AGENDA

- The Law and Regulations
- Levels of the Functional Vocational Evaluation (FVE)
- The VECAP Paper
- FVE Assessment Tools
- The FVE Report
- FVE Tools in Your ISD?
- The How-To FVE Rubric
- Getting Started
- Summary of the Research
- FVE Q&A Document

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FVE Notetaking Tool

- Record key concepts
- Thoughts?
- Action Planning

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The Law & the FVE

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Federal Law

- IDEA

§ 300.43 Transition services

(a) Transition services means a coordinated set of activities for a child with a disability that –

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

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

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State Law

Pre-SB 748 in Texas

- **§ 89.1055. Content of the Individualized Education Program (IEP)**
- **(h) In accordance with TEC, §29.011 and §29.0111, not later than when a student reaches 14 years of age, the ARD committee must consider, and if appropriate, address the following issues in the IEP:**
- **(5) a functional vocational evaluation;**

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State Law

- HONEY, this is it!
- SB 748 (Passed in 2017)
- Sec.29.011
  (5) An appropriate functional vocational evaluation

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State Law

- Sec. 29.011 Education Code
- TRANSITION PLANNING
- (a) The procedures must specify the manner in which a student's admission, review, and dismissal committee must consider, and if appropriate, address the following issues in the student's individualized education program:
- (5) An appropriate functional vocational
- Evaluation;

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State Regulations

- Commissioner's Rules; January 2018
- 19 TAC §89.1055(i)(5)
- *Beginning with the 2018-2019 school year, not later than when a student reaches 14 years of age, the ARD committee must consider and, **If appropriate**, address the following issues in the IEP; (5) **an appropriate functional vocational evaluation**; (6) appropriate employment goals and objectives*

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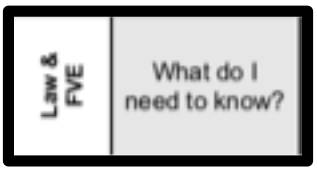
The FVE Notetaking Tool



- What do I need to know?
- Is there anything I need to do for next year?
- Training
- Tools?
- Administrators?
- Diagnosticians?

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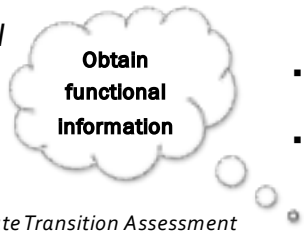
The Levels of the FVE

Levels of the FVE

REMEMBER

FVE

- Vocational Evaluations
  - *Level I*
  - *Level II*
  - *Level III*



- Level III is for students who:
  - Need assistance identifying long term career goals
  - Earlier assessments were inconclusive
  - Students with more significant **OR** impactful disabilities
  - Practical

Source: *Age-Appropriate Transition Assessment Guide, NSTTAC.*

The FVE Notetaking Tool

Levels of the FVE	What do we do in our school or district? What are we missing?

- Think about this?
- Are you in charge of the implementation for your district?
- Are you in charge of the implementation for your school?
- What needs to change?

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The VECAP Paper

National Guidance

- Honey, this is IT!
- The VECAP White Paper

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The FVE Notetaking Tool

VECAP Paper	How do I use what I learned?

- What are your takeaways?
- How will you use the information to improve services on your campus? In your district?

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The FVE Assessment Tools

The Multidisciplinary FVE

- What would this look like?
- Who would be involved?
- Can I use information from the FIE, the report, or do I need to see the protocol?
- Under what circumstances would I need to consider asking a related service person to conduct an assessment for the FVE?
  - *Can you think of an example of when you might make the request of the SLP?*

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FVE Assessment Tools

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Let's look at this list.

Which of these tools do you have in your district?

What do you have in your district that is not on this list and needs to be added?

What do we need to delete from this list?

YOU DO NOT GIVE ALL OF THESE TOOLS, NOT EVEN MOST!!

You will already have lots of info

You only use tools that answer a question.

Situational Observations

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- What do you need to know?
- Where would you be able to observe that?
- School environments?
- Community environments?
- Is home observations needed and if so, who could do that?

What "FVE Tools" are missing in your ISD?

What tools are you missing in the FVE Tool list for your ISD?

If you need to improve the FVE Toolbox, what assessments are needed?

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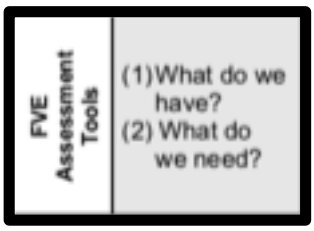
The FVE Notetaking Tool



- What tools have you used when conducting an FVE?
- Do the functional instruction classes in your district collect meaningful functional data?
- What needs to stay?
- What needs to change?

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The FVE Report

The FVE Report

- REMEMBER, THE OPERATIVE WORD IS THE WORD: "FUNCTIONAL".
- Keep the report short, sweet, functional, and informative.
- The report can be "anecdotal" and embedded in the Transition Services Page in the IEP.
- It can be a report, long or short.
- Transition Assessment, including the FVE and recommendations should be included in the FIE.

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The 1-Page FVE Report Template

- Template for a one-page FVE report
- Summarize the findings
- Make recommendations

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The FVE Notetaking Tool

The FVE Report	What are the reporting options for FVE results?

- How do you record the FVE results?
- If you needed to find the results in the Transition Assessment folder, what would you look for?
- Where would it be in the FIE?
- Where would it be in the IEP?
- The SOP?

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The FVE Planning Tool

What the FVE is NOT!

- A single assessment
- A survey
- Single Input from one person
- Observation Only
- Contains little to no functional data.

  (Functional data can be observed)

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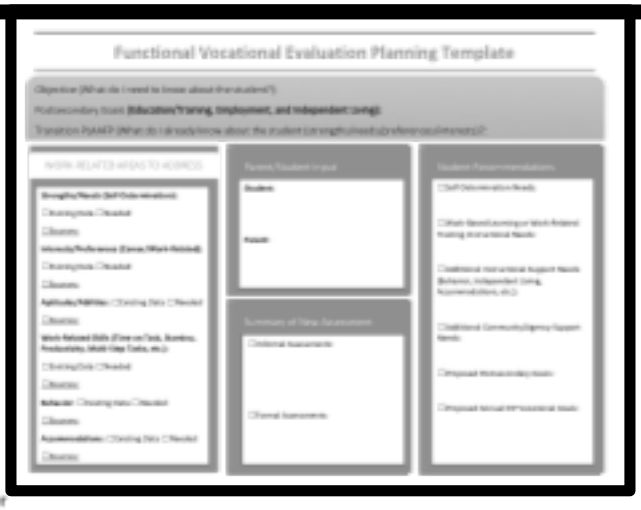
FVE Planning Tool



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The FVE Notetaking Tool

- What were your takeaways?
- What needs to stay?
- What needs to change?

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Functional Vocational Evaluations

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GETTING STARTED

Conducting the FVE & Writing the Report

- **Now you know the pieces so let's go step by step**

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Getting Started

To determine your questions, you must know what exists?

See next slides

1. What do you need to know?
2. Review the Student Information
3. Work-related Areas?
4. Parent/student information and input
5. Summary of new assessment
6. Student recommendations
   - PLAAFPs
   - Postsecondary Goals
   - Annual Goals

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What Information Already Exists?

- **The FVE should consider information that comes from any of the following roles:**
  - **Diagnostician**
  - **SLP**
  - **LSSP**
  - **OT**
  - **PT**
  - **Medical Doctor Report, if one exist and School Nurse**
  - **General education testing**
  - **School Counseling Services, if appropriate**
  - **Transition Specialist**
  - **Other**

Did any of the members of the FVE multi-disciplinary team give assessments that may help to answer the questions?

Think about formal and informal assessments

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What assessments are used in your district that can be assessed for the FVE?

- **Achievement Tests**
  - Woodcock-Johnson (W-J)
  - Kaufman Test of Education Assessment (KTEA)
  - Diagnostic Achievement Battery IV (DAB)
  - Wechsler Individual Achievement Test (WIAT)
- **Aptitude Tests**
  - ASVAB
  - PSAT/SAT
- **Adaptive Behavior**
  - Vineland
  - Adaptive Behavior Assessment System (ABAS)
  - Development Assessment of Young Children (DAY-C)
  - Scale of Independent Behavior (SIB)
- **Speech, OT, PT, etc**

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What assessments will you use to conduct an FVE?

- **Intelligence Tests**
  - Woodcock-Johnson (W-J)
  - Kaufman Assessment Battery for Children (KABC)
  - Wechsler Intelligence Scale for Children (WISC)
  - Universal Nonverbal Intelligence Test (UNIT)
  - ???
- **Need to Consider:**
  - Aptitude
  - Self-Determination
  - Interest and Aptitude
  - Support
  - Community Access
  - ***Communication (SLP?)***
  - ***Mobility (OT/PT?)***
  - ***Behavior (LSSP?)***
  - ***FBA/BIP***
  - ***Gen Ed Counselors***
  - ***CTE Teachers***
  - ***Academic Teachers***
  - ***Social***
  - ***Transportation***
  - ***Health***

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Formal Assessments (Standardized)

- May include adaptive behavior
- independent living assessments
- aptitude tests
- interest assessments
- Intelligence tests
- achievement tests
- personality or preference tests
- career development measures
- on the job or training evaluations
- self-determination assessments

A formal assessment is not a requirement for an FVE -BUT

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Informal Assessments

- May include interviews or questionnaires
- direct observations
- anecdotal records
- environmental or situational analysis
- curriculum-based assessments
- interest inventories
- preference assessments
- Levels of support
- transition planning inventories
- community access
- RTI Data

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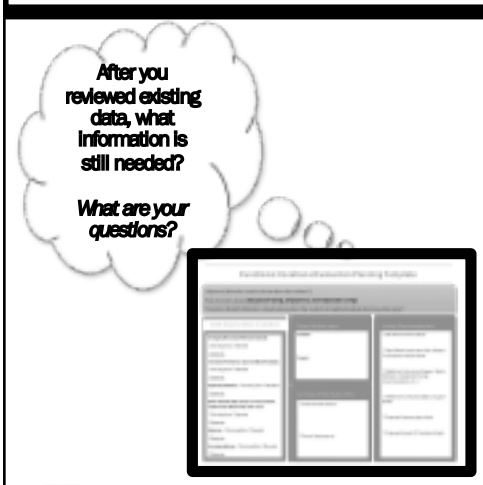
Complete your FVE Plan



1. Review the Student Information
2. Enter the Student's Personal information on the FVE Planning Rubric
3. What information do you need to know in order to determine what work-related skills & Behaviors the student has, interests & preferences, aptitude & abilities, etc. (Write this in a question)
4. What are the priority questions?
5. What assessment tools will help you find the answers?
6. What testing information already exists?

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Using the 1-Page FVE Report Template

Once you have gathered your existing data, conducted additional functional evaluations, and analyzed the results, use the 1-page report template to:

- summarize the findings and;
- make recommendations.

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Using the FVE to Plan the Draft IEP

- Present Levels of Academic and *Functional* Performance
- Needs
- Transition Services
- Goals and Objectives
- Course Selection
- Modifications/Accommodations (Think about support needs and what is allowed in the adult world)

Connecting the Dots

Was the student involved in planning the IEP?

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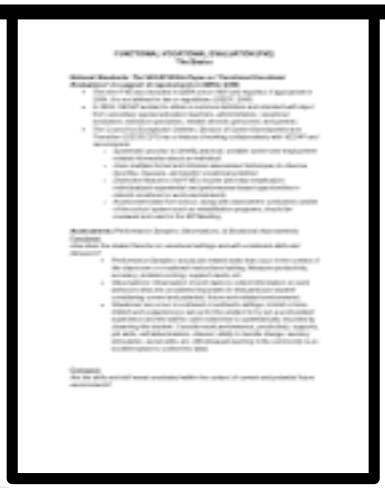
The FVE
Summary of Research

Summary of FVE Research



- VECAP
- Region 10
- Region 11
- Region 13
- Wright's Law
- Bibliography

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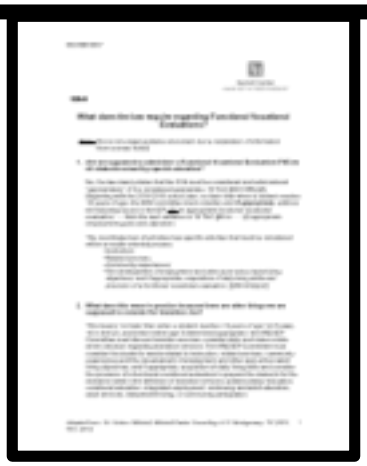
What is Next?

Q&A Document



This guidance document is a compilation from the VECAP paper, ESC 10 guidance, and Wright's Law.

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The FVE Notetaking Tool

Next Steps	What is my biggest take away from today and what will I do about it?

- What else did you learn?
- What is your biggest takeaway today?
- What will you do to make that happen?

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Other Questions?

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Go Forth and FVE

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