Supporting Transition and Community Involvement with “We Know Beans”

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Topics

- History
  - Laws, Requirements, Statistics
- Tools
  - Assessments, IEP Goals
- Significant Influences
  - Components, Best Practices
- We Know Beans
  - Approach, Goal, Activities

History

- 1973 504 Section of Rehabilitation Act
- Civil Rights
- 1975 Education for All Handicapped Children Act
  (Public Law 94-142)
- 1975 IDEA Individuals with Disabilities Education Act
  (Public Law 108-446)
  National Educational Law
- 1988 ATA Assistive Technology Act (updated 2010)
- 1990 ADA Americans with Disabilities Act
  Equality for People With Disabilities
- 2001 NCLB No Child Left Behind
  General Education Law (update in progress)
**Individuals with Disability Act 2004**

- Ensure that children with disabilities have the opportunity to receive a free appropriate public education (FAPE).
- *Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.*
  
Part D – Subpart 4 – Section 682 (C) (i)

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**IDEA Transitioning Requirement**

Final signed August 4, 2006 - Part B

Definition of Transition Services – section 300.43
Transition Services in the IEP – section 300.320(b)
Summary of Performance - section 300.305(e)(3)
Transition Services Participants – section 300.321(b)

Document parts:
- Part A – Definitions
- **Part B – School Age including Toddlers**
- Part C – Babies to Age 3
- Part D – National Activities

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**Transitioning Services Definition**

A coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

(IDEA, 2004)
Measurement

Indicator 13

- Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that:
  - are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study,
  - reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.
- There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

http://nichcy.org/laws/idea

Indicator 14

- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  A. Enrolled in higher education within one year of leaving high school.
  B. Enrolled in higher education or competitively employed within one year of leaving high school.
  C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

http://nichcy.org/laws/idea

Statistics

May 2013
Dept. of Labor, Office of Disability Employment

- **Labor Force Participation**
  - People with disabilities: 20.7%
  - People without disabilities: 69.1%

- **Unemployment Rate**
  - People with disabilities: 13.6%
  - People without disabilities: 7.0%

http://www.dol.gov/odep/
Youth Employment Rates

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<th></th>
<th>Disability</th>
<th>No Disability</th>
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<tr>
<td><strong>May 2011</strong></td>
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<td></td>
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<tr>
<td>Age 16 to 19</td>
<td>11.9</td>
<td>25.3</td>
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<tr>
<td>Age 20 to 24</td>
<td>32.1</td>
<td>61.1</td>
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<tr>
<td><strong>May 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 16 to 19</td>
<td>13.1</td>
<td>26.4</td>
</tr>
<tr>
<td>Age 20 to 24</td>
<td>32.0</td>
<td>61.7</td>
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</table>

http://www.dol.gov/odep/categories/youth/youthemployment.htm
US Department of Labor – Office of Disability Employment Policy

Tools

Assessments

- Assessments
  - Academic
  - Social
  - Interest Survey
  - Employability Skills

Tools

Individual Education Plan

- Based on assessments
- Consider strengths, weakness and needs
- Measurable
- Realistic
- Can someone else perform assessment
Significant Influences

Transitioning Components

- Intensive Basic Skills
- Survival Skills – Behavior Control, Study Skills
- Courses for Graduation
- Transition Needs
- Self Advocacy

Zigmond (1990)

Best Practices

- Hudson Valley Transition, N.Y.
  Grade 7 – Age 12
  Student, Parent, and Staff explore interests, hopes, strengths, weaknesses
  [Link]
- Wisconsin – Age 14
  Self Determination Handbook
  [Link]

We Know Beans

- Approach
- Goal
- Activities
Approach
“Just Manageable Principle”
Part of the art of choosing difficulties is to select those that are indeed just manageable. If the difficulties chosen are too easy, life is boring; if they are too hard, life is defeating. The trick is to choose trouble for oneself in the direction of what one would like to become at a level of difficulty close to the edge of one’s competence.
When one achieves this fine-tuning of his life, he will know zest and joy and deep fulfillment.
Nicholas Hobbs (1974)

Approach
Cross-Curricular
• Creating cross-curricular thematic activities enable students to stay interested in and involved.
It is seen as a way to support goals such as transfer of learning, teaching students to think and reason, and providing a curriculum more relevant to students.
(Hayes, 2010)

We Know Beans Goal
Engage and motivate students while providing academic and job skills by developing a business environment in your classroom.
Benefits
- Activities build student confidence and self-esteem to assist with a successful transition to post high school.
- Provides a real life, academic rich school environment where students are motivated to learn.
- Reinforce academic and life skills in school
- Parents are involved with helping to promote the product
- Students and teachers at school benefit from the interactions
- Community is aware and supportive of the needs of our students.

Objectives
- Product Introduction
- Goal Setting and Tracking
- Communication
- Order Taking
- Receipt Writing
- Thank you Notes

Goal Setting
- Who is involved?
- What to buy?
- Where to spend money?
- How many need sold?
- When to start and finish?
Science
- Food Handling License
- Grow your favorite bean
- Fiber and vitamin content
- Where are beans on My Plate
- How to prepare beans
- Follow cooking directions

Math Skills
- Count by 1’s, 2’s, 5’s, 10’s, even, odd, etc.
- Collect money
- Make change
- Keep a bank account

Social Skills – Social Studies
- Practice talking about the product
- Pretend interviews
- Practice interacting with customer
- Talk to teachers, parents, etc.
- Identify locations in neighborhood
- Activity – Describe my bean
**English**
- Write receipts
- Keep a journal on progress
- Create stories or scripts
- to Bean Activity

Hello:
My Name is ___________
and I'm selling soup mix kits
for my class. They are $____.
How many would you like?

**Computer**
- Keep up with orders/goals
- Make thank you cards
- Create fliers

**Job Skills**
- Ask us about our
Soup Mix Kits!
- weknowbeans@pottsboroisd.org
- Assembler
- Product Inspector
- Accounting
Experience:
Pottsboro Independent School District, Pottsboro, Texas  March 2013 – Present
Custodian
  ● Sweep and clean
  ● Paint
  ● Take out trash
Pottsboro High School, Pottsboro, Texas  August 2011 – February, 2013
School Helper
  ● Sweep floors in the gym
  ● Wipe off lunch tables
  ● Take out trash
Volunteer
  ● Dust mop the floors
  ● Wash windows
  ● Sort clothes
We Know Beans, Pottsboro, Texas  January, 2011 - May, 2013
Assembler and Product Inspector
  ● Mix and measure bean product using food handling procedures
  ● Assemble and package product
  ● Inspect product for quality
  ● Took and filled orders for product

We Know Beans Contacts
  ● Website
    ● http://classroom.pottsboroisd.org/webs/linda.donie/
  ● E-Mail
    ● weknowbeans@pottsboroisd.org
  ● Pottsboro High School
    ● Linda Donie – 903-771-0085 x382
    ● Linda.donie@pottsboroisd.org

References
  ● Individuals with Disabilities Education Act of 2004, 108-446, [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]
  ● Denis Hayes (2010); The seductive charms of a cross-curricular approach. Education 3-13: International Journal of Primary, Elementary and Early Years Education, 38:4,381-387