A Perfect Fit: Connecting the Illinois SEL Standards to the Transition Plan Independent Living Requirement

Presented by:

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TODAY’S AGENDA

- Review the Independent Living requirement, per PA 098-0517, and related resources.
- Review Social Emotional Learning Standards
  - What is Social Emotional Learning
  - Benefits
  - Illinois SEL standards
- SEL and Transition Planning connection
  - Independent Living examples
- Reflections and Questions
- Meet your SPP Indicator 13 Team
TRANSITION PLANNING: INDEPENDENT LIVING
PA 098-0517, effective upon becoming law, amends the school code by changing Section 14-8.03 to remove the phrase “where appropriate” that precedes “independent living skills”.

- In other words independent living is no long optional and must be considered as are Employment and Education/Training.
In practice, this means that a post-school goal based on age-appropriate transition assessment is required for students who have an IEP in effect when they turn 14 ½.

- Course of study, transition services and annual goals should be considered and planned for to assist the student in progressing toward the post-school goal.

- An Independent Living PS goal should spur the IEP team to consider what the student needs to learn and do while in secondary school in order to progress toward the post-school goal, e.g., using transportation, managing finances, managing health care and medications, advocating for one’s self, etc.
INDEPENDENT LIVING REQUIREMENT

- A common barrier in thinking about Independent Living goals lies in equating Independent Living to Daily Living Skills. Daily Living Skills is one component of Independent Living.

- Independent Living can also encompass health/safety, financial/income, transportation/mobility, social relationships, recreation/leisure, and/or self-advocacy/future planning.

- In reality, young adults with disabilities run a high risk of failure in their education/training and employment goals if relevant independent living goals are not considered.
  - Addressing Independent Living for transition-aged youth who have IEP’s will ensure that being college and career ready can be a reality for these students too.
INDEPENDENT LIVING – IMPLEMENTATION

How should we go about starting to do this for every transition-aged student?

- Using **age-appropriate transition assessments** to determine needs, strengths, preferences and interests is the first step. After assessment data has been gathered, develop the post-school goal and address any needs in course of study, transition services and annual goals.
**RESOURCES FOR TRANSITION ASSESSMENT AND DEVELOPING INDEPENDENT LIVING GOALS**

- **Casey Life Skills** is a free practice tool and framework to assess independent living skills and provides results instantly. Casey Life Skills was originally created for working with youth in foster care, however, the tools work with all young adults. [http://lifeskills.casey.org/](http://lifeskills.casey.org/)

- **Critical Thinking and Applied Knowledge** (from Iowa Transition Assessment) Critical thinking/application skills for postsecondary expectations: How can you assess it and how can you access the suggested data collection or assessment resources?

- **Independent Living Assessment Instrument**

- **Self-Determination/Self Advocacy Checklist**

- **School and Community Social Skills Rating Checklist**
RESOURCES FOR TRANSITION ASSESSMENT AND DEVELOPING INDEPENDENT LIVING GOALS

- **Information Assessments for Transition: Independent Living and Community Participation.** K.O. Synatschk, G.M. Clark, and J.R. Patton (Book available for purchase)
  

- **Self-Determination Assessment Tools** On this webpage: links to the AIR Self-Determination Assessment (free), the ARC Self-Determination Scale, the ChoiceMaker Self-Determination Assessment, and the Field Hoffman Self-Determination Assessment Battery.
  

- **Illinois’ Social and Emotional Learning Standards**
  
  [http://www.isbe.net/ils/social_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm)
JODI’S TRANSITION PLAN

- **PS Independent Living Goal:**
  - After high school, Jodi will travel to and from work using the public transportation system with time-limited supports of a coach or CIL service provider.

- **Transition Service:**
  - Under Community-Based Experience: Practice using public transportation

- **Annual Goal:**
  - Given direct instruction and guided practice, Jodi will identify which public bus route she will need to ride in order to get from her house to the grocery store, Target, and community college 4 out of 4 opportunities by May 2014.
Illinois’ Social Emotional Learning Standards
SOCIAL/EMOTIONAL LEARNING (SEL)

- As a result of the Children’s Mental Health Act of 2003, ISBE adopted the Illinois Social and Emotional Learning Standards
- 10 SEL standards, goals, age-appropriate benchmarks and performance descriptors
- Collaborative effort between ISBE and the Illinois Children’s Mental Health Partnership
  - Technical support from the Collaborative for Academic, Social, and Emotional Learning (CASEL)
SOCIAL/EMOTIONAL LEARNING (SEL)

SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to:

- recognize and manage their emotions;
- demonstrate caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively.
SOCIAL/EMOTIONAL LEARNING (SEL)

- Quality SEL instruction in which students learn to process, integrate, and selectively apply SEL skills in developmentally, contextually, and culturally appropriate ways in conjunction with a safe, caring, participatory and responsible school climate can result in positive outcomes including:

  - promotion of mental wellness;
  - prevention of mental health issues;
  - school connectedness;
  - reduction in student absenteeism;
  - reduction in suspensions; and
  - improved academic outcomes.
SOCIAL/EMOTIONAL LEARNING (SEL)

Integration of SEL into systems and practices is highly recommended and can occur by:

- examining existing systems and structures to determine how social and emotional learning efforts can be integrated into them;
- embedding SEL instruction into existing curricula;
- taking advantage of teachable moments that occur naturally throughout the day;
- promoting students’ feelings of autonomy, relatedness, and competence; and
- providing opportunities for students to practice social and emotional competencies.
Goal 1 – Develop self-awareness and self-management skills to achieve school and life success.

- 1A Identify and manage one’s emotions and behaviors.
- 1B Recognize personal qualities and external supports.
- 1C Demonstrate skills related to achieving personal and academic goals.
**WHY IS SEL GOAL 1 IMPORTANT?**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success.

- Knowing your emotions, how to manage them, and ways to express them constructively.

- Accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources.

- Ability to establish and monitor your progress toward achieving academic and personal goals.
Illinois Social and Emotional Learning Standards

Goal 2 – Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- 2A Recognize the feelings and perspectives of others.
- 2B Recognize individual and group similarities and differences.
- 2C Use communication and social skills to interact effectively with others.
- 2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
**Why is SEL Goal 2 Important?**

- Building and maintaining positive relationships with others
  - Requires the ability to recognize the thoughts, feelings and perspectives of others, including those different from one’s own

- Establishing positive peer, family, and work relationships
  - Requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.
Goal 3 – Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- 3A Consider ethical, safety, and societal factors in making decisions.
- 3B Apply decision-making skills to deal responsibly with daily academic and societal situations.
- 3C Contribute to the well-being of one’s school and community.
WHY IS SEL GOAL 3 IMPORTANT?

- Essential to citizenship in a democratic society –
  - Promoting one’s own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one’s classroom, school, family, community, and environment.
  - Requires an ability to make decisions and solve problems on the basis of:
    - accurately defining decisions to be made;
    - generating alternative solutions;
    - anticipating consequences; and
    - evaluating and learning from one’s decision-making.
SEL and the Transition Connection
Illinois Transition Planning Flow Chart

**Age-Appropriate Transition Assessments**
"...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services.


<table>
<thead>
<tr>
<th>Needs</th>
<th>Strengths</th>
<th>Preferences</th>
<th>Interests</th>
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**Develop Measurable Postsecondary Goals**
Based on a synthesis of the age-appropriate assessment data/information

<table>
<thead>
<tr>
<th>Education/Training</th>
<th>Employment</th>
<th>Independent Living</th>
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<tbody>
<tr>
<td>Required per IL PA 099-0517, August 2013</td>
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**Identify Transition Services**

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<tr>
<th>Instruction</th>
<th>Related Services</th>
<th>Community Experiences</th>
<th>Employment &amp; Adult Living</th>
<th>If appropriate, daily living &amp; vocational evaluation</th>
</tr>
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**Develop the Course of Study**
1) Aligned with Post-Secondary Goals, e.g., minimum requirements to enter college, trade school, etc.
2) Specific high school courses required by or benefiting Post-Secondary Goals.

**Develop Annual IEP Goals**
Annual goals operationalize activities planned in transition services

**Coordinate Services with Adult Agencies**
Invite outside agencies to the IEP meeting with consent of parents or student who has reached the age of majority.

Adapted from "Transition Services Flow Chart". Seattle University. 2008
Marjorie is a 18 year old high school senior who has a mild learning disability. She has passed all state exams with standard and non-standard accommodations. She is in her final semester of school after completing home schooling and an approved absence. She has a nine-month old daughter Alexa. She plans to continue her education. Marjorie participated in a career and transition assessment and plans to seek employment in the web design field. Marjorie has completed the ARC Self-Determination Scale and though some of her skills are comparable to early high school, she has been showing growth during the last two years. Marjorie has three classes to finish by June. Her parents have been very supportive of their daughter and have provided resources to help further her aspirations.

Marjorie’s Post-School Outcome for Independent Living:

- After graduation from high school, Marjorie will use age-appropriate self-determination skills in school, at home, and in the community.
Transition Service

- Instruction: self-determination and self-advocacy skill training

Annual Goal 1

- **PLAAFP**: Marjorie has experienced strong growth in her self-advocacy skills. She plans to attend a community college and continue to care for her infant daughter. She plans to maintain support with agencies and family.

- **Goal**: Marjorie will use communication and social skills to interact effectively with others. SEL Goal 2C

- **Benchmark**: Given direct instruction and support from the case manager, Marjorie will initiate a meeting with the Disability Services office of the community college she wants to attend by March 1, 2014.

- **Benchmark**: Given a prepared outline with questions she develops with the case manager, Marjorie will use the outline in her meeting at the community college and review her notes with the case manager by April 1, 2014.
POST-SCHOOL GOAL
(RESULT OF TRANSITION)
AFTER GRADUATION FROM HIGH SCHOOL, JESSICA WILL USE AGE-APPROPRIATE SKILLS TO MANAGE ANGER AND STRESS IN HER DAILY LIFE.

Transition Service
Instruction in anger management and self-management skills.

Present Level of Academic Achievement & Functional Performance
Jessica has asked for assistance with anger and stress management. She has displayed inappropriate reactions to adult directives, sometimes by cursing and banging her fist against a door or locker. She has asked for assistance with her behavior and has agreed to attend counseling sessions.

Annual Goal
Jessica will identify and manage her emotions and behavior and increase her skill development as measured by the ARC Self-Determination Scale. (SEL Goal 1A)

Objectives
-- Given direct instruction and guided practice, Jodi will analyze how thoughts and emotions affect decision making and responsible behavior and prepare a one page paper with the option to prepare a PPT with a minimum of 3 slides incorporating clip art or pictures to demonstrate.

-- Given direct instruction and use of workbook materials provided by the social worker, Jodi will learn and practice stress and anger management skills by June 2014.
TIME TO REFLECT

One thing I learned during this section is...

One thing I would like to have clarified would be...

One thing I could do to apply this learning is...
RESOURCES

- http://www.isbe.net/ils/social_emotional/standards.htm
- http://www.isbe.net/learningsupports/html/sel-resources.htm
- http://nsttac.org/content/nsttac-indicator-13-checklist-form-b-enhanced-professional-development%20
ILLINOIS STATE BOARD OF EDUCATION

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What questions do you still have?

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**Thank You!**