

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

“Welcome Families and Students!” Events for Transition Success

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SELF-ASSESSMENT: A Journey of Change

PUBLIC SCHOOLS OF NORTH CAROLINA
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- The transition to middle and high school is increasingly important for students with disabilities and their families as they prepare for post-secondary goals and expectations. This session showcases how one middle school makes these transitions more effective through family transition nights. These info nights involve a collaborative, interdepartmental effort among school staff coupled with the long-range goal of improving post-secondary outcomes and success for students moving through schools and grade levels. This interactive planning session offers strategies and tools for participants to self-assess their current efforts, and ultimately host informative and productive family nights back in their own schools and districts.

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Who are you?

- Elementary EC Case Managers/Teachers
- Secondary EC Case Managers and Teachers
- Parents of child with disability
- Student Service and Related Service
- General Education Teachers
- Program Specialist/Lead Teacher/PA
- Principals/Assistant Principals
- Central Office

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For this session, we discuss two meanings for transition

- Transition plan/ services as required in the IEP
- Transition activities to help students transition to Kindergarten, middle school and high school

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WHY FOCUS ON TRANSITION?

What the research tells us

- 1/3 of individuals are employed compared to 2/3 that do not have disabilities (U.S. Dept of Labor, 2014)
- 50% of youth with disabilities attend 4-year universities; 40% attend 2-year colleges; 10% attend trade or technical schools (National Council on Disability, 2012)
- 38% of youth with disabilities are engaged in community activities 8 years out of high school (Newman, et al., 2011)

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Must start early!!!

Elementary School

Middle School

High School

Increase post-secondary options and reach goals!!!

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Why a transition night?

- Lays groundwork for individual transition meetings (Rising K, 6th and 9th)
- Prepares parents and students for next level of expectations
- Increases communication and outcomes of transitioning students

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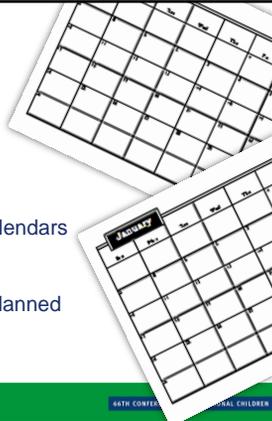
How?

- Commit to the date!
- Talk to others
- Plan...invite
.....plan some more

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When?

- Start now
- Time of year
- Coordination of school calendars
- Administrators/EC Chairs
 - Special events already planned
 - Availability of location



Who gets this started?

- That would be you!



- Establish communication with feeder/receiving school EC chair and administrator(s)

Building BRIDGES*

1. Build
2. Recruit
3. Individualize
4. Dialogue
5. Generate
6. Empower
7. Strengthen

Sawyer, M. (2015). Bridges: Connecting with families to facilitate and enhance involvement.

Who else is involved?

- o Administrators
- o Classroom Teachers
- o EC /Service Providers
- o Program Specialist
- o Parent Liaison
- o Counselors
- o Psychologist
- o Interpreter
- Social Worker
- Prevention Specialist
- School Nurse
- School Resource Officer
- Coaches and Others
- Student Guides*



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Student Helpers*

- (*) Use with caution
- Be explicit in expectations of behavior and duties
- Get permission



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Where do we hold it?

- What makes sense?
 - classroom?
 - media center?
 - gym/auditorium?
- School tour?
- How many locations will you use?



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What will we do?

- What parents will do, see, hear
.....with whom
...and from whom
- What students will do, see, hear
.....with whom
....and from whom

Take a look.....

Parent/family involvement

- Parent expectations for post-secondary education and employment have been found to be an evidence-based predictor of post school outcomes (Mazzotte, Rowe, Poppen, & Sinclair, 2014)
- It is critical that families are informed, connected and motivated to be active participants in the transition-planning process!

Fact Sheets

THE VAM INFO SHEET
WHAT IS VAM?

Team
Group of 24 general education teachers each teaching in the areas of Language Arts, Science and Social Studies

Our group of students consists of all teachers within the team each day.

Highly Qualified Teacher (HQT)
I teach in the content area in the grade level above my teaching license

Class Content
Have required content in specific subjects that is tested through benchmark

The School Day

The Class	Approximate Time	Who and Where
Instruction	45 minutes	Assigned on the spot
Language Arts	27 min	Language Arts teacher on the main or with K teacher
Math	27 min	Math teacher on the main, co-teacher teacher
Science	27 min	Science teacher or assigned on the spot
Social Studies	27 min	Social Studies teacher or assigned on the spot
Health/PE	45 minutes	Special PE grade students, PE teacher or PE in a classroom drive on for PE
Arts	45 minutes	Special PE grade students in building
Library	30 minutes	Changes every Period: Business/Tech Speech, Civic, Health/Stand in all set
Foreign	45 minutes	Can be missed on the main or with on week of reading/math
French	45 minutes	Can be missed on the main or with on week of reading/math
Spanish	45 minutes	With the team

Western Middle (Guided Notes)

The School Day: _____ classes

1. There are 4 blocks of core content each day
Language Arts, Social Studies, _____
2. Library Period is for silent reading/reading groups. True or False
3. FOCUS Period is for students to work on growing _____
4. P.E./Health meets every day. True or False
5. One other elective meets every day. True or False

Teams

1. There are _____ 6th grade homerooms
2. I still know which homeroom teacher I have in _____

Electives and Health/P.E.

1. 6th grade students change electives every _____ weeks
2. Possible electives: _____, Studies, Business/Marketing, Computer, Chorus, Band, _____
3. The only elective 6th grade students can choose is band. True or False?
4. We will run the mile in P.E. True or False?

Schedule

1. The school day this year was 8:05 - 3: _____
2. Lunch is included in one of the _____
3. We do not stay after school to finish work.

Technology

1. We can have our phones but they should be turned _____

What does it look like?

-Let's take a look!

Ticket Out the Door

What makes me feel better about going to Western Middle School:
 I Will have my Old School Friends back.

What I am still worried or have questions about:
 That i may get bullied.

What makes me feel better about going to Western Middle School:
 I feel better about coming to middle school I think I will be able to do my work.

What I am still worried or have questions about: Nothing

What makes me feel better about going to Western Middle School:
 what makes me feel better about going to western middle school is teacher is with you

What I am still worried or have questions about:
 getting lost

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What is your plan?

- Share with your neighbor
- Share with the group

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References

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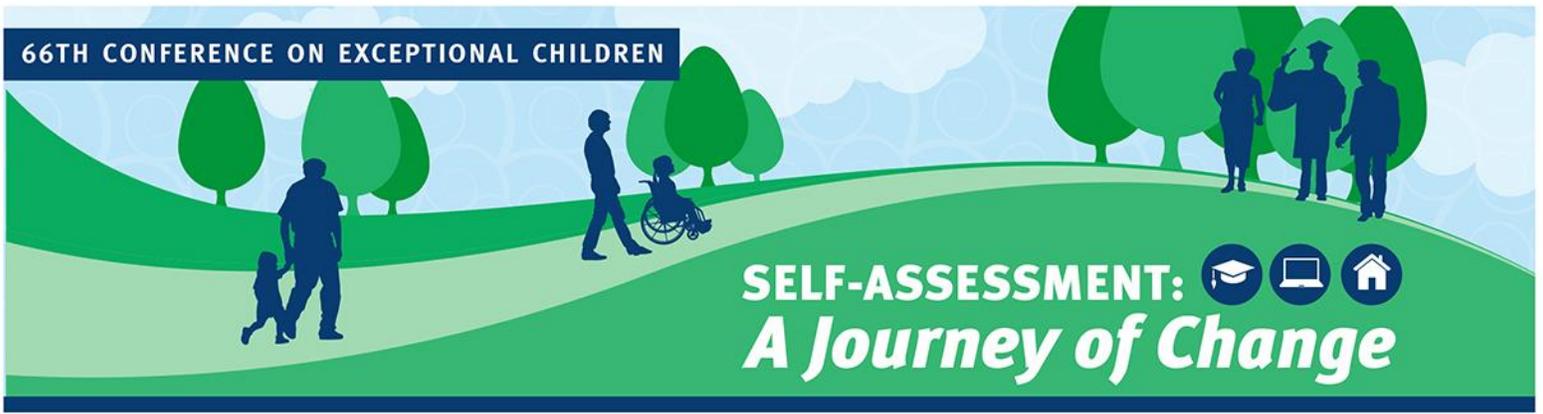
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Session 43

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Transition Planning Form

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Transition Planning

A.

In planning for transition information session for my zone/school, I need to keep the following in mind:

B. Establish contact: (names of administrators, EC chair(s), Etc.)

C. Date: _____

Alternate: _____

Items (D) and (E) are interdependent and need to be considered together. Deliver/e-deliver invitations to feeder school 3-4 weeks prior to event. Feeder school support drives.

D. Invitations:

Date/time, Purpose, Response,
Who is invited, What to expect

E. Enlist Support

Administrator(s) _____

EC staff _____

Regular Eds _____

Counselor _____

Social Worker, Nurse, Prevention

Specialist, SRO, Interpreter _____

Student Help** _____

(**)see additional information

F. The Event

Parents will:

Students will:

Location(s):

Roles and responsibilities:

Greeter/guide-

Presenter(s)

G. Evaluate and Follow-up