

Promoting High Expectations for Youth with Disabilities

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Our Purpose

To discuss practical strategies associated with strengthening the parent-professional relationship leading to higher expectations for all youth with disabilities.

National Post School Outcomes

NLTS2, Wave 5 (2009)	
Currently employed	59%
Attended postsecondary institution in last 2 yrs.	32.6%

National Longitudinal Transition Study 2.
Available at: <http://www.nlts2.org>.

Available to work & employed:	Sept 2008	Sept 2014
Adults 16+ non disabled	71.6%	68.5%
Adults 16+ w disability	23.6%	20.1%

-U.S. Dept of Labor, Bureau of Labor Statistics

Research findings:

Many students with IEPs exit high school

- without disability awareness
- without knowledge of civil rights
- without registering for disability supports in higher education

McGahee, Mason, Wallace & Jones, 2001



IDEA mandates parent participation!

1. Rights in the IEP process
2. Members of State Advisory Panel
3. State/Local Performance Plan – joint training w/parents
4. Parent counseling & training – related service
5. Monitoring includes parent input
6. Funded parent training & information centers

Family Contributions

1. Storehouse of information about youth
2. Coordination of services – in & out of school
3. Mentor youth to develop self-management & self-determination
4. Perspectives on effectiveness of school & community service provision

- Pleet & Wandry (2009)

In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
→ •Career Awareness	X	X	
•Occupational Courses	X	X	
→ •Paid Employment/Work Experience	X	X	X
•Vocational Education	X	X	
•Work Study		X	
→ •Community Experiences		X	
•Exit Exam Requirements/High School Diploma Status		X	
•Inclusion in General Education	X	X	X
•Program of Study		X	

In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
•Self-Advocacy/Self-Determination	X	X	
•Self-Care/Independent Living	X	X	X
•Social Skills	X	X	
•Interagency Collaboration	X	X	
•Parent Expectations	X	X	
•Parental Involvement		X	
•Student Support	X	X	X
•Transition Program	X	X	

NSTTAC Literature Review: Parent Involvement & Expectations

- Students with one or more parents who participated in IEP meetings during the 11th and 12th grade year were more likely to be engaged in post-school employment
- Students with parents who had **HIGH EXPECTATIONS** were more likely to be engaged in postsecondary education and employment

www.nsttac.org

High Expectations Project



- NTACT led
- Indicators of Post-school outcomes
- Survey of 12 families
- Synthesis into 10 Action Steps for professionals

High Expectations: Action Steps for Professionals *[proposed draft]*

1. DO interact respectfully with each family according to their unique cultural-linguistic differences and distinct competing priorities.
2. DO make it safe for families to discuss their fears and sensitivity to discussion about the future based on possible negative past interactions.
3. DO encourage families to explore examples of role models who have achieved high expectations.
4. DO provide parent training opportunities in a variety of formats to address transition related school and adult service supports, eligibility and access.

High Expectations: Action Steps for Professionals *[proposed draft]*

5. DO empower families to trust their own instincts about their youth's future and help them build a network of support.
6. DO increase the effectiveness of educational and transition-related organizations outreach to families to foster positive post-school outcomes, based on awareness of prevalent myths and current research/practice.
7. DO begin planning for transition early and engage families as partners to build a robust transition IEP.
8. DO work with families to support students' school years success in all domains – academic, recreational, extracurricular, spiritual, and community participation.

High Expectations: Action Steps for Professionals *[proposed draft]*

9. DO engage families as partners in transition planning and implementation, valuing their historical perspectives on the whole life of their youth.
10. DO support family members in their journey to discover their young person's present and future preferences, interests, needs and strengths.

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