Suiting Up for Success: A Comprehensive Retail-Focused Transition Program

Lisa Howell, Danielle Taylor

Learning Objectives

- Review History & Legislation
- Explore Key Terms
- Discuss Transition Process & Planning
- Review Alignment to Core Curriculum Content Standards
- Discuss How CBI & SLE address Common Core Skills

Transition Planning: History & Law

- **Federal Code 20 U.S.C. 1401(34):**
  - Federal Law and Regulations:
    - IDEA 2004
      - Final Regulations 34 CFR Part 300 issued on August 14, 2006
    - State Regulations
      - New Jersey Administrative Code
      - Title 6A Chapter 14 (effective September 5, 2006)

- **Simply stated:**
  - It is formal process, documented in the IEP of long-range cooperative planning, among the interdisciplinary team starting at age 14, that will assist students with disabilities to successfully move from the educational program into the adult world.

- Transition Planning: History & Law

  - B. is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
  - C. includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
The Transition Planning Process

• Informal & Formal
  – Informally:
    • At any age among natural elements
  – Formally (For students with disabilities)
    • During the school year the student turns **age 14**, or
      if younger if deemed by the IEP team.

Transition Planning Process Con’t.

• IEP requirements for Transition
  – Statement of student’s strengths, interests
    and preferences
  – Identification of a Course of Study
  – Identification of Related Services and/or
    Activities
  – Consider Consultation from Other Agencies
  – Identify the Liaison to Post-Secondary
    Resources

Transition Planning Process Con’t.

• IEP requirements for Transition
  – Interagency Linkages and Responsibilities
  – Student Invitation to the IEP meeting
  – With Consent, Agency Invitation to the IEP
    Meeting

Transition Planning Process Con’t.

• During the school year the student turns
  **age 16**, or if younger if deemed by the IEP
  team
  – Age Appropriate Transition Assessments
  – Measurable Post Secondary Goals
  – Statement of Transition Services

Sample Transition Statement

• Beginning at age 16, or younger, if appropriate
  complete the following multi-year plan for
  transition for promoting transition from school to
  the student’s desired goals upon graduation.
  The student’s needs, interests, and preferences
  in the area (instruction, community experiences
  etc.) must be considered and responsibilities
  should be shared among participants (student,
  parent, school staff, outside agencies,
  employers etc.)

Sample Transition Statement

• **Template**
Sample Transition Statement

- Jane’s interest and preferences include reading and helping others. She also enjoys volunteering at a local day care center. Her favorite academic subject is math because she enjoys working with numbers. After assessing her strengths, she believes she is reliable, hardworking and independent. Her current career goal is to become a nurse.
- This information was gathered and tracked through a variety of informal transition assessments by the Transition Coordinator and/or Transition Specialist throughout the 2015-2016 school year.

Assessing Skills & Interests

- Sample Checklist
- Student Survey for Transition Planning
- Developmental Skills Interest Inventory
- All About Me
- Assessment Toolkit
- https://njcis.intocareers.org/materials/porta l/home.html
- IEP Interest Inventory

NJ Core Curriculum Content Standards

- **Career education and 21st Century Life Skill curriculum align with NJCCCS:**
- **Career Ready Practices1-12**
  - CRP1 Act as a responsible and contributing citizen and employee.
  - CRP2 Apply appropriate academic and technical skills.

Core Curriculum Content Standards

- CRP3 Attend to personal health and financial well-being.
- CRP 4 Communicate clearly and effectively with reason.
- CRP5 Consider the environmental, social and economic impacts of decisions.
- CRP6 Demonstrate creativity and innovation.
- CRP7 Employ valid and reliable research strategies.

Core Curriculum Content Standards

- PLC Retail Vocational Experience also aligns with:
  - **9.1 Personal Financial Literacy** (integrated into curriculum)
    - Strand A Income and Careers
    - Strand B Money Management
    - Strand E Becoming a Critical Consumer
Core Curriculum Content Standards

• 9.2 Career Awareness, Exploration, and Preparation (integrated into curriculum)
  – Strand C-Career Preparation
• 9.3 Career Technical Education (integrated into curriculum)
  – Career Cluster-Marketing
  – Pathways: Marketing/Marketing Communications/Merchandising

Community-based Instruction

– Functional life skill instruction within the four curricular domains; (domestic, community, recreation/leisure and vocational) that occur within the natural setting to promote an authentic learning experience
– Utilizes natural supports and prompting hierarchy during instruction

CBI is NOT a Field Trip!

CBI
Ongoing Instruction with Reinforcement
Pre-Vocational & Vocational Skills
Pre-Teach Skills
Guided & Ind Practice for Transfer of Skills

Field Trip
Isolated Experience
Exposure to Social Opportunity
Supplements Curriculum
Not Directly Linked to Goals & Objectives

Structured Learning Experiences

• N.J.A.C.6A:19-1.2 (NJDOE)
  – “experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests within one or more of the career clusters.”
  – General education initiative

Structured Learning Experiences

• Each district board of education shall ensure that structured learning experiences for students with disabilities shall include educational programs and services designed to enable them to achieve the structured learning experience objectives in accordance with the student’s Individualized Education Program (IEP), pursuant to N.J.A.C. 6A:14. NJAC 6A:19-4.1

SLE Con’t.

• Unpaid or paid hands-on vocational experiences that promote job readiness skills and preparedness, to support integration into competitive employment.
• Each student has a training plan.
  – Student performs the duties of an employee in a real-world job setting while supervised by a job coach.
  – Must be 16 and complete the employer orientation process.
  – Performance evaluated by the SLE teacher every 10th experience.
Training Plans

• Individualized plan that describes the SLE location, responsibilities of the student as well as the goals and objectives and how they relate to the NJCCCS and Common Core Standards
  • Sample Template
  • Thrift Shop Sample

Employer/Agency Agreement

• Includes student, school and employer information such as the SLE schedule and information about the SLE supervisor.
  • Sample Template
  • Student Agreement
  • Student Agreement Completed

Person Centered Planning

• Transition planning process that focuses on the “Important To” verses the “Important For” when planning for an individual to transition into adulthood
  – Ongoing problem solving process
  – Student has more ownership & control over planning process

Pineland Learning Center

PLC Program Description

Pineland Learning Center’s Transition Program includes educational and experiential programming that emphasizes career awareness, readiness, explorations and preparedness through 21st Century functional life skill instruction and the integration of individualized transition planning.

Program Components

• Individualized Transition planning 14-21
  – Informal assessments, career plans, technology integrations of career portfolios (NJCAN), person centered planning
  – Student surveys
• Career Education:
  – 9-11th grades
• 21st Century Life Skills Instruction:
  – 12th BD and MD Skills students 14-21
On Campus

– Prevocational jobs within 5 vocational areas:
  • Administrative Support
  • Food service
  • Maintenance
  • Housekeeping
  • Retail and marketing

– Pineland Panther Central Outlet
  • Consignments and incentive apparel aligned with PBIS school wide incentive program
  • Product development for retail sales
    • Items for sale that are created, assembled and delivered
  • Scholastic Book Fair
    • Assist with organizing, promoting and operating book fair twice a year

On Campus

– Vocational Service Requests
  • Separate from school jobs, when a request is made that is specialized within one of the 5 vocational areas, students fulfill requests
  • Guest speakers
  • Volunteer Project with Habitat for Humanity

Off Campus

– Job Shadow
  • Home Depot
  • Target
  • Hampton Inn
  • Inspira Medical Center
  • Best Buy
  • LA Male

Off Campus

– Community-based instruction within all 4 curricular domains
  • Weekly experiences in a variety of settings simulated and/or practiced prior to visits
  • Vocational locations include
    – Inspira Fitness Connection
    – SPCA
    – Tarklin Acres Senior Center
    – Pizza Queen
    – LA Male

– Structured Learning Experiences eligible students 16 and older
  • Marshalls
  • Inspira Twice Loved Treasure Thrift Shop
  • Habitat for Humanity ReStore
  • NJ Veterans Memorial Home personal shopping
  • NJ Veterans Memorial Home support during monthly activities
  • Inspira Fitness Connection
  • Tower Hospitality
Off Campus

- Dare to Dream Student Leadership Conference *show student pamphlet
- College and career fairs
- Volunteer and fundraising opportunities

TIERED INSTRUCTION AND ACADEMIC BREAKDOWN

21st Century - 12th grade

- The foundation of the program stems from the rigorous 11th grade career education program designed to prepare the student to obtain and maintain employment.
- In 12th grade, the student is empowered to challenge himself or herself to work collaboratively, problem solve and think critically about how to sustain employment incorporating all of the necessary life skills that will promote independence.

COMPONENTS

- Quarterly themed CBI promoting functional life skills and integrating and applying financial literacy components into the exposure
- SLE
  - Students will apply for off campus location
  - Will need to fill out application and interview for desired position
  - Observed by job coach and assessed by the SLE teacher with input from the worksite mentor and student
- Project-based
- Resource text: Life Skills for the 21st Century-Pearson

COMPONENTS

- Retail and Marketing Vocation
  - Scholastic Book Fair
    - Organization, promotion, and operation of fair.
    - Training and mentoring new students and/or 11th grade
  - NJ Veterans Memorial Home
    - Personal Shopper Program
      - Provide support to residents during bi-monthly shopping trips to Walmart and Target

COMPONENTS

- Structured Learning Experience
  - Twice Loved Treasures Thrift Shop
    - Assist with retail sales, store layout, product placement, visual displays and promotional events
  - Dare to Dream
    - Dress for Success presentation
      - Created and presented concept to peers during a 60 minute workshop
  - PLC in the City
    - End of the year culminating experience encompassing all community-based elements
21st Century-PALS+ (Practical Academic Life Skills)

Functional and practical life skill instruction incorporated into curriculum with an emphasis of community based instruction and structured learning experience opportunities within the Retail and Marketing vocation.

PALS+ Program Components

Twice Loved Treasures Thrift Shop
- Assist store volunteers with:
  - Merchandising and organizing the store
  - Tagging clothing items
  - Sorting and organizing departments
  - Dusting and vacuuming store
  - Assisting customers

Habitat for Humanity ReStore
- Assist store volunteers with:
  - Merchandising and organization
  - Tagging products
  - Sorting through donations
  - Cleaning visual displays

PLC Panther Central Outlet
- Assist other students with shopping experience
  - Register
  - Inventory
  - Merchandising
  - Store maintenance
  - Promotions
  - Sales
  - End of the year culminating performance/vocational display
    - Fashion Show/Award Show

Basic Skills

- General description
Components

- Individualized vocational placements within the community highlighting student's strengths within a vocational area.
- Skills are worked on within the building setting during prevocational school jobs period then are transferred into a workplace/authentic setting
  - SPCA
    - Sort, wash, dry and fold animal linens
  - PLC Panther Central Outlet
    - Sort, wash, dry, fold and return items to the store
  - CBI domestic domain
    - Locating items on shopping list
    - Identifying items within the department
    - Placing items in shopping cart
    - Navigating the shopping cart throughout the store
    - Purchasing items
  - End of the year culminating performance/vocational display
- Fashion Show/Award Show

Developmental Skills

General description

Components

- Prevocational jobs and responsibilities within exploratory domain
- Vocational and academic instruction supported by Eden and Links Curriculum
- Routines, discrete trials and data collection
  - PLC Panther Central Outlet
    - Sort, wash, dry, fold and deliver clothing
  - Panther Production Pagoda
  - Orders placed from catalogue of items
    - Prototypes displayed
    - Offer a variety of goods such as chocolate pops, homemade dog treats, bracelets, chair pads, heat packs, staff lanyards, etc.
  - CBI domestic domain
    - Locating items on shopping list
    - Identifying items within the department
    - Placing items in shopping cart
    - Navigating the shopping cart throughout the store
    - Purchasing items
  - End of the year culminating performance/vocational display
- Fashion Show/Award Show

Goals:

- Students are given the opportunity to transfer skills within authentic settings and gain employment experience that will promote a positive work ethic within a competitive employment setting
- Improve post-school outcomes
- Enhances communication skills and/or peer relations
- Promotes self-advocacy
- Build upon strengths, interests and preferences
- Provide and educational foundation to promote prevocational skills that will transfer into adult vocational programs
- Promote independence
- Promote awareness and equality of individuals with disabilities
- Provide a positive support to members of the community
- Continued development of self-help skills
- Breaking down the walls of a typical classroom setting
- Connects student to his or her surrounds in preparation for the transition into adulthood

Expectations

- Our expectation is for our students to integrate into one of the following types of employment:
  - Competitive Employment: a full-time or part-time job with market wages and responsibilities; generally no long-term support is provided
  - Supported Employment: a competitive job where the individual receives ongoing support services while on the job; can be funded through state developmental disabilities or vocational rehabilitation agencies
  - Customized Employment: a job in which the individual’s strengths and abilities are used to develop a specific role uniquely created for the individual
- Self-Employment: a job situation in which the individual’s interests and strengths are matched to a product or resource that can allow him or her to make money, i.e. a bakery for those who love to cook; can increase the opportunity to tailor the work environment to the individual’s needs
- Sheltered Employment: a job setting where individuals with disabilities are not integrated with workers without disabilities; generally supported by a combination of federal and/or state funds; some argue that this system more often hinders the independence of people with autism in the community

Expectations
Placement Process

• Skills Assessments
• Interests & Preferences
• Interviews

Common Core State Standards: ELA

• College & Career Readiness Anchor Standards for Speaking & Listening
• Comprehension and Collaboration:
  • **CCSS.ELA-LITERACY.CCRA.SL.1**
  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Common Core State Standards: ELA

• College & Career Readiness Anchor Standards for Writing
• **CCSS.ELA-LITERACY.W.11-12.4**
  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

• **CCSS.ELA-LITERACY.W.11-12.5**
  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Common Core State Standards: Math

• **CCSS.MATH.PRACTICE.MP4** Model with mathematics.
  – “Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions.”
  – “A model can be very simple, such as writing total cost as a product of unit price and number bought…”

Common Core State Standards: Math

• **CCSS.MATH.PRACTICE.MP5** Use appropriate tools strategically.
  – Familiarize students with a variety of tools such as graphs, calculators, rulers etc.
  – Help them understand how to select appropriate tool for the situation.
Common Core State Standards

- Common Core State Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.CCRA.SL.1</td>
<td>Communication; Interviews</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.11-12.4</td>
<td>Resume Writing</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.11-12.4</td>
<td>Resume Writing</td>
</tr>
<tr>
<td>CCSS.Math.Practice.MP4</td>
<td>Pricing in Retail Setting</td>
</tr>
<tr>
<td>CCSS.Math.Practice.MP5</td>
<td>Calculator &amp; Register Use</td>
</tr>
</tbody>
</table>

Risk Management Practices

Staff Training:
- Job coach
- SLE teacher trainings
- CBI training
- Driver training
- CPI/Handle with Care

Student Training

Risk Management Practices

Work sites:
- Receive information about the school and the programs
- Constant communication with Transition Coordinator
- PLC participate in required worksite training and/or orientation process
  - Waiver forms
  - Staff and student orientation

Documentation:
- Permission slips
- Training Plans
- PLC Insurance information provided to the worksite for liability purpose for both the students and staff

Accomplishments/Outcomes

- Positive Impact on Students
- Community Impact
- Presentation at Dare to Dream-Student leadership conference
- Student Outcomes
  - Data Collection Underway

Future Plans

- Online Presence
- 11th Grade
  - Mentoring by Grade 12

Questions???

- Please Contact Us at:
  - Lisa.Howell@pinelandschool.org
  - Danielle.Taylor@pinelandschool.org

- www.pinelandschool.org