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Transition Project- SEFB 420

Texas A&M University

*"On my honor, as an Aggie, I have neither given nor received unauthorized
on this academic work"*

Transition Reflection

1. What did you learn about yourself in terms of interacting with families from diverse backgrounds?

I learned a lot by interacting with my student's family. I met my student and thought that his family lived in an apartment, since that was the address listed on his paperwork, but I found out that they rent a beautiful home in College Station. By realizing that money and material items do not determine family participation, I learned that any family could want to participate in their child's education, or not. The wealthiest of families could want nothing to do with their child's education, while the non-wealthiest of families wants nothing more than to fully participate. I have learned not to judge a book by its cover and remember to keep my stereotypes at a minimum when working with families.

2. How did you have to use critical thinking skills to complete this project?

While working on this project, I had to think outside of the box to determine which informal assessments would be beneficial to use for my student. This was the first time I had to choose informal assessments, so I was unsure what to look for at first, but eventually I found the necessary assessments that gave me the information I needed. I also had to work with my student, his teachers, and his parents to determine what his next steps are. We talked about a lot of options and I would have to phrase my opinions in a certain way so that he understand that not all options are viable or reasonable. At first, I did not want to tell him that he was unrealistic, but then I realized that even some of my own dreams are unrealistic and we both need to work towards an achievable goal and outcome.

for the future. Finally, I had to think critically when deciding my student's outcomes and goals. Not every outcome was easy to think of and I had to think about what was best for my student and what would help him ease his transition.

3. How did this project strengthen your collaboration skills?

I learned a lot about collaboration while working with my student's parents, teachers, and transition coordinator. I would not have been able to complete this project without their help, especially when I was confused and had several questions. I did not want to let my student down, so on a weekly basis I spoke to his supervising teacher and she gave me some really great tips, handouts, and paperwork from the district that were extremely helpful. She was always happy to sit down with me, answer my questions, and discuss the project with me in order for me to move forward. I also learned about collaboration by working with my student's family. Our first initial meeting was both exciting and nervous, but was extremely helpful for my project. They offered a lot of detail regarding my student and his interests and were helpful when deciding what outcome would be best for him. They had not even started the process of looking for college options, until I had asked them about it. They were excited that their son would have the option to talk it through with me and we would both decide the best outcome for him. Overall, I had to collaborate with several people regarding this project and each person I interacted with helped bring my transition project to fruition.

4. What do you need to do to continue to develop your skills in these areas?

I am still extremely nervous when talking to new people; I'm usually afraid I might say the wrong thing, get flustered, or speak too fast. In order to be more comfortable around new people, specifically the families I will be working with in the future, I will need to interact with new people more often and become more confident in my abilities. I know that I have the power to be great, but sometimes I forget. With a degree from Texas A&M, I know that I have an education that qualifies me to be a teacher, and therefore I should not be nervous to discuss students and their performance. Once I become more comfortable talking with parents and families, I will need to remember to slow down my speech so that I can be understood and be confident in what I am saying.

Student Summary

Chris is a sophomore at A&M Consolidated High School. Chris enjoys playing video games, playing sports outside like football and horseshoes, and likes to hang out with his friends. He enjoys going to the movies and Grand Station with his friends and can see himself getting a part-time job at either of those places. He also does most of the chores at home, which includes mowing the lawn, doing the dishes, and taking out the trash. He explained that his younger brother has a disability and therefore it is Chris's job to do the chores.

Chris transferred from Temple to College Station at the beginning of school last year. Chris has ADHD and a Specific Learning Disability. He is currently mainstreamed in all of his classes, with Algebra and English in a resource setting. He struggles with math, but takes his coursework very seriously despite his struggles. He acknowledges that he did not give his best effort last year and attributes his lack of effort to moving and not knowing anybody at his new school. He is taking computer maintenance and criminal justice classes, as those are two of his passions.

Chris is interested in the Criminal Justice system and wants to be a police officer. He acknowledges the hard work it takes to be a Police Officer and has a back up plan to work for the Police as a tech working with computers. He is aware that college is very expensive and has applied for a part-time job while still in high school. Chris has indicated that he wants to start his post-secondary education at Blinn so that he can also have a job and earn money to pay for school. After a few years at Blinn, he would like to transfer to Texas A&M or Baylor. He would also like

to live alone and take care of himself after high school and is aware of all the responsibilities involved.

Upon speaking to Chris's mother and stepfather, Laura and Bob, it is evident that they have high hopes for Chris. When discussing career options, they agree that he could be a wonderful police officer, in the future, but would excel in a job that was more straightforward and "like an assembly line", where he could have the same routine everyday. They mentioned how kind and hard working he is, but he needs support and reminders because he is too shy to ask when he needs help. Both parents agreed that Chris could live independently upon graduation and attend a 2-year college. They identified his writing and reading skills and his low self-confidence as limitations to transitioning out of high school.

Chris's Algebraic Reasoning teacher, Angelica Woods, described Chris as a well-behaved, bright student, who just needs a little more time for assignments. He was put into her class because the general education math class was too fast paced for Chris to keep up with the assignments and material. Chris already understands some of the material in Mrs. Wood's class and therefore, does not pay attention in class. He completes his assignments, but Mrs. Woods discussed Chris's inability to ask for help and she would like to see Chris ask her for help more often. Finally, Mrs. Woods agreed that Chris could excel in either a "service" type of career or a straightforward career as mentioned above.

Transition Assessments

Several informal assessments were given to Chris, his family, and his teacher to learn more about his education, career, independent living, and recreation & leisure options post-high school. Below is a comprehensive list of assessments, as well as the results from said assessments. The assessments and questionnaires will be attached at the end of this document.

List of Assessments:

- Clark, G.M., Copeland, R.L., Patton, J.R., & Synatschk, K.O. (2007) Connecting to Your Future [Assessment Instrument]. Austin, Texas. Proed. Retrieved from:
http://www.swprep.org/UserFiles/Servers/Server_1204154/File/SASPC/Forms/Transition/Informal%20Assessments%20For%20Transition%20-%20Employment%20&%20Career%20Planning.pdf
- Clark, G.M., Copeland, R.L., Patton, J.R., & Synatschk, K.O. (2007) Moving On To Your Future [Assessment Instrument]. Austin, Texas. Proed. Retrieved from:
http://www.swprep.org/UserFiles/Servers/Server_1204154/File/SASPC/Forms/Transition/Informal%20Assessments%20For%20Transition%20-%20Employment%20&%20Career%20Planning.pdf
- Clark, G.M., Copeland, R.L., Patton, J.R., & Synatschk, K.O. (2007) The Attitude Inventory [Measurement Instrument]. Austin, Texas. Proed. Retrieved from:
http://www.swprep.org/UserFiles/Servers/Server_1204154/File/SASPC/Forms/Transition/Informal%20Assessments%20For%20Transition%20-%20Employment%20&%20Career%20Planning.pdf

- Enderle, J., Severson, S. (2003) Enderle-Severson Transition Rating Scale-Form J-Revised (ESTR-J-Revised). [Assessment Instrument]. Columbus, Ohio. ESTR Publications.
- Green, J. (1990). Parent Interview: Vocational Assessment [Assessment Instrument]. Joe Green Education Services.
- Green, J. (1990). Student Interview: Vocation Assessment [Assessment Instrument]. Joe Green Education Services
- Green, J. (1990) Teacher Questionnaire: Vocational Assessment [Assessment Instrument]. Joe Green Education Services.
- No author. (2005). Career Clusters Interest Survey [Assessment Instrument]. Oklahoma Department of Career and Technology Education.
- No author (n.d.) Interest Inventory (High School) [Assessment Instrument]
- Round Rock Independent School District Special Education Department (n.d.) Pre-ITP Parent Questionnaire [Assessment Instrument].

Education

With the Student Interview: Vocation Assessment, Chris expressed his interest in both Criminal Justice and Computer Maintenance. He also expressed interest in two Universities: Baylor and Texas A&M. He also discussed the possibility of starting at a community college such as Blinn Junior College or Temple Community College and then transferring into a 4-year University. He is interested in both 2-year and 4-year programs, recognizing that his challenges with schoolwork might limit him to a 2-year program unless he works harder in high

school. The information for Chris's post-high school education comes from his initial interview and subsequent interviews throughout this process.

A parent interview, using Round Rock Independent School District Special Education Department's Pre-ITP Parent Questionnaire and Parent Interview: Vocational Assessment, was used to determine the parent's point of view of Chris's post-high school education. The results indicate that his parents believe he is fully capable of completing a 2-year program for criminal justice. They are hopeful he can continue on to a 4-year University, but are not sure if he will be ready for that level of independence. They agreed that because of his passion in criminal justice and computer maintenance that he could succeed in either of those degrees at a 2-year college.

A teacher interview, using Teacher Questionnaire: Vocational Assessment, was used to determine Chris's level of commitment to his education. Angelica Wood, Chris's algebraic reasoning instructor, discussed Chris's strengths and weaknesses in her classroom. Mrs. Wood identified Chris's calculator skills and worksheet pace as strengths. However, she identified Chris's inability to ask for help as his biggest weakness in her class.

The results of all three interviews will help to provide Chris goals and objectives to work on while still in high school that relate to his education. They will also provide a foundation for his post-high school education goals.

Recreation & Leisure

Two assessments were administered to get to know Chris and his preferences for recreation and leisure: the Student Interview: Vocation Assessment

(1990) and the Interest Inventory (High School). Both assessments asked Chris questions about his after-school activities and preferences that will be used to create transition goals for the future. These assessments indicated that Chris enjoys video games, going to football games with his friends, and sometimes play outside sports. He is very sedentary and rarely goes outside to play a sport, but he does enjoy watching a football game and other sports with his friends. He mentioned that he does not hang out with friends all the time, but when presented with the opportunity, he accepts. With his friends, he likes to go to football games, the movies, or play video games. He is very shy, so making friends in the future might be difficult for Chris, but he is aware that in order to make friends, he needs to be social and introduce himself to others.

The results of these assessments indicate that Chris will need to work on his social skills while still in high school so that he is capable of working toward post-high school social goals.

Career

To determine the best career option for Chris, an interview using Interest Inventory (High School), Moving On To Your Future, Connecting To Your Future, Career Clusters Interest Survey, and Student Interview: Vocation Assessment, were all used. The intention of these items was to explore career options with Chris and decide which career best suits him and his abilities. The results were conclusive across almost all assessments; Chris would benefit from a job in “Military and Protective Services”, as well as, “Applied Technology and High Technology and Engineering”. Chris would like to be a Police Officer, or have a job related to working

with the Police. The results from the Career Clusters Interest Survey showed a slightly different career option, but one that his family mentioned he would excel at-manufacturing.

Another assessment, the Attitude Inventory, was used to determine Chris's attitude towards having a job and working with others. Chris scored 70 points out of 100 resulting in the "fair" category. He acknowledges that he is shy and will not reach out for tasks to do, but will always get the job done when asked. When discussing the results, Chris admitted that having a negative attitude while working can result in losing the job and having a positive attitude will make it enjoyable for everyone working.

The information presented in all career related assessments indicates that Chris has decided on a career and is ready and willing to work toward his career choice of becoming a police officer. Chris acknowledges that he has some challenges to work through before he can accomplish this goal, so short objectives to help him reach career goals will be provided.

Independent Living

The main assessment used to assess Chris's independent living skills was the Enderle-Severson Transition Rating Scale-Form J-Revised (ESTR-J-Revised) and more specifically, the Postsecondary Outcome Assessment. The results indicate that Chris is aware of possible living situations, finances, transportation, and the skills needed to maintain living alone. Chris understands that in order to have money, he needs to have a job. He also understands that living alone can be expensive, so he has expressed the idea of living with a roommate and sharing expenses. Chris would

like to move out, possibly to Temple, TX or even Baltimore, Maryland and move in with a friend. He understands that this might not happen right away, but he sees himself living away from home a few years after high school. Chris already has a car of his own, and is in the process of obtaining his driver's license as he intends on being fully mobile with his truck post-high school.

Based on his parent's interviews (Round Rock Independent School District Special Education Department's PRE-ITP PARENT QUESTIONNAIRE and Parent Interview: Vocational Assessment) and the ESTR-J-Revised, they agree that Chris is capable living on his own, maybe not right away, but within a few years after high school. They also agree that he is fully capable of doing chores around the house and maintaining his own living space, but acknowledge that he is a teenage boy and is still learning how to take care of himself.

The information provided through these assessments indicates that Chris will need to continue practicing independent living skills. He will be provided goals to work towards while still in high school that will lead up to post-high school goals for independent living.

Self-Advocacy Plan

Chris's self-advocacy plan includes statements about his ability to advocate for himself in all areas of transition: education, employment, independent living, and recreation and leisure. Through parent and teacher interviews, it is known that Chris is shy and does not ask for help. When asked, he will describe the accommodations he receives for his disability.

Education

Chris has ADHD and a Specific Learning Disability and will therefore contact disability services before and/or after enrolling in Community College to advocate for his educational needs. Chris will thoroughly discuss his educational needs with disability services and continue to seek help through their services. Chris will discuss accommodations and modifications with professors about allowing him more time on tests and assignments and note-taking options, as well as preferential seating if necessary. He receives these accommodations in high school and explains that they help him learn the material. Chris will reach out to professors for help when he is struggling and recognize that they will not ask if help is needed.

Employment

Chris would like to have a career in criminal justice and potentially become a police officer. He is currently enrolled in a criminal justice in high school. In order to become more familiar with the laws regarding adults with disabilities, Chris will study the laws that correlate to having a disability in the workforce- ADA. During the interview process for a job, Chris will discuss accommodations he thinks he will

need during employment. When he is struggling or is having a problem completing a task or job, Chris will ask his employer for help.

Independent Living

Chris would like to move to Maryland after he graduates high school and live on his own. He will need to ask his parents when he needs help with bills, budgeting, or anything related to money. Chris will seek help from various businesses if he encounters a problem with heating, air conditioning, plumbing, electric, etc.

Recreation and Leisure

Through parent and teachers interview, it is known that Chris is a shy and quiet person. In order to maintain a healthy relationship with his future roommate, Chris will discuss household chores and responsibilities on a weekly basis with his roommate. He will also need to develop coping strategies and communication techniques for when a problem arises and he must address it. Chris will also introduce himself to new people when he has the opportunity.

This plan will help to ensure that Chris can advocate for his needs on his own, and without the help of others. He is capable of discussing his needs, but only when asked. With time, Chris will be able to openly discuss what can help him be successful in class, at work, and with his future roommates.

Transition Outcomes

Education

A. Outcome

After graduating High School, Chris will attend community college in Baltimore, MD to complete an Associate's Degree in Criminal Justice with support from disability services.

B. Goals for the outcome and Timeline

1. Within each 6-week period of the 2016-2017 school year, Chris will verbally ask Mrs. Wood for help on assignments at least 3 times.
2. By the end of Chris's sophomore year (May 2017), Chris will have completed and passed his Criminal Justice class with a grade of C or higher.
3. With the help of his counselor, Chris will enroll in Law Enforcement for his junior year (2017-2018) of high school.
4. Upon completion of Law Enforcement and with approval from the instructor, Chris will enroll in Problems & Solutions for his senior year (2018-2019) of high school.

C. Rational

Chris expressed interest in a Criminal Justice field during his initial interview.

Both Chris and his parents believe that with the help of disability services, he can successfully complete an Associate's Degree program at a community college.

Based upon the interview with both Chris's parents and teacher, it was determined that Chris has trouble asking for help and advocating for his needs. A

goal has been created to help Chris work on his self-advocacy skills while still in high school so that he can carry this skill with him to community college.

Recreation & Leisure

A. Outcome

After graduating from high school, Chris will seek a membership from a gym and workout at least 3 times a week.

B. Goals for the outcome and Timeline

1. By the end of the 2017 school year, Chris will ask his parents for a gym membership.
2. By the beginning of the 2017-2018 school year, Chris will work out in the gym at least two times a week.
3. By the end of 2018-2019 school year, Chris will be physically fit enough to work out at least 3 times a week and maintain a regular schedule at the gym.

C. Rational

Chris acknowledges that in order to be a police officer, he must be physically fit and maintain a healthy body. He is currently overweight and does not work out on a regular basis. In order to succeed as a police officer, Chris will need to begin working out on a regular basis. Chris will also need to build confidence in himself so the first step in gaining the confidence he needs is to ask his parents for a gym membership. This will push Chris to advocate for his needs and become motivated to workout.

Career

A. Outcome

After completing his Associate's Degree from a community college, Chris will obtain a full-time job in the field of criminal justice.

B. Goals for the outcome and Timeline

1. By the end of Chris's sophomore year (May 2017), Chris will have completed and passed his Criminal Justice class with a grade of C or higher.
2. By the end of Chris's sophomore year (May 2017), Chris will obtain a part-time job of his choice.
3. Upon completion of high school (May 2019) Chris will enroll in a community college in Maryland and pursue a Criminal Justice degree.

C. Rational

Chris would like to be a police officer, but both he and his parents acknowledge that he needs to improve upon his social skills and physical attributes before he can pursue that option. However, whether he is a police officer or not, Chris still wants to be involved in criminal justice and is working towards learning what he can while still in high school that will help him post-high school. Chris would like to get a part-time job so that he can start saving money for college while in high school.

Independent Living

A. Outcome

After graduating high School, Chris will live independently in an apartment with a roommate.

B. Goals for the outcome and Timeline

1. Chris will graduate from A&M Consolidated High School in May of 2019.
2. Chris will enroll in a Maryland community college by June of 2019.
3. Upon enrollment in community college, Chris will search and obtain an apartment and roommate by July of 2019
4. Chris will move into his apartment at least one week before the beginning of his first semester in college (August 2019).

C. Rational

Chris has expressed interest in living with a roommate so that he can share expenses of the apartment. He is capable of living independently (as evident of the interviews and informal assessments results for this area) and his parents agree that he will be ready by the end of high school. His parents discussed his ability to clean up after himself, get himself ready for school, do light housework when asked, among other things. Chris would like to consider moving out of the state directly after high school, but his parents do not agree that that is a wise decision. Regardless, Chris would like to live independently directly after high school.

Job Analysis

Rationale

Chris is interested in becoming a police officer and has decided that he would like to pursue this career once he has finished high school. Jose Alaniz is the Student Resource Officer (SRO) at A&M Consolidated High School and he was the police officer interviewed for this job analysis.

Summary

Chris led this interview with Mr. Alaniz and used the Job Analysis form as his guide. He asked several questions including; What are your daily tasks, what is the process of becoming a police officer, would my struggles with writing and spelling impact my ability to be a police officer, what is the starting salary for police officers, and the statements/probes on the Analysis.

Mr. Alaniz answered Chris's questions thoroughly and gave him some great information he needs because he is considering this field. He explained that he is an SRO, so his daily tasks include communicating with students and making sure everyone in the school is safe. He also explained that he is paid to work outside jobs on the weekends, such as local sporting games and community events.

Next, Mr. Alaniz explained the different ways Chris could become a police officer. One route involves going into the military and then after 3 years, entering the police academy. Another option is going to college for 3-4 years and then applying to the police academy. Either way, you have to be 21 to go to the academy, so these two options will be the best way to ensure he is prepared for the academy.

Next, Mr. Alaniz discussed the difference between the types of jobs within the field of criminal justice. He began as a Patrol Officer, but then switched around to Hostage Negotiator, Bike Patrol, Alcohol task Force, and Criminal Investigator. He explained to Chris that his favorite job was being a Patrol Officer because everyday was a different day with different scenarios and jobs on the streets.

Chris then asked Mr. Alaniz how having difficulty with writing and spelling could impact his ability to complete the tasks of a police officer. Mr. Alaniz answered Chris's questions honestly and told him that most of the work a police officer does is computer paper work. So, yes, it might take Chris a little longer to complete his paperwork from a case, but everything is on the computer so as long Chris can type he can get the work done. Chris was excited to hear this from Mr. Alaniz and it gave him hope that he will be able to be a successful police officer. He thanked Mr. Alaniz for answering his questions and shook his hand.

Match

According to the Job Analysis, this career choice is a match for Chris. He decided that in his career he would like to have people around, dress up for work, have an easy job, physical work, with detail being important, and working outside, among other things. All of these statements correspond to the career of being a police officer, and thus it is a match for Chris.

Next steps

This analysis with Mr. Alaniz helped Chris to see what he could be doing for the rest of his life. After the interview, Chris expressed his excitement to become a police officer after hearing all that he could do within the field. Now that Chris has

had the chance to speak with a Police Officer, it would be best to have Chris also speak with others in the field of criminal justice. He could shadow different types of Law Enforcement for a day and decide which aspect of each person's job he likes best and pursue that option. Once Chris obtains an Associates Degree in criminal justice, he will apply to go through the police academy and work in the criminal justice field in Maryland.

Student Progress Summary

Chris's progress with transition has been positive. In the beginning of this process he wasn't sure of his plans, but after the interview with Mr. Alaniz he definitely knew he wanted to be a police officer. He has decided that he wants to live in Maryland and become a police officer after obtaining a degree in criminal justice.

Chris's outcome and goals have stayed current throughout the transition process and none have changed. A few steps were added to each goal's timeline to include class schedules for the rest of high school.

In the area of education, Chris has been working hard to make sure he can achieve his goals, but his grades have not been improving. Both his Transition Coordinator and his supervising teacher have told him that in order to continue with his goals for post-secondary education, he must show major improvement. Chris is aware that college will be much harder, but he is doing his best and working hard everyday. He is currently making D's in most classes, but will need to work toward making C's or higher for the rest of the year. He can work on his self-advocacy skills by asking his teachers for more one-on-one help with his assignments.

In the area of employment, Chris has decided that he will still pursue law enforcement. He is taking the necessary classes to achieve this goal and will enroll in the succeeding class for the next school year. In order to ensure which option of law enforcement is best for Chris, he can continue to interview different people like a security guard, patrol officer, or more specialized law enforcement agents.

In the area of recreation and leisure, Chris will need to continue toward his goals of working out at the gym in order to be considered for the police academy. Chris is aware that being in shape is critical for police officers and he must make the change now, in order to be successful.

In the area of independent living, Chris will need to keep practicing appropriate communication skills so that he can carry out his self-advocacy plan. One way to ensure that Chris is comfortable speaking to people would be enroll him in a public speaking class. His supervising teacher and transition coordinator can help decide whether or not this option is available. Chris will also continue to lead his IEP meetings and advocate for his needs while he is still in high school.

Chris knows exactly what he wants to do after high school and it should provide him with enough motivation to accomplish his goals. He will just need to remember to be a self-advocate and ask for help when he is struggling.