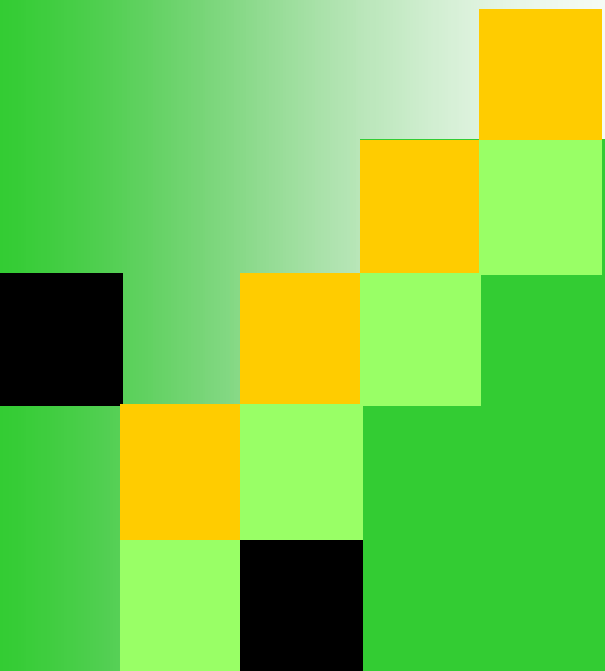


Thur Feb 5, 2015 from 1:15 to 3:15



***A New Transition Assessment
and A Disability
Awareness/Self-Advocacy
Lesson Package to Teach
Identified Skills***

Jim Martin

University of Oklahoma at Norman

Zarrow Center

Focus Upon

■ Annual Transition Goals

- Build Annual Transition Goals using behaviors research identified as being associated with successful employment and further education
 - Increase the number of use of these critical behaviors as students hone their post-secondary goals
-

Annual Transition Goals

- Annual transition goals are the most important part of the IEP Transition Plan
 - Annual transition goals often
 - not systematically developed
 - given too little attention
 - Often pulled from a menu or
 - Because postsecondary goals often change, need to focus on “generalizable” annual transition goals
-

Answers Become

■ Annual Transition Goals

- What do I need to learn now to live where I want after graduating from high school?
 - What do I need to learn now to work where I want after graduation from high school?
 - What do I need to learn now to get the job I want after graduating from high school?
-



Non-Academic Skills for Employment and Further Education

- McConnell et al. (2013) identified from the research literature clusters of non-academic skills associated with employment and/or further education
 - “Generalizable” employment and further education behaviors can be assessed and results used to build annual transition goals
 - A new assessment call the *Transition Assessment and Goal Generator* uses these behaviors to produce annual transition goals
-



Transition Assessment and Goal Generator

The TAGG

© 2015 Board of Regents of the University of Oklahoma. All Rights Reserved.

Developed By

James Martin, Ph.D.

Maeghan Hennessey, Ph.D.

Amber McConnell, Ph.D.

Robert Terry, Ph.D.

Donna Willis, B.A.

Webmaster: Chad Bailey

The TAGG is a new on-line transition assessment for secondary-aged youth with disabilities, their families, and professionals. TAGG items derive from research identified student behaviors associated with post high school employment and education. The TAGG provides a norm-based graphic profile, present level of performance statement, lists of strengths and needs, and suggested IEP annual transition goals. Numerous studies demonstrated that the TAGG produces valid and reliable results. A grant from the U.S. Dept. of Education's National Center for Special Education Research supported TAGG development.

[Learn About the TAGG](#)

[Create TAGG Account](#)

[Log In](#)

NOTE: College and university professors or graduate students who want to use the TAGG in classes or as a part of a research project can obtain no-cost access to the TAGG. Simply send an email to TAGG@ou.edu with the number of TAGG sets needed, a brief description of the class or the research study, and describe your role at the college or university. In return, we simply ask that feedback regarding TAGG use or a summary of data results be sent to us to assist with future TAGG revisions.

Use of TAGG as A Transition

■ Assessment

	14	15	16	17	18	19	20	21
Employment								
• TAGG	X	X	X	X	X	X	X	X
Further Education								
• TAGG	X	X	X	X	X	X	X	X

Independent Living

Complete the TAGG Annually

IES PROVIDED MAJOR FUNDING TO DEVELOP THE TAGG

- TAGG Developed Funding Provided by
- IES' *National Center for Special Education Research*
 - OU's Zarrow Center Endowment
-

Purpose and Target Group

■ Purpose

1. Assess non-academic skills research found associated with post-school employment and further education
2. Provide IEP ready results

■ Targeted Students

- Secondary students who plan to be competitively employed and/or enrolled in higher education after graduation

TAGG Development: In Brief

- Research identified behaviors of former students with IEP associated with employment/education
 - 15 TAGG versions were created before testing began on a 10 construct, 75-item TAGG
 - Over three years 2,559 people field-tested the TAGG
 - 1,537 students, 847 parents, and 139 educators from 30 states
 - Factor Analyses on 3 Independent Samples
 - 10 constructs to 8, 75 items to 34
-

TAGG Constructs

From Research Literature

1. Strengths and Limitations
 2. Disability Awareness
 3. Persistence
 4. Interacting with Others
 5. Goal Setting and Attainment
 6. Employment
 7. Student Involvement in the IEP
 8. Support Community
-

■ Versions & Format

■ Three Versions

- Professional
- Student
- Family

■ Format

- On-line written English
 - May be printed and taken by hand, but item scores must be entered into website to produce results
 - Users may choose to listen to audio
 - Users may watch ASL videos
-

Format and Reading Level

Format

- 8 constructs
- 34 items

Reading Levels

- Professional 10.4
 - Family 5.7
 - Student 4.8
-

SOME PSYCHOMETRIC FINDINGS



See *TAGG Technical Manual* Available at OU's Zarrow Center TAGG web site for more information and updates as more validity evidence becomes available.

Internal Reliability

- Generally a score between .7 and .8 is considered “good”
 - Each TAGG version has overall internal consistency and satisfactory subscale consistency (ranging from $\alpha = .89$ to $\alpha = .95$)
 - So? The TAGG’s Internal Reliability Measure is. . .
-

Test-Retest Reliability

- Scores of .7 or higher represent satisfactory test-retest reliability
 - 14 weeks after the first TAGG was completed, same users completed the TAGG again.
 - A large correlation was found between the first and the second administration
 - .80 for professional TAGG
 - .70 for family TAGG
 - .70 for student TAGG
-

Fairness Validity Evidence:

■ Impact of Gender

- No overall difference by gender
 - Some construct differences across all versions. For Instance:
 - On TAGG-S, females rated themselves higher on student involvement in IEP Meetings than males
-

Fairness Validity Evidence:

■ Impact of Disability Category

- No overall significance difference by disability category
 - Different profiles exist by some disability labels
 - Students with EBD had lower *Interacting with Others* score
-

Impact of SES

(Social Economic Status)

- Free/reduced lunch eligibility
 - No significant or meaningful differences
 - Family employment
 - No significant differences
 - Family education
 - TAGG-F - Signif differences by family education
 - Family members with graduate degrees more critical
-

How Close Are Professional, Student, and Family Scores?

- An excellent score for the TAGG would be a medium correlation
 - Medium correlations across Parent, Educator, and Student versions when assessing the same student.
-

■ TAGG and Self-Determination

- Would want a moderate correlation between TAGG and SD assessment
- Why Medium?
 - The TAGG addresses critical self-determination skills and other critical skills
- We found a Medium Correlation exists between the TAGG and AIR Self-Determination Scale results

Item Response Theory



- IRT modern method for design, analysis, and scoring
 - Preferred method when making important decisions.
 - Deciding upon annual transition goals is an important undertaking
 - Unlike typical methods it considers the difficulty of each item
-

Advantages of Using IRT

- The ability to scale different item types
 - Yes or No
 - 0, 1, 2, 3, 4
 - Provides a common metric for scales with different number of items
 - Weights items differentially by their validity for assessing the item and construct
-

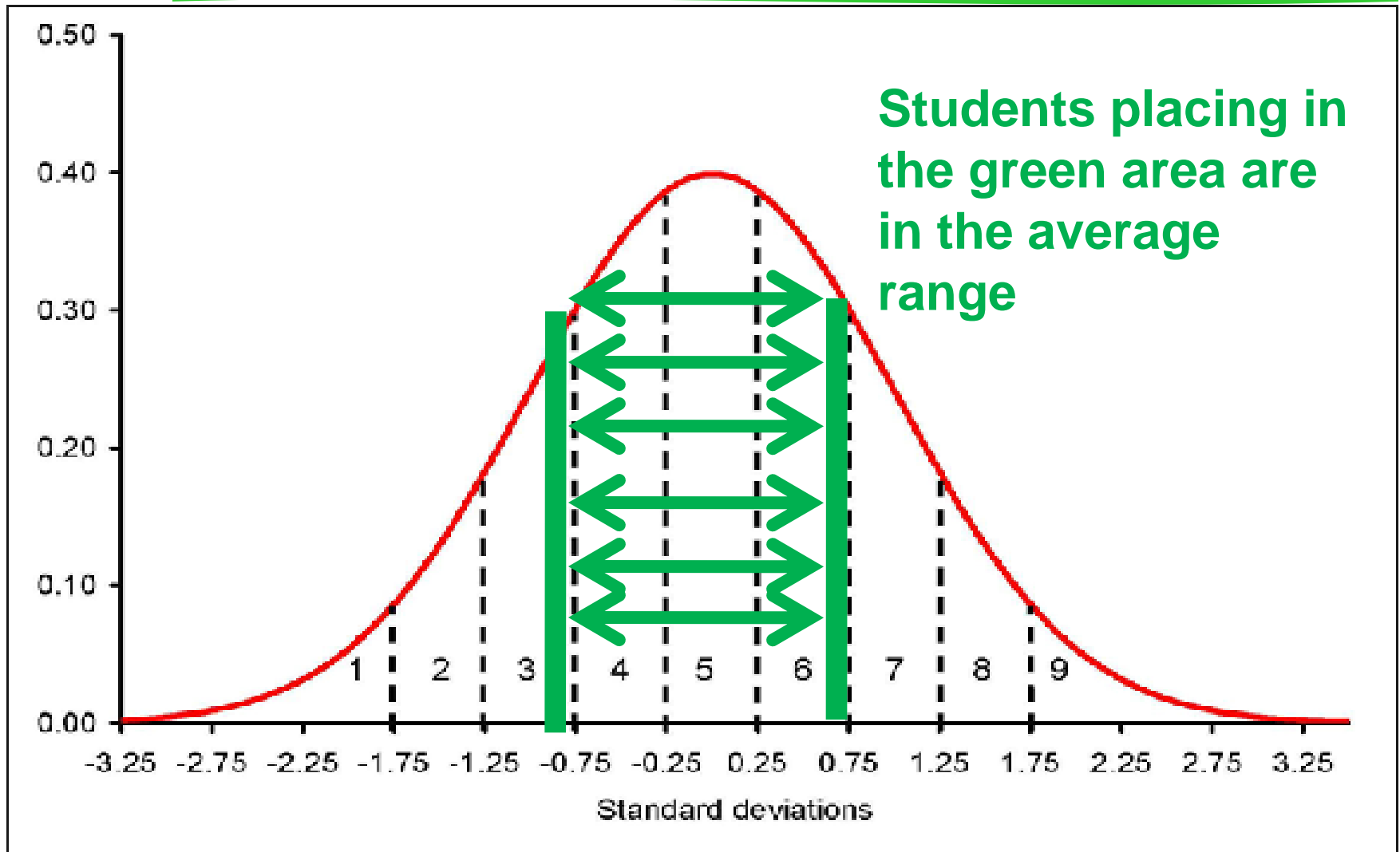
TAGG Uses a Four-Step IRT Algorithm

1. Each item is converted into common score
 2. Item difficulty measure assigned to each item
 3. A within-student comparison of scale scores across constructs determines strengths and weaknesses
 4. A within-construct comparison of a student's scale score to item responses (e.g. difficulty) generate appropriate goals for identified weaknesses
-

Stanine Scores

- The stanine transformation places scale scores into one of nine categories.
 - Each of the nine categories has a width corresponding to a half of a standard deviation on the normal curve, with the mean lying at the center of the stanine scores (i.e., score of 5)
-

Scale Score to Stanine Conversion for Reporting Purposes



■ Purchasing Details

- Cost
 - \$3 per set (1 Professional, 1 Student, 1 Family version)
 - Pay with Purchase Order or Credit Card
 - All funds handled by the OU Office of Technology Development
 - TAGG profiles saved for 7 years
 - Data kept on OU secure cloud servers
 - Purchased credits may be transferred to other registered TAGG users
 - Unused credits refunded for one-year after purchase
-

Examine the TAGG

■ TAGG Web Site

□ <https://tagg.ou.edu/tagg/>

■ TAGG Demo

□ College Professors and Researchers

□ Professional Development Efforts

□ Access by email request

to <https://tagg.ou.edu/demo/>

ME!



**Lessons for Teaching
Self-Awareness &
Self-Advocacy**

Financial Support Provided By

- A grant from the Oklahoma Developmental Disabilities Council (ODDC)
 - OU Zarrow Center Endowment funds
-

The Purpose of Me!

- Me! teaches students to become self-aware adults who advocate for their education and employment needs
 - Me! facilitates teaching and learning disability awareness and self-advocacy knowledge and skills
 - Me! provides organized content for students to use during their IEP meetings
-

Me! Teaches TAGG Skills

- When the TAGG identifies disability awareness, strengths/limitations, and student involvement needs and goals, use Me! to teach these skills
- Me! is a free, evidence-based lesson package educators may use to teach identified skills
- Download at the OU Zarrow Center website
 - Google: *Me! Lessons*

Iterative Development Process Created Me!

1. Draft scope and sequence written
 2. Special education teachers gave feedback
 3. Revised scope and sequence
 4. More focus group feedback
 5. Develop a few lessons
 6. Teacher feedback on lessons
-

More Development Steps

7. Revised lessons
 8. Developed more lessons
 9. Special education teachers gave feedback
 10. Revised lessons
 11. Field Tested
 12. Revised lessons
 13. Studies completed
-

Aligned to Standards

- Aligned to Common Core Standards
 - Language
 - Writing
 - Speaking and Listening
 - Aligned to Oklahoma Standards
 - If aligned to other state standards, send them to us and they will be posted
-



Ten Units

■ Teach In Sequential Order

1. Getting Started
 2. Learning About Special Education
 3. Understanding My Individualized Education Program
 4. Understanding My Rights and Responsibilities
 5. Improving My Communication Skills
 6. Increasing My Self-Awareness
 7. Advocating For My Needs in High School
 8. Advocating For My Needs After High School
 9. Developing My Resources
 10. Assessing My Progress & Portfolio
-

23 Lessons Across the Units

■ Unit 2: Learning About Special Education

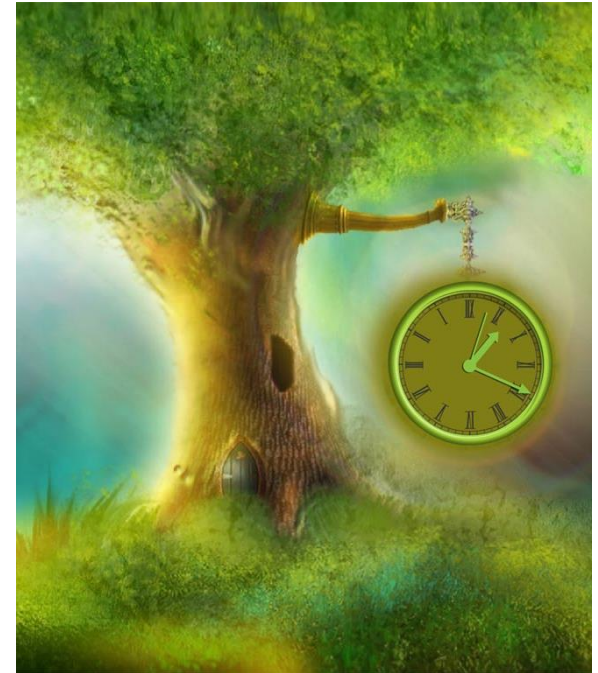
- Learning About the History of Disability
 - Learning About Special Education: How & why did I get here?
 - Creating My History
-

How and Where to Teach

- Designed for group instruction
 - Where to Teach?
 - Resource English
 - Social Studies
 - Transition Education Class
 - Study Skills Class
-

Time To Teach 23 Lessons

- Each lesson designed to be taught within a 45 to 60 minute class
- Time for all lessons: 18 to 23 hours





**Go To OU Zarrow Center
Web Site**

**Explore the Me!
Lessons**



Zarrow Center Home Page
Transition Assessment & Goal Generator (TAGG)
Self-Determination Assessments
Transition Resources - Significant Disabilities
Transition Education Materials
ME! Lessons for Teaching Self-Awareness and Self-Advocacy
Student-Directed Transition Planning
IEP Team Education Module to Increase Student Involvement
It's Not Easy
Whose Future Is It Anyway?
Transition Education Materials - Elementary
Timeline of Transition Activities
The TAGG Project
Oklahoma Transition Council & OTI
Presentations
Graduate Research Assistant Opportunities
Personnel
Contact us

← / [Centers](#) / [Zarrow Center](#) / [Transition Education Materials](#) /
 ME! Lessons for Teaching Self-Awareness and Self-Advocacy

ME! Lessons for Teaching Self-Awareness & Self-Advocacy

Developed by Penny Cantley, Karen Little, & James Martin

Self-determination skills, such as self-advocacy and self-awareness, have the potential to increase successful secondary and postsecondary outcomes for students with disabilities.

Welcome to the ME! Lessons. All of the lessons and supplemental information needed to teach the lessons can be found on this page. Prior to teaching the lessons, please download and read [Using The Lessons \(doc\)](#), [Scope and Sequence \(doc\)](#), and [Recommended Resources \(doc\)](#). The unit overviews, Common Core State Standards, and lesson plans are included in one file and may be downloaded by clicking on the link in the first column of the table below. Student and teacher materials, and additional resources may be downloaded by clicking on the appropriate links in the other three columns of the table.

In addition to the Common Core State Standards (CCSS) listed within each Unit, the [Oklahoma Priority Academic Student Skills \(PASS\) \(pdf\)](#) standards aligned with ME! Units 1 through 10 are also available.

Educators using the ME! Lessons may modify all lesson materials as needed to better meet individual student and teacher needs. The Word documents and PowerPoint presentations can easily be modified by users, or the entire lesson package is available to [download in PDF format](#).

Educators may download, use, copy, and modify the ME! Lessons at no cost. The ME! Lessons may not be reproduced for sale.

Please send your modified versions and suggestions to zarrowcenter@ou.edu so that they may be considered for posting for others to use.

[ME! Lessons and Materials](#)

Features

- Pre-post assessments
 - *Me! Scale*
 - *You! Scale*
- Scripted and Modified Lessons
- Worksheets
- Unit exams
- Links to videos & PowerPoint files
- Unit *Bell Ringer* Activities

Bell Ringers

- Quick 10 - 15 minute activities aligned with each unit
- Unit 2 Bell Ringers
- Unit 7 and 8 Bell Ringers
- Unit 9 and 10 Bell Ringers



End Products

- My Special Education History
 - Student Created Summary of Performance to use during IEP meeting & after school
 - My disability is . . .
 - My greatest strengths
 - My transition goals
 - Me! Book
-

■ Drill Into Units & Lessons

■ Unit 1: Getting Started

- Understanding Self-awareness & Self-advocacy
 - Understanding What It's all About
-

Unit 3 Example

- **Unit 3: Understanding My Individualized Education Program**
 - Getting to Know My IEP
 - Still Getting to Know My IEP
-

Unit 4

- **Understanding My Rights and Responsibilities**
 - Learning About My Rights & Responsibilities in High School
 - Learning About My Rights & Responsibilities After High School
 - Where do I go from Here?
-




Unit 4

Sample Lesson



Accommodations

Changes to **HOW** a student completes his/her work

<input type="checkbox"/>	Assistive devices
<input type="checkbox"/>	Braille/braillewriter
<input type="checkbox"/>	CD/Audio Tapes
<input type="checkbox"/>	Computer/word processor
<input type="checkbox"/>	Computerized adaptive
<input type="checkbox"/>	Demonstration teaching
<input type="checkbox"/>	Dictation to a scribe
<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Graphic organizers
<input type="checkbox"/>	Hard Copy of Notes
<input type="checkbox"/>	Interpreter/translator



Modifications

Changes to **WHAT** a student is asked to do

Unit 4

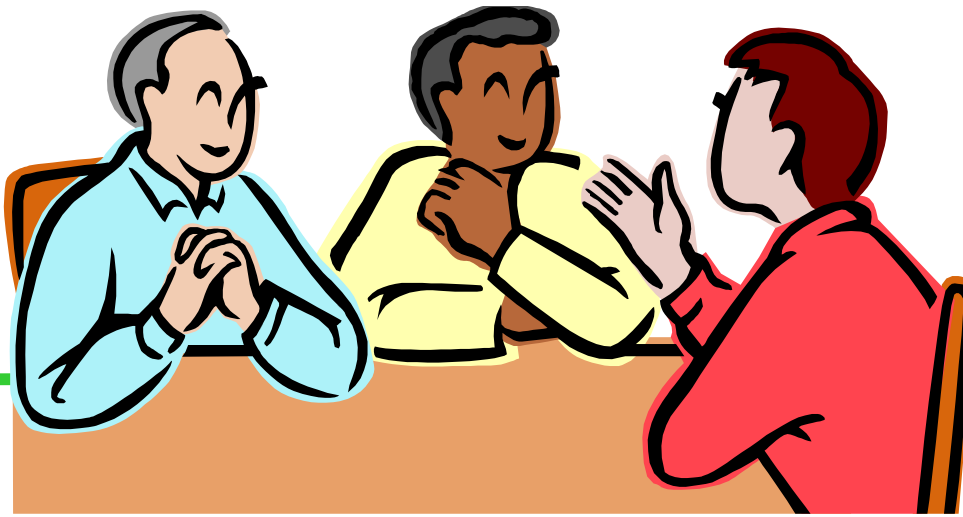
Sample
Lesson

	Partial Completion of Assignments
	Curriculum Expectations below grade level
	Alternate curriculum goals
	Alternate assessment
	Grading
	Modified Assignments
	Portfolio



Unit 5

- **Improving My Communication Skills**
 - Learning How to Communicate Effectively
 - Knowing What to Share and Who to Share It With



Units

- **Unit 6: Increasing My Self-Awareness**
 - Starting My Self-Awareness Project
 - Completing My Self-Awareness Project
 - Presenting My Self-Awareness Project

Famous People PowerPoint





Unit 6

Sample Lesson

What's this project all about? *ME!*

My Abilities & Strengths

- What are my strengths and abilities?
- Who else has these abilities and strengths?
- How do my abilities and strengths affect me now?
- How do my abilities and strengths affect my future?

My Disability

- What is my disability?
- Who else has this disability?
- What are some common characteristics of this disability?
- How does my disability affect me now?
 - What should I know and do about this?
- How might my disability affect me in the future?
 - What should I know and do about this?

My Future

- What is my educational goal for after high school?
 - What are my 3 steps for reaching my educational goal?
- Where do I want to live after high school?
 - What are my 3 steps for reaching my living goal?
- Where do I want to work after high school?
 - What are my 3 steps for reaching my employment goal?

Unit 7

- **Unit 7: Advocating For My Needs in High School**
 - Planning How to Advocate
 - Learning From Experience
-

Last 3 Units: 8, 9, and 10

- **Unit 8: Advocating For My Needs After High School**
 - Using My New Skills on the Job
 - Using My New Skills at Postsecondary School
 - Reporting My Findings
 - **Unit 9: Developing My Resources**
 - Completing My Summary of Performance and Goals
 - **Unit 10: Assessing My Progress & Portfolio**
 - Assessing My Progress
 - Assessing My Portfolio
-






Unit 8

Sample Lesson



2. ADA:

Circle the correct answer.

3. During a job interview, an employer is allowed to ask if you have a disability.

True False

4. During a job interview, an employer is allowed to ask about your abilities and skills.

True False

5. There are laws that protect the rights of students with disabilities.

True False

6. Students have a legal right to accommodations at Tech Centers.

True False

7. Students have a legal right to accommodations at colleges.

True False

Provide a short answer for the following questions.

8. List three reasons why a person with a disability might choose to tell people at work about his/her disability.

Two Studies Completed We Know About

- Oklahoma: ninth grade students in an English resource room
 - Multi-Element Design with baseline
 - Transcendental phenomenology for interviews with students, teacher, and parents
 - Students increased knowledge measures and interviews confirmed score increases
 - North Carolina
 - Several high school students
 - Multiple Baseline Design
 - Students learned skills
-

Oklahoma Voices

- Teacher: Are you comfortable talking about disabilities?
 - Pedro: “If you don’t know about something you can’t control it.”
 - Teacher: How do parents/guardians feel about self-awareness and disability awareness?
 - Letha (grandmother): I hope he is happy! I’d like to see him have a job that he’s good at and allows him to support himself.”
-

Oklahoma Voices

Teacher: How do you discuss disability without upsetting students and/or breaking confidentiality?

“Okay this sounds weird but it I kind of liked looking at my IEP because...I did not know what was on that thing.”

“At first I thought I would hate it... But it turned out that I liked what we did...if you understand your disability and how you got it then you don't feel so bad. And, if you understand it.... when people start judging me because of things like reading or spelling I can tell them I have a disability.”

Oklahoma Voices



Teacher: How do you get necessary support from educators, parents/guardians, students and service providers to teach students about their disability?

Student Before Me! Lessons

“I don’t know, I think it would upset me. It would make me feel really stupid. I would get over it, I mean I would have to...it’s not like I could just always hide it.”

Student After Me! Lessons

“I feel... like now I really know what learning disabilities mean... it doesn’t mean something’s wrong with me.”

Contact Information



Jim Martin, Ph.D.

Zarrow Family Professor

- jemartin@ou.edu
 - 405-325-8951 (office)
 - 405-831-3660 (cell)
 - Zarrow Center Web Page
 - Google: Zarrow Center
-