

# The Creation of a Manual/Guide to Support the Efficiency of a Transition Pathway Pilot Program

## Literature Review

Young adults with disabilities often experience challenges in transition post-high school due to limited access to options, lack of student-led transition planning meetings, and insufficient education on available pathways (Benson et al., 2021; McCall, 2015). Additionally, occupational therapists (OTs) have limited involvement in the transition process for students with disabilities, with only 16% of OTs in school-based settings providing support in this phase (Kehren, 2023). Decision-making and self-determination are important aspects for students with disabilities because they are skills that can support them in future life decisions and advocating for themselves (Kehren, 2023). Students are infrequently involved in IEP and transition planning meetings and often cannot identify what their IEP goals are (Cavendish et al., 2020). There is a strong need for change in students' involvement and how educators can support advocacy skills in decision-making opportunities to better enhance students' self-determination and goal creation for their own life outcomes through the transition process.

## Goal & Objectives/Activities

### Goal:

- To create a manual/guide with necessary materials that the Transitions Pathway Pilot Program will use, consisting of pre- and post-program surveys for families/caregivers and their students, deliverables explaining roles and responsibilities of each party (family/caregivers, students, Bridge Team), and check-in forms to use with the students throughout the program.

### Objectives/Activities:

- Create pre- and post-program surveys to ensure the development of accurate and meaningful deliverables over 14 weeks and inform the team of any improvements for future cohorts of families
- Create documents and handouts delineating the various differences between the roles and responsibilities of families/caregivers, students, and the Bridge Team throughout the program to provide a general understanding
- Create a student check-in form to better assess their perceptions of the process in the program
- Develop a space to hold all deliverables to support the organization and accessibility for current and future use
- Develop a better understanding of student-run IEPs and the supports necessary to ensure students feel well-equipped to be part of the IEP team

## Acknowledgements

**Anais Campbell** - Capstone site mentor, Community Transition Team chair member, The Arc of Larimer County  
**Emilie Ring** - Community partner, Community Transition Team chair member, Poudre School District  
**Sami Peterson** - Community partner, Community Transition Team chair member, Peak Parent Center  
**Kendal Nolan** - Community partner, Community Transition Team chair member, Self-advocate  
**Julie Silver-Seidle** - Doctoral Capstone Coordinator, Colorado State University  
**Kara Alcorn-Borodach** - Capstone Faculty Mentor, Colorado State University  
**Participants** – Students and families from Transition Pathways Academy

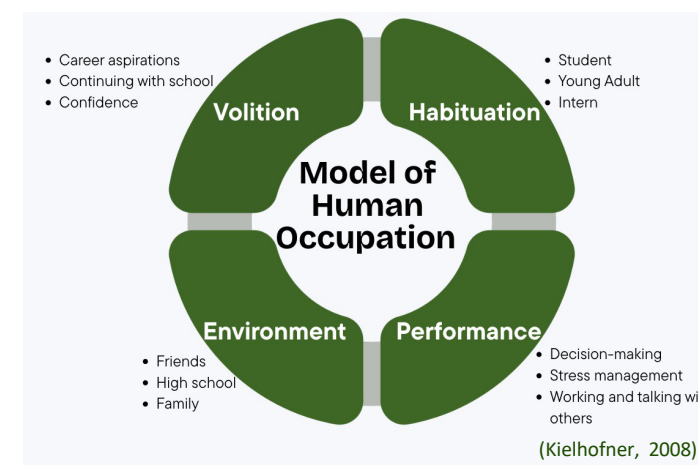
## Theoretical Basis

The components of MOHO play an important role in how these students approach life

- The volition a student may have
- The habituation they had in the past
- The environment they've experienced, which, in turn, can affect both volition and habituation.

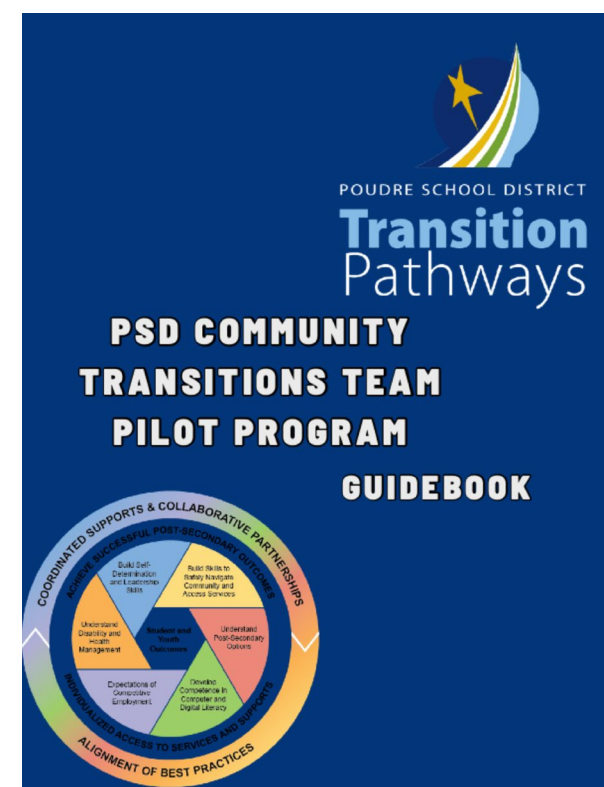
Transition to adulthood often involves significant changes that can impact students' emotional well-being and participation in meaningful activities:

- Shifts in support systems
- Increasing independence
- The development of adult life skills



## Outcome evaluation methods

- Collaborating with the capstone mentor and Community Transition Team (CTT) chair members to make edits and inclusions on important information
- Revisiting deliverables and creating multiple rough drafts
- Conducting my own research
- Creating multiple forms of administration for surveys and journey maps
- Compiling all deliverables and pieces into a manual with instructions for future administration

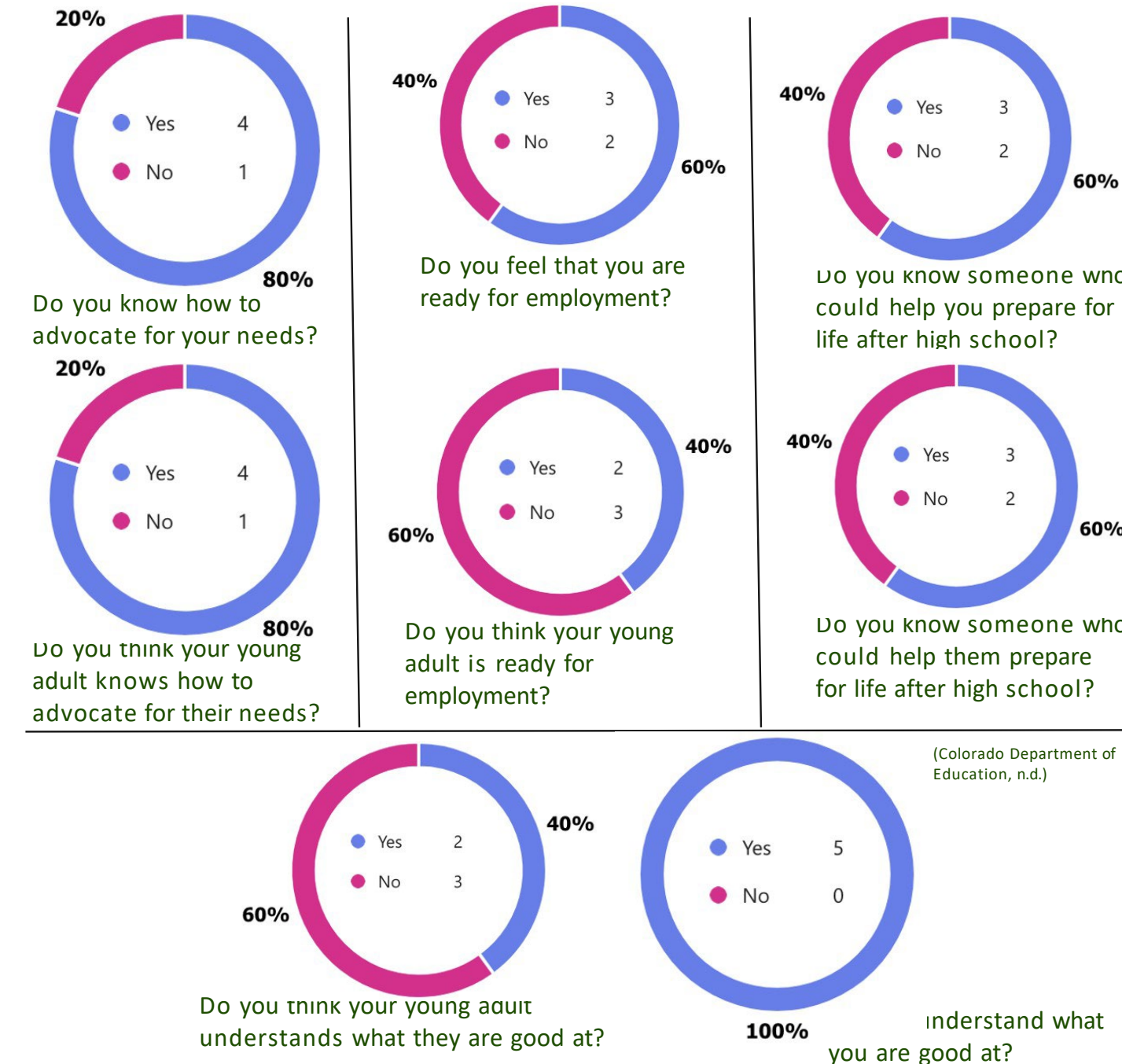


Cover for Manual



QR code showing all deliverables created throughout capstone

## Findings



## Discussion

This project's impact:

- Helping to establish a consistent plan for future iterations.
- Creating deliverables to support clarification
- Developing a manual with instructional guides for repetition

The sustainability of this project:

- Facilitated by future staff and members of the CTT
- Incorporating more efficient timelines
- Implementing the use of the manual developed through my project

The barriers within this project:

- Shortened timeline to work with students
- Later orientation to start the Pilot Program
- Limited involvement with students and presentation preparation

Implications to OT practice:

- Significant focus on person-centered care to create meaningful goals
- Using motivational interviewing to support student decision-making
- Promoting self-determination by giving students space to not have the answers

## Key references

