



American
Occupational Therapy
Association

The Role of Occupational Therapy in Postsecondary Transition Planning

This 2020 PowerPoint was developed by a subgroup of the AOTA Transition Community of Practice (CoP).

Developed by Transition CoP Subgroup Members:

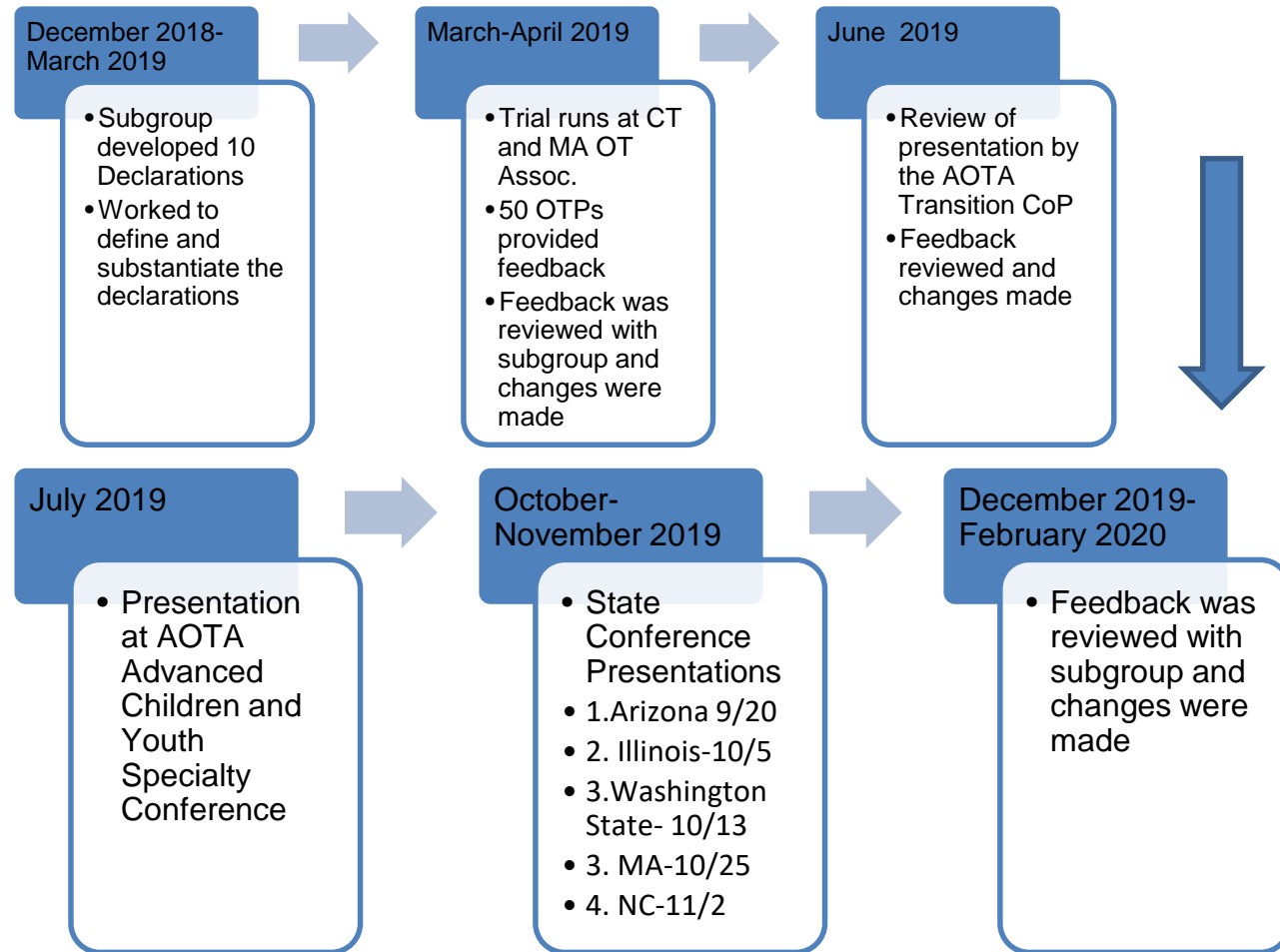
Sandra Schefkind OTD, OTR/L, Barbara Abbott, OTD, OTR/L, Theresa Carlson Carroll, OTD, OTR/L, M. Bill Hellyer, MS, OTR/L, Jan Hollenbeck, OTD, OTR/L, Karen Majeski OTD, OTR/L, Linda Rudd M.Ed, OTR/L, Debbie Schwind DHSc, OTR/L, Tee Stock OTD, OTR/L, Christopher Trujillo OTD, OTR/L, GCG, ATP,

Purpose of this Presentation

1. Share 10 declarations to influence and advocate for OT's role in transition planning and services.
1. Inform OT practitioners, administrators, and other stakeholders about the distinct value of occupational therapy in postsecondary transition planning.
1. Improve outcomes for students with disabilities through increased OT participation.
1. Increase occupational therapy participation in postsecondary transition planning and services.

Presentation Development

Strengthened through an iterative process of obtaining feedback at various State OT Conferences and through AOTA membership.



Reflect on Your Own Practices

Think about...

- The general understanding of OT scope and practice in your state and at your workplace
- Your current role in transition planning and services
- Ways to expand your role at your workplace and in your state

Ten Declarations: OT and Postsecondary Transition Planning

Setting the Stage:

1. The purpose of public education is to prepare for further education, employment, and independent living.
2. The purpose of OT is to promote participation in daily occupations - and this connects to transition goals and objectives.
3. Many students with disabilities are not reaching positive post-school outcomes.

Considerations:

4. There are barriers to OTP involvement.
5. OTPs should be involved in transition.
6. Transition skills can easily be incorporated into our everyday practice.

Talking Points & Action Steps:

7. OT services are a good return on investment.
8. Best practice includes a transition planning pathway.
9. Advocate for your role.
10. Make a shift in your practices.

Ten Declarations: OT and Postsecondary Transition Planning

Setting the Stage:

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Declaration #1

1

The purpose of public education is to prepare for further education, employment, and independent living.

The purpose of public education under IDEA is “to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”

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Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004)

IDEA Transition Services (300.43)

1

A coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is **focused on improving the academic and functional achievement** of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is **based on the individual child's needs**, taking into account the child's strengths, preferences, and interests; and includes—

(i) Instruction;

(ii) **Related services**;

(iii) **Community experiences**;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of **daily living skills** and provision of a functional vocational evaluation

<https://sites.ed.gov/idea/regs/b/a/300.43>

10

IDEA Transition IEP Requirements

(Sec 614)

1

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter--

- appropriate **measurable postsecondary goals** based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills
- the **transition services** (including courses of study) needed to assist the child in reaching those goals

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IDEA Aligns with Occupational Profile

1

IDEA

Secondary transition plan must take into account the student's:

- Preferred occupations
- Interests
- Individual strengths
- Needs to move from school to adult occupations

Occupational Profile

Development of a student's occupational profile includes:

- Occupations ✓
- Interests ✓
- Strengths ✓
- Values ✓
- Quality of life ✓

IDEA Aligns with OT Client-Centered

IDEA

- Individual strengths and preferred occupations and interests
- Assessments and evaluations are not discriminatory on racial or cultural bias
- Parents of students are members of IEP team
- Students invited to IEP meetings
- Coordinated set of activities that is results oriented and facilitates movement from school to adult occupations

OT Client-Centered Practices

- The client has the right to direct his or her own therapy.
- Clients come from diverse backgrounds. Their social roles and relationships have powerful effects on how they experience disability.
- Both therapist and clients enter into the process of occupational therapy as equals.
- The client participates in all aspects of occupational therapy services.
- The therapist recognizes environmental conditions and demands.
- Understand the problem from the client's perspective.

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Declaration #2

2

*The **purpose of OT** is to
**promote participation
in daily occupations***
“...to promote health, well-
being, and participation in
life.”

AOTA Practice Framework
(AOTA, 2020)



**Transition programs focus on
outcomes in employment,
education, recreation,
independent and and
community living.**

Taxonomy for Transition Programming
2.0 (NTACT, 2016)

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Declaration #2

2

IDEA

- Movement from school to post-school activities,
- Postsecondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation

PRACTICE FRAMEWORK OCCUPATIONS

- ADL skills
- IADL skills
- Education (formal and informal)
- Work (preparation, pursuits, and volunteerism)
- Leisure (exploration and participation)
- Social Participation (community, family, peer)

Occupational Therapy Distinct Value

2

- “OT’s distinct value is to improve health and quality of life through facilitating participation and engagement in **occupations**, the meaningful, necessary, and familiar activities of everyday life.” (AOTA, 2016)
<https://www.aota.org/~media/Corporate/Files/Secure/Practice/Children/distinct-value-policy-makers-children-youth.PDF>
- *Only* OTPs focus on the use of **occupations** to promote mental and physical health, well-being, and participation in life * OT Practice Framework (AOTA, 2014, p. S11).
- OTPs possess a broad understanding of how illness, injury, or developmental disabilities affect participation and ways to address physical, cognitive, sensory, and psychosocial challenges.
<https://www.aota.org/~media/Corporate/Files/AboutOT/Professionals/WhatIsOT/CY/Fact-Sheets/Postsecondary-Education.pdf>

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Ten Declarations: OT and Postsecondary Transition Planning

Setting the Stage:

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Declaration #3

3

Students with disabilities are not reaching positive occupational outcomes at the same rate as their peers (i.e., living independently in the community and being employed).

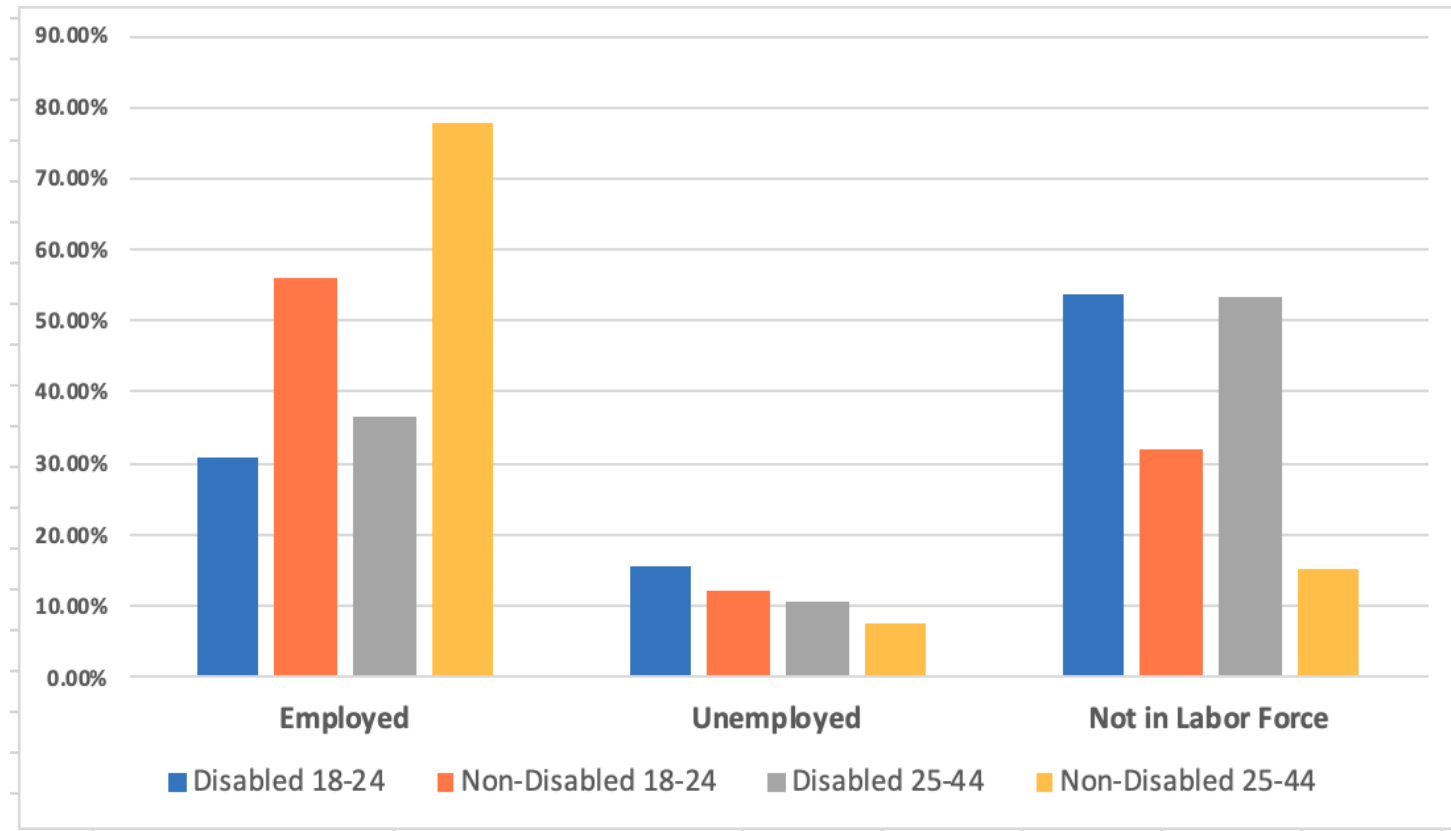
- Individuals with disabilities often have lower outcomes than their typical peers in the areas of socialization, home independence, employment, and postsecondary education (Wagner, Newman, Cameto, Garza & Levine, 2005).
- In 2018, 18.7 percent of persons with a disability were employed, compared to 65.9% of person without disabilities according to the U.S. Bureau of Labor Statistics.
<https://www.bls.gov/news.release/disabl.nr0.htm>.
- People with disabilities are twice as likely to dropout of high school. (U.S. Department of Labor, 2018).

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U.S. Department of Labor 2017 Statistics Employment: Disabled vs Non-Disabled

3



Not in Labor Force: Persons who are neither employed nor unemployed including retired persons, students, those taking care of children or other family members, and others who are neither working nor seeking work

<https://fred.stlouisfed.org/categories/32448>

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Research tells us:

1. After high school, students with disabilities are less likely to continue their education, find employment, or live independently.
2. Best results are found in states where transition planning is started early and cover more transition service areas.
3. Social bonds and successful relationships are central to student success with transition planning.
4. Providing transition services earlier increases employment outcomes.

(Cimera, Burgess, & Wiley, 2013; U. S. DOHHS-NAC, 2017)

Targeted outcomes research is needed to assess the efficacy of transition-oriented programming in achieving positive outcomes in education, employment, vocational training, residential placement, community integration, and daily life and social skills training.

Ten Declarations: OT and Postsecondary Transition Planning

Considerations:

4. There are barriers to OTP involvement.

5. OTPs should be involved in transition.

6. Transition skills can easily be incorporated into our everyday practice.

Declaration #4

4

There are barriers to OTP involvement in transition planning

Some research findings suggest three main reasons:

- Belief that someone else is on the team is handling transition planning (TP)
- Lack of understanding by stakeholders of the OTP role with TP
- Lack of funding in schools to increase OT services

(Stock, 2018; Mankey, 2011, 2012, 2014)

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NTACT lists other barriers:

National Technical Assistance Center on Transition

- Therapies directed at remediation
- School OTP role linked to specific skills and/or populations
- Therapy services often discontinued/decreased by middle or high school
- School personnel unaware that OTPs have specialty training to support transitions to employment and independent living
- OTPs not clearly and consistently advocating for this role

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Declaration #5

5

OTPs should be involved in transition to improve postsecondary outcomes

OTPs are highly qualified to support the development of these critical predictors found in the research:

- Independence with IADL skills can predict positive employment outcomes.
- The number one predictor of employment upon graduation is whether a student had volunteer work, an internship, or paid work during high school.
- 2017 Study: Lived experiences of young adults with IDD attending a transition and postsecondary education program identified the following areas as needs in a hidden curriculum:
 - Adult-based system navigation, adaptive behavior skills, disability awareness, and disclosure

(Pillay & Brownlow, 2017, Wehman, VCU, 2018, Berg, Jirikowic, Hearling, & Macdonald, 2017.)

Despite this research

- According to data from the National Longitudinal Transition Survey-2 (NLTS2), only 7.5% of transition age students with disabilities reported receiving OT services within the last 12 months. (Eismann et al., 2017)
- OTPs background and training show we are prepared, ready, and have the capacity **to support development of these critical living skills** (e.g., Person-Environment-Occupation-Performance model, activity analysis, environmental modifications, assistive technology).

From NTACT: https://www.transitionta.org/system/files/resource/trees/Pred_Outcomes_0.pdf?file=1&type=node&id=1664

Evidence Based
Predictors of
Transition
Success...
...OTPs
Can Support these
System-Wide Areas



www.ohioemploymentfirst.org

Use Evidence Based Predictors of Transition Skills in Your State (Virginia example)

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21st Century Workplace Readiness Skills for the Commonwealth

Needs Identified by Virginia Employers

Personal Qualities and Abilities


1. CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace
2. CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action
3. INITIATIVE AND SELF-DIRECTION: Independently looks for ways to improve the workplace and accomplish tasks
4. INTEGRITY: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect
5. WORK ETHIC: Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

Interpersonal Skills

6. CONFLICT RESOLUTION: Negotiates diplomatic solutions to interpersonal and workplace issues
7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience
8. RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences
9. CUSTOMER SERVICE ORIENTATION: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service
10. TEAMWORK: Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members

Professional Competencies

11. BIG PICTURE THINKING: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions
12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health
13. CONTINUOUS LEARNING AND ADAPTABILITY: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements
14. EFFICIENCY AND PRODUCTIVITY: Plans, prioritizes, and adapts work goals to manage time and resources effectively
15. INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks
16. INFORMATION SECURITY: Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities
17. INFORMATION TECHNOLOGY: Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
18. JOB-SPECIFIC TOOLS AND TECHNOLOGIES: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively
19. MATHEMATICS: Applies mathematical skills to complete tasks as necessary
20. PROFESSIONALISM: Meets organizational expectations regarding work schedule, behavior, appearance, and communication
21. READING AND WRITING: Reads and interprets workplace documents and writes effectively
22. WORKPLACE SAFETY: Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others



VIRGINIA DEPARTMENT OF
EDUCATION
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Workplace Readiness Skills for the Commonwealth was developed by the Virginia Department of Education's Office of Career, Technical, and Adult Education, in cooperation with the University of Virginia's Weldon Cooper Center for Public Service, the Career and Technical Education Consortium of States, and Virginia's CTE Resource Center.

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Ten Declarations: OT and Postsecondary Transition Planning

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6. Transition skills can easily be incorporated into our everyday practice.

Declaration #6

6

Transition skills can be built into our everyday practices.

“Transition services provide an opportunity for occupational therapy practitioners to apply the full scope of practice in the school setting.” - The American Occupational Therapy Association



Graphic shared with permission from Rebecca Weisshaar, OTD, OTR/L

Declaration #6

6

Occupational Therapy in School Settings

AOTA Factsheet

Prepare students for successful transition to post-high school life:
Employment, independent living, and/or further education-
self-help skills, prevocational/ vocational participation, transportation

Goal development for appropriate
postschool outcomes:

Self-advocacy and self-determination skills in order to
plan for future and transition to college,
career/employment, and community living.

Support academic and
non-academic outcomes:

Math, reading and writing
Social skills, behavior
management, recess,
participation in sports

Promote positive
mental health

Promote safe
and healthy
environments

Educate- Parents,
Educators,
Administrators, and
other staff
members

<https://www.aota.org/~media/Corporate/Files/AboutOT/Professionals/WhatIsOT/CY/Fact-Sheets/School%20Settings%20fact%20sheet.pdf>

January 2019 OT Practice article:

Supporting Secondary Transition Planning Through Evaluation: Occupational Therapy's Distinct Value

Supporting Secondary Transition Planning Through Evaluation: Occupational Therapy's Distinct Value

Karen Majeski, Jan Hollenbeck, Lucretia A. Berg, Amy Sponco, Tina A. Mankay, Theresa Carroll, and Linda Rudd
12/24/2018

Occupational therapy practitioners have provided services for students ages 3 to 21 years in school-based settings since the inception in 1975 of the Education for All Handicapped Children Act (amended in 1997 and 2004 to what is now the Individuals with Disabilities Education Improvement Act of 2004 [IDEA]), which guarantees free and appropriate education for all children. Schools are the second-largest employer of occupational therapy practitioners (American Occupational Therapy Association [AOTA], 2015).



EVALUATION CONSIDERATIONS

- Determine strengths
- Administer interest checklists
- Assess soft work skills in the early years
- Include community needs in the early years
- Determine community mobility needs
- Link occupational profile and assessment outcomes to occupational performance
- Connect evaluation results with transition goal areas

<https://www.aota.org/Publications-News/otp/Archive/2018/secondary-transition.aspx>

Specific Assessment Tools

6

- Short Child Occupational Profile
- Canadian Occupational Performance Measure (COPM)
- Adolescent and Young Adult Activity Card Sort (ACS)
- Personal Preference Indicators
- Assessment of Functional Living Skills
- Role Evaluation of Activities of Life (REAL)
- School Function Assessment
- Self-Determination Scales
- College Readiness Assessment

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Everyday Practice Considerations

- Provide occupation centered services
- Begin early so you can build repetition, routine, complexity in larger environments
- Encourage meaningful inclusive programming
- Embed social skills and work behaviors in all activities
- Promote mental health and self-determination skills
- Collaborate with the team

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Declaration #6

6

Recommended transition practices for occupational therapists and the transition team include:

- Early, paid work experience
- Student involvement in transition planning
- Emphasis on student's social competence
- Development of life skills
- Use of assistive technology
- Collaborative interdisciplinary and interagency teamwork
- Visit internship sites and/or job sites
- Create school businesses for real world application
(Cleary & Persch, 2020)

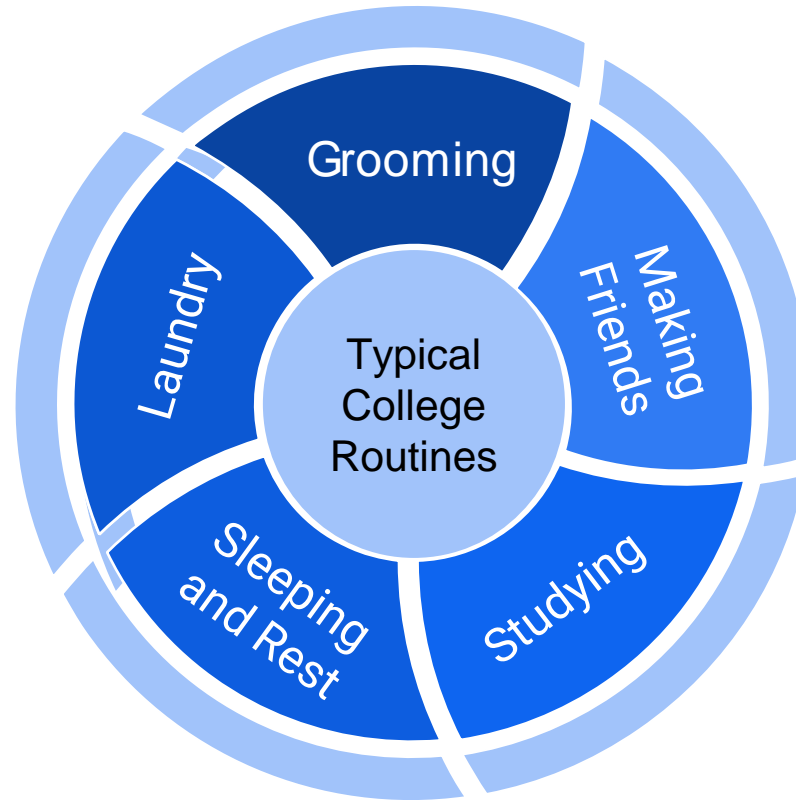
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IADL Skills Lead to Job Interests and

IADL Task →	Employment Outcome
Making a sandwich	Cafe
Making hot chocolate or tea	Barista
Feeding a pet	Pet Store or Veterinarian Office
Watering and harvesting plants	Agriculture, Winery
Washing Dishes	Restaurant worker
Cooking soup or light meals	Catering
Hanging up clothes	Retail
Laundry	Hotel

Independence with IADL skills can predict employment outcomes
(Pillay & Brownlow, 2017)

IADL Skills are Necessary for our College



Mental Health Promotion, Prevention, and

Everyday considerations:

- Facilitate practical use of strategies for enhancing coping skills and social and emotional competencies.
- Enable engagement in occupations to promote mental health and diminish early symptoms

Intervention Examples

- **Social Participation:** develop appropriate relationships with others
- **ADL skills:** use good judgment in personal safety and care
- **Education:** maintain academic performance despite frustrations
- **Work:** set and make progress toward personal work goals
- **Play and Leisure:** regulate emotions during competitive games
- **IADL skills:** recognize and use family, school, and community resources

<https://www.aota.org/~media/Corporate/Files/Practice/MentalHealth/Distinct-Value-Mental-Health.pdf>

<https://www.aota.org/~media/Corporate/Files/Practice/Children/SchoolMHToolkit/Social-and-Emotional-Learning-Info-Sheet.pdf>

Ten Declarations: OT and Postsecondary Transition Planning

Talking Points & Action Steps:

7. OT services are a good return on investment.

8. Best practice includes a transition planning pathway.

9. Advocate for your role.

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Declaration #7: OT is a Good Return on Investment (ROI)

7

Health care research suggests OT is cost effective by:

1) improving health and quality:

- Health
- Quality of life
- Daily participation of individuals & their caregivers (Rexe, Lammi, & Zweck, 2013)

2) and reducing costs:

“...improv(ing) care quality without significantly increasing overall hospital spending.” (Rogers, Bai, Lavin, & Anderson, 2016)

A Good ROI for OT Transition Services in

OTPs can:

- Serve as the primary transition evaluator for transition teams.
- Conduct effective transition assessments for children across the disability spectrum.
- Provide data from assessments to create an effective transition plan and help districts meet state performance requirements (Indicator 13).

(Trujillo, Poach, & Carr, 2018)

How can we develop similar research to demonstrate the effectiveness of OT evaluations in the education realm for the following areas?

- OT performing activity (job) analysis in preparation for postsecondary setting?
- OT contributions to functional capacity evaluations in school?

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Declaration #8

8

OTP's Connect transition planning and services across the school pathway

Transition planning begins in elementary school - moving through middle school/junior high to high school, graduation, and beyond.

- Utilize **occupation-based** practices
- Advocate for **strength-based** approaches
- Discuss **adulthood** with caregivers and teachers
- Choose sensory **strategies** and task/environmental **adaptations** that are appropriate for **adulthood**
- Keep **postsecondary transition goals** at the forefront during goal development **regardless of age**

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OT: Transition Planning and Services Across the School Pathway

8

Video exemplars of transition planning pathway:

Cedar Lane Elementary School: **Occupational Therapy in action**

Development of a Community Based Instruction Program:

Elementary Example (<https://vimeo.com/161837834>)

Project Search Program: High School Example

As you watch the video- **imagine the Occupational Therapist's involvement:**

Modifying activities for greater participation	Creating peer modeling videos	Coaching in personal hygiene	Training in ergonomics	Providing strengthening and endurance activities	Supporting development of self regulation skills
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Ideas for Middle School Students:

- Continue services-not a time for discharge
- Begin career, interest, and volunteer planning
- Address community mobility and expanded roles
- Encourage IADL progression and independence

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Advocacy Examples

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American Journal of Occupational Therapy
OT Practice Magazine
Archive
About OT Practice Magazine
FAQ
Entire Issues for Download
Occupational Therapy: Values and Beliefs Series
CE & Products Guides
SIS Quarterly Practice Connections
E-Newsletters
News from AOTA
AOTA Press
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Advocacy in Transition: Three State Stories

Christopher Trujillo, Tina Mankey, and Theresa Carlson Carroll
12/24/2018

The American Occupational Therapy Association's AOTA's Transition Community of Practice (CoP) provides an opportunity for leadership activities such as developing resources, monitoring practice trends, and disseminating AOTA information and resources. This article outlines how three members of the Transition CoP from three different states help to improve transition outcomes for students with disabilities.

Arkansas: Tina A. Mankey, EdD, OTR/L

In 2008, I made initial contact with Bonnie Boaz, Transition Coordinator with Arkansas Transition Services, to discuss how occupational therapy services could be involved with transition services in the state. This meeting served as a catalyst for my future work in transition. In addition, I contacted Sandra Scheffkind, OTD, OTR/L, FAOTA, AOTA's Pediatric Practice Manager, to discuss networking with other therapy practitioners and educators in the United States who were currently conducting or had previously conducted scholarly work in transition. As a result, I began to build a foundation for work in transition in Arkansas, joining the Transition CoP.

My advocacy efforts in transition within Arkansas include:

Research

- I conducted an exploratory study in the state to examine the beliefs and involvement of occupational therapy practitioners in transition services (Mankey, 2011).
- I investigated the potential role of occupational therapy in transition services for additional studies with Arkansas families, transition personnel, vocational counselors, special educators, and administration (Mankey, 2012).

See the OT Practice article

Advocacy in Transition: Three State Stories

Lead from where you are!

<https://www.aota.org/Publications-News/otp/Archive/2018/transition-examples.aspx>

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OTPs can advocate to overcome transition barriers.

Strategies from OTP Leaders:

Christopher Trujillo, Tina Mankey, and Theresa Carlson Carroll

- Educate others
- Articulate OTP role and value in TP services
- Create a common vision to improve OT in transition services within own state/district
- Join the AOTA Transition community of practice (CoP), promote collaboration and coordination across states
- Disseminate statewide at conferences
- Conduct research on transition planning

Declaration #9

9

Advocate for your role by.....

- Offer the “WHY” and “HOW” ...OTPs should be involved
- Share the articles and resources
- Utilize tools: School assessments, occupational profile, etc.
- Join your state OT Association
- Speak to administrators
- Develop a roadmap of small steps
- Speak at a state conference
- Write an article for a local paper

Summer program at Quinnipiac University helps special needs students gain life skills

Students live at Quinnipiac University for session

Published 8:01 pm EDT, Tuesday, June 28, 2016



Example: <https://www.nhregister.com/connecticut/article/Summer-program-at-Quinnipiac-University-helps-11329072.php>

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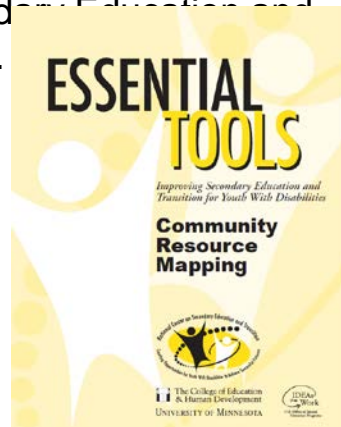
Develop Your Road Map: Tools to Assist You

9

Community Resource Mapping:

Helps to align community assets or resources with specific system goals, strategies and expected outcomes.

National Center on Secondary Education and Transition (NCSET, 2005).



LOGIC Model:

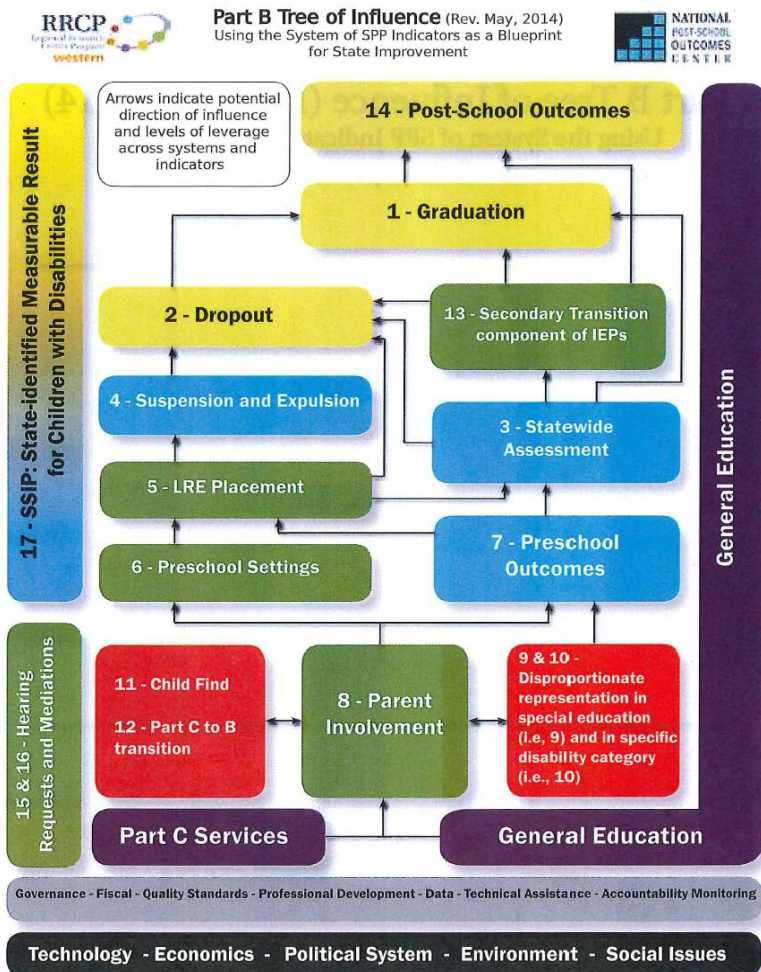
Logic Modeling is a tool used to enhance program planning, implementation, and dissemination of information.

Free downloadable guide from the **W.K. Kellogg Foundation** for creating a LOGIC model to guide practitioners in creating a program:

<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Declaration #9

9



Use your State Performance Plan Indicators and the Decision Tree to talk about how OT contributes to reaching transition goals
(graphic Western Regional Resource Center (WRRC),

Review the summary developed by Indiana DOE to help you speak about the different indicators

Declaration #9

9

Advocate for your role by ...

Speak the language of transition, outcomes, and education to influence the decision makers

Use Federal Tracking Statistics and Support of State Outcomes

4 indicators Specific to Secondary Transition

- Indicator **B-1: Percent of youth with IEPs who graduate in 4 yrs. with a regular diploma**
- Indicator **B-2: Percent of youth with IEPs who drop out**
- Indicator **B-13: Percent of youth with required transition components in the IEP**
- Indicator **B-14: Percent of youth who achieve various post-school outcomes**

For example: Personnel decisions may be determined in part by state improvement plan measures and progress including transition goals--and OTPs sharing their value in reaching these goals (Stock, 2018).

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Talking Points & Action Steps:

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Make a Shift in Your Practice

10

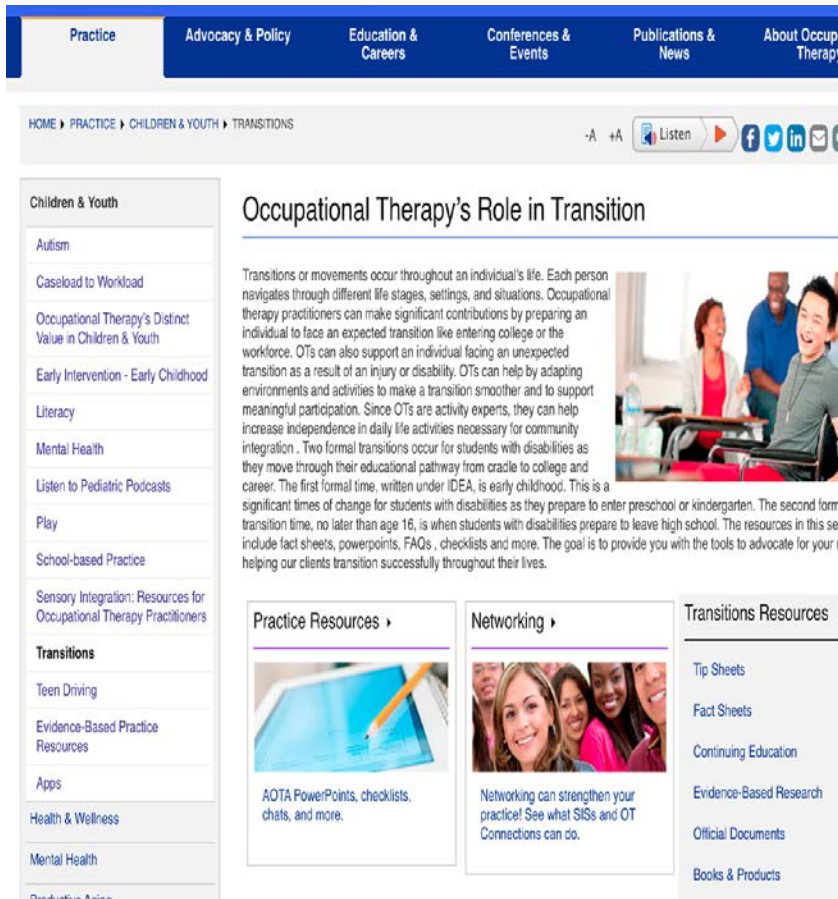
- Connect occupation and transition at all ages
- Contribute to programs related to life skills and community based interventions
- Offer a pilot program
- Present an inservice
- Join the AOTA Transition CoP

[https://www.aota.org/Practice/Manage/SIS/
communities-of-practice.aspx](https://www.aota.org/Practice/Manage/SIS/communities-of-practice.aspx)

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Declaration #10

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Use AOTA Best Practice Resources:

- **Occupational Therapy Role in Transition Webpage**

<https://www.aota.org/Practice/Children-Youth/Transitions.aspx>

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Declaration #10

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The American Occupational Therapy Association

Frequently Asked Questions (FAQ):

What is Occupational Therapy's Role in Transition Services and Planning?



What is the definition of transition services?

Transition is a movement from one state, stage, or place to another (*Merriam-Webster's Collegiate Dictionary*, 2015). Transitions can involve changes in daily life sequences, functional abilities, environment, or programming (Scheffkind, 2015). Transition services are those interventions provided by professionals to support children and families as they move from one environment or program to the next. This document focuses on transitions experienced by American children as they move through their early years to adult life, with a specific focus on school systems.

What is the role of occupational therapy in transition services?

Transition services aim to prepare, plan, and support children and families as the child transitions from one stage to another. Occupational therapy practitioners examine the child's current and projected occupational needs within the child's present and anticipated contexts and environments. They then use their expertise in task analysis and environmental adaptations to provide opportunities for children and families to identify preferences, make choices, and participate in meaningful activities in the new stage in their home, school, work, and community (Handley-More, Wall, Orentlicher, & Hollenbeck, 2013).



What theoretical tenets support the role of occupational therapy in transition?

The profession of occupational therapy is known for its collaborative team approach, client- and family-centered model of practice, and promotion of engagement and participation in roles and activities that are meaningful and life-sustaining (Orentlicher & Gibson, 2015). The *Occupational Therapy Practice Framework: Domain and Process* (3rd ed.; American Occupational Therapy Association [AOTA], 2014), describes the scope of practice of occupational therapy. Based on a variety of occupation-based theories (e.g., Dunn, Brown, & McGuigan, 1994; Law et al., 1996; Nelson, 1997), the *Framework* guides occupational therapy practitioners to consider the child's factors, performance patterns, roles, and contexts when delivering services, especially as they impact and are impacted by transitions.

What are specific practice considerations for transition services?

Occupational therapy practice in transition is guided by philosophical underpinnings that direct and impact clinical reasoning. These include:

- **Inclusion** (i.e., children with disabilities have the right to full and fair access to activities, social roles, and relationships alongside typical children, with the appropriate supports necessary for successful experiences)

Use AOTA Best Practice Resources:

- What is Occupational Therapy's Role in Transition Services and Planning? FAQ

<https://www.aota.org/~media/Corporate/Files/Secure/Practice/Children/FAQ-What-is-OTs-Role-in-Transition-Services-and-Planning-20170530.pdf>

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Transition Resources from Tee and Catherine

AOTA sleep resources: <https://www.aota.org/publications-news/otp/archive/2019/children-sleep.aspx>

<https://www.aota.org/-/media/Corporate/Files/AboutOT/Professionals/WhatsOT/HW/Facts/Sleep-fact-sheet.pdf>

[http://project10.info/Documents/Helpful Online Transition Resources Revised for Final Posting 3.30.20docx1.pdf](http://project10.info/Documents/Helpful%20Online%20Transition%20Resources%20Revised%20for%20Final%20Posting%203.30.20docx1.pdf)

Book: Transitions Across the Lifespan: An Occupational Therapy Approach.

https://myaota.aota.org/shop_aota/prodview.aspx?TYPE=D&PID=277716284&SKU=900372&_ga=2.175688738.128574076.1536528720-801924550.1522863775

CD: AOTA Continuing Education: CD on Transitions

http://myaota.aota.org/shop_aota/prodview.aspx?TYPE=R&TERM=transitions

Checklist: Transitions Across Contexts: Checklist for Occupational Therapy

https://www.aota.org/~/_media/Corporate/Files/Secure/Practice/Children/Transitions-Checklist.pdf

Fact Sheets: Addressing Sensory Integration and Sensory Processing Disorders Across the Lifespan: The Role of Occupational Therapy

https://www.aota.org/~/_media/Corporate/Files/AboutOT/Professionals/WhatsOT/CY/Fact-Sheets/FactSheet_SensoryIntegration.pdf

Transition Resources from Tee and Catherine

Occupational Therapy and Universal Design for Learning

<https://www.aota.org/~media/Corporate/Files/AboutOT/Professionals/WhatIsOT/CY/Fact-Sheets/UDL%20fact%20sheet.pdf>

Online Transition-Related Resources

[http://project10.info/Documents/Helpful Online Transition Resources Revised for Final Posting 3.30.20docx1.pdf](http://project10.info/Documents/Helpful%20Online%20Transition%20Resources%20Revised%20for%20Final%20Posting%203.30.20docx1.pdf)

Supporting Community Integration and Participation for Individuals with Intellectual Disabilities

<https://www.aota.org/~media/Corporate/Files/AboutOT/Professionals/WhatIsOT/RDP/Facts/Intellectual-Disabilities.pdf>

Transitions for Children and Youth: How Occupational Therapy Can Help

<https://www.aota.org/~media/Corporate/Files/AboutOT/Professionals/WhatIsOT/CY/Fact-Sheets/Transitions.pdf>

The Role of Occupational Therapy in Facilitating Employment of Individuals with Developmental Disabilities

<https://www.aota.org/~media/Corporate/Files/AboutOT/Professionals/WhatIsOT/WI/Facts/Workers%20with%20DD%20fact%20sheet.pdf>

Frequently Asked Questions (FAQ) Sheets: What is Occupational Therapy's Role in Transition Services and Planning?

<https://www.aota.org/~media/Corporate/Files/Secure/Practice/Children/FAQ-What-Is-OTs-Role-in-Transition-Services-and-Planning-20170530.pdf>

Self-Determination Assessment Tools: The University of Oklahoma Self-Determination Tools

<http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools>

Additional Resources from Tee and Catherine

Living with an Autism Spectrum Disorder (ASD): The High School Years

<https://www.aota.org/~media/Corporate/Files/AboutOT/consumers/Youth/Autism/ASD-High-School.ashx>

Living with an Autism Spectrum Disorder (ASD): Succeeding in College:

<https://www.aota.org/~media/Corporate/Files/AboutOT/consumers/Youth/Autism/ASD-college.pdf>

Ability Links: Connects Applicants with Disabilities to Inclusive Employers <https://abilitylinks.org/?pageid=1024>

Bridges to Work: <http://www.bridgestowork.org/>

Casey Life Skills Free Tool <https://caseylifeskills.secure.force.com/>

Department of Labor Office of Disability Employment Policy
www.dol.gov/odep

Department of Labor: Workforce Innovation and Opportunity Act (WIOA)
www.doleta.gov/wioa

Additional Resources from Tee and Catherine

Enable America: <http://www.enableamerica.org/>

National Collaboration on Workforce and Disability – Youth www.ncwd-youth.info

National Secondary Transition Center www.nsttac.org

National Technical Assistance Center on Transition NTACT <http://www.transitionta.org/>

Ohio Center for Autism and Low Incidence: Employability/Life Skills Assessments:

https://www.ocali.org/project/tg_aata/page/elsa_documents

Office of Civil Rights (OCR): Transition of Students with Disabilities to Postsecondary Education: A Guide for High School

Educators <https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

Think College <https://thinkcollege.net/>

Transition Coalition www.transitioncoalition.org

The Workforce Recruitment Program (WRP) is a recruitment and referral program that connects federal sector employers

nationwide with highly motivated college students and recent graduates with disabilities who are eager to prove their

abilities in the workplace through summer or permanent jobs. <https://wrp.gov/AboutPre.do>

Thank you!

Please put questions into the chat

Please join our AOTA Transition CoP – free for AOTA members.

<https://communit.aota.org/communities/community-of-practice>

Search of Community of Practice-Transitions

Need help? You can send a message
to communitymanager@aota.org.

Feel free to email us any additional questions:

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Catherine: catherine.campbell0003@temple.edu

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