



Transition Strategies: Adult Education & GED Completion to What?

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Objectives



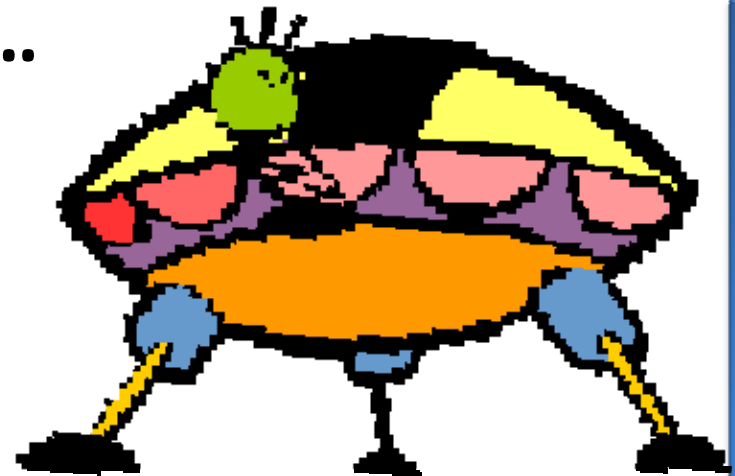
- Transition Research
- Understand Needs from Perspective of Learners
- Examine Ways of Providing Meaningful Services

Exploring Transitions

- **Respond to this scenario:**
- You are an adult education student about ready to take your final GED test
- The next step is transition to postsecondary school or work
- What transition services have you received during the time you have been enrolled in the adult basic education program?
- What transition services do you wish you would have received as a part of your adult basics education program?
- What transition services do you think you will need as you leave the adult basic education program?

Defining Transition

- What does the term transition mean?
- Is there a difference between **Transition** & **Referral**?
- Describe the difference...



Transition Definition

- 👉 ⚡ ☯️ ◼️ ♈️ ♃️ Transform
- ✌️ Ω ⚡ ◼️ ◼️ ◼️ • Evolve
- 💣 ◻️ Ω ☾ ♂️ ◻️ Progress
- 💧 ◼️ ☾ ◼️ ♎️ ⚡ • Advance
- 💣 ◻️ ✖️ ♃️ • Grow
- 💧 ⚡ ☾ ♂️ ◼️ • Achieve



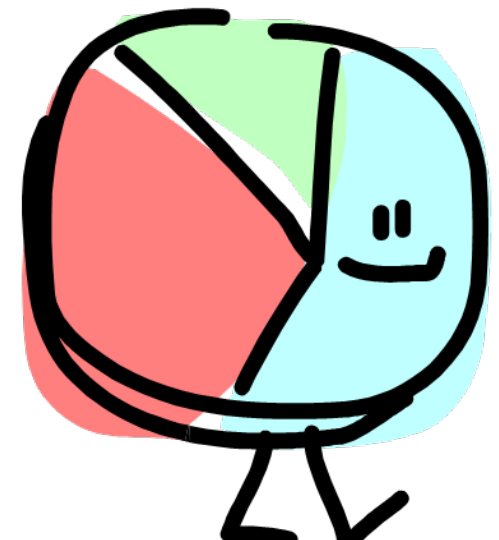
Transition is

- **Setting Goals**
 - **Solving Problems**
- AND***
- **Knowing How to Adjust!**



Some Facts of the Matter

- **Approximately 1/3 of Special Education Learners who have Learning Disabilities Leave High School before Graduation**
- **Numerous Adults who have Learning Disabilities enroll in**
 - Literacy Programs
 - Adult Secondary Education Programs
 - Adult Education & Basic Skills Programs
 - GED Completion Programs



More Facts

- **Individuals with Disabilities Education Act (IDEA 2003) Mandates Transition Planning**
- **Transition Planning for Adult Learners**
 - Not Required
- **Adult Learners**
 - Frequently unexposed to Services & Resources



Numerically Speaking

- **US Department of Education**
 - 1.5 Million Adult Learners in ABE/ASE Programs
- **Research Finds**
 - 25 – 80 Percent Incidence of Learning or Cognitive Disabilities
- **Potential Adult Learners who have Learning or Cognitive Disabilities enrolled in ABE/ASE**
 - 350,000 to 1,000,000



Secondary Transition Outcomes

- **Completion of Specific Transitional Steps at Secondary Level Results in**
 - **Positive Post-high School Outcomes**
 - Higher Self-Determination Skills
 - Advancement toward Independence
 - Longevity in Postsecondary Activities
 - **Substantially Higher Demonstrated Outcomes in Postsecondary Activities than Those Who Do Not Receive Transition Services**



Without Transition Plans

- Learners who have Learning & Cognitive Disabilities Experience *Less Positive* Outcomes than Their Peers who do not have Learning or Cognitive Disabilities
- Learners who have Learning Disabilities experience a 94% Dropout Rate in before the end of the first year of enrollment in
 - Vocational, Technical & Postsecondary Institutions



(RSA 1998)

What Gets in the Way

- **Poor Self-advocacy Skills**
- **Low Self-esteem**
- **Poor Self-Determination Skills**
- **Negative Messages**
- **Lack of Self-knowledge**
- **Feelings of Hopelessness**
- **Avoidance of Success**
- **Lack of Understanding of Disability**
- **Inability to Seek Resources**
- **Underdeveloped Problem Solving Skills**



Effects of Underlying Deficiencies of LD & ADHD in Postsecondary Learning Environments



Effects

- ***Perceptual Impairments***
 - Auditory Attention
 - Visual Figure-Ground
 - Visual-Motor
- ***Language Processing Disorders***
 - Receptive Language
 - Expressive Language
- ***Skill Deficits***
 - Reading Disorders
 - Difficulties Writing
 - Math Problems



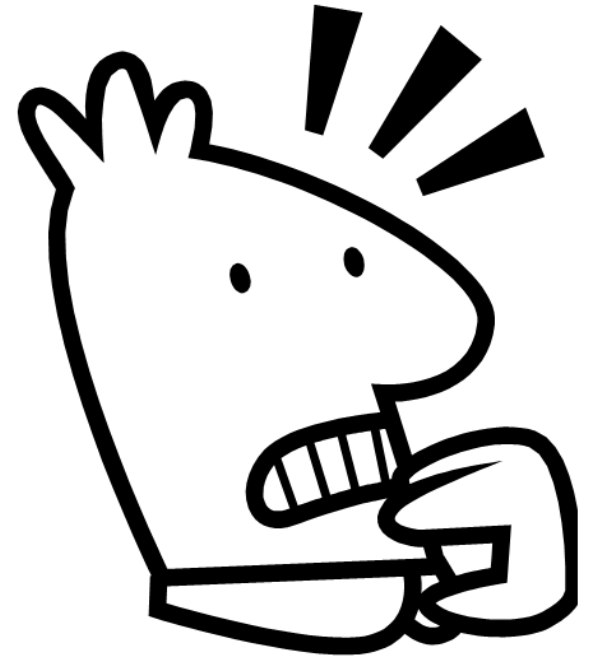
Effects

- ***Time Management Troubles***
 - Temporal Problems – Spatial/Time
 - Inefficient Study Habits
 - Prioritization
 - Impractical Approaches
- ***Disorganization***
 - Selecting classes/courses
 - Loose structure
 - Purchasing text, supplies, etc.
 - Whole to part
- ***Distractibility***
 - Incomplete assignments
 - Concentration
 - Short-term v.s. long-term



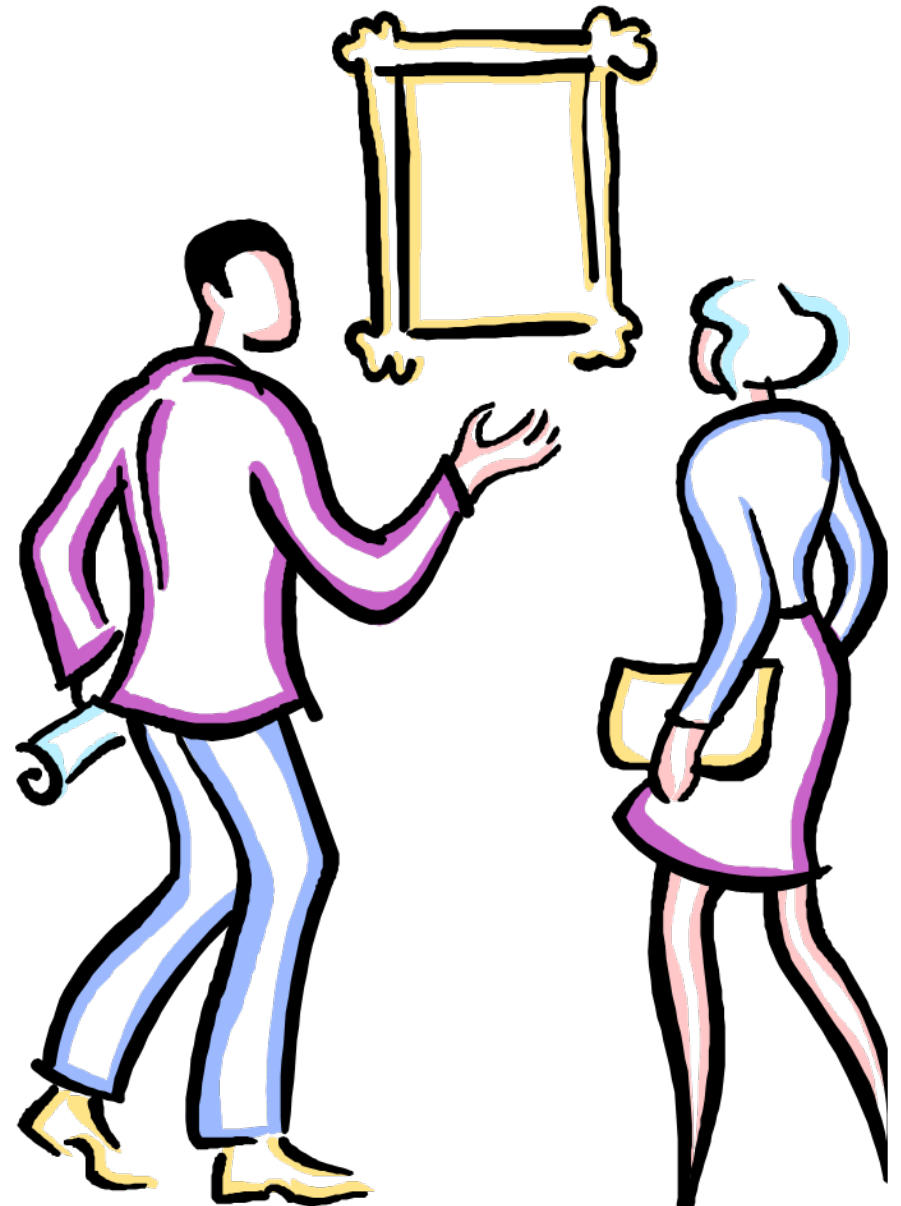
Effects

- ***Impulsivity***
 - Sacrificed quality
 - Reactions
- ***Social Skills***
 - Deep Loneliness
 - Interpersonal Skills
- ***Emotional Issues***
 - Shame
 - Low self-concept
- ***Fear of Failure***
 - Risks
 - Measuring up
- ***Fatigue***
 - Chronic Exhaustion



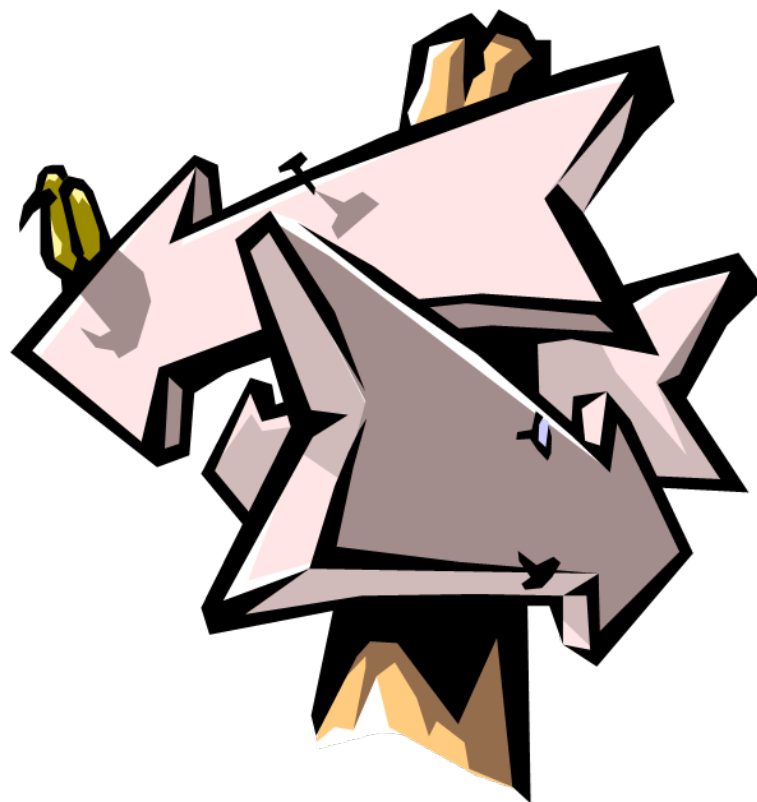
From: Meeting the Challenge of Learning Disabilities in Adulthood, Arlyn Roffman, Ph.D., Brooks Publishing, 2000

Transition – A Moment in Time



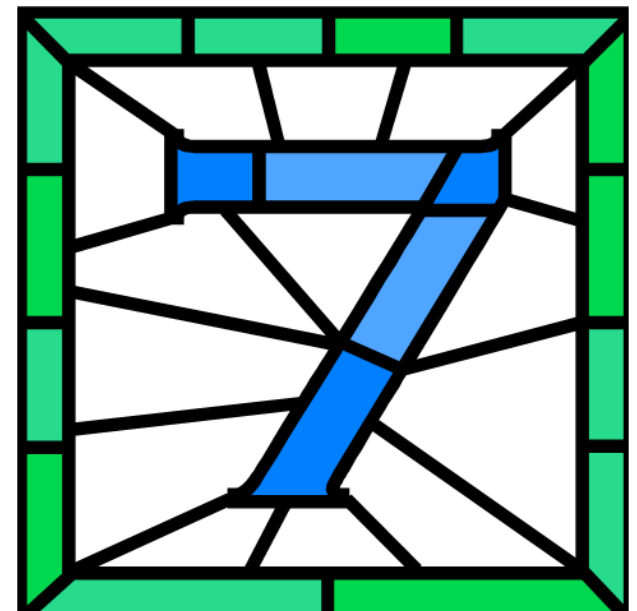
Make-up of a Transition Plan

- **Activities & Services Directly Linked to**
 - **Learner Needs**
 - **Learner Goals**
 - Education beyond secondary
 - Training
 - Working
 - **Authentic Exploration**
 - **Resource Access**
 - **Daily Living Skills**
 - **Free Time**



Seven Critical Beliefs

- Integration
- Independence
- Participation
- Productivity
- Dignity
- Variety
- Choice



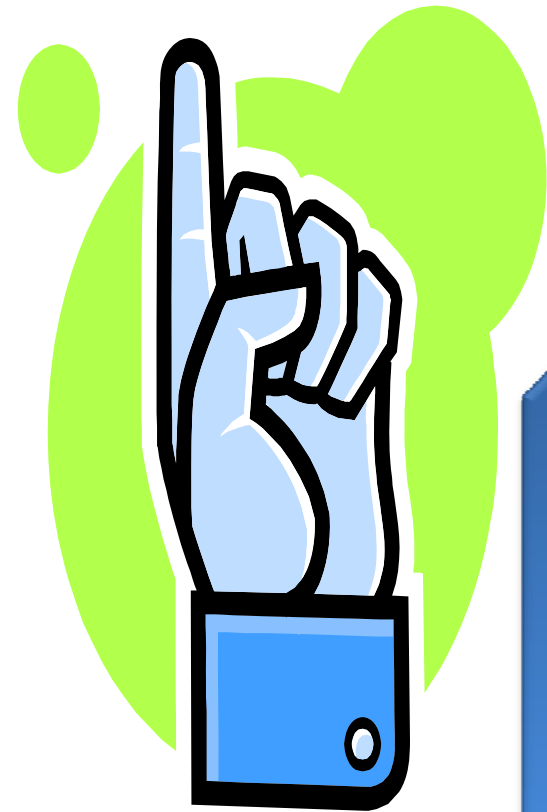
Critical Skills

Soft Skills

Metacognitive Skills

Critical Skills

- Understand Disability or Learning Differences
- Self-awareness - be able to Describe
 - Strengths
 - Limitations
- Know when to Disclose or Self-advocate
- Have appropriate Documentation if needed
- Develop Self-worth & Self-acceptance
- Know the options & utilize choice making skills



Postsecondary Skills Needed

- Learning & Teaching Styles
- Planning & Anticipation of Needs
- Study Techniques
- Basic Life Skills
- In-class Time & Teacher Contact
- Class & Classroom Size
- Facilities
- Homework
- Feedback
- Grading
- Learning Environment
- Requirement of self-reliance



Transition to Work

- Temperament
- Learning & Training/Work Styles
- Work skills
- Academic skills
- Interpersonal skills
- Communication
- Executive functioning
- Basic Life Skills & Self-care
- Planning & Anticipation of Needs
- Work tolerance
- Job Interests & Passions
- Disclosure
- Accommodations



The Study

- **10 individuals**
 - 3 men & 7 women
- **All diagnosed with Learning Disabilities**
 - Many with multiple disabilities
- **All Achieved GED**
- **Outcomes & Activities Post-GED of Candidates with Learning Disabilities...**



Preliminary Data

- Transition services, for the most part, were not available or provided formally; however in certain situations informal assistance was provided
- Participants strongly upheld the relativity & perceived value of transition planning & assistance during adult literacy, basic education skills or GED programs

Themes from Current Literature vs. Preliminary Data Collected

- Goal Oriented Behaviors ✓
- Self-directed & in Control
- Mentors ✓
- Self-determination Skills
- Obtains Accommodations
- Compensatory Strategies ✓
- Completed Responsibilities ✓
- Decision-making Abilities ✓
- Communication Skills ✓
- Career Exploration
- Knowledge, Skills, Abilities
 - Postsecondary Education
 - Career/Technical Education
 - Training & Work
- Involvement in Planning
- Authentic Exposure
- Independence – Self-sufficiency
- Confidence
- Tenacious
- Emotionally Adjusted
- Socially Adjusted ✓
- Resilience & Persistence ✓
- Referrals & Contacts
- Bridges & Navigational Supports
- Relationship Development ✓
- Financial
- Poverty Barriers
- American's with Disabilities Act
- Disclosure

Transition

- We must stop talking about Transition as a Separate Activity – a Bridge



- Multi-faceted
 - Multi-level
 - Requires Balance & Support
 - It is a Continuing Supported Integration of Development

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Mission

*Competent, effective disability-related
Services designed to Maximize Human
Potential & Create Productive Environments*

