

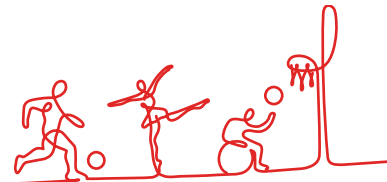
SBANT Education Day – March 2023

Support for Transition Planning Across Medical and Public School-Mandated Transition Programs

Melissa Clift, MSN, FNP-C

Pediatric Spina Bifida Clinic

Scottish Rite for Children



Transition Planning

“A truly successful transition process is the result of comprehensive team planning that is **driven by the dreams, desires and abilities of youth**. A transition plan provides the basic structure **for preparing an individual to live, work and play** in the community, **as fully and independently** as possible.”¹

Medical

Clinical Guidelines

CLINICAL REPORT Guidance for the Clinician in Rendering Pediatric Care

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

Supporting the Health Care Transition From Adolescence to Adulthood in the Medical Home

Patience H. White, MD, MA, FAAP, FACP; W. Carl Cooley, MD, FAAP; TRANSITIONS CLINICAL REPORT AUTHORIZING GROUP,
AMERICAN ACADEMY OF PEDIATRICS, AMERICAN ACADEMY OF FAMILY PHYSICIANS, AMERICAN COLLEGE OF PHYSICIANS

Best Practice

Transition from
Pediatric
focused care
To
Adult
focused care
for Youth with Spina Bifida

An American Academy
of Pediatrics Quality
Improvement Project

School

Mandates

A TRANSITION GUIDE

TO POSTSECONDARY EDUCATION AND EMPLOYMENT
FOR STUDENTS AND YOUTH
WITH DISABILITIES



OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
UNITED STATES DEPARTMENT OF EDUCATION

Revised August 2020

Regulations


SCOTTISH RITE

FOR CHILDREN



ORIGINAL ARTICLE

Education and employment as young adults living with spina bifida transition to adulthood in the USA: A study of the National Spina Bifida Patient Registry

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Aims of the Study

1. To describe the educational and employment profiles among individuals with spina bifida aged **18-26 years**
2. To better describe how SDOH are associated with employment status
 - Sociodemographic factors
 - Factors related to the condition (Spina Bifida) itself
 - Specific health outcomes



Methods of the Study

Statistical Analyses

From 2009 to 2019:

- **1,909** NSBPR participants between 18 and 26 years contributed 4,279 annual clinic visits
- *Median* age was 21 years
- Female 55.5%
- Non-Hispanic White 66.8%
- Non-private insurance 52.6%

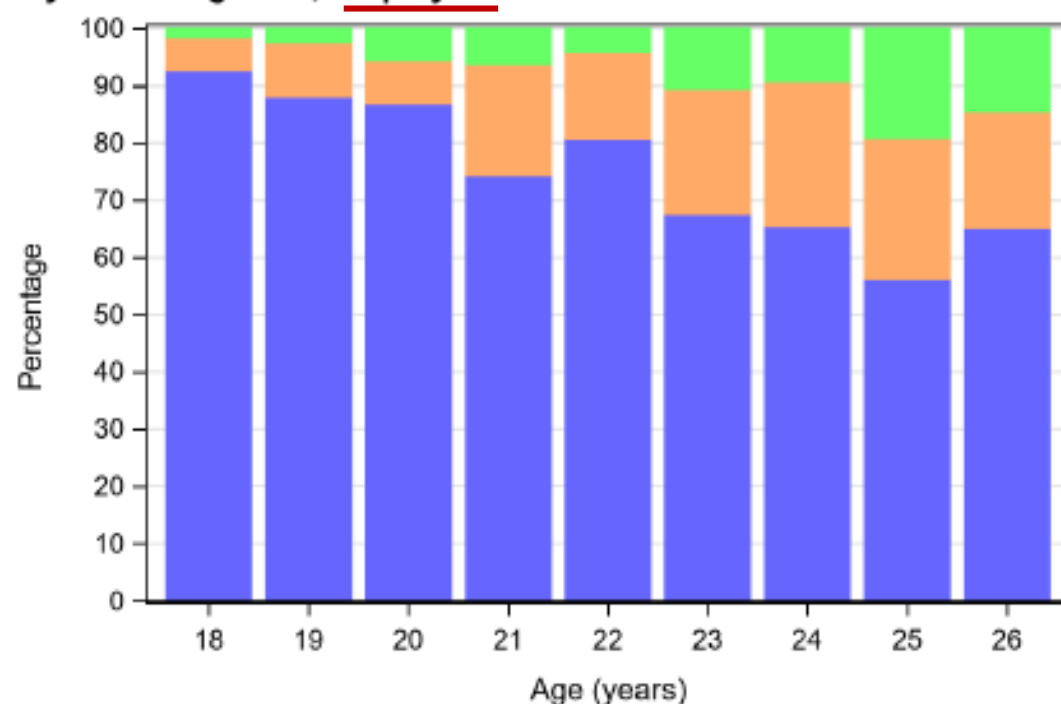
Statistical analysis

We examined the association of employment outcomes with covariates using all visits excluding those reported as being a current student with 'Not employed – child or student' status. Time-independent variables included sex, race/ethnicity, and spina bifida type. Time-dependent variables included age, lower extremity functional level, health insurance, educational level, ambulatory status, continence status, history of shunt, non-shunt surgeries since last visit, and episodes of skin breakdown since the last visit. Associations between spina bifida type and all other variables shown in [Table 1](#) were examined using a χ^2 test or Fisher's exact test.

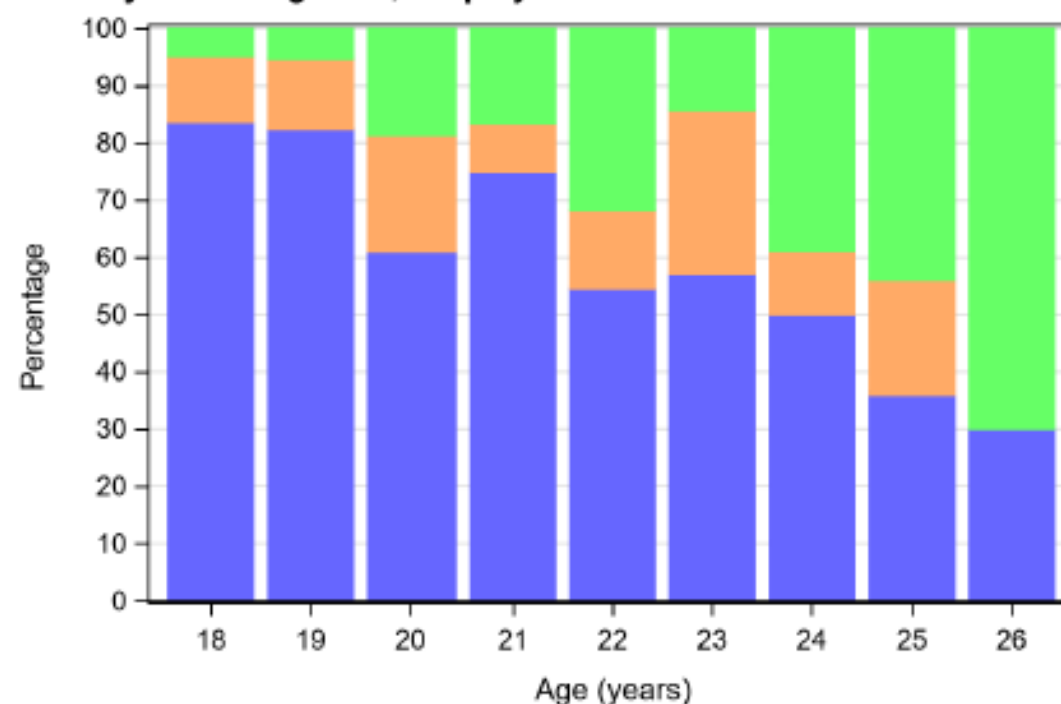
To account for the effect of repeated observations of employment status and other time-dependent variables from the same person, we used generalized estimating equations (GEE) models with logit link function.²¹ The outcome of the main analysis was any employment. An outcome of sub-analysis was full-time employment among all visits at which participants reported being employed. GEE regression models estimated the odds ratios of these outcomes. The GEE regression models also accounted for correlated data from participants clustered by clinic. Multiple GEE regression models were conducted to test the independent association between outcome and covariates; an independent correlation structure was specified. Multiple collinearity was checked for both multiple regression models by examining the estimated correlation matrix. Any *p*-values less than 0.05 were considered significant; 95% confidence intervals (CIs) were calculated for odds ratio point estimates. Association between medical characteristics and health outcomes was also tested and is presented in [Table S2](#). Statistical analyses were performed using SAS version 9.4 (SAS Institute, Cary, NC, USA). All analyses were replicated by a second analyst.

Variables	Overall (<i>n</i> = 1909)	Spina bifida type		<i>p</i>
		Myelomeningocele (<i>n</i> = 1597)	Non-myelomeningocele (<i>n</i> = 312)	
<u>Employment status</u>				<0.001
Not employed	1452 (76.1)	1247 (78.1)	205 (65.7)	
Part-time	276 (14.5)	233 (14.6)	43 (13.8)	
Full-time	181 (9.5)	117 (7.3)	64 (20.5)	

Myelomeningocele, Employment



Non-myelomeningocele, Employment



Employment status Not employed Part-time Full-time

Employment status Not employed Part-time Full-time



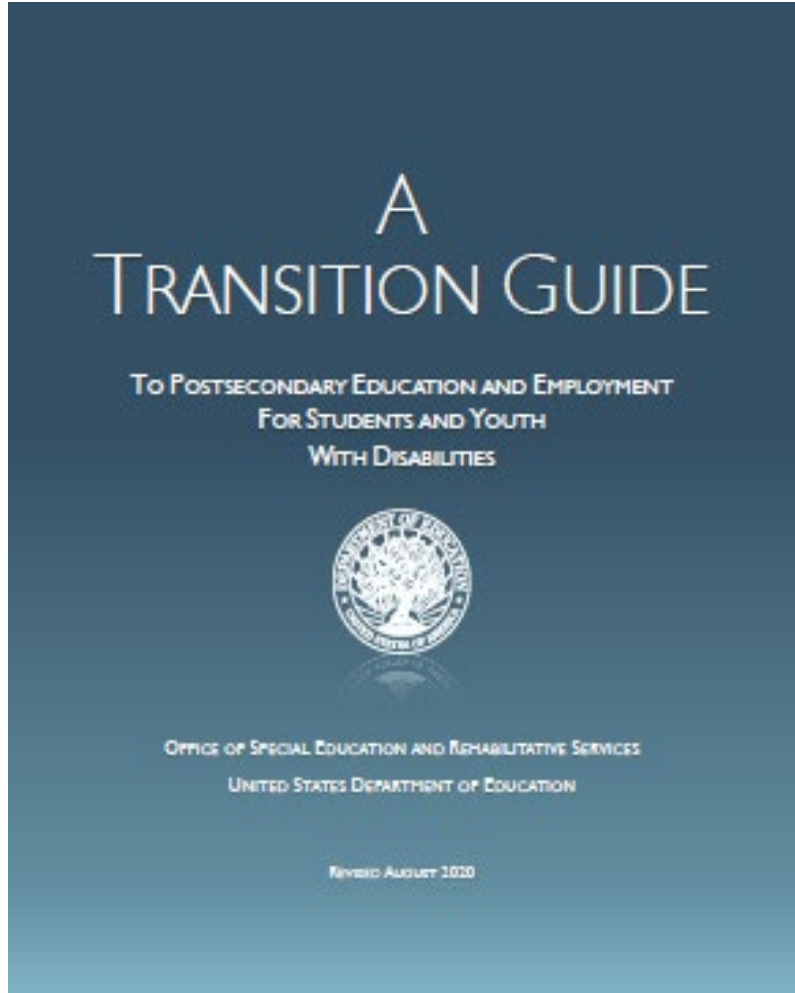
Summary of Numbers

At the time of the participants' last visits:

- 41.9% were non-ambulatory
- 50.1% were continent of *bladder*
- 62.4% were continent of *bowel*
- 41.8% had at least 1 year of post-high school education/training
- 23.9 were employed.



I.D.E.A. Mandated Transition Services in the Public Schools



A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities

Office of Special Education and Rehabilitative Services

<https://www2.ed.gov/about/offices/list/ose/transition/products/postsecondary-transition-guide-august-2020.pdf>



From the U.S. Federal Regulations Re: Transition Services

Transition services means a *coordinated* set of activities for a child with a disability that:

Facilitates movement into

- Postsecondary education
- Vocational education
- Supportive employment
- Continuing adult education
- Adult services
- Independent Living
- Community Participation



Areas for Assessment Using Validated Tools, Program Instruments, Direct Conversations in Transition Planning Under IDEA

1. *Update of Education & Training Skills, Strengths, Needs, Etc.*
2. *Personal / Independent Living Skills, Behavioral Strengths and Needs, Life Skills*
3. *Validated / Standardized Tool for Monitoring the Process*
4. *Vocational Interest Inventory*
 - *(note availability of “Reading-Free Vocational Interest Inventory”)*
5. *Assessment of Specific needs*
6. *Sensitive and respectful of cultural contexts and social determinants of health*
7. *Direct Input from the Student from the Parent*



I.D.E.A. Mandated Transition Services in the Public Schools

8 Key Points in the Transition Process under IDEA

1. *Participate in the IEP Process*
2. *Be familiar with the Steps to Transition Planning*
3. Implementation of Transition Services
4. Referral to VocRehab &/or Other Adult Agencies
5. Vocational Rehabilitation Application Process
6. Individualized Plan for Employment
7. Common VocRehab Services Available under the Rehabilitation Act (1973)
8. Update and Monitor Progress



I.D.E.A. Mandated Transition Services in the Public Schools



Fidelity Checklist for Transition Services

1. *Send IEP Notification*
2. *Invite Agencies to the IEP Meeting*
3. *With family, complete the Transition Services part of IEP*
4. ***Ensure connections to state/community agencies and sustainability of these after exit***
5. *Conduct the IEP and approve it*
6. ***Determine who will implement and monitor Transition Services. Determine timelines***
7. ***Follow-up with agency connections***
8. ***Work with students to find summer employment***
9. ***Assist Seniors in applications, etc.***
10. ***Address application, funding, transportation, support services***
11. *In Feb/March assess status of plan and gaps needing intervention, plan*



TRAQ-5

Health



Some Final Comments

Pathways

The Texas Transition & Employment Guide
to a Successful Life After High School for
Students with Disabilities



Texas Transition & Employment Guide for Students with Disabilities

-  **3** Transition Planning
What Is in My IEP?
Using Your ARD Meeting to Plan Your Future
-  **9** My Rights
What Changes When I Turn 18?
Planning for Legal Rights and Responsibilities
-  **14** Careers
I Want To Work
Planning for Employment
-  **19** College
I Want to Continue Learning
Planning for College, Certification, Training,
and Other Learning Beyond High School
-  **24** Community
I Want to Be Independent
Planning for Supports in My Home and Beyond
-  **28** Financial
Who Pays for What I Need?
Planning for Financial Independence and Supports
-  **33** Health
I Want to Take Care of My Health
Planning for Medical Needs
-  **37** Next Steps
What Do I Do Now?
Activities to Plan For Your Future
-  **43** Assistance
Who Can Help?
Agencies and Contacts



Welcome to your future!


Moving from school into adult life requires thoughtful planning.

*Where will you work? What will you want to continue learning after high school?
Where will you live? Will you want support to meet your goals?*


You may have been thinking about this for a long time and already have some ideas about what you want for your life.

The Texas Transition and Employment Guide can help students with disabilities to plan for adult life. You can begin planning while you are in school. Use this guide to find out what to expect and where to find help. You will see the term "family" used to describe the person or people in your life who support you. Family might be your mom, your dad, or another family member. Family can also mean a foster parent or someone else who makes legal decisions for you.


Look for the following icons throughout this guide to find helpful information for your planning:

 **My life, my voice**

How to be more involved in your plan

 **Spotlight on supports**


People in different roles to help you

 **Questions to ask your ARD committee**

Note-taking guide for each topic

 **Next steps**

Activities to plan for your future

 **Assistance**

Agencies & Contacts

Additional resources:

I'm a family member, supporter, or professional:

Texas Transition
texastransition.org

Transition & Employment Guide Toolkit
texastransition.org/guide/
Scan the QR code for quick access

SpedTex
spedtex.org
Phone: 1-855-773-3839
Email: inquire@spedtex.org



Laws and requirements for schools:

Legal Framework for the Child-Centered
Special Education Process
framework.ccs18.net

The Texas Education Agency (TEA)
tea.texas.gov

Talk with a special education administrator to find out about procedures in your district or charter school

We need your feedback! Email your ideas for improving the Texas Transition & Employment Guide: sped@tea.texas.gov

Integrating Transition Planning - Developing Creative Solutions

**The Journey of
Transition to
Adult
Community
Services /
Education /
Employment**

SUCCESS



What people think it looks like

SUCCESS



What it really looks like



[Armando's Story - Spina Bifida - YouTube](#)

