Transparency in Transition and Beyond

A multi-year, tiered curriculum designed to foster healthy self-awareness and self-advocacy
Who are you?
Who am I?
Raise a hand if you...

...have advocated for a dietary restriction/allergy.

...have corrected someone on a pronunciation.

...have asked for clarification on a menu.

...have expressed to a significant other or friend a need that he/she could help you meet.

...have seeked out a preferred activity because you needed a boost.

...have taken a ‘mental health day.’

...have changed jobs because one had better benefits (interpret ‘benefits’ as you like).
The bottom line...

**Statement of Needed Transition Services** - beginning no later than the first IEP developed when the eligible student is 14.

“Recognizing the need for students with disabilities to engage in effective transition planning, the Individuals with Disabilities Education Act (IDEA) requires that transition planning be part of the Individualized Education Program (IEP). Beginning no later than the first IEP developed when the eligible student is 14, the Team considers the student’s need for transition services and documents this discussion. If appropriate, the IEP includes a statement of needed transition services. The school district understands that it must maintain documentation of a full discussion of the student's transition needs, whether or not such discussion identifies needed transition services for the IEP. Such documentation must be reviewed and updated annually thereafter. Students must be invited to all educational meetings and allowed to participate actively when transition planning is discussed.”

(Source: http://www.doe.mass.edu/sped/links/transition.html)
Working backwards.

Applying TASK ANALYSIS to transition:

Self-advocacy
Self-determination
Self-awareness
Where we landed...

The Science of Me!

In our program, we have worked with administrators, nationally recognized consultants and specialists in the field, parents, and students to develop a 3-year, tiered curriculum called ‘The Science of Me.’
How?

Logistics:

- Once a day for 60-minutes at a time
- Consistent cohort over three years
- Similar diagnostic profiles
- Research-supported teaching methods specific to population
- Administrative support
6th grade: The brain basics.
Connecting FORM to FUNCTION
Hm...

1. How many characters were in the water?
2. On the left side, the animal was playing what instrument?
3. The woman with the club was chasing what?
4. How many tents are in the picture and what color?
Make it real and strategize.

<table>
<thead>
<tr>
<th>Type of Memory</th>
<th>Definition</th>
<th>Parts of the Brain</th>
<th>Picture</th>
<th>Personal Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Memory</td>
<td>Helps you remember the things you've seen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequential Memory</td>
<td>Helps you remember things in a specific order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory Memory</td>
<td>Help you remember things you've heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factual Memory</td>
<td>Helps you remember specific facts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Procedural Memory</td>
<td>Helps you remember how to do things with your muscles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Motor Procedural Memory</td>
<td>Helps you remember how to do things that don't require your muscles to work hard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule Memory</td>
<td>Helps you learn and remember rules when you need them</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Effort**

**How it works:**

**Why it works:**

**What to do (a STRATEGY) and WHEN to do it:**

**Organization**

**How it works:**

**Why it works:**

**What to do (a STRATEGY) and WHEN to do it:**

**Distinctiveness**

**How it works:**

**Why it works:**

**What to do (a STRATEGY) and WHEN to do it:**

**Elaboration**

**How it works:**

**Why it works:**

**What to do (a STRATEGY) and WHEN to do it:**
7th grade: Brain quirks

No two brains are the same, but scientists do have an ‘expected’ realm of functionality in which they expect a brain to look and function a certain way.

What happens when a brain isn’t in this ‘expected’ realm?
Phineas Gage
Lizard Brain vs. Wizard Brain (Dr. Mel Levine)

Animal Brain Matching
"I chose to work on my procrastination in English. I don’t like stressing about the projects and trying to complete them last minute and I know that I will need to continue to work on this behavior in high-school. I hoped to work on the projects before they were due so I could have slightly less time each night but end up with only a bit of final revisions to do the night before it was due. I planned to encourage myself to work on my assignment by saying that if I worked on it I could spend time in the computer lab helping the teacher there, but I didn’t think that it would be enough. However I do feel that it made me thoughtful of how my time was being spent. I might consider implementing a reward plan for big projects in the future."
8th grade: MY brain

How do people talk about and ‘measure’ the brain?

[Diagram showing various types of intelligence, including Linguistic, Logical Mathematical, Visual Spatial, Naturalistic, Existential, Intra-personal, Inter-personal, Musical, Bodily Kinesthetic.]
“You know more than you think! Which model(s) do you think best describe(s) you? Why? Which model(s) do you want others to use to describe you? Why?

“There are several ways to describe intelligence. The first I am going to be talking about is Intelligence Quotient or IQ. It was one of the first ways to describe intelligence invented and consists of many tests to address different areas of intelligence that are all combined into one score that describes your intelligence. While IQ is simpler and more easy to remember than other methods of measuring intelligence it is also less complex and not as well able to describe the multifaceted nature of intelligence.”
Expanse of BRAIN FUNCTION

Walt Disney
Syndrome

David Beckham
Syndrome

Dan Ackroyd
Obsessive-Compulsive Disorder

Woodrow Wilson

Charles Dickens
Disorder

Tourette’s
Asperger’s
Dyslexia
Attention Deficit
IEP Process through ‘Science of Me’ lens

1. Direct instruction: IEP Team, IEP Timelines, Parts of an IEP

2. Case study: Fictitious character, Charlie Brown

   a. Putting an individual on paper

3. Individual processing to read IEP

4. Structured participation in meeting

5. Collaborative redrafting of goals and objectives
Transition Documents

Table of Contents
Organized by support category
Letter to high school support team
Employment and Community Living

Multiple Intelligences?
Organization style?
Sensory profile?

Graphic Organizers:

“When I’m having a great day, I’ll be more energetic, talkative, enthusiastic, and fidgety, when I am having a bad day I’m more tired, resigned, and hungry.”

“I would feel that I best receive feedback at scheduled feedback discussion sessions and just find it annoying when I’m told then and there where the action
Next steps

Longitudinal outcome studies in progress:
  Self-determination
  Involvement in IEP process
  Employment
  Other qualitative measures of quality of life
A classroom without walls:

Bring in the BRAIN!

National Geographic: “Brain Games’

Model self-awareness

Speak about your own patterns.

Model metacognition