Slide 1

Public Schools of North Carolina

Secondary Transition

Topic Webinar:
Deaf-Blindness Part 1
Preparing for College
4-19-2017
3:30-4:30 PM

Beverly:
Welcome to the Secondary Transition Deaf-Blindness Topic Webinar.
My name is Beverly Colwell. I am the Consultant for Intellectual Disabilities and Secondary Education.
My co-presenter today is Dottie Snyder – Educational Consultant for Deaf-Blindness.
We would like to thank two colleagues with the North Carolina Deafblind Project for their contribution to the development of this PowerPoint: Andrea Blackwood and Sandra Warren (East Carolina University).
We will not have time to respond to questions during the webinar, but we 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 **Combined Vision and Hearing Loss**
- 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 receiving materials and conducting transition process training in their LEAs/Charters

Public Schools of North Carolina

Beverly:

This webinar will provide more detailed disability specific resources and best practice recommendations for developing appropriate and effective transition plans for students with **Deaf-Blindness or combined vision and hearing loss.**

The transition process is the same for all transition age students with an IEP; resources and supports will vary depending on the individual student's needs.

All designated Transition Leads are invited to attend the NCDPI training prior to receiving materials and conducting transition process training in their LEAs/Charters

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

Public Schools of North Carolina

Beverly:
Age appropriate Transition Assessments help identify the student's strengths, preferences, interests, and needs and will assist in the development of the student's PSG and Transition Services.
Transition Assessments may be in the form of:
Student Interviews
Parent Interviews
Classroom observations and data (this may include inventories utilized in other classes, such as the student's CTE classes)
Existing academic and functional assessment data (i.e. grades, attendance, club/sport participation)
The Transition Matrix located in the Transition Toolkit Tab 3 is an excellent resource for identifying age appropriate Transition Assessments and many are free.

<div align="center">

Transition Planning Considerations

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

Public Schools of North Carolina

</div>

Beverly:
Some transition planning considerations we are going to discuss in this webinar include:
Student Led IEPs
Independent Living Skills
Assistive Technology
Self-Advocacy
Selecting a College or Post-secondary training opportunities
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

Public Schools of North Carolina

Beverly:
Once you have identified the strengths, preferences, interests, and needs from the student's transition assessment data, you will then use this information to identify post-secondary goals, select transition services.

Who are your SPIN resources?

- Consult with related service providers and assistive technology personnel to address access support needs
- Parents
- Student
- ECU Deafblind Teacher Support Program
- 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

Public Schools of North Carolina

Beverly:
Others who may have interacted with the student may include: VR, youth groups, community organizations, Boy/Girl Scouts, volunteer work, Boys & Girls Clubs, and school guidance counselors.

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

Public Schools of North Carolina

Beverly:
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

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)]

Public Schools of North Carolina

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 and Adult Living Skills
- Daily Living Skills
- Functional Vocational Assessment

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

Public Schools of North Carolina

Beverly:
The required transition services are:
Instruction
Related services
Community Experiences
Employment
Adult Living Skills
Daily Living Skills (if appropriate)
Functional Vocational Assessment (if appropriate)
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.

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)

Public Schools of North Carolina

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

Dottie:
Before discussing transition planning and post-secondary goals, we'd like to share some basic information regarding deaf-blindness. (Read slide) This definition is taken from North Carolina Policies Governing Services for Children with Disabilities.

NC DEAF-BLIND PROJECT INTERPRETATION

- "Children with *COMBINED FUNCTIONAL* vision and hearing loss which may interfere with their ability to a) communicate and interact with others in educational and/or social settings; to access information (spoken, social media, print); and b) move about safely and efficiently in familiar and unfamiliar environments".

- The definition also includes individuals with documented functional loss and/or with progressive conditions such as Usher's Syndrome.

Public Schools of North Carolina

Dottie:
The NC Deaf-Blind Project interpretation is as follows: (read slide)

Documented Functional Vision Loss
- reported on the eye report from an optometrist or ophthalmologist,
- Functional Vision Assessment (FVA) completed by a Teacher of the Visually Impaired/Blind which addresses specific vision loss,
- FVA or Christine Roman-Lantzy Assessment documenting a Cortical Vision Impairment

Public Schools of North Carolina

Dottie:
Documented Functional Vision Loss is as follows: (read slide)

Documented Functional Hearing Loss
- documented on an audiogram or speech test
- results from a Functional Hearing Assessment indicating a behaviors characteristic of hearing loss or atypical auditory development without a corresponding pathology in the auditory system.

An informal hearing assessment can be completed by anyone familiar with the learner.

Public Schools of North Carolina

Dottie:
Documented Functional Hearing Loss is as follows: (read slide)

Facts

Young Adults with Deaf-blindness report

- the lowest rate of paid employment (30%) among students with disabilities…including those with multiple disabilities
- a low rate of friendship interactions (63%) with young adults with intellectual disabilities, autism, and multiple disabilities reporting lower rates
- the highest rates of participation (62.8%) in volunteer or community service and group among students with disabilities

National Longitudinal Transition Study 2, 2011

Public Schools of North Carolina

Dottie:
For instance, students with deaf-blindness (read facts from slide)

Dottie:
Three areas that are important to consider when planning appropriate services aimed to improve long term outcomes for students with Deaf-Blindness are:
Strategic Learning, which is "learning how to learn."
Self-Advocacy and Citizenship which includes a range of things necessary for one to be part of the larger community, including interpersonal skills. and
Communication

Strategic Learning

- Understanding yourself as a learner
- Assistive technology
- Study and Note-taking skills
- Time management
- Organizational skills
- Independent living skills
- Orientation and Mobility

Public Schools of North Carolina

Dottie:
Students need to know their strengths and needs as a learner and have a toolkit of strategies that will help them in the work and post-secondary settings. Best practice for teaching students with deaf-blindness is to understand individual learning styles and matching those with evidence based practices. Planning for transition should include increasing student's understanding of their own learning styles and effective supports.
Assistive Technology might be one of the tools that can assist students with their PSG.
Use of information and communication technology can support skills that are essential in postsecondary environments. In addition, the use of word processing, email, internet, and other programs for academics. By using computer technology students with disabilities are capable of handling a wider range of activities independently. Assistive technology can also increase independence in the work setting and support independent living.
Study Skills
Study skills require good organizational skills. Students should understand how they learn, how they utilize strategies, and how they process information best, and they must apply this to study situations. 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.

Time management is another area that is integrally related to organizational skills. Students need to know which time management strategy works best for them. Do they keep a paper calendar, use an app, send themselves text reminders, etc.

Independent Living Skills: Strategic learning is not limited to learning in the educational environment, but includes learning life skills such as transportation, laundry, basic cooking, money management/budgeting, following through on commitments, personal wellness, balancing social and work/academic life.

Students with deaf-blindness need to be aware of structures and supports that are helping them be successful at the high school level. And they may need to advocate to be provided with supports or be taught how to create them.

Slide 18

Self-Advocacy and Citizenship
- Self-awareness
- Problem solving
- Goal setting
- Disclosure
- Accessing Accommodations and Supports

Public Schools of North Carolina

Dottie:
Citizenship
The ability to be part of a community requires students to understand and follow the hidden curriculum of society, 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.
Self-advocacy is critical. Students must be taught how to advocate for themselves. In college, students with autism are responsible for requesting accommodations, speaking to faculty, and seeking out resources for themselves. This advocacy will be what it takes to be successful in academic pursuits. Students with disabilities who understand their rights and responsibilities are much better equipped to succeed in postsecondary school. To engage in this type of self-advocacy, they must understand and be able to explain how their disability impacts learning and their performance in school and the workplace (for example following instructions). To do this, teams need to intentionally plan for students to develop awareness of their disability.

Relying on the support of family, friends, and fellow students, including those with disabilities, is also important.

Independence and Generalization are often areas of need for students with deaf-blindness. Educational planning incorporates explicit planning for both of these. When planning for post-secondary goals, teams have to consider how to address this to promote increased competence for the individual student.

Problem solving- especially useful as students encounter situations requiring independence, and competence in school and community activities. Further, these skills can assist students in community-based and work settings, where they often are expected to engage in tasks independently. Problem solving can also help students navigate coping difficulties, along with social difficulties with peers, teachers, family members, or other members of the community. Students with deaf-blindness might need step-by-step directions to follow when problem solving.

Goal setting- Learning how to set and attain goals may enable students to better understand and work toward what is most important to them. Learning how to break large assignments into smaller chunks and set timelines for completion. The attainment of these goals may be encouraging to students as they seek direction and independence in school and life endeavors.

Dottie:

Communication is a complex topic. Literacy, math, science, driver's ed, foreign languages, computer codes – they all have a language of their own and student's success depends on their ability to make sense of the words. Just think about the time your doctor used all those medical words, or your mechanic talked about flywheels and car stuff, or you read the directions in hopes of programming your new iphone.

Receptive communication – understanding language. Follow directions, identify people and things, and responding to others. Educational examples include "go to the board", "write down this assignment", "give the book to him", etc. In the work setting receptive skills are displayed in gathering more or different materials, taking a break, and changing activities. How do we know when someone understands what has been said? They perform the requested action. Not performing it may mean (a) they didn't understand or hear you, (b) they are expressing that they don't want to do it, (c) responding to language or some type of cue?

Expressive Communication – the ability to greet people, make requests, make wants and needs known, decline or refuse, and make choices. Examples of expressive communication include saying good morning to peers or co-workers, giving a reason for not completing an assignment, requesting coffee instead of tea.
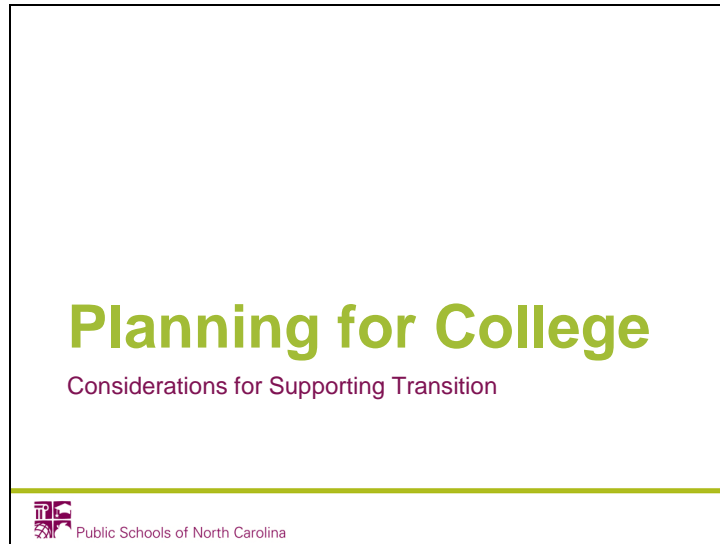
One of the greatest barriers in deaf-blindness is isolation. This is often due to the lack of communication skills. Communication in the Deaf-Blind community consists of a variety of methods.

Communication modes: Spoken language, Sign Language, Tactile Sign Language, pictures/photographs, objects, communication boards, Assistive Technology communication devices.

Think about the vocabulary you use at home, work, in community settings, with your friends and family.

Understanding academic vocabulary determines how well a student will understand subject area content. As a teacher, think about the words you use to introduce new material or to review older material.

At work, you know your job address, job title, list of duties and technical terms related to the job, equipment that you use, co-workers' names, nearby restaurants, and on and on. You know who to go to when your computer dies and how to describe what happened; to your co-workers how your cat brought in a live critter last night. Without a reliable communication system, the student won't be able to effectively participate in postsecondary educational or vocational activities.

Slide 20

Planning for College

Considerations for Supporting Transition

Public Schools of North Carolina

Dottie:
Now we are going to look at some examples to show the connections between assessment data, postsecondary goals, transition activities, and IEP goals.

Consider this:

- The number of students with deaf-blindness attending some form of postsecondary education after graduation is growing.
- All students have difficulty adjusting to dormitory living, sudden independence, rigorous classes and their new social world. However, on top of that, students identified with DB also have increased difficulty with:
  – Communication
  – Organization
  – Interpreting social nuances
  – Orientation and Mobility

Public Schools of North Carolina

Dottie:

(Read slide) As we stated earlier, more than half the youth with deaf-blindness had no job or no school participation within the first 2 years of graduating from high school. This is a higher percentage than youth with other disabilities.

However, these number do improve over time. Almost 35 percent attended college and 55 percent held a paying job in the first six years after receiving high school diplomas or certificates. Still, most students with deaf-blindness either don't apply to college, don't get admitted, or don't stay in college. Think about all the requirements, academically, socially, and adaptively that come with attending college. The supports available in most colleges differ radically from what's available in high schools. And those college supports may not address some of the unique needs of students with deaf-blindness.

Self-Disclosure

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

Public Schools of North Carolina

Dottie:
While protections and services guaranteed by section 504 and the ADA, they are dependent on self-disclosure and limited to reasonable accommodations. Only 24% of students who received services in high school self-disclose to disability support service providers.
Additionally, the 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 postsecondary education and therefore did not seek any accommodations. An additional 7% considered themselves to have a disability, but chose not to disclose it. Some students may disclose the disability, but due to preferring to not be seen as different they do not always seek the accommodations.

Transition Assessment Data - George

Based on information from George, his parents, and school staff:
- Reading similar to peers, some difficulty with comprehension of abstract content
- Difficulty with complex math problem solving.
- Prefers Braille as an assessable format.
- Does not always ask for help when needed.
- At school, a paraeducator cues him for transitions and to stay on task.
- He has express an interest in becoming a radio broadcaster and currently provides morning announcements for his high school.

Public Schools of North Carolina

Dottie:

Our first example is a student with Deaf-Blindness who is planning to attend college after graduation from high school. Remember that transition assessment data includes input from student, parents, and school personnel. Let's look at George. (read slide)

Slide 24

Transition Assessment Data – George (cont.)

Based on information from George, his parents, and school staff:
- Capable of completing homework and household chores independently, but needs reminders instead of completing them independently.
- Gets along well with his older sister and school staff, more interested in same age peers.
- He has great social skills and knows to raise his hand before speaking.
- He is challenged with technology, except for the Braille notetaker.

Public Schools of North Carolina

Dottie:
(read slide)

College Bound related PSG

Education/Training: After high school, George will attend a 4 year college to obtain a degree in Media Communication.

Employment: After high school, George will work on campus with the university radio station, and after college he will work as a radio broadcaster.

Independent Living: After high school, George will live on the university campus.

Public Schools of North Carolina

Dottie:
George's post-secondary goals are the he wants to attend college to prepare him for a job in a media related field as an on-air radio broadcaster. He plans to live on campus.

Transition Services: Instruction

9th	• Instruction in math problem solving and strategies, social skills, self advocacy, and self determination skills • Enroll in CTE courses such as Microsoft Word and PowerPoint	EC and General Ed Teachers (TVI,O&M,HI), George, parents, CTE teacher
10th	• Instruction in math problem solving, social skills, self-advocacy, and self-determination skills • Enroll in CTE courses such as Introduction to Computer Science	EC and General Ed Teachers(TVI,O&M,HI), George, counselor, parents, CTE teacher
11th	• Instruction in problem solving, social skills, self-advocacy, and self-determination skills • Enroll in a voice indication, or communication course	EC and General Ed Teachers (TVI,O&M,HI), George, counselor parents
12th	• Instruction in money management, self-advocacy, & self determination skills • Enroll in journalism course	EC and General Ed Teachers (TVI,O&M,HI),

Dottie:
Next, we will look at some possible transition activities that George needs to engage in to achieve his postsecondary goals. These next slides give some ideas on transition activities that George needs to participate in, but are not an exhaustive list of transition activities he would need. On each slide, there are activities listed from 9th -12th grade. The team does not create a full 4-year plan in 9th grade. We listed all four grades to show a progression of the level of activity from year to year. Activities are not limited to only being done in the grade in which they are listed. George is just an example and transition activities should meet the individual needs to help each student achieve his/her identified post-secondary goals based on data.

For instruction, George will need instruction in reading comprehension, math problem solving, social skills, self-advocacy, and self-determination. The team might even want to specify that George needs instruction in disability awareness to support his acquisition of self-advocacy skills. He should enroll in various CTE courses within the to help him develop skills to assist him in college and to prepare him for career related skills, such as script writing through a journalism class.

Transition Services: Related Services

9th	• Consult with assistive technology team to determine options for organization and planning	George, EC Teacher, General Ed Teacher, Parent, TVI, O & M, HI
10th	• Provide opportunities to use assistive technology devices such as a work organization/planner apps in a variety of settings • Investigate financial resources on obtaining Assistive Technology devices needed	George, EC Teacher, General Ed Teacher, Parent, TVI, O & M, HI
11th	• Complete application for Vocational Rehabilitation • Research adult services that provide assistive technology and Services for the Blind	George, EC Teacher, Parent, Transition Coordinator, TVI, O & M, HI
12th	• Identify community resources such as doctor, transportation, O & M, etc. for after graduation • Connect with adult services who provide assistive technology	George, EC teacher, Transition Coordinator, Parent, TVI,

Dottie:

Related Services are activities that are not dependent on whether the student receives related services like Speech, Occupational Therapy, or Physical Therapy, but focus on activities that the student will need in order to access an integrated environment for education, work, and leisure. For example, activities related to use of Assistive Technology devices and working with the school counselor that are specific to George's needs. Based on his assessment information, George has difficulty completing tasks independently. The team is including use of work organization apps in his plan to address this area of need. Also, there are activities listed here that start connecting George to community resources like Vocational Rehabilitation. Remember, these activities can be done at any grade level based on the student's needs. For instance, it might be better to complete the application for Vocational Rehabilitation in an earlier grade rather than waiting until 12th grade.

Slide 28

Transition Services: Community Experiences

9th	• Explore extracurricular activities at school to participate in (Computer/STEM Club, Media Club)	George, Club Sponsors, EC teacher, Parents, TVI, O & M, HI
10th	• Explore activities within the community for leisure and possible volunteer opportunities • Research colleges of interest and explore resources for students with learning differences	George, Parents, EC teacher, TVI, O & M, HI
11th	• Tour colleges of interest • Create a timeline for application due dates for selected colleges	George, Parents, EC Teacher, TVI, O & M, HI
12th	• Complete applications for selected colleges • 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	George, Parents, EC teacher, TVI, O & M, HI

Public Schools of North Carolina

Dottie:
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 and exploring and connecting with Disability Services & Resources.

In thinking about George's peer interaction and social skills, the team needs to intentionally plan for opportunities for George to build on these as they are necessary for his PSG of attending college and living on campus.

Including a component to connect with Disability Services while still enrolled in high school may prevent him from becoming part of the statistic shared earlier where only 24% of students self-disclose with Disability Services at the college level.

Transition Services: Employment

9th	• Interview individuals in jobs of interest to understand what job entails • Obtain requirements/qualifications for jobs of interest • Attend career fair	George, EC teacher, parent, Counselor, TVI, O & M, HI
10th	• Obtain a job in school (shadow the digital media specialist) • Attend college night	George, EC teacher, parent, Counselor, TVI, O & M, HI
11th	• Volunteer or work part time at a local business (job shadow outside of school at a radio station) • Explore available college grants, loans, & scholarships	George, EC teacher, parent, Counselor TVI, O & M, HI
12th	• Complete applications for college grants, loans, & scholarships • Practice/complete job applications & interviewing skills • Develop resume	George, EC teacher, parent, Counselor TVI, O & M, HI

Dottie:

Employment activities will help the student be informed about the jobs he/she is interested in and build skills that will make him/her more employable.

For George, he needs to interview people in communication related jobs within the community so that he can narrow his job goal focus and make an informed decision on whether that is a continued field of interest for him. He could look for volunteer opportunities within the school and/or community that use computer skills. These activities may lead to opportunities for part-time even full-time employment in the future. These activities will assist him in starting a resume prior to exiting high school. The team again is intentionally planning for George based on his assessment data. He needs to practice his interview skills to make sure that he can follow acceptable social conventions and not interrupt a potential future boss.

Transition Services: Adult Living Skills

9th	• Maintain a sample checkbook based on sample budget	George, parents, EC teacher, TVI, O & M, HI
10th	• Practice time-management skills by using agenda/to do lists, phone reminders, schedule, etc. • Create sample budget (buying Christmas presents)	George, parents, EC teacher, General Ed teacher, TVI, O & M, HI
11th	• Visit & tour housing options at colleges of choice and determine best option • Set up bank account & determine how to access money	George, parents, EC teacher, TVI, O & M, HI ,
12th	• 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	George, parents, EC teacher, TVI, O & M, HI

Dottie:
Adult Living Skills activities are meant to teach students skills that they will need 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, for example: I lock myself out of my dorm, who would I go to for help?

Transition Services: Daily Living Skills

9th	• Independently complete chores at home (washing dishes, washing clothes, minor repairs) • Develop cooking skills by fixing foods that require minimal use of appliances (sandwiches, cereal, etc.) • Explore public transportation options, practice reading route maps	George, parents, EC and General Ed teachers,
10th	• Develop cooking skills by following steps to warm food in microwave, stovetop, or oven (frozen pizza, macaroni, etc.) • Practice creating and following daily routine for hygiene, sleep, homework, and chores • Use public transportation to independently travel from home to one location	George, parents, EC and General Ed teachers,
11th	• Develop cooking skills by following simple recipes • Use public transportation to independently travel from home to one location	George, parents, EC and General Ed teachers,
12th	• Create a budget that includes food, living, clothing, & leisure activities • Explore public transportation options offered near college of choice	George, parents, EC and General Ed teachers,

Public Schools of North Carolina

Dottie:

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, minor repairs, & 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. In George's case, he and his family have decided that he will not get his driver's license yet, so George will need to become independent with public transportation. This plan shows a graduated sequence of intentional steps for him to accomplish this.

Transition Services:
Functional Vocational Assessments

9th	• Update/create Person Centered Plan PCP) • Update Dream Sheet • Complete Career Interest Inventories • Complete College Readiness Assessment • Complete Study Skills Inventory	George, parents, EC and General Ed teachers, TVI, O & M, HI
10th	• Update PCP • Take pre-ACT/SAT and review for needs • Update College Readiness Assessment • Conduct Situational Assessment of School Job Skills	George, parents, EC and General Ed Teachers, Counselor, TVI, O & M, HI
11th	• Update PCP • Take ACT/SAT and review for needs • Update College Readiness Assessment • Conduct Situational Assessment of Volunteer Skills	George, parents, EC and General Ed Teachers, TVI, O & M, HI
12th	• Update PCP • Take ACT Work Keys and review for needs • Update College Readiness Assessment • Conduct O&M Situational Assessment of College campus	George, parents, EC and General Ed Teachers, TVI, O & M, HI

Dottie:
Finally, the last area is Functional Vocational Assessments. These are practical assessments that include observations, data from task analyses, and other informal and formal measures. It is likely that George is lacking some necessary soft skills that may be identified through additional assessments and/or job related situational 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 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 be 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
  - Problem Solving
  - Communication
  - Time Management
  - Financial Management
    - Remember, the Annual Goal must be SMART
    Specific, Measurable, Attainable, Relevant, and Time-bound.

Public Schools of North Carolina

Dottie:

Again, remember:

There must be 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:

Comprehension

Organizational Skills

Problem Solving

Communication

Time Management

Financial Management

Adaptive Skills

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

Most students with DB

- 75% - primary category of eligibility is MU
- 85% take the EXTEND 1 test
- 87% are in regular classes less than 40% of the day (6-21)
- 47% rely on facial expressions/gestures for communication (0 -21)
- 82% have cognitive delays (0-21)
- Most also have complex health or orthopedic issues

Public Schools of North Carolina

Dottie:
Here are some additional facts about students with Deaf-Blindness.
75 % of children aged 6 -21 on the Deaf-Blind Census have the primary eligibility of MU
Regular classes – Includes students in residential schools, separate schools, and homebound.
Some are noted to have behavioral issues, but often this is linked to lack of effective communication method.

Resources for Services and IEP Goals

- Choosing Goals Tool

- CTE Curriculum Guide

- Indicator 13 Checklist

- NC-PSE Options Resource

Public Schools of North Carolina

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 courses offered within your LEA and NCVPS to determine the Virtual Public Schools 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.

Resources

North Carolina Resources
- Division of Services for the Blind: Deaf-Blind Services - https://www.ncdhhs.gov/divisions/dsb/deaf-blind-services
- East Carolina University DB Teacher Support Program http://www.ecu.edu/cs-educ/sefr/dbproject.cfm
- Exceptional Children's Assistance Center http://www.ecac-parentcenter.org/nc-deaf-blind-project/about-the-nc-deaf-blind-project/

National Resources
- CHARGE Syndrome: www.chargesyndrome.org
- National Center on Deaf-Blindness: www.nationaldb.org
  - David's Story
- Helen Keller National Center: www.hknc.org

Public Schools of North Carolina

Dottie:

These are a range of resources that can assist teams in transition planning specific to students with Deaf-Blindness.

Contacts & Deaf-Blind Team Resources

Dottie Snyder
NCDPI Consultant for Deaf-Blind
Dorothy.Snyder@dpi.nc.gov

Deaf-Blind Project
Dottie Snyder NCDPI Dorothy.Snyder@dpi.nc.gov
Sandra Warren warrens@ecu.edu
Andrea Blackwood blackwood@ecc.edu

Beverly Colwell
NCDPI Consultant for Intellectual Disabilities and Secondary Education
beverly.colwell@dpi.nc.gov

Public Schools of North Carolina

Dottie:
Here is my contact information (Consultant for Deaf-Blindness) and Beverly. We hope the webinar was informative and provided you with some additional resources. Feel free to contact us if you have any further questions.

Slide 38

Thank You!

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

Public Schools of North Carolina

Beverly:

Thank you for attending the webinar. The PowerPoint will be posted in Tab 17 of the Transition Toolkit. Due to the size of this PowerPoint, it will be posted in Part 1 & Part 2 format.