

Monday Bulletin on Services to Youth

To Coordinate... To Enhance... To Serve... Through Communication...

Meet the Staff of Monday Bulletin



Melissa Emmer

Melissa has been full-time with Michigan Rehabilitation Services (MRS) as a secretary to Youth Services and the Staff Development

Unit (Division 1) since July of 2005. She is responsible for distribution of the *Monday Bulletin*. The Staff Development Unit keeps her busy preparing for training events and working with Paula Brzezinski on updating and maintaining the MRS Intranet and Internet. She is also a member of the Ambassador Team.

Prior to her current assignment, Melissa worked with Marcie Alling as the Project Assistant for MiConnections. Melissa's first association with MRS was as a temporary worker with the AWARE (MRS' casework data system) support unit and Social Security/Ticket to Work unit.

Before joining MRS, Melissa attended Baker College of Owosso and worked as a Marketing Assistant at a Lansing-based Marketing Company, Inline Design, Inc.

In her non-work time, Melissa is married and is Mom to four-year-old Hannah who she is trying to teach to play baseball.

Transition Assessment From Several Perspectives in Michigan

By Lynn Boza

Assessment plays an important part in the rehabilitation process. Legislation pertaining to youth with disabilities reinforces the importance of assessment. As a result of the Individual's With Disabilities Education Improvement Act of 2004, those who work with youth with disabilities perceive that assessment carries a greater importance in the planning process than ever before this time.

IDEA 2004 Perspective

IDEA 2004 requires that the IEP for students 16 and older (and younger when appropriate), must have "... appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills..."

Michigan Department of Education's Perspective

The Michigan Department of Education's School Improvement Framework defines "Assessment" as follows:

Instruments used to collect data and evaluate student performance. In order to capture a complete and accurate picture of student achievement, a variety of, or multiple data sources, are strongly recommended. A primary purpose of collecting assessment data from multiple sources is to use the data to change instruction. Each assessment must be aligned with at least one of the student performance goals in the school improvement plan. The quality of assessment is described using terms "reliable," "valid," and "fair."

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Assessment is key in planning.
Assessment data helps the student, educator, rehabilitation professional and parent reflect with a student upon their abilities, interests, and vocational exposure experiences in order to prepare for the future and develop a meaningful career plan.

See the Michigan Youth Leadership Forum web at:

www.myllf.org

Michigan Department of Labor & Economic Growth- Michigan Rehabilitation Services
Archive issues are at our web site: www2.mrs.state.mi.us/transtions

Transition Assessment - Michigan Perspectives

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Michigan Rehabilitation Services' Perspective

The Michigan Rehabilitation Services casework policy requires that vocational needs assessment be conducted to determine the goals, nature and scope of rehabilitation services to be included in the Individualized Plan for Employment. Such an assessment begins simultaneously with the assessment for eligibility and is carried out in integrated settings to the extent appropriate and consistent with the individual's informed choice. Emphasis is placed on using existing and current information to the maximum extent possible, including information provided by the individual and by the individual's family, as appropriate.

Comprehensive assessment includes personality characteristics, career interests, interpersonal skills, intelligence and related functional capacities, educational achievements, work experience, vocational aptitudes, personal and social adjustments, and employment opportunities of the applicant. The medical, psychiatric, psychological, neuropsychological, and other pertinent vocational, educational, cultural, social, recreational, and environmental factors that affect the employment and rehabilitation needs of the individual must also be considered. An appraisal of the individual's work behavior and the services needed for the individual to acquire occupational skills and to develop work attitudes, work habits, work tolerance and social and behavior patterns necessary for successful job performance, including the utilization of work in real job situations to assess and develop the capacities of the individual to perform adequately in an integrated work environment is important. Rehabilitation technology services may also be needed in order to assess and develop the capacities of the individual to perform in an integrated work environment.

MiConnections— High School/High Tech Perspective

One of the Guideposts in the MiConnections framework is "Preparatory Experience" which includes career assessment. Career assessment is the process through which students define and explore career options that are compatible with their personal goals, interests and abilities. According to the National Collaborative on Workforce and Disability (NCWD) for Youth, assessment of transition-age youth falls into the following four major domains: educational, vocational, psychological, and medical. For an excellent guide describing formal and informal assessments, see NCWD's Assessment Guide at

http://www.ncwd-youth.info/resources_&_Publications/assessment.html

Transition Trends in Michigan

In addition to traditional formal assessments, schools throughout Michigan are adopting tools for conducting informal transition assessments. One popular tool is the Enderle-Severson Rating Scale developed by Jon Enderle and Sue Severson. This scale has two different formats. Each format assesses the same four transition areas. The format given to a student depends on the nature of their disability. Char-Em, COOR, COP, TBA and AMA Intermediate School Districts expect to adopt use of the Enderle-Severson Rating Scale in Fall, 2006.

Another popular informal transition assessment is the Transition Planning Inventory (TPI), developed by Gary Clark, and James Patton. The TPI covers 9 planning areas. Bay/Arenac, Clare/Gladwin and Ingham Intermediate School Districts expect to begin using the TPI in Fall, 2006. Bay/Arenac ISD is adopting a computerized TPI in the Fall.

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Tool Kit on Teaching & Assessing Students With Disabilities

The *Tool Kit on Teaching and Assessing Students With Disabilities* is a collaborative effort of OSERS and the Office of Elementary and Secondary Education (OESE), intended to assist states in raising the achievement of all students with disabilities.

The Tool Kit provides up-to-date guidance on designing and implementing high-quality assessments for students with disabilities. Also included is a set of technical assistance products that offer practical, research-based approaches to the challenges schools are facing in the areas of assessment, instruction, behavioral interventions and use of accommodations for students with disabilities. In addition, you will find information about research now under way to further expand our knowledge about how best to support teaching, learning and assessing.

The Tool Kit materials have been distributed to state directors of special education and materials are at:

www.ed.gov/about/offices/list/osers

Did you know? Some Transition Facts...

- In 2005, Michigan Rehabilitation Services assisted 7,537 Michiganders with disabilities into jobs.
- In 1995, the percentage of youth served by Michigan Rehabilitation Services was 23.6% and in 2005 the percentage was 36.5%.
- In 2005, 408,208 students were served at Michigan's 28 community colleges.
- In 2005, 40% of 11th and 12th grade students enrolled in wage earning career and technical education programs.
- 95% of secondary students and 94% of community college students were employed or continued their education after completion of a career or technical education program.
- Michigan Commission for the Blind serves youth with low vision and provides vocational rehabilitation services to people who are blind.

Stress Levels of Caregivers at All-Time High

Family caregivers provide an estimated \$257 billion in informal care services to persons with chronic diseases and disabilities in America every year. A new report by the National Quality Caregiving Coalition shows that overall, caregiver stress levels are high nationally. The study shows that caregivers nationally are 14% more likely to rank their quality of life as fair or poor and 30% of respondents did not know where they would turn to for information on short and long-term care. The study uses data from the Centers for Disease Control and Prevention's Behavioral Risk Factor Surveillance System. Read *Caregiving: A National Profile and Assessment of Caregiver Services and Needs* at http://www.rci.gsw.edu/pdfs/Caregiver_Report.pdf

61% of persons with intellectual disabilities receive care from family members, according to the latest, 2005 edition of the State of the States study by David Braddock (Coleman Institute, U of Colorado). The study also points out that there is an estimated 2,805,608 family caregivers for persons with mental retardation and developmental disabilities in America (p.59, 2005 edition).

SOURCE: AAMR F.Y.I. Subscribe for free at http://www.responsetrack.net/aamr/sign_up

What Does Health Have To Do With Transition? EVERYTHING!

- From the HRTW May e-Newsletter

This new parent brief provides information on the benefits of and strategies for including health in the Individualized Education Program (IEP) process. It notes that although it is not common practice to identify health-related needs and goals when developing a statement of transition services within a student's IEP, lack of attention to health needs and health management can jeopardize goals for learning, working, and living safely in the community. Examples of health needs that could be considered as part of transition planning include good nutrition practices; proper hygiene practices; the effects of alcohol, tobacco, and other substances; the importance of exercise, medication management and understanding your special health care needs.

This Parent Brief is published by The National Center for Secondary Education and Transition (NCSET) and PACER Center. Written by Ceci Shapland, Healthy and Ready to Work National Center

<http://www.ncset.org/publications/viewdesc.asp?id=2967>

Dismantling the Poverty Trap: Disability Policy for the 21st Century Policy Brief

- From Reference Points updates from the TATRA Project

This report develops principles to guide systems reforms to promote the economic self-sufficiency of people with disabilities. It shows that working-age Americans with disabilities did not share in the economic prosperity of the late 1990s and were more likely to live in poverty than other Americans. The employment rate of people without disabilities is double that of working-age people with disabilities, and people with disabilities are continuing to fall farther behind others economically. Key recommendations in the report call for future sustainability, systems-wide eligibility criteria, early interventions, incentives that make work pay, access to health care and assistive technology that is not linked to employment, substantial beneficiary control over the delivery of supports, and an extensive public awareness campaign about the work capabilities of people with disabilities.

The report is available from the Rehabilitation Research and Training Center for Economic Research on Employment Policy for Persons with Disabilities at Cornell University at <http://digitalcommons.ilr.cornell.edu/edicollect/124/>

Save the Dates • Events & Training

Date	Training or Event	Location
June 23, 2006 10:00- 2:00 PM	C-PRINT INFORMATIONAL MEETING C-Print is a speech-to-text accommodation. Free event. Sponsored by MCPO and Michigan Career & Technical Institute. For more info contact: Julie Eckhardt- jewel@chartermi.net or Dave Porter porterd@michigan.gov .	Michigan Career & Technical Institute 11611 W. Pine Lake Rd. Plainwell, MI
July 13, 2006	READY, SET, STAY: IMPROVING JOB PLACEMENT AND RETENTION OUTCOMES FOR PEOPLE WHO ARE DEAF OR HARD OF HEARING Contact your local MRS manager to participate, MRS employees register on E-Learn. Contact Julie Eckhardt jewel@chartermi.net or Lynn Boza bozal@michigan.gov for more information.	Lansing Community College West Campus- M-TEC Center Sanders Road Lansing, MI
August 15, 2006 2:00 - 2:45 P.M. ET	“JOB RESTRUCTURING/JOB NEGOTIATION” WEBCAST Sponsored by T-TAP and Worksupport.com. For more information go to http://www.worksupport.com/training/viewUpcomingWebcasts.cfm	Webcast
August 18 - 20, 2006	ABILITIES EXPO Exhibit floor for testing and comparing products and services offered by state of the art exhibitors. Abilities Expo also offers a full line up of FREE consumer and professional workshops. http://det.abilitiesexpo.com/iaedet/v42/index.cvn	Rock Financial Showplace Novi, MI
September 28-30, 2006	2006 MALDE CONFERENCE: “RESPONSE TO INTERVENTION: MALDE’S PAST AND MICHIGAN’S FUTURE.” Contact Linda Schmidt for more information and registration materials: lschmidt@corunna.k12.mi.us	Shanty Creek Resort Bellaire, MI
October 22-24, 2006	LDA FALL CONFERENCE Call LDA for more info at 1-888-597-7809	Michigan State University Kellog Center E. Lansing, MI
November 15-17, 2006	MICHIGAN REHABILITATION CONFERENCE “MOVING FORWARD: NAVIGATING THE ROAD AHEAD” More information will be on the web at : www.maro.org	Grand Traverse Resort Traverse City, MI

Please forward or print this bulletin for others.

E-mail your contributions or ideas for “Monday Bulletin on Services to Youth” to
Lynn Boza: bozal@michigan.gov or call 517/241-3957.

Views expressed in Monday Bulletin articles are not necessarily the views of the Michigan Department of Labor & Economic Growth nor Michigan Rehabilitation Services.