

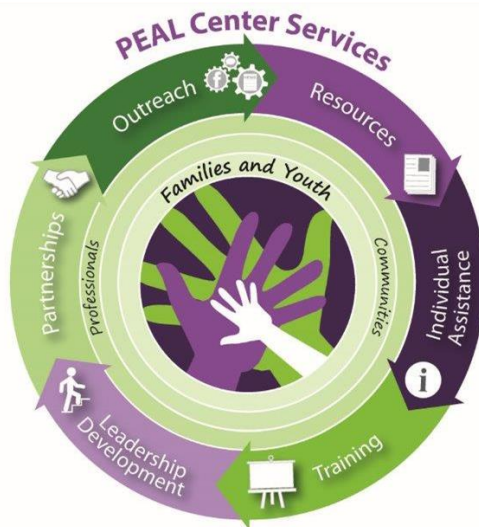


STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING: TRANSITION SERVICES AND ACTIVITIES

2020-21 - Transition Tuesdays Webinar Series

PEAL Center Services

- Outreach
- Resources
- Individual Assistance
- Training
- Leadership Development
- Partnerships



NTACT:C Funders and Partners

- Jointly funded by: The Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)
- Five Year Grant: October, 2020 – September, 2025
- Awarded to: University of North Carolina at Charlotte, with multi-site partners
 - East Tennessee State University
 - The George Washington University
 - Portland State University
 - University of Kansas
 - University of Maryland
 - University of Oregon



Outcome of the NTACT:C

- All students and youth with disabilities will be prepared to graduate from high school with the knowledge, skills, and supports for postsecondary education, training, employment, and community engagement, with a focus on:
 - enrollment in postsecondary education
 - credential attainment
 - competitive integrated employment
 - community engagement



Participants will be able to:

- Discuss what families need to know about putting this topic into practice and how this applies to the IEP
- Discuss the importance of services and activities during transition planning
- Describe how the topic aligns with the Transition Discoveries Guide



Key Reminders



- Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age.
- Secondary Transition planning is a coordinated effort, between families and students, schools, and agencies and support services.
- Planning for a successful Secondary Transition begins with a vision



The Secondary Transition Process

- Eight areas of focus
- 2020-21 Secondary Transition Series for Families

The Secondary Transition Process

- Youth and Young Adult Driven ✓
- Outside Agencies Collaborating with Schools & Families ✓
- Age-Appropriate Transition Assessment ✓
- Post Secondary Education/Training, Employment and Independent Living Goals ✓
- Thoughtful Courses of Study ✓
- **Transition Services & Activities aligned to Post-Secondary Goals**
- Measureable Annual IEP Goals aligned to Post-Secondary Goals
- Ongoing secondary transition process that includes progress monitoring, assessment

Transition Discoveries

- The Transition Discoveries Guide was developed by collecting voices and experiences from youth, families and stakeholders
- Highlights key elements that make a successful transition from high school to adult life
- Collection of indicators and sub-indicators that can be used as a road map to guide your transition plan
- Tip Sheets and Activities for families, students, and teachers
- Additional Resources
- Website is LIVE! www.transitiondiscoveries.org

Indicators with Transition Services & Activities Components



Transition Planning



Postsecondary Education
and Training



Employment



Independent Living and
Community Engagement



Transition Services and Activities

What are Transition Services & Activities?

- Action steps that support the student's movement towards Post-Secondary goals
- Slated to occur during period of current IEP (may cross school years)
- Each Post-Secondary goal area must have:
 - At least one SERVICE tied to a Measurable Annual Goal to address skill deficit (e.g., reading, writing, behavior, organization, etc.)
 - At least one ACTIVITY- other activities that help the student reach his/her goal



Services

Activities

- Address skill deficits
- Lead to measurable annual goal & progress monitoring

Examples:

- Build vocabulary skills
- Improve writing conventions
- Learn to board a bus
- Comprehend figurative language
- Initiate peer interaction
- Improve skills with budgeting, time management, algebraic equations, etc.
- Follow three-step directions
- Practice Self-Advocacy skills

- Help student achieve Post-Secondary goals
- Don't need measurable annual goals

Examples:

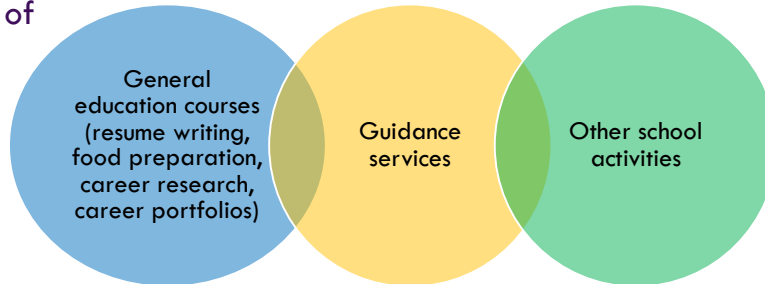
- Visit a college or job fair
- Complete a virtual tour
- Complete career portfolio
- Job shadow 4 hours per 9 wks.
- Meet with guidance counselor to review graduation plan
- Senior project
- Group or individual meeting with OVR counselor
- Support for voter registration

Listing Services & Activities in the IEP

Post-Secondary Education Goal:				Measurable Annual Goal Yes/No (Document in Section V)	
Courses of Study:					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
REFERENCE AT LEAST ONE MEASURABLE ANNUAL GOAL AS A SERVICE	Where?	How often?	must be same as IEP dates	must be same as IEP dates	Recommend listing by title not name
LIST AT LEAST ONE ACTIVITY	Where?	How often?	same as IEP dates, or time limited, based on when it will begin	same as IEP dates, or time limited based on how long it will continue	Recommend listing by title not name

Services and Activities in General Curriculum

- Make use of transition activities that take place as part of



- Be sure to list in the transition grid, as appropriate
- Many districts “map out” activities by grade

Post-Secondary Education/Training: Examples of Activities

- | | |
|-----------------------------------|---|
| • Explore post-secondary programs | • Develop list of questions for schools |
| • College fairs | • Contact Disability Services Office |
| • “Virtual tours” | • Information on registration for PSAT, SAT |
| • Guest speakers | • Time management |
| • College visits | • Practice disability disclosure |
| • Learn about accommodations | |



Employment: Examples of Activities

- Career exploration
- Visit/tour CTC
- Career portfolio
- Job fairs
- Guest speakers
- Community visits/ field trips
- Research paper on a career of interest
- Review employment ads
- Community service
- Job shadowing
- Resume writing
- Graduation project
- Group meeting with OVR
- Explore PaCareer Zone
- Military visits/Jr. ROTC
- Work experience
- Explore Job Accommodations Network

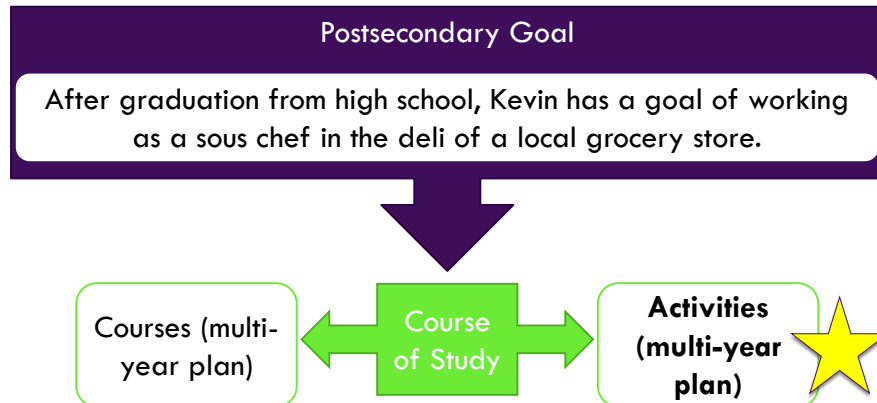


Independent Living: Examples of Activities

- Clubs (socialization and participation)
- Shopping
- Family and Consumer Science activities
- Budgeting skills
- Food preparation
- Checking listings for apartments
- Learning about transportation options
- Help with voter registration
- Driver's Education (if provided at school)
- Visiting community recreational facilities
- Open case with agency
- Obtain bus pass



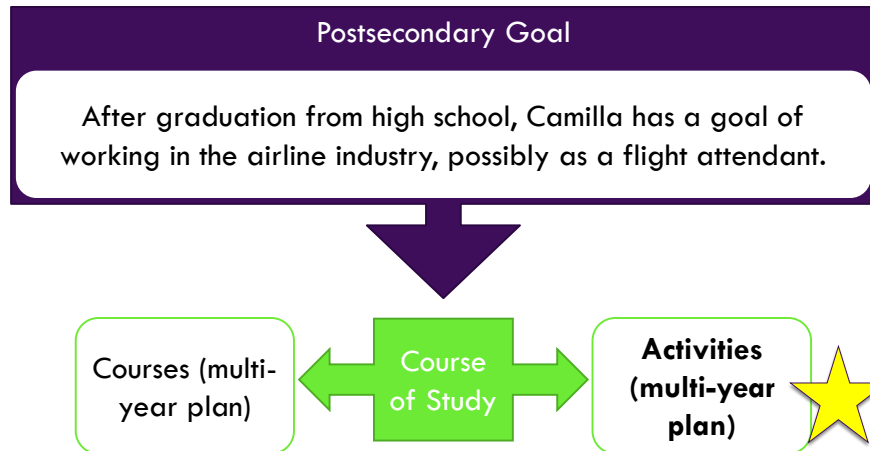
Remember: There Must be Alignment to Post-School Goals



Post-School Goal: After graduation from high school, Kevin has a goal of working as a sous chef in the deli of a local grocery store.

	Activities including pre-employment transition services to be provided in collaboration with Vocational Rehabilitation
9th Grade	<ul style="list-style-type: none"> • Industry tours • Job exploration counseling • Workplace readiness training • Counseling on enrollment opportunities in comprehensive transition and postsecondary education programs at institutions of higher education • Work-based learning experiences • Instruction in self-advocacy
10th Grade	<ul style="list-style-type: none"> • Job shadow at local grocery store (work-based learning experience) • Participation in school-based enterprise • Instruction in self-advocacy • Workplace readiness training to develop social skills and independent living
11th Grade	<ul style="list-style-type: none"> • Community-based vocational training • Instruction in self-advocacy • Workplace readiness training to develop social skills and independent living
12th Grade	<ul style="list-style-type: none"> • Paid Internship (work-based learning experience) • Job exploration counseling

Remember: There Must be Alignment to Post-School Goals



Post-School Goal: After graduation from high school, Camilla has a goal of working in the airline industry, possibly as a flight attendant.

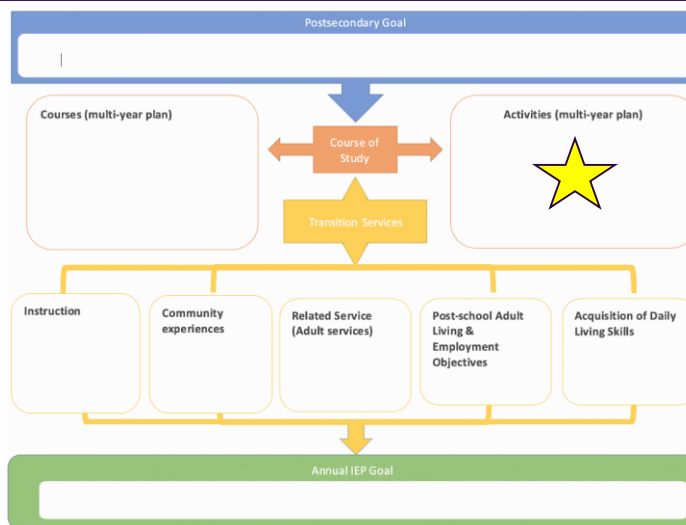
Activities including pre-employment transition services to be provided in collaboration with Vocational Rehabilitation

9th Grade	<ul style="list-style-type: none"> • Career Assessments • Exploration of careers in aviation via O'NET • Vocational Interest inventory with discussion of results • Career-specific guest speakers • Job exploration counseling • Instruction in self-advocacy
10th Grade	<ul style="list-style-type: none"> • Structured Interview with a flight attendant • Virtual tour of airport • Participate in opportunities provided with career and technical student organizations (e.g., Future Business Leaders of America) • Workplace readiness training
11th Grade	<ul style="list-style-type: none"> • Job shadow at airport • Participate in workplace readiness training to develop social skills, i.e., communication, problem solving, decision making, conflict resolution
12th Grade	<ul style="list-style-type: none"> • Internship at airport • Job exploration counseling

Think about a Young Person

- What activities might be appropriate for them, given their post-school goals and courses across 9th, 10th, 11th, and 12th grades?
- Use the Graphic Organizer on the next slide to write down some notes, specifically under Services and Activities.

Graphic Organizer





The Voices of Youth

Lilly & Shaniya



Lilly's Services & Activities

Lilly will...

- Continue to try different note taking strategies to assist her in post-secondary education
- Look into The Office of Disability Offices at her prospective colleges for possible accommodations
- Have the opportunity to take her SAT's
- Take another career interest survey to continually assess her career interests
- Have a complete and updated resume prior to graduation
- Take an independent living survey
- Research outside agencies and supports that are available to her to assist with her independence

Shaniya's Services and Activities

Shaniya will...

- Participate in the SAT exam
- Attend college fairs
- Complete assessments in Naviance
- Improve reading skills
- Have the opportunity to participate in Promoting Academic Success (PAS) program
- Participate in Start on Success (SOS) program
- Attend a presentation on OVR
- Complete transition assessments to further explore employment goals
- Improve self-advocacy skills
- Attend IEP meeting
- Improve budgeting and math skills

Reminders

- Even with the best plans...
 - Lives change.
 - Adjust your plan as your needs change with time.
- Remember, you are not alone in the process...
 - Use all available resources.
 - Ask for help.



2020-21 Secondary Transition Series for Families



PEAL CENTER PRESENT

TRANSITION TUESDAYS!

A WEBINAR SERIES
Steps for Successful Secondary Transition Planning

Registration: "If registration is full, the webinar will be streamed on Facebook Live"

Eligibility: Families of youth ages 13-21 with IEPs are encouraged to attend

Register for the Webinar Series: bit.ly/TransitionTuesdays2020

Schedule of Topics:

Sept 22 Youth/Young Adult Driven Planning	Feb 23 Thoughtful Course of Study
Oct 27 Outside Agencies Collaborating with Schools & Families	Mar 23 Transition Services & Activities
Nov 24 Transition Assessment	Apr 27 Measurable Annual IEP Goals & Post-Secondary Goals Aligned
Jan 26 Post-Secondary Education, Employment, & Independent Living Goals	May 25 Ongoing Process including Progress Monitoring & Assessment

Visit www.pealcenter.org/transitiontuesdays for more information and to view recorded sessions

Next Session:

- April 27
- Measurable Annual IEP goals & Post-Secondary Goals Aligned

Visit www.pealcenter.org/transitiontuesdays to review handouts



Resources

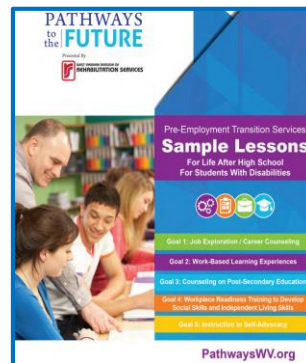
T-Folio

- **T-Folio** is a free transition portfolio tool for high school age students with disabilities.
- T-folio has five units that correspond to the five required Pre-ETS activities. Each unit is made up of lessons that contain a lesson guide and at least one activity.
- The activities can either be filled in online and then saved as a PDF or printed once complete, or they can be printed first and then completed with pen or pencil.
- Students can also keep track of their documents using the [T-Folio Tracker \(Word document\)](#).

Pathways to the Future (West Virginia)

Pathways to the Future

- 30-minute sample lessons
- Accessible, electronic format
- Lessons can be modified
- Backward design unit plan for each goal area
- Desired results stated up front
- Identifies what students will know and be able to do at the completion of each lesson



Explore-Work

- [Explore-work.com](https://explore-work.com)
- Series of web-based modules that align with the five required activities under Pre-Employment Transition Services that will help students:
 - Discover talents and jobs that may be a good fit for you!
 - Get experience and try out jobs right now!
 - Uncover education and training options to help you meet your job goals.
 - Learn about self-advocacy or how to ask for and get things you need.
 - Get skills to help you succeed at work and school.
- Students can create a profile where work can be saved, student progress tracked through certificates of completion and student feedback automatically shared via email with a teacher, VR counselor or other provider.
- Available in Spanish



Alaska – S’Cool Store

- [S’Cool Store](#) provides an introduction to entrepreneurship and small business concepts to students with disabilities.
- Each of S’Cool Store’s five modules introduce students to small business concepts as they work through setting a goal, developing a business plan, and putting the plan into action.
- [S’Cool Store FAQ](#)
- [S’Cool Store Teachers Manual](#)
- [S’Cool Store Student Workbook](#)



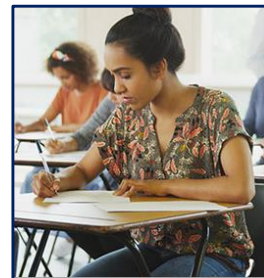
Business/Industry Tours - Nebraska

Virtual Industry Tours

- Nebraska Career Clusters developed hundreds of virtual industry tours within various career pathways that provide a glimpse inside Nebraska based companies.
- Each video contains interviews with employees and managers discussing work requirements, education levels, salary and job prospects.
- The videos provide information regarding an accurate picture of today's workplace, to help students identify a possible career path.
- Discussion guides accompany the virtual industry tour that includes suggested activities and questions to help guide student learning.
- Each component of the guide may be used individually or modified to fit the individual needs of the students.

myFUTURE – College Resources

- [myFUTURE.com](https://myfuture.com) - College
- Resources are divided into 4 main sections
 - **Planning** – HS transcripts and how to request a reference, steps to take at each grade level to be prepared, understanding which college entrance exams/tests to take, and testing tips
 - **Applying** – choosing a college, the college application process, campus visit tips, writing a college essay, and college interview tips
 - **Paying** – understanding your options for covering the cost of tuition, books, etc., tips for selecting a school that is covered by financial assistance, and tips to ensure your application for financial aid is correct.
 - **Attending** – what to bring to college, and preparing for all of the new experiences that come with starting a new school.



Think College - Resources

- Think College creates and curates over 600 selected resources on a wide range of topics related to postsecondary education for people with intellectual disabilities.
- Think College includes some of the most frequently asked questions that families have about college options.

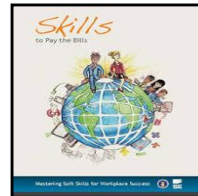
ODEP - Skills to Pay the Bills

The Office of Disability Employment Policy (ODEP) in the U.S. Department of Labor has developed a curriculum focused on work readiness and interpersonal (soft) skills for youth ages 14-21, including youth with disabilities. The curriculum could be adapted to use when providing pre-employment transition services to students with disabilities.

The curriculum, Skills to Pay the Bills, includes introductory materials, including information on Universal Design for Learning (UDL) and tips for improving access for youth with disabilities. Soft skills are grouped into six categories with multiple lesson activities that are creative, hands-on and reflect universal design for learning principles.

The six soft skill categories include the following:

- Communication
- Enthusiasm and Attitude
- Teamwork
- Networking
- Problem-Solving and Critical Thinking
- Professionalism



Realityworks – Employability Skills Curriculum

- [Realityworks Curriculum](#)
- The [Real Career Effective Employability Skills](#) lessons can be used as a standalone unit in any subject area or as a supplement to an existing career exploration program to help students learn the vital employability skills, attitudes and behaviors they need to succeed in the today's dynamic job market.
- Each lesson begins with an overview, lesson objectives, and a Lesson-at-a-Glance table, which lists the lesson activities, materials required, suggested preparation steps, and approximate class time.
 - Includes a FOCUS activity, the LEARN activity, and end with a SUMMARIZE activity (can be used as an assessment to determine what concepts or skills need reinforcement or review)
- Lessons in this curriculum include: Preparing for a Job Interview, Effective Communication Skills, Effective Teamwork in the Workplace, Problem Solving and Critical Thinking, Using Technology in the Workplace, Time Management at Work

Project 10 Transition Education Network— Independent Living - Florida

- [Project 10: Transition Education Network](#) lots of resources and information primarily focused on training and support for Florida school districts and stakeholders, but want to highlight a few really good resources related to workplace readiness.
- [Employment Checklist for Students with Disabilities](#)
- [Independent Living](#)
 - [Financial Literacy](#)
 - [Health](#)
 - [Housing](#)
 - [Leisure & Recreation](#)
 - [Transportation](#)

All Roads Lead to NTACT:C



Visit our website <http://www.transitionta.org>



Email ntact-collab@uncc.edu or reach out to any NTACT:C partner staff you already have a relationship or connection

Sign Up Now >

Sign up for our listserv by going to the bottom of the homepage at www.transitionta.org (can join a CoP too)

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Thank You!



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