:** Use of visuals, gestures, verbal cues, and hand-over-hand method
- **Provisions for safety support to assist with:** Toileting and feeding as needed, an evacuation plan if needed and medical needs
- **Monitoring of personality and emotional changes:** Using nonverbal cues, signaling need for a break and requesting for help through use of a communication device, visual/picture or vocabulary



# Tier #3 Performance Expectations

- **Constant** supervision of assigned task during task initiation, performance and completion.
- Training for greater independence:
  - Through use of communication device
  - By recognizing and signaling need for break
  - Through use of visual/picture self-care vocabulary
  - Through use of visual/picture schedule, task list, and/or vocabulary
- Extensive use of prompting (verbal, visual, modeling, gestures, and/or hand-over-hand)
- Provision for safety supports to assist with:
  - Distinguishing familiar from unfamiliar person in their environment
  - Toileting and feeding as needed
  - An evacuation plan if needed
  - Medical needs
- Monitoring of personality and emotional changes to assist with:
  - Identifying anxiety through use of visual/picture/vocabulary
  - Recognizing and signaling need for break
  - Implementing self-soothing intervention when agitated





# Tier #2 Performance Expectations

- Begin to develop site specific skills
- **Consistent** and on-going, direct instruction from job coach
- Constant or line-of-sight supervision during task completion
- Use of visuals and templates created by job coach and specific to site
- Continuous monitoring and cueing for:
  - Task initiation
  - Task performance
  - Task completion
- Immediate and on-going feedback to:
  - Ensure quality of task completion
  - Evaluate task completion/student performance
  - Provide for understanding of work/social “nuances”
- Provision of safety supports like an evacuation plan or assistance with medical needs
- Support for emotional/behavioral concerns



# Tier #1 Performance Expectations

- Focus on developing site specific skills at designated training site location
- Student worker demonstrates a “ready-to-work” attitude and is developing the “soft” skills required to work as a team member
- Apply critical thinking skills to assigned task
- Student worker possesses problem-solving skills:
  - Ties many skills together to solve a problem
  - Formulates questions that will help them solve the problem
  - Accesses skills and strategies needed to construct an answer to their question
- Student worker demonstrates attentiveness to task
- Student worker maintains rate of work similar to co-workers

## Students at the Tier 1 level may require:

- Additional time to process information
- A daily task list
- Directions that indicate a beginning, middle and ending point



# Internship Performance Expectations

## **A student at the Internship level:**

- Possesses necessary “soft” skills required to work as a team member
- Is able to apply critical thinking skills to complete assigned tasks.
- Maintains a competitive work rate

## **Students at the Internship level may require:**

- Assistance at start of placement to learn assigned tasks (1 to 2 days)
- Assistance to develop needed accommodations or supports



# Tier #1- Barnes & Noble (Summer, 2017)



**EXPLAIN THE STANDARDS OF DISPLAY**

# Internships/ Job Placement

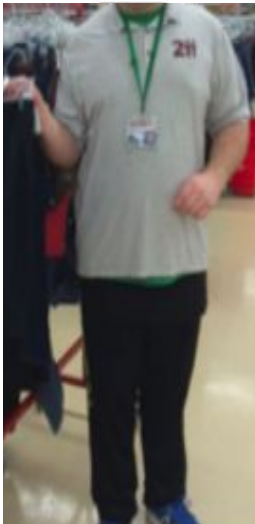
**STAFF:** Job coaches, job placement staff

**LINKAGES:** DRS and adult agencies

**STRUGGLES:** Staffing limitations; employer expectations (need to treat them like employees); internship is too challenging

**SUCCESSSES:** Worksites that have hired our students





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Competitive Job Placement

**Competitive Employment**  
Dining attendant in hospital

Internship

Tier 1

**Tier 2**  
Renaissance, IKEA,  
Friendship Village

Tier 2

**Tier 3**  
In-House Training Site  
at new school  
(less restrictive environment)

Tier 3

**Tier 3 (LOW)**  
Lutheran Home &  
Walgreens

Tier 4

**Tier 4**  
In-House Training Site at  
therapeutic day school



Competitive Job Placement

Internship

Tier 1

Tier 2

Tier 3

Tier 4

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**Future Transition Planning**  
New tiered experience!

**Tier 2**  
Harper College  
Foods Cafeteria

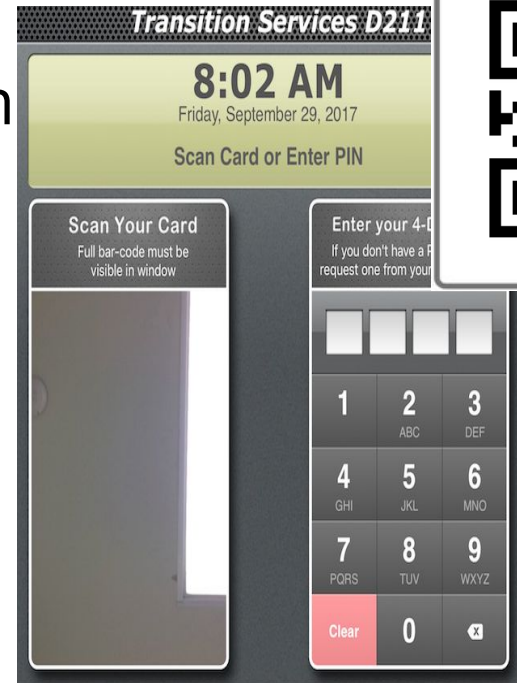
**Tier 2**  
Care Center

**Tier 3**  
Transition  
Industries

**Tier 3 (IN-HOUSE)**  
At school building  
working at coffee  
cart

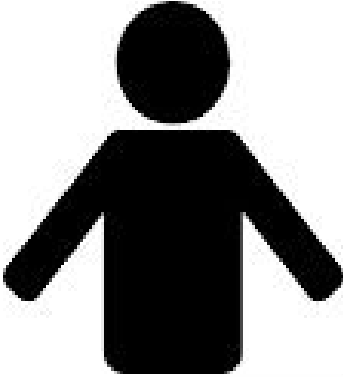

# Commonality Among Tiered Sites

- Focus areas across all sites
  - Huddles/Social communication
  - TimeStation
  - Non-negotiables
- Next steps



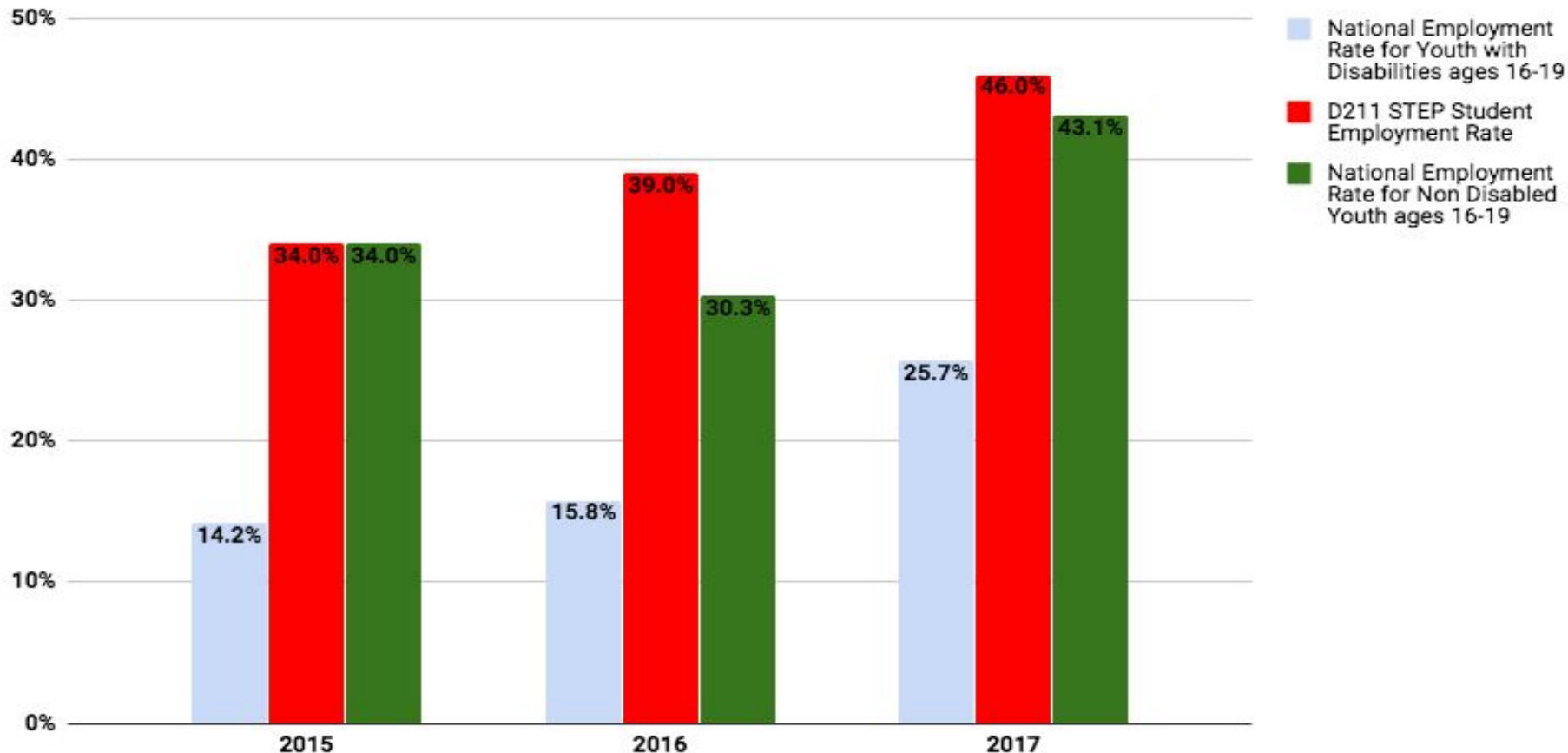


# D211 Competitive Employment Data (2016-2017)

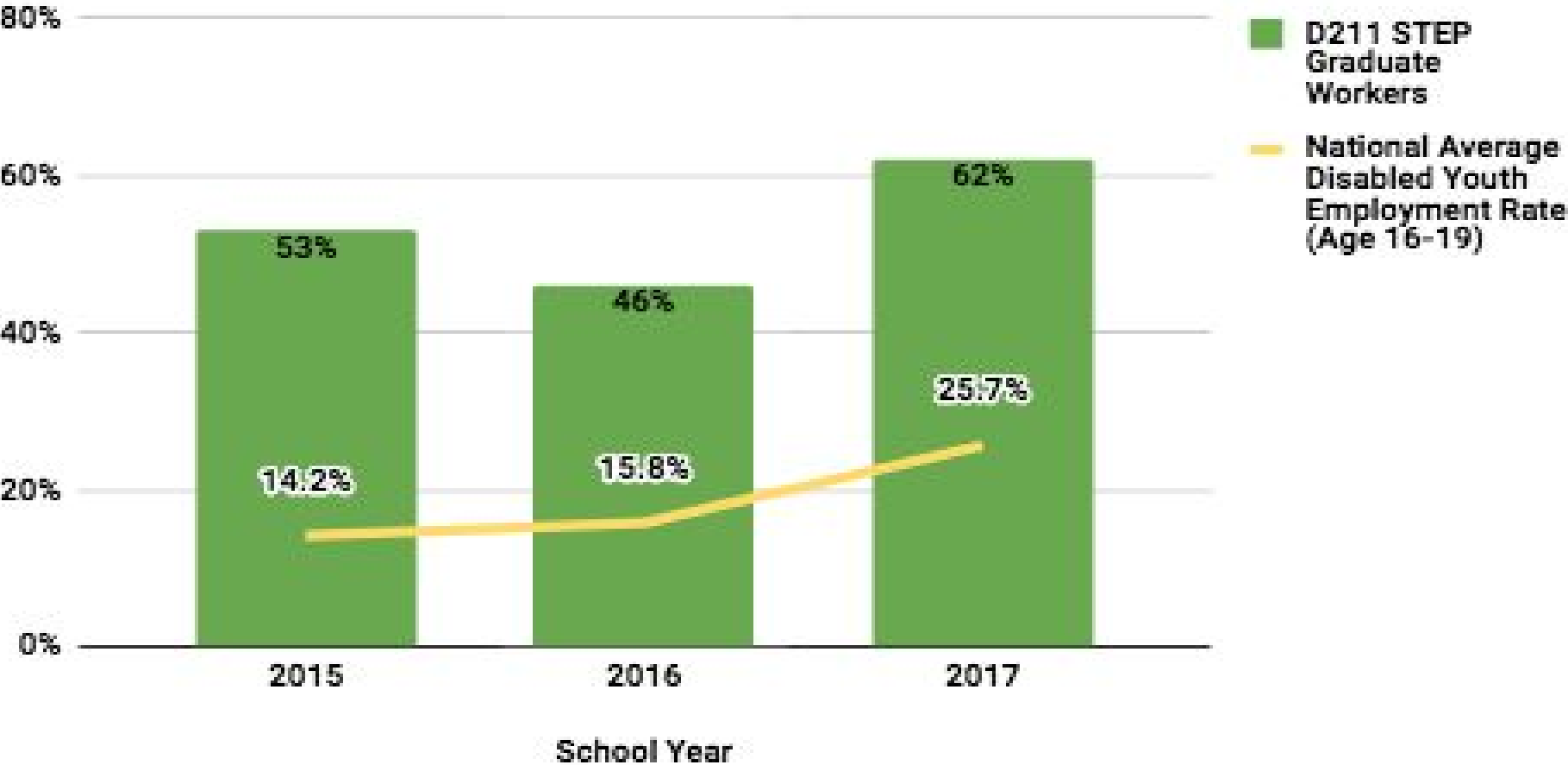
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## D211 STEP Student Employment Rate Compared to the National Average For Disabled and Non Disabled Youth



# District 211 STEP Students Employed at High School Exit



# Resource Page

- [D211 Transition Services Website](#)
- [Career Cluster & College Major Website](#)
- [Health Science Career Brochure](#) (referenced on Slide #5)
- [Marketing Handout](#) (referenced on Slide #11)
- [Evaluation Samples](#) (referenced on Slide #13)
- [Continuum Work Experiences- Level of Support](#) (referenced on Slide #14)



# Questions?

Feel free to email with any questions regarding our presentations:

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Thank you for attending our presentation!



Transition Services Department



**Extraordinary Opportunities**  
**Innovative Teaching**  
**Exceptional Learning**