

## The Transition from Birth to Positive Adult Outcomes: The Importance of the Expanded Core Curriculum

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## Problem

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- Students with visual impairments are not employed, living independently, or attending post-secondary education at a rate commensurate with sighted peers (Blackorby & Wagner, 1996 & 2009; McMahon, 2000; 2004, Oddo & Sitlington, 2002; Wagner et al., 2003)

## IDEA 2004

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- 300.320(7)(b)-Transition Services
  - Appropriate MEASURABLE post-secondary goals based upon age appropriate transitions assessments related to training, education, employment, and independent living skills; and
  - Transition services (including program of studies) should assist student in reaching those goals

## Transition Planning

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- The vehicle used by school districts to ensure that transition-aged students have both school-based and work-based skills necessary to achieve their chosen outcomes

## Student Variables

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- Work-based Skills
  - Work experience
  - High Social Skills
  - Job search skills(Benz et al., 1997; Sacks & Wolfe, 1997; Kirchner et al., 1997)

## Student Variables cont.

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- School-Based Skills
  - High Reading Skills
  - High Writing Skills
  - High Math Skills(Benz et al., 1997; Hunter, 1986; Baehr & Orban, 1989)

## Student Variables cont.

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- Competency in the Expanded Core Curriculum Content Areas
  - AT/Technology
  - Career Education
  - Compensatory/Access Skills
  - Independent Living Skills
  - O&M
  - Recreation & Leisure
  - Self-determination
  - Sensory Efficiency
  - Social Interaction Skills

● (Sapp & Hatlen, 2010; Hatlen, 1996; 2004; 2009 Pugh & Erin, 1999)

## Other Variables

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- Teacher Quality
  - Pedagogy
  - Content Knowledge  
(Ashton & Webb, 1986; Darling-Hammond, 2000; Gibson & Dembo, 1984; Sanders & Rivers, 1996; Wendling & Cohen, 1980)
- Effective Teaching Strategies or Researched-Based Instruction  
(Marzano et al., 2001)

## Missouri State Performance Plan

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- **Indicator 13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
  - The Transition Outcomes Project (TOPS) will assist local schools in meeting IDEA transition service requirements.
  - Train teachers and administrators to implement the Self-Determination Curriculum in selected school systems.

## Missouri State Performance Plan

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- **Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
  - How is Missouri Doing?

## What should we do?

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- Assist parents in developing a *vision statement* for the future
- Have students direct and lead their own IEP ASAP
- Assess, teach, and evaluate ECC content areas-ensure proficiency
- Provide quantifiable accommodations that allow student to successfully access general education

## What should we do?

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- Focus on career education as early as 4 years of age
  - Awareness
  - Exploration
  - Work experience
- Focus on Self-determination as early as 4 years of age
- Encourage students to volunteer & work