Evidence-Based Practice on Interagency Collaboration for Transition Planning

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What Does Research Say about Interagency Collaboration?

NTACT classifies transition practices into four categories

- **Evidence-based** practices – strong record of success, rigorous research design, adhere to quality indicators
- **Research-based** practices – sufficient record of success, rigorous research design, may adhere to quality indicators
- **Promising** practices – some success, may use rigorous research design, may adhere to quality indicators
- **Unestablished** practices – limited success, based on unpublished research, anecdotal evidence, professional judgement
The Quest for Evidence-Based Practices started from

Searching for Best (Promising) Practices
Kohler (1993)

- Conducted a review and synthesis of the literature pertaining to best practices in transition, spanning the years from 1985 to 1991
- Obtained 49 documents including follow-up studies, pseudo- and quasi-experimental studies, and theory-based or opinion articles that purported best practices in transition
- Evaluated the practices based on whether they were empirically substantiated or implied by the authors
Taxonomy for Transition Programming (Kohler, 1996)

Student Development
- Life skills instruction
- Employment skills instruction
- Career & vocational curricula
- Structured work experience
- Vocational assessment
- Accommodations & support

Student-focused Planning
- IEP development
- Student participation
- Accommodations & planning strategies

Family Involvement
- Family training
- Family involvement
- Family-empowerment strategies

Interagency Collaboration
- Individual-level planning
- Interorganizational framework
- Collaborative service delivery
- Organization-level planning
- Human resource development

Program Structure and Attributes
- Program philosophy
- Program policy
- Strategic planning
- Program evaluation
- Resource allocation
- Human resource development
The 10 Best Practices (Green, 2003)

- Interagency collaboration
- Interdisciplinary collaboration
- Integrated schools, classrooms, and employment
- Functional, life-skills curriculum and community-based instruction
- Social and personal skills development and training
- Career and vocational assessment and education
- Business and industry linkages with schools
- Development of effective IEP planning document and process
- Student self-determination, advocacy, and input in transition planning
- Family/parent involvement in transition planning
Based on Kohler (1993) review

Conducted an updated review of transition practices since Kohler’s review

29 documents substantiated best practices

8 practices were substantiated (listed most to least substantiated)
Eight Substantiated Practices

- Paid or unpaid work experience
- Employment preparation
- Family involvement
- General education inclusion
- Social skills training
- Daily living skills training,
- Self-determination skills training
- **Community or agency collaboration**
Importance of Collaboration

• Many people and agencies involved in process
• Need to reduce duplication
• Need for joint planning
• Need to overcome gaps in services
• Eligibility requirements vary
The Importance of Collaboration Across the Continuum

- Working together, as equal partners, can create a seamless transition for individual students from school to adult living
- Identifying the roles of the partners and the process allows us to be knowledgeable of expectations and what to ask for
- Possibilities and Options can be discussed
- Sharing information allows all partners to understand roles, responsibilities, and resources to help in transitioning
The Benefits of Interagency Collaboration

• Meet each of our mission for supporting youth to be successful, working adults.

• We (LEA and TWC) do not have to do transition planning and provide services alone. It takes a village.

• Together, along with other (CILs) transition service providers, we can develop and implement robust transition plans for each of the individuals we work with.
Examples of Successful Teams

• St. Bernard’s Local Transition Council

Two Examples in:

ESSENTIAL TOOLS

Interagency Transition Team Development and Facilitation
Summary: Interagency Collaboration …

• Key component and “best practice” in secondary transition programming (Landmark, Ju, & Zhang, 2010)

• Predictor of positive post-school outcomes for students with disabilities (Test et al., 2009)

• A clear, purposeful, and carefully designed process (Rowe et al., 2014)

• Requires communication across agencies and programs (Mazzotti & Rowe, 2015)
So ...

Interagency Collaboration is IMPORTANT!

But ...

• What is it?
• How to do it?
Interagency Collaboration is a clear, purposeful, and carefully designed **process** that promotes cross agency, cross program, and cross disciplinary **collaborative efforts** leading to **tangible transition outcomes** for youth. It is a process in which two or more agencies **integrate their resources** to provide services to meet the needs of students and adults with disabilities. It involves:

- Problem-solving
- Problem Identification
- Plan development and plan implementation

(Mazzotti et al., 2016; Rowe et al., 2015; Test, Mazzotti, et al., 2009)
Characteristics of a Successful Team

- Collective vision
- Empowerment of all members
- Shared decision-making
- Demonstrates synergy
- Respects diversity

- Full inclusion and participation by all
- Facilitates self-determination and personal growth
- Responsive to its authentic (ecological) context
- Dynamic and fluid
Building Your Team

Provides a how-to manual to guide collaboration

Transition Teaming: 26 Strategies for Interagency Collaboration

Pattie Noonan
Council For Exceptional Children, Jan 1, 2014 - Education - 162 pages
Understanding the Stages of Team Formation

You can't expect a new team to perform well when it first comes together.

• Four Stages of Team Development
  – Forming,
  – Storming,
  – Norming, and
  – Performing
Forming Stage

• This is the first time your group comes together. You are not a team yet.
• The focus is to build relationships and clarify the mission or end result.
• Outcomes of this stage
  – Understanding the team purpose (end result)
  – Create a vision
  – Team structure and leadership
  – Assign member responsibilities
  – Rules and accountability
  – Ways of communication
Team Member Roles and Responsibilities Worksheet

Directions: This can be first completed by a membership committee chair or equivalent, and then maintained and amended by each team member during his or her term(s) of service.

Transition Team Position: ________________________________________________________________

Term(s) of Service: _____________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Organization Represented (if any):
________________________________________________________________________________________
________________________________________________________________________________________

Committee Membership(s):
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Committee(s) Responsibilities:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Group Activity - Contest

Work in your group for 15 minutes to
• Get to know each other – name, professional role, organization, etc.
• Create a team name
• Elect a team leader and vice leader if desired
• Determine a purpose/goal for the team
• Decide team member responsibilities
• Figure out ways to maintain communication

After 15 minutes, each team can send one person who will have 2 minutes to do a contest. The winning group will receive a nice prize.
Storming Stage

- Team members feel more comfortable *expressing opinions* and there may be *internal conflict* emerging within the group, such as personality clash, arguments, challenging leadership or others, etc.
- Team members may become *frustrated and lose motivation*, especially for those who are task-driven
- Teams become *less motivated* and often break up during this stage
- Team leader needs to find a way to get the group pass this stage quickly and keep the team together
Norming Stage

• If the team passed the storming stage and team members are still in place, it is likely the team will move to Norming Stage.
  – Members have more interest about the team as a whole, rather than their own agenda
  – Members have better knowledge about and more appreciative of others’ talent, skills, and experiences
  – Team members have better relationships and focus on the purpose
Performing Stage

- Team members trust and accept each other
- Individual members are competent, autonomous and able to handle the decision making process without need of the leaders supervision
- Leadership may become flexible and shift among members
- Shared vision and better performance
Group Activity

• Designate members to each of the following roles
  – Student
  – Parent
  – Special education teacher
  – General education teacher
  – School administrator
  – VR Counselor
  – Any other roles

• Discuss and identify a common transition issue in your local area and find a way to collaboratively deal with the issue, come up with a plan of actions and some strategies for dealing with potential challenges in your local area.

Remember your role because you will play the same role in tomorrow’s activity
Q&A
Thank you!