

Beverly:

Welcome to the Secondary Transition Deaf Hard of Hearing Topic Webinar.

My name is Beverly Colwell; I am the Consultant for Intellectual Disabilities and Secondary Education.

My co-presenter today is Amanda Byrd – the Consultant for Behavior Support Section

We would like to thank: Osmond Lister for his contribution to the development of this presentation. Our contact information is located at the end of this presentation.

We will not have time to respond to questions during the webinar, but will check the chat box and determine if a FAQ is needed to respond to any unanswered questions.

This PPT will be posted in the Transition Toolkit Tab 17. For those without access to the toolkit, we will post the PPT in a new tab that we are adding to the EC Web page.

Transition Plan Development

- This webinar will provide more detailed disability specific resources and best practice recommendations for Students with **Emotional Disabilities**.
- The transition process is the same for all students with an IEP.
- All designated Transition Leads are invited to attend the NCDPI training prior to conducting transition process training and sharing materials in their LEAs/Charters.



Beverly:

This webinar will provide more detailed information about transition considerations and resources for students with Emotional Disabilities.


Remember that the transition process is the same for all students with an IEP, however the considerations and resources may vary depending on the individual student's needs.

You will notice that specific Transition Toolkit Tabs are mentioned throughout the webinar. The Transition Lead from every LEA and Charter has been invited to attend a Transition Leads session. The access code to the Transition Toolkit will be provided to you by your Transition Lead when they redeliver this information to your LEA or Charter.

Transition Assessments

Identify the student's strengths, preferences, interests, and needs:

- Student Interview
- Parent Interview
- Classroom observations and data
- Existing academic and functional assessment data (i.e. grades, attendance, club/sport participation)
- Transition Matrix located in the Transition Toolkit Tab 3
 - The Transition Matrix identifies many free transition assessments that are available and also some that cost

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The transition process begins with gathering age appropriate Transition Assessment information.

The purpose is to help identify the student's strengths, preferences, interests, and needs.

Transition Assessment data may be gathered through student interviews, parent interviews, classroom observations and data, and assessment data available within the school-which may include state & district assessments, CTE assessments, related services assessments.

The Transition Matrix tool located in the Transition Toolkit Tab 3 allows you to search for transition assessment options by grade level, disability area, and PSG areas:

Education/Training, Employment, and Independent Living Skills. Many of the transition assessments identified in the matrix are free.

Transition Planning Considerations

- Student Led IEPs
- Independent Living Skills
- Assistive Technology
- Self-Advocacy
- Selecting a College
- Early Connections
- Requesting Accommodations
- Time Management Skills
- Workplace Skill Development

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Some transition planning considerations that we are going to talk about in this webinar include...

- Student Led IEPs
- Independent Living Skills
- Assistive Technology
- Self-Advocacy
- Selecting a College
- Early Connections
- Requesting Accommodations
- Time Management Skills
- Workplace Skill Development


SPIN

Strengths: what the student is able to complete independently or with minimal assistance

Preferences: what the student has identified, you have observed, or that have been reported that the student enjoys doing

Interests: what the student has identified, you have observed, or that has been reported that the student shows interest in doing

Needs: what the student needs additional training and/or supports in so he/she may accomplish them independently or with minimal assistance



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Once you have identified the student's Strengths, Preferences, Interests, and Needs from the students Transition Assessment data you will then use this information to identify PSG, select transition services, and develop Annual IEP goals.

It is important to remember that this information may be reported by the student, may be observed by teacher/school staff/family member, and/or may be reported by someone who knows the student such as family members and/or other support personnel.

Strengths: what the student is able to complete independently or with minimal assistance

Preferences: what the students has identified, you have observed, or that have been reported that the student enjoys doing

Interests: what the student has identified, you have observed, or that have been reported that the student shows interest in doing

Needs: what the student needs additional training and/or supports in so he/she may accomplish them independently or with minimal assistance

Who are your SPIN resources?

- Consult with related service providers and assistive technology personnel to address access support needs
- Parents
- Student
- School Nurse
- School personnel
- Anyone who had any interaction with the student may be able to provide additional information
- Utilize multiple sources of input in order to gather the most detailed information as possible



Beverly:

Your Strengths, Preferences, Interests, and Needs resources include...

Related service providers and assistive technology personnel to address access support needs

Parents

Student

School Nurse

School personnel

Anyone who had any interaction with the student may be able to provide additional information this may include:

VR, Youth Groups, community organization, Boy/Girl Scouts, Volunteer Work, Boys & Girls Club, Guidance counselors, Interpreters, Transliterators

Utilize multiple sources of input in order to gather the most detailed information as possible

Post-Secondary Goals


Use the student's transition assessment data to develop PSG in the following areas:

The expectations are...

Education/Training: students will be participating in post-secondary education or work-related training programs

Employment: students will be employed in a field that matches their interests and skills

Independent Living: students are able to perform necessary daily living skills and access resources

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Gathering age appropriate transition assessment data from multiple sources will assist in the development of appropriate PSG.

The expectations are that...

students will be participating in post-secondary education or work-related training programs

students will be employed in a field that matches their interests and skills

students are able to perform necessary daily living skills and access resources

IDEA-Transition Services

- The term "transition services" means a coordinated set of activities for a child with a disability that: 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;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
- [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]



Beverly:

This is just a reminder of the IDEA definition of Transition Services.

The term "transition services" means a coordinated set of activities for a child with a disability that:

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;

Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Services

- Instruction
- Related services
- Community Experiences
- Employment
- Adult Living Skills
- Daily Living Skills
- Functional Vocational Assessment

Definitions and examples are located in Tab 6 of the
Transition Toolkit

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The required transition services are:

Instruction

Related services

Community Experiences

Employment

Adult Living Skills

Daily Living Skills

Functional Vocational Assessment

We will walk you through some examples related to two scenarios shortly.

You may wish to reference the Transition Toolkit Tab 6 for the definitions and examples of transition services.

Annual IEP Goals

There must be at least one Annual IEP Goal to support the Transition Service needs of each PSG.

IEP Annual Goals are needed to support:

Education/Training PSG

Employment PSG

Independent Living PSG, if appropriate

(Reference Indicator 13 Checklist #6)




Beverly:

We will also share some ideas for identifying Annual IEP goals related to the PSG areas: Education/Training, Employment, and Independent Living.

Emotional Disturbance

- IDEA defines emotional disturbance as follows:
- ...a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An *inability to build or maintain satisfactory interpersonal relationships with peers and teachers.*
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems."
- As defined by IDEA, emotional disturbance includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

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Amanda:

A key point is the “Inability to build or maintain satisfactory interpersonal relationships” as this will be especially needed when students transition into employment.

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Head Start Early Learning and Knowledge Center

- In the 2003-2004 school year, more than 484,000 children and youth with emotional disturbance received services to address their individual needs related to emotional disturbance.



Amanda:

Research from the Head Start Early Learning and Knowledge Center provided the following incidence data.

In the 2003-2004 school year, more than 484,000 children and youth with emotional disturbance received services to address their individual needs related to emotional disturbance.

NCDPI Data

- Report of Children with Disabilities (IDEA)
 - 2015-2016
 - Ages 6-21
 - Emotional Disturbance
 - 5,462

Amanda:
Report of Children with Disabilities (IDEA)
2015-2016
Ages 6-21
Emotional Disturbance
5,462

Characteristics of Students with Emotional Disturbance

- **Hyperactivity (short attention span, impulsiveness);**
- **Aggression or self-injurious behavior (acting out, fighting);**
- **Withdrawal (not interacting socially with others, excessive fear or anxiety);**
- **Immaturity (inappropriate crying, temper tantrums, poor coping skills); and**
- **Learning difficulties (academically performing below grade level).**

National Alliance on Mental Illness (NAMI)



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Amanda:

According to NAMI

Many children who do not have emotional disturbance may display some of these same behaviors at various times during their development. However, when children have an emotional disturbance, these behaviors continue over long periods of time. Their behavior signals that they are not coping with their environment or peers. These behaviors include:

Hyperactivity (short attention span, impulsiveness);

Aggression or self-injurious behavior (acting out, fighting);

Withdrawal (not interacting socially with others, excessive fear or anxiety);

Immaturity (inappropriate crying, temper tantrums, poor coping skills); and

Learning difficulties (academically performing below grade level).

Children with Behavior Problems.....

- Children with behavior problems often find themselves rejected by their peers
- Teachers are more likely to punish students with challenging behavior and less likely to encourage them when they behave appropriately
- As adults, they find it harder to hold jobs or earn good wages

(Kaiser,Rasminsky, 2009)




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Amanda:

Here are additional things to consider for students with challenging behavior. Children with behavior problems often find themselves rejected by their peers
Teachers are more likely to punish students with challenging behavior and less likely to encourage them when they behave appropriately
As adults, they find it harder to hold jobs or earn good wages. (Kaiser,Rasminsky, 2009)

Areas to Consider

- Academics
- Personal Skills
 - Independent Living
 - Community Participation
- Vocational Skills
- Social Skills

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Amanda:

Important areas to consider include:

Academics- This includes providing a broad general education for students through experiences in all the major content areas as defined in existing state regulations and the school district's requirements for student graduation.

Personal Skills-This includes providing opportunities for students to develop the necessary personal skills to achieve independence. **Independent Living –** A planned program which incorporates the family and appropriate community agencies coordinates the instruction of skills that will enhance students' independent living.

Vocational Skills-This includes providing vocational preparation course of study opportunities which is based on a comprehensive evaluation of students' aptitudes and interests.


Social Skills-This includes specific social skills competencies that are integrated into the instruction of all academic/vocational areas of the program.

Academics

A broad general education exists for students through experiences in all the major content areas as defined in existing state regulations and the school district's requirements for student graduation.

Key Points:

- Provide appropriate supports
- Set high expectations
- Teach classroom rules and procedures
- Set them up for success

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Amanda:

Students need to know their strengths and needs as a learner. They need to be provided instruction around strategies that will help them in the work and post-secondary settings.

Study Skills/Time Management

Students should understand how they learn and how they process information best, and they must apply this to study situations. Developing and using efficient and effective strategies for taking notes, managing time, reading texts, and taking tests is important. If study skills are weak, students should ask their Disability Service Provider what campus resources are available to them. Study skills are not just reserved for the post-secondary setting. In the work environment, students may be required to read and study technical manuals for their job.

Teach them how to keep track of their work or school schedule- take a picture with their phone, text it to themselves, note it on their calendar- identify and use the solution that works best for them.

Strategize how they will get to work or school on time.

Personal Skills

These activities provide opportunities for students to develop the necessary personal skills to achieve independence.

- **Independent Living:**

Skill development requires a planned program which incorporates the family and appropriate community agencies and coordinates the instruction of skills that will enhance students independent living.



Amanda:

Personal Skills activities provide opportunities for students to develop the necessary personal skills to achieve independence.


Independent Living- focuses on a planned program which incorporates the family and appropriate community agencies and coordinates the instruction of skills that will enhance students independent living.

Personal Skills/ Independent Living

The student's IEP reflects specific objectives in the area of independent living skills as the IEP Team deems appropriate. Objectives address areas including, but not limited to:

- Sexuality
- home organization
- maintenance and safety
- health care
- mobility travel
- clothing care
- financial planning
- parenting skills
- meal planning preparation
- substance abuse prevention
- self advocacy

Appropriate courses in the secondary school curriculum (health, foods, values clarification, etc.) are available to students to help address these needs.



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Appropriate courses in the secondary school curriculum (health, foods, values clarification, etc.) are available to students to help address these needs.

Personal Skills

- **Community Participation:**

Requires a planned, sequential set of activities/courses developed by school, family, and appropriate community agencies that promotes movement toward full inclusion and participation in adult life in the community.



Amanda:

Community Participation requires a planned, sequential set of activities/courses developed by school, family, and appropriate community agencies that promotes movement toward full inclusion and participation in adult life in the community.

Personal Skills/Community Participation

The student's IEP and/or ITP specify activities/courses/skills to achieve intended objectives in the area of community participation, including:

- independent access to community resources and agencies
- recreation/leisure activities
- self-advocacy/self-determination skills
- transportation



Amanda:

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objectives in the area of community participation, including:

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- self-advocacy/self-determination skills
- transportation

Vocational Skills

Vocational preparation is based on a comprehensive evaluation of student's aptitudes and interests. Systematic vocational assessment procedures include measures of ability, aptitude, work-related social skills, interests and motivation.

- Ongoing career guidance and counseling address postsecondary employment and/or education.
- Curriculums emphasize support areas such as work-related social skills, college-level study skills, resume and job application preparation, etc.
- Procedures are present for collaboration with community services, parents, businesses, and local adult service providers.
- Student participation in community-based career exploration and work study experiences is based on individual student needs and preferences.

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Amanda:

Self-advocacy is critical. Students must be taught how to advocate for themselves.

Students with disabilities who understand their rights and responsibilities are much better equipped to succeed in postsecondary school. Relying on the support of family, friends, and fellow students, including those with disabilities, is also important.

Students can create a campus resource services directory.

Leadership development is an important and necessary skill.

The ability to lead requires students to be assertive and negotiable, communicate effectively, and utilize interpersonal skills. These skills are important as students seek to promote their interests and goals in post-school employment and community involvement. As students communicate with peers and community members, their self-advocacy and leadership skills may assist them in being understood and supported by others. Further, learning to work in teams, either as the leader or a cooperative member, may be beneficial in school or work settings.

Social Skills

- These activities reflect specific social skills competencies that are integrated into the instruction of all academic/vocational areas of the program.

Amanda:

Social Skills: These activities reflect specific social skills competencies that are integrated into the instruction of all academic/vocational areas of the program.

Social Skills

- A comprehensive written social skills curriculum with a defined scope and sequence is available to the students.
- Each student's IEP addresses social skills competencies.
- The program details a plan for applying social skills within the context of the students' entire school day.
- A staff development plan exists that addresses the teaching of a social skills curriculum.
- Evidence is collected and used to document behavior change of students as a result of social skills training (i.e., surveys of teachers and employers, parent interviews, student interviews and clinical observations).



Amanda:

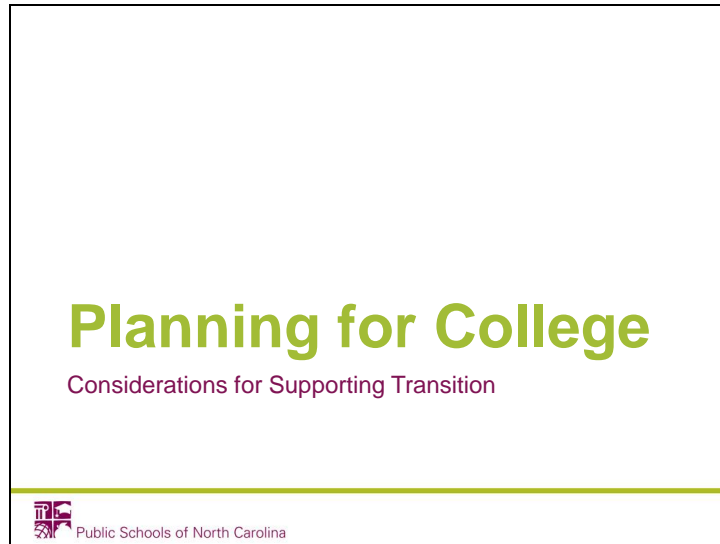
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Evidence is collected and used to document behavior change of students as a result of social skills training (i.e., surveys of teachers and employers, parent interviews, student interviews and clinical observations).



Amanda:

Now we are going to look at some examples to show the connections between assessment data, post secondary goals, transition activities, and IEP goals. The first example is a student planning to attend college after graduation from high school.

Self Disclosure

- Only 24% of those who received special education services in high school self-disclose to disability support service providers

Amanda:

While protections and services guaranteed by section 504 and the ADA are dependent on self-disclosure and limited to reasonable accommodations, but only 24% of students who received services in high school self-disclose to disability support service providers. National Longitudinal Transition Study 2 found that 54% of students who received special education in high school did not consider themselves to have a disability by the time they transitioned to post secondary education and therefore did not seek any accommodations.

An additional 7% considered themselves to have a disability, but chose not to disclose it.

Transition Assessment Data

Joe's historical school performance indicates he has the potential to be successful in post-secondary education. Medical and psychological reports indicate Joe has a diagnosis of ADHD (Attention Deficit Hyperactivity Disorder, ODD(Oppositional Defiant Disorder) and is prescribed medication. Joe currently sees a therapist monthly for counseling. On educational testing, he exhibits strengths in the area of basic math, calculation, and math fluency. He exhibited weakness in the areas of written expression, writing mechanics and reading comprehension. When presented with a task that Joe finds difficult, he becomes frustrated and expresses himself inappropriately to peers and adults. Joe has a really close relationship with his uncle (Thomas) who is a welder. Joe states that he would like to do better because he knows he would like to get job working for his uncle when he graduates. His parents report that he has done better according to the progress reports received this year and a reduction in Office Discipline referrals. He still needs to continue with therapist consultations monthly.



Amanda:

Here is our first example. Remember that transition assessment data includes input from student, parents, and school personnel. Let's look at Joe.

College Bound related PSG

Education/Training: After graduation from high school, Joe will attend Pitt Community College to obtain a degree in Welding Technology.

Employment: After graduation from Pitt Community College, Joe will obtain a position as a Welder.


Independent Living: After graduation from high school, Joe will live in an apartment with two roommates.



Amanda:

Here are his post-secondary goals. Joe would like to attend Pitt Community College and become a welder. He plans to live on campus during college and independently after graduation with roommates.

Transition Services: Instruction		
9 th	<ul style="list-style-type: none"> Learn and demonstrate time management skills Instruction in proofreading/editing, keyboarding, calculation, Research Colleges and/or careers and requirements Participate in counseling 	EC Teacher, Joe, counselor, parents,
10 th	<ul style="list-style-type: none"> Instruction in note-taking, study skills, Learn and practice social skills Enroll in CTE courses such as Microsoft Word, PowerPoint, Excel, & Access 	EC Teacher, Joe, counselor, parents, CTE teacher
11 th	<ul style="list-style-type: none"> Instruction in writing essays, note-taking, self-advocacy & self-determination skills, Participate in Anger Management counseling sessions 	EC Teacher, Joe, counselor parents,
12 th	<ul style="list-style-type: none"> Instruction in money management, self-advocacy & Self-determination skills Enroll in adult role and responsibilities course 	EC Teacher, Joe, counselor, parents, CTE teacher


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Amanda:

Next, we will look at some possible transition activities that Joe needs to engage in to achieve his post secondary goals. These next slides give some ideas on what transition activities Joe needs to participate in, but are in no way an exhaustive list of transition activities he would need. On each slide, there are activities listed from 9th -12th grade to show a progression of the level of activity, but the activities are not limited to only being done in the grade in which they are listed. Joe is just an example and transition activities should meet the individual needs to help them achieve their identified post-secondary goals based on data.

For instruction, Joe will need instruction proofreading/editing his written work, keyboarding skills, calculation, self-advocacy, & self-determination skills throughout his high school career. In the community, Joe will need to be able to deal with his emotions.

Transition Services: Related Services		
9 th	<ul style="list-style-type: none"> Identify local mental health centers for services 	Joe, Counselor, EC Teacher, General Ed Teacher, Parent,
10 th	<ul style="list-style-type: none"> Identify counseling resources available in the community 	Joe, Counselor, EC Teacher, General Ed Teacher, Parent,
11 th	<ul style="list-style-type: none"> Develop a medication management system to include identifying appropriate medical providers and process for refilling medications 	Joe, Nurse, EC Teacher, Parent, Transition Coordinator,
12 th	<ul style="list-style-type: none"> Identify community resources such for transportation to and from appointments Connect with local mental health centers, medical providers, and other necessary community resources 	Joe, EC teacher, Transition Coordinator,


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Amanda:

Here we look at activities for related services. These activities are not dependent on whether or not the student receives related services like Speech, Occupational Therapy, or Physical Therapy, but what activities does the student need in order to access an integrated environment for education, work, and leisure. For example, activities related to use of Assistive Technology devices, transportation, and medication management that are specific to Joe’s needs. Also there are activities listed here that start connecting Joe to community resources like Vocational Rehabilitation. Remember, that any of these activities can be done at any grade level based on the student’s needs.

Transition Services: Community Experiences

9 th	<ul style="list-style-type: none"> Learn and practice problem solving skills in community settings Participate in extracurricular activities 	Joe, EC teacher, Parents,
10 th	<ul style="list-style-type: none"> Explore activities within the community for leisure and possible volunteer opportunities Research colleges of interest and explore resources for students with learning differences 	Joe, Parents, EC teacher,
11 th	<ul style="list-style-type: none"> Join local organization and club Tour colleges of interest Complete applications for selected colleges 	Joe, Parents, EC Teacher,
12 th	<ul style="list-style-type: none"> Investigate/explore leisure & community activities in surrounding area of college (how to sign up, volunteer, obtain membership) Connect with Disability Services at college of choice 	Joe, Parents, EC teacher,


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Amanda:

For Community Experiences, think about activities outside of the school like participation in school clubs, local organizations, & leisure opportunities that lead to involvement within the community. Don't forget about researching and touring colleges of interests, as well as, exploring and connecting with Disability Services & Resources.

Transition Services: Employment

9 th	<ul style="list-style-type: none"> Interview Welders and other people in jobs of interest to understand what job entails Obtain requirements/qualifications for jobs of interest Attend career fair 	Joe, EC teacher, parent, CTE teacher, Counselor
10 th	<ul style="list-style-type: none"> Participate in community work experiences Attend college night Awareness of self as learner/worker and advocating for needs 	Joe, EC teacher, parent, CTE teacher, Counselor
11 th	<ul style="list-style-type: none"> Explore available college grants, loans, & scholarships Job shadow in a local welding shop 	Joe, EC teacher, parent, Counselor
12 th	<ul style="list-style-type: none"> Complete applications for college grants, loans, & scholarships Practice/complete job applications & interviewing skills Develop resume 	Joe, EC teacher, parent, CTE teacher, Counselor


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Amanda:

For employment, think about what activities will help the student be informed about the jobs he is interested in, as well as, building skills that will make him more employable. For Joe, he needs to interview and research the welding field so that he can make an informed decision on whether or not that is a continued field of interest for him. He could look for volunteer opportunities within the community that uses skills related to Welding . These activities may lead to opportunities for part-time even full-time employment in the future. Other activities such as, rehearsing his awareness of himself as a learner/worker or role-playing job interviews. All of these activities will assist him in starting a resume prior to exiting high school.

Transition Services: Adult Living Skills

9 th	<ul style="list-style-type: none"> Maintain a sample checkbook based on sample budget Short-term/long-term planning by developing schedule/plan 	Joe, parents, Counselor, EC teacher
10 th	<ul style="list-style-type: none"> Practice time-management skills by using agenda/to do lists, phone reminders, schedule, etc. Create sample budget Participate in Job Shadowing 	Joe, parents, EC teacher, General Ed teacher
11 th	<ul style="list-style-type: none"> Visit & tour housing options at colleges of choice and determine best option Set up bank account & determine how to access money 	Joe, parents, EC teacher, Counselor
12 th	<ul style="list-style-type: none"> Develop network of informal supports while away at college (parents, friends attending same college, nearby relatives) Map Community and College Resources Create budget that includes food, living, clothing, & leisure activities Register to vote & Selective Services 	Joe, parents, EC teacher, Counselor


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Amanda:

Adult Living Skills activities are meant to teach skills that will be needed after high school that are not related to academics. Examples would be setting up a checking/savings account, creating/maintaining a budget, time-management skills (determining how long it will take to complete a task & scheduling enough time to get everything done), developing network of informal supports (who can I trust to ask questions about things I have never done---Example: My debit card is missing, what steps should I take now?...)

Transition Services: Daily Living Skills


9th	<ul style="list-style-type: none"> Independently complete chores at home (washing dishes, washing clothes, minor repairs) Develop cooking skills by preparing foods that require minimal use of appliances (sandwiches, cereal, etc.) 	Joe parents, EC teacher, CTE Teacher,
10th	<ul style="list-style-type: none"> Develop cooking skills by following steps to warm food in microwave, stovetop, or oven (frozen pizza, macaroni, etc.) Obtain information on managing personal health and fitness 	Joe, parents, EC teacher, CTE teacher,
11th	<ul style="list-style-type: none"> Develop cooking skills by developing simple meal plans and following simple recipes 	Joe, parents, EC teacher, CTE teacher,
12th	<ul style="list-style-type: none"> Create a budget that includes food, living, clothing, & leisure activities Enroll in classes of interest in community to develop leisure skills 	Joe, parents, EC teacher, CTE teacher,


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Amanda:

For daily living skills, focus on activities that would be completed on a daily basis in which parents/guardians start out doing for them but need to transition them over to the student for doing independently like washing clothes & cooking. Each year the activities should progress to the student completing more complex tasks independently. Some activities would work in multiple categories like Related Services, Adult Living Skills, and Daily Living Skills. Do not get stuck on which category to put the activity, just ensure that it does fit within the definition of the category, and that you have included activities that encompass the functional and academic strengths, preference, interests, and needs of the student.

Transition Services: Functional Vocational Assessments		
9 th	<ul style="list-style-type: none"> Complete Career Interest Inventories Complete College Readiness Assessment Complete Study Skills Inventory 	Joe, parents, EC teacher, CTE teacher, Transition Coordinator,
10 th	<ul style="list-style-type: none"> Take pre-ACT/SAT and review results/consider needs Update College Readiness Assessment Conduct Situational Assessment of School Job Skills 	Joe, parents, EC Teacher, Counselor, Administrator,
11 th	<ul style="list-style-type: none"> Take ACT/SAT and review results/consider needs Update College Readiness Assessment Conduct situational assessment of job shadowing experience 	Joe, parents, EC Teacher, Counselor, Administrator
12 th	<ul style="list-style-type: none"> Take ACT Work Keys and review results/consider needs Update College Readiness Assessment 	Joe, parents, EC Teacher, Counselor, Administrator


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Amanda:


Finally, the last area is Functional Vocational Assessments. There are a lot of free transition assessments out there. Some resources will be shared at the end of the presentation and you can refer to the transition toolkit to help locate transition assessments. Also, don't forget that other folks in the building are doing transition assessments such as ACT/SAT through the school counselor and Career Interest Inventories or Surveys in CTE courses. Reach out to other staff members within your building to see what they are doing and use the information in the transition planning for the students. If you look back at each area, multiple people were listed as helping with the transition activities. Transition planning is a collaborative effort of school staff, community members, the parent, and the student. Don't forget to reach out to these folks and involve them in the transition planning and development of activities. Joe will participate in the ACT/SAT assessments. Joe is going to need to rely on academic skills such as reading and math for his job as a welder. Consider the implications of his results as they may inform instructional needs during the remainder of his high school experience.

Annual IEP Goals

- There must at least one Annual IEP goal that assists the student in attaining each of their PSG
 - Identify the skills needed to reach the PSG
 - Identify what skills the student has and what skills he needs to reach the PSG
 - Review Transition Services to determine which activities align with the identified needs

The IEP team may want to develop goals to address:

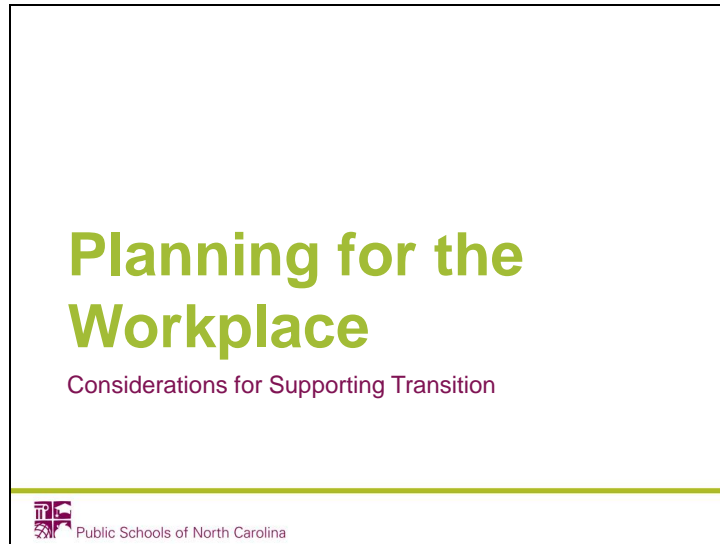
- Self Regulation
- Expressing feelings in an appropriate manner.
- Requesting Assistance
- Remember, the Annual Goal must be specific, measurable, attainable, relevant, and time-bound (SMART).



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Amanda:

Remember that there must be IEP goals that assist the student in obtaining their post secondary goals in education, employment, and independent living. Some suggested goals for Joe would address time Self Regulation and communicating with others. Just remember to make the goals specific, measurable, attainable, relevant, and time-bound.



Amanda:

The next example that we are going to share is a student whose post secondary goals lead to employment after high school. Based on the National Longitudinal Transition Study, only 46% of students with disabilities had regular paid employment two years after completing high school.

Transition Assessment Data

Noah was diagnosed with PTSD(Post Traumatic Stress Disorder),ADHD and depression. Noah's grades have been inconsistent due to his bouts with depression. Noah is taking medication to help deal with his depression and receives outpatient therapy monthly. Noah's WJ IV scores are within the average range for one cluster(Math Problem Solving) and two tests(Applied Problems and Number Matrices). His scores are within the low range for two clusters (Mathematics and Broad Mathematics). Noah needs math instruction that focuses on calculation skills.

Noah struggles to keep information organized and turn assignments in on time. Noah's parents state that when he is motivated and focused he does well. Noah spends a lot of his time working on small engines. Noah would like to work at a Yamaha dealership as a mechanic. After graduation he wants to work at Food Lion until he can save enough money to attend a Motorcycle Tech School in Florida.



Amanda:

Remember that transition assessment data includes input from the student, parents, and school personnel. Let's look at Noah. Noah has been diagnosed with PTSD, ADHS and depression. He receives outpatient therapy monthly and takes medication. Educationally, he needs specially designed instruction that focuses on calculation skills. Noah wants to work and plans to attend Motorcycle Tech school in Florida once he has saved enough money.

Employment related PSG

Education/Training: After high school graduation, Noah will attend Motorcycle Tech school once he has saved enough money to attend.

Employment: After high school graduation, Noah will get a job as a cashier.

Independent Living: After high school graduation, Noah will remain at home and save money to attend school in Florida.




Amanda:

Here are Noah's post-secondary goals. Noah will get a job at a local retail/grocery store as a cashier and remain at home while he saves money for school (Motorcycle Tech School).

Transition Services: Instruction

9th	<ul style="list-style-type: none"> • Instruction in planning (short term & long term), keyboarding, reading, self advocacy, & self determination skills • Participate in counseling • Learn and practice social skills • Research colleges/or careers and requirements 	EC Teacher, Noah, counselor, parents,
10th	<ul style="list-style-type: none"> • Instruction in study, organization, reading, self-advocacy, & self determination skills • Learn and practice coping skills • Learn recreation and leisure skills 	EC Teacher, Noah, counselor, parents, CTE teacher
11th	<ul style="list-style-type: none"> • Instruction in reading, job related, self-advocacy, & self determination skills • Learn and practice to manage medication 	EC Teacher, Noah, counselor parents, CTE teacher
12th	<ul style="list-style-type: none"> • Instruction in money management, self-advocacy, & self determination skills • Learn and practice employability skills • Enroll in a personal finance course 	EC Teacher, Noah, counselor, parents, CTE teacher


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Amanda:

For Noah, he needs instruction in short and long term planning, reading, self-advocacy, and self determination skills. In order to attain his post-secondary goals, he will need to enroll in CTE classes that develop his independent living skills. Again, hopefully, you can see the progression of activities from 9th-12th that build upon each other.

Transition Services: Related Services

9 th	<ul style="list-style-type: none"> Work with school nurse on medication management 	Noah, Parent, Counselor, EC Teacher, General Ed Teacher,
10 th	<ul style="list-style-type: none"> Participate in an Assistive Technology consultation to identify apps to aid in self-monitoring medication and appointments 	Noah, Parent, EC Teacher, General Ed Teacher,
11 th	<ul style="list-style-type: none"> Identify counseling resources within the community Identify community supports for locating appropriate medical providers and transportation options 	Noah, Parent, Counselor, EC Teacher, Transition Coordinator,
12 th	<ul style="list-style-type: none"> Make connections with identifies community supports for locating appropriate medial providers, transportation options, and counseling 	Noah, EC teacher, Transition Coordinator,


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Amanda:

Remember, Related Service Activities should help him access an integrated employment and community with him peers. As another reminder, you do not have to complete these activities within certain grades but rather we are trying to show a variety of activities that could be done with the student to help them attain their post secondary goals. Noah will need connections with the medical community to monitor his medication and continue counseling.

Transition Services: Community Experiences

9 th	<ul style="list-style-type: none">• Explore and participate in extracurricular activities/clubs at school• Explore new ways to use leisure time	Noah, Club Sponsors, EC teacher, Parents,
10 th	<ul style="list-style-type: none">• Explore activities within the community for leisure and possible volunteer opportunities	Noah, Parents, EC teacher,
11 th	<ul style="list-style-type: none">• Continue volunteering within the community• Tour work sites of interest• Participate in job shadowing• Tour local teach school options	Noah, Parents, EC Teacher,
12 th	<ul style="list-style-type: none">• Register to vote• Demonstrate appropriate social skills in community settings	Noah, Parents, EC teacher,


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Amanda:

Remember, within community experiences, we need to provide supports/instruction/guidance in accessing school clubs, community organizations, or citizenship skills. Start at the school level and activities the student already participates in, and explore activities that lead to integrated and active participation within the community after high school. Remember, to not get stuck on which category the activity fits best, but rather make sure it matches the definition of the area and matches the strengths, preferences, interests, and needs of the student.

Transition Services: Employment

9th	<ul style="list-style-type: none"> Obtain requirements/qualifications for jobs of interest Obtain specific information about an occupation Attend career fair 	Noah, EC teacher, parent, CTE teacher, Counselor
10th	<ul style="list-style-type: none"> Attend college night at school Explore Continuing Education classes offered at the local community college Participate in in-school jobs 	Noah, EC teacher, parent, Counselor
11th	<ul style="list-style-type: none"> Develop resume & obtain references/ letters of recommendations Explore college grants, loans and scholarships 	Noah, EC teacher, parent, Counselor
12th	<ul style="list-style-type: none"> Practice/complete job applications & interviewing skills Update resume, references & letters of recommendations Explore the process for applying to community colleges 	Noah, EC teacher, parent, CTE teacher


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Amanda:

For employment, make sure the activities provide opportunities for the student to make informed decisions after high school related to jobs. Specific to Noah, he wants to become a Motorcycle Mechanic. There may be other programs closer than Florida that provide training. Noah may also decide to specialize or choose another occupation within the transportation/automotive industry. In 9th grade, he can start with interviewing local dealership mechanics to determine qualifications and where they received training. Then, in the 10th grade, he could job shadow on a few scheduled times after school. These opportunities can lead to letters of recommendation or references for future jobs.

Transition Services: Adult Living Skills

9 th	<ul style="list-style-type: none"> Practice time-management skills by using agenda, phone reminders, schedule, etc. Practice maintaining a checkbook based on sample budget 	Noah, parents, EC teacher, CTE teacher
10 th	<ul style="list-style-type: none"> Practice time-management skills by making to do lists and planning out how much time it will take to complete each task Create a sample budget (buying Christmas presents) 	Noah, parents, EC teacher, General Ed teacher
11 th	<ul style="list-style-type: none"> Visit & tour housing options within the community and determine best option Set up bank account & determine how to access money 	Noah, parents, EC teacher
12 th	<ul style="list-style-type: none"> Develop network of informal supports (parents, friends, nearby relatives) Create a budget that includes food, living, clothing, & leisure activities Learn about meeting locations, dates and times for support groups 	Noah, parents, EC teacher


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Amanda:

Remember with Adult Living Skills, the activities are meant to teach them skills they will need after high school that are not related to academics. Examples would be: attending a support group to help him transition and address depression. Another example, would be setting up a checking/savings account, creating/maintaining a budget, time-management skills (determining how long it will take to complete a task & scheduling enough time to get everything done), developing a network of informal supports (who can I trust to ask questions or seek help about things I have never done before like, if he loses his house key and can't get in, etc.)

Transition Services: Daily Living Skills


9 th	<ul style="list-style-type: none">Develop cooking skills by following recipesIndependently complete chores at home (washing dishes, washing clothes, minor repairs within the home)	Noah, parents, EC teacher
10 th	<ul style="list-style-type: none">Independently complete chores outside the home (mowing the lawn, raking leaves, cleaning out the gutters)	Noah, parents, EC teacher
11 th	<ul style="list-style-type: none">Develop cooking skills by preparing a meal for an event (selecting food, making grocery list, preparing the food, cleaning up afterwards)	Noah, parents, EC teacher
12 th	<ul style="list-style-type: none">Visit Adult service providersComplete Financial Aid InformationExplore residential options	Noah, parents, EC teacher, teacher

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Amanda:

For daily living skills, focus on activities they would complete on a daily basis in which parents/guardians start out doing for them but need to transition them over to the student for doing independently like washing clothes & cooking. Each year the activities should progress to the student completing more complex tasks independently. Through these activities, it not only prepares them for independent living but also the idea of being a continuous learner.

Transition Services: Functional Vocational Assessments		
9 th	<ul style="list-style-type: none"> Complete Career Interest Inventories, College Readiness Assessment, and/or Study Skills Inventory 	Noah, parents, EC teacher, CTE teacher, Transition Coordinator
10 th	<ul style="list-style-type: none"> Update Career Interest Inventories, College Readiness Assessment, and/or Study Skills Inventory Conduct Situational Assessment of School Based Jobs 	Noah, parents, CTE teacher, EC Teacher, Counselor, Administrator
11 th	<ul style="list-style-type: none"> Update Career Interest Inventories, College Readiness Assessment, and/or Study Skills Inventory Conduct Situational Assessment of Community Based Jobs 	Noah, parents, CTE teacher, EC Teacher, Counselor, Administrator
12 th	<ul style="list-style-type: none"> Take ACT Work Keys and review results Update College Readiness Assessment & Study Skills Inventory 	Noah, parents, CTE teacher, EC Teacher, Counselor, Administrator

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Amanda:

Finally, the last area is Functional Vocational Assessments. Again, there are a lot of free transition assessments out there, and resources will be shared at the end of the presentation, as well as, you can refer to the transition toolkit to help with finding transition assessments. Also, don't forget that other folks in the building are doing transition assessments such as ACT/SAT through the school counselor and Career Interest Inventories or surveys in CTE courses. Reach out to other staff members within your building to see what they are doing and use the information in the transition planning for the students. If you look back at each area, multiple people were listed as helping with the transition activities. Transition planning is a collaborative effort of school staff, community members, the parent, and the student. Don't forget to reach out to these folks and involve them in the transition planning and development of activities.


Annual IEP Goals

- There must at least one Annual IEP goal that assists the student in attaining each of their PSG
 - Identify the skills needed to reach the PSG
 - Identify what skills the student has and what skills he needs to reach the PSG
 - Review Transition Services to determine which activities align with the identified needs

The IEP team may want to develop goals to address:

- Organizational skills
- Budgeting/estimating time (academics & work-related)
- Express feelings appropriately and seek assistance as needed.

Remember, the Annual Goal must be SMART
Specific, Measurable, Attainable, Relevant, and
Time-bound.




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Amanda:

Remember that there must be IEP goals that assist the student in obtaining their post secondary goals in education, employment, and independent living. Some suggested goals for Noah would be to address organizational skills, budgeting/estimating time in academics and work related skills, and use of technology in order to access text. Just remember to make the goals specific, measurable, attainable, relevant, and time-bound.

Resources for Services and IEP Goals

- [Choosing Goals Tool](#)
- [CTE Curriculum Guide](#)



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Beverly:

Here are some resources for developing IEP goals and determining course offerings. Please check with your school's guidance department to determine the specific CTE offered within your LEA and NCVPS to determine the Virtual Public School offerings. You should be able to click on each of these resources and go straight to their location on the web. Also, don't forget to look in the Transition Toolkit for additional resources.

Additional Resources

- PBIS World is a website dedicated to Positive Behavior Interventions for students and provide resources and tools for teachers.

www.pbisworld.com

- What Works Clearinghouse is a central and trusted source of scientific evidence on education programs, products, practices, and policies.

WhatWeDo



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Amanda:

Here are additional resources related to Behavior.

Thank You!

The PowerPoint will be posted in the
Transition Toolkit Tab 17.

Next Webinar

Secondary Transition Topic Webinar:
Autism Spectrum Disorders

March 15, 2017

3:30-4:30 PM



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Beverly:

Thank you for attending the webinar. The power point will be posted in Tab 17 of the Transition Toolkit. The Next Webinar will be on March 1, 2017 from 3:30-4:30. It will cover Secondary Transition specific to students with Emotional Disabilities.

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Beverly:

Here is our contact information. We hope the webinar was informative and provided you with some additional resources. Feel free to contact us if you have any further questions.