



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 Michele Neal –Consultant for Deaf Hard of Hearing We would like to thank: Jenny Stroupe, Nancy Woytowich, and Sherri Vernelson for their contributions to the development of this presentation. Our contact information is located at the end of the presentation.

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 Deaf and Hard of Hearing students. The transition process is the same for all transition age 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



Beverly:

This webinar will provide more detailed information about transition considerations and resources for students with Deaf Hard of Hearing.

Remember that the transition process is the same for all transition age 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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Beverly:

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 assessments 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...

- Independent Living Skills
- Assistive Technology
- Self-Advocacy
- Selecting a College
- Early Connections
- Requesting Accommodations
- Time Management Skills
- Work Place Skills Development

SPIN

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

Preferences: what the student has identified, you have observed, and/or have been reported to be preferred by the student

Interests: what the student has identified, you have observed, and/or have been reported as interests of the student

Needs: what the student needs to enable him/her to reach his/her desired goals and/or accomplish a higher level skill independently or with minimal assistance



Beverly:

Once you have identified the student's Strengths, Preferences, Interests, and Needs from the student's 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, and/or may be reported by someone who knows the student.

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, and 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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Beverly:

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

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)]



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.

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.



Michele:

What are some of the areas that are important to consider for students with documented hearing loss?

3 core areas:

Strategic Learning– Through strategic learning, youth with disabilities “learn how to learn.” It is important for those with hearing loss s they prepare to transition from high school, college, work or the community to understand their hearing loss, technology and accommodations necessary for them to be successful.

A Focus on Self-Determination – These strategies address aspects of identity (sense of belonging, self-awareness, perception of responsibility and autonomy) as well as areas of ability (health, employability, civic and social involvement). Can also help youth to become self-determined individuals in charge of their own lives by building skills in self-awareness, goal-setting, and self-advocacy.

Self-advocacy- the ability and confidence of oneself, as well as having the knowledge of what to advocate for in achieving one’s goals. For our students with hearing loss are they able to obtain interpreting services for their classes, doctor’s visits, a play they would like to attend, or hotel services?

Strategic Learning

- Understanding yourself as a learner
- Understanding your communication needs
- Assistive technology
- Study skills
- Time management
- Organizational skills
- Note-taking skills
- Independent living skills



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Michele:

Strategic learning- this area relates to students knowing their strengths and needs as a learner and having a toolkit of strategies that will help them in the work and post-secondary settings

Communication

Student should have knowledge of communicative strengths, and identify accommodations and assistive technology needs in order to effectively communicate with others in school, home, and environment. This may include how to obtain interpreting, CART, transliterator, technology, etc. Knowing resources and procedures for obtaining resources available to them is important for successfully communicating with others in all environments.

Assistive Technology

Information and communication technology skills are essential in postsecondary environments. Colleges expect students to be able to use word processing, email, internet, and other programs on a regular basis. By using computing technology for such tasks as reading and writing, communication, and searching the internet, students with learning disabilities are capable of handling a wider range of activities independently. Special programs and hardware such as speech to text, word prediction, keyboards, pointers, and screen magnifiers can assist students in using computing technology skillfully and in ways that enhance learning. Assistive technology can also be critical for success in the work environment.

Study Skills

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- which solution works best for them?

Strategize how they will get to work or school on time

Independent living

Transportation

Laundry

Basic cooking

Money management/ budgeting

Following through on commitments

Personal wellness

Balancing social and work/academic life

Self-determination

- Problem solving
- Goal setting
- Self-awareness



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Michele:

Help the student understand his/her difficulties as well as strengths and how they affect him/her into the future. You may want to have her practice describing her learning and attention issues to friends or other people in your family, so she can comfortably explain them

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 social difficulties with peers, teachers, family members, or other members of the community.

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. Plan for downtime- talk about activities to pursue- clubs, faith-based organizations, sports,

Self-advocacy

- Disclosure and accommodations
- Leadership



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Michele:

Self-advocacy is critical. Students must be taught how to advocate for themselves. Students with hearing loss must understand and be able to explain how their hearing loss impacts learning and their performance in work, in school, and in the community as they

are responsible for requesting accommodations, speaking to faculty, and seeking out resources for themselves. Knowing their communication needs, (note takers, interpreters, CART, etc.) and specifically how it impacts their learning is key to success. Practice asking for help- Help the student identify who they need to talk to and what to say in situations they may encounter in the community, college, Dr. Office, etc. . May need to roleplay for example asking the college guidance counselor for help, support, or information.

Learning how one learns best is particularly difficult for students. Learning metacognitive strengths and areas of need are beneficial in identification of support needed in specific situations. We need to assist students in the development of life long learning habits.

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

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.

Why do some DHH students have a harder time in college?

They generally come underprepared compared to their hearing peers.

ACT Benchmarks	DHH	Hearing
English	20%	68%
Reading	20%	51%
Mathematics	15%	41%
Science	10%	26%

http://www.handsandvoices.org/articles/education/ed/V13-1_beyondHS.htm



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Michele:

Here are some things to consider.

http://www.handsandvoices.org/articles/education/ed/V13-1_beyondHS.htm

The reason DHH students struggle in college/university programs is that they generally come underprepared compared to their hearing peers. For DHH students attending NTID/RIT the following percentages meet or exceed the ACT Benchmarks for success in college compared to entering hearing college students nation-wide

Academic Status of Deaf and Hard-of-Hearing Students in Public Schools: Student, Home, and Service Facilitators and Detractors

Specific support services that are likely to influence academic achievement of DHH students include:

- degree and type of support provided by the teacher of DHH,
- access to classroom communication and academic information through appropriate amplification and/or accurate sign language interpreting and note-taking,
- appropriate visual and acoustic environments
- adequate opportunity and transportation to participate in school extracurricular activities

(Luckner & Muir, 2001; Schick, Williams, & Kupermintz, 2006; Stinson & Antia, 1999).



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Michele:

In looking at this article some of the specific support services that are likely to influence academic achievement of DHH students include appropriate access as well as he degree and type of support provided by the teacher.

Specific support services that are likely to influence academic achievement of DHH students include:

- degree and type of support provided by the teacher of DHH,
- access to classroom communication and academic information through appropriate amplification and/or accurate sign language interpreting and note-taking,
- appropriate visual and acoustic environments
- adequate opportunity and transportation to participate in school extracurricular activities

National Deaf Center on Postsecondary Outcomes

***Deaf People and Employment in the United States:
2016***

- Among people in the labor force, deaf people were as likely to work full time as their hearing peers. This suggests that once deaf people obtain employment, they are just as likely to work full time as their hearing peers.
- If deaf people work full-time, they also earn a similar average annual wage as their hearing peers, \$52,650 and \$52,980, respectively. However, employment rates and average annual earnings vary widely within the deaf community, just as it does in the hearing population.

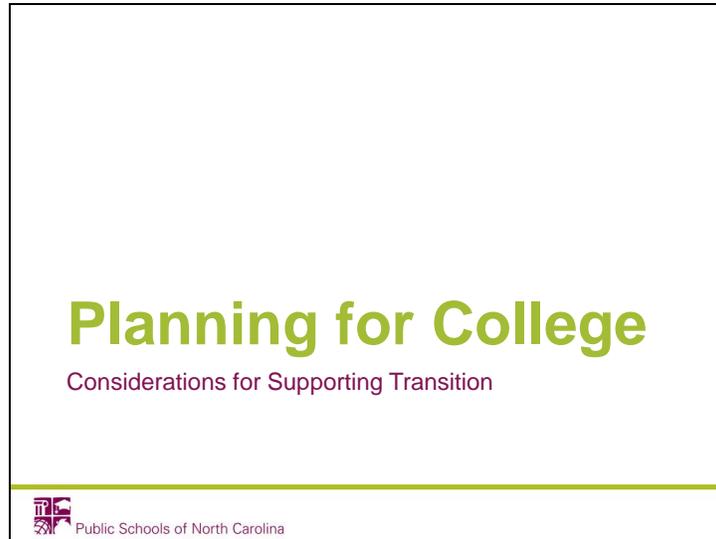
http://www.nationaldeafcenter.org/sites/default/files/resources/Deaf%20Employment%20Report_final.pdf



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Michele:

Despite access challenges and delays in language, vocabulary and writing, this recent research article provides, evidence that supports that if our DHH students obtain full-time employment they are able to earn similar average annual wages as their hearing peers. Therefore, it is our obligation to maintain high expectations for all of our students and strive to provide the supports mentioned in the previous slide to ensure successful postsecondary outcomes for or students.



Michele:

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

Michele:

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.

Transition Assessment Data

Kevin's historical school performance indicates he has the potential to be successful in post-secondary education. Medical reports indicate Kevin has a severe to profound hearing loss bilaterally as well as a diagnosis of ADHD and is prescribed medication. Kevin uses ASL to communicate. He utilizes a sign language interpreter daily in all of his classes as well as extracurricular school activities. He also wears bilateral hearing aides and uses an FM System in all of his classes.

On educational testing, he exhibits strengths in the area of basic reading, reading comprehension skills and word problems. He exhibited weaknesses in the areas of academic vocabulary, writing mechanics, written expression, especially spelling, calculation, and math fluency. Kevin's English teacher reports that he has good ideas when writing but often gets stuck on the mechanics of writing. Kevin shared that he loses track of time or focuses too long on one assignment and doesn't get others done. He agrees that he is pretty good at problem-solving in mathematics but struggles with basic calculation due to silly errors. His parents report that he needs longer than his peers to complete academic assignments; however, excels in visual arts.



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Michele:

Here is our first example. Remember that transition assessment data includes input from student, parents, and school personnel. Let's look at Kevin. Kevin has strengths in the area of reading, but struggles with academic vocabulary, writing mechanics, especially spelling, and math calculation. He has a diagnosis of ADHD and takes medication. He recognizes that he is pretty good at generating ideas; however, struggles with writing mechanics and spelling. He also reports that he is a good problem solver in math, but struggles with silly errors in basic math calculations and has difficulty with time management due to his inability to predict how much time it would take him to complete a task. Kevin's parents share that he is gifted in visual arts.

College Bound related PSG

Education/Training: After graduation, Kevin will attend Gallaudet University to obtain a degree in Art and Media.

Employment: After graduation from Gallaudet, Kevin will obtain a position as a cinematographer.

Independent Living: After graduation from high school, Kevin will live on campus. He will live independently in an apartment upon graduation from Gallaudet.



Michele:

Here are his post secondary goals. Kevin excels in art and wants to attend college at Gallaudet University and possibly become a cinematographer. He and plans to live on campus during college and independently in an apartment after graduation.

Transition Services: Instruction		
9 th	<ul style="list-style-type: none"> • Instruction in proofreading/editing, keyboarding, calculation, • self-advocacy & self determination skills, identification of appropriate classroom accommodations, assistive technology, • Enroll in Arts Education class such as Visual Arts 	Teacher of the Deaf, EC Teacher, Kevin, counselor, parents, CTE teacher
10 th	<ul style="list-style-type: none"> • Instruction in note-taking, study skills, • self-advocacy & self determination skills, obtaining appropriate classroom accommodations assistive technology • Enroll in CTE courses such as Microsoft Word, PowerPoint, Excel, & Access 	Teacher of the Deaf, EC Teacher, Kevin, counselor, parents, CTE teacher
11 th	<ul style="list-style-type: none"> • Instruction in writing essays, note-taking, • self-advocacy & self-determination skills, identification of appropriate classroom accommodations and assistive technology and how to appropriately request in the academic and community settings • Enroll in CTE courses such as Digital Media or Multi-Media Webpage and Design 	Teacher of the Deaf, EC Teacher, Kevin, counselor parents, CTE teacher
12 th	<ul style="list-style-type: none"> • Instruction in money management, • self-advocacy & Self-determination skills, independently obtaining/requesting appropriate classroom and community accommodations assistive technology and interpreters • Enroll in CTE courses such as A/V Technology & Film 	Teacher of the Deaf, EC Teacher, Kevin, counselor, parents, CTE teacher

Michele:

Next we will look at some possible transition activities that Kevin needs to engage in, in order to achieve his post secondary goals. These next slides give some ideas on what transition activities Kevin needs to participate in, but in no way are they 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. Kevin 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, Kevin will need instruction proofreading/editing his written work, keyboarding skills, calculation, self-advocacy, & self-determination skills throughout his high school career. Kevin also needs to learn what accommodations and assistive technology works best for him not only in academic settings, but also out in the community and be able to successfully advocate for his needs independently.

He should also enroll in various CTE courses within the business field to help him decide if cinematography is really what he wants to do, and if it is, he will have exposure to information that will be covered in later college courses.

Transition Services: Related Services		
9 th	<ul style="list-style-type: none"> Use assistive technology such as dictation/word prediction software, Hearing Assistive Technology Devices, Visual Technology such as Captioning in a variety of settings Attend Driver's Ed & obtain driver's permit 	Kevin, Counselor, EC Teacher, General Ed Teacher, Parent, TOD
10 th	<ul style="list-style-type: none"> Use a variety of appropriate assistive technology devices Consult with counselor prior to course registration to ensure enrolled in classes leading to graduation Obtain driver's license 	Kevin, Counselor, EC Teacher, General Ed Teacher, Parent, TOD
11 th	<ul style="list-style-type: none"> Develop Medication Management skills such as scheduling appointments, setting reminders of when to take meds and get refills Investigate financial resources on obtaining Assistive Technology devices needed 	Kevin, Nurse, EC Teacher, Parent, Transition Coordinator, TOD
12 th	<ul style="list-style-type: none"> Complete application for Vocational Rehabilitation Identify community resources such as doctor, audiology, transportation, community interpreters, etc. for after graduation 	Kevin, EC teacher, Transition Coordinator, TOD

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Michele:

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 Kevin's needs. Also there are activities listed here that start connecting Kevin 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. For instance, it might be better to complete the application for Vocational Rehabilitation in an earlier grade rather than waiting until 12th grade.

Transition Services: Community Experiences

9th	<ul style="list-style-type: none"> Explore extracurricular activities at school to participate in (Art Club, Civitan's Club, Sports) Continue participating in church youth group activities & local sports teams at the YMCA 	Kevin, Club Sponsors, EC teacher, Parents, TOD
10th	<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 	Kevin, Parents, EC teacher, TOD
11th	<ul style="list-style-type: none"> Continue volunteering at local homeless shelter, local art gallery, & mentoring at the YMCA Tour colleges of interest Complete applications for selected colleges 	Kevin, Parents, EC Teacher, TOD
12th	<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, request interpreter 	Kevin, Parents, EC teacher, TOD


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Michele:

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 Cinematographers and other people in jobs of interest to understand what job entails • Obtain requirements/qualifications for jobs of interest • Attend career fair 	Kevin, EC teacher, parent, CTE teacher, Counselor
10 th	<ul style="list-style-type: none"> • Obtain a job in school (maintaining spreadsheet on materials/equipment for cafeteria, library, sports) • Attend college night • Awareness of self as learner/worker and advocating for needs 	Kevin, EC teacher, parent, CTE teacher, Counselor
11 th	<ul style="list-style-type: none"> • Volunteer or work part time at a local business (data entry, filing, maintaining spreadsheet) • Explore available college grants, loans, & scholarships 	Kevin, 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 	Kevin, EC teacher, parent, CTE teacher, Counselor

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Michele:

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 Kevin, he needs to interview and research the cinematography 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 school and/or community that uses skills related to an cinematography such as videoing the school play or athletic activities. 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 of courses required for graduation broken down by year (9th, 10th, 11th, 12th) 	Kevin, parents, Counselor, EC teacher, TOD
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 (buying Christmas presents) 	Kevin, parents, EC teacher, General Ed teacher, TOD
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 	Kevin, parents, EC teacher, Counselor, TOD
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 	Kevin, parents, EC teacher, Counselor, TOD

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Michele:

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 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: didn't realize I parked my car in stadium parking and my car gets towed from campus, who do I call/where do I go to get my car)

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 fixing foods that require minimal use of appliances (sandwiches, cereal, etc.) 	Kevin, parents, EC teacher, CTE Teacher, TOD
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.) 	Kevin, parents, EC teacher, CTE teacher, TOD
11th	<ul style="list-style-type: none"> Keep up with car maintenance (filling up with gas, checking fluids, oil changes, inspections, rotating tires, etc.) Develop cooking skills by following simple recipes 	Kevin, parents, EC teacher, CTE teacher, TOD
12th	<ul style="list-style-type: none"> Create a budget that includes food, living, clothing, & leisure activities Enroll in classes within community to develop cooking, minor repair, and/or minor construction skills 	Kevin, parents, EC teacher, CTE teacher, TOD


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Michele:

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 encompasses the functional and academic strengths, preference, interests, and needs of the student.

<h3 style="text-align: center;">Transition Services: Functional Vocational Assessments</h3>		
9 th	<ul style="list-style-type: none"> • Update Dream Sheet • Complete Career Interest Inventories • Complete College Readiness Assessment • Complete Study Skills Inventory 	Kevin, parents, EC teacher, CTE teacher, Transition Coordinator, TOD
10 th	<ul style="list-style-type: none"> • Take pre-ACT/SAT • Update College Readiness Assessment • Participate in Situational Assessments during school job Skills experiences 	Kevin, parents, EC Teacher, TOD, Counselor, Administrator,
11 th	<ul style="list-style-type: none"> • Take ACT/SAT • Update College Readiness Assessment • Participate in Situational Assessments during volunteer and/or job experiences 	Kevin, parents, EC Teacher, TOD, Counselor, Administrator
12 th	<ul style="list-style-type: none"> • Take ACT Work Keys • Update College Readiness Assessment 	Kevin, parents, EC Teacher, TOD, Counselor, Administrator


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Michele:

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 Kevin is lacking some necessary soft skills which 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, 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 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:

- Time management
- Use of assistive technology to complete daily living and academic tasks
- Articulation of learning profile for success in academic environment

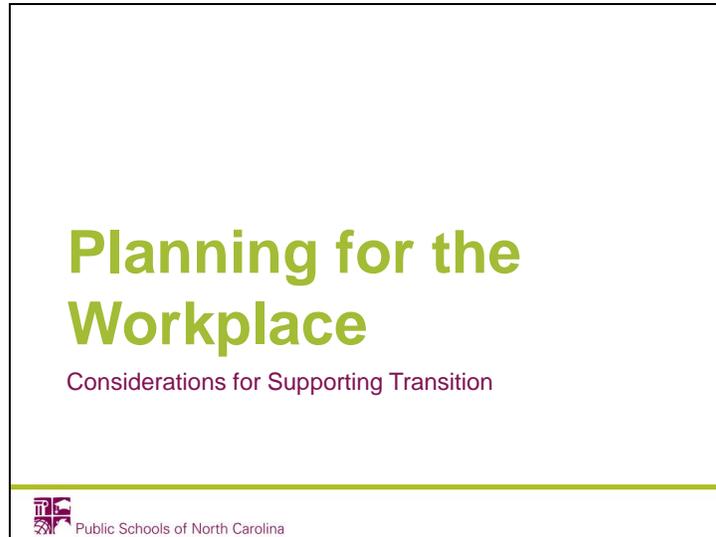
Remember, the Annual Goal must be specific, measurable, attainable, relevant, and time-bound (SMART).



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Michele:

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 Kevin would address time management skills, using assistive technology devices, obtaining appropriate accommodations and/or articulating his learning profile for success in the academic environment. Just remember to make the goals specific, measurable, attainable, relevant, and time-bound.



Michele:

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

Maria was diagnosed with a profound unilateral hearing loss in her left ear. She uses spoken language to communicate. Based on historical academic data, Maria's grades have been inconsistent. On educational testing, she exhibited a strength in math, but she struggles with word identification which negatively impacts her comprehension. Maria is inconsistent in using her daily planner and turning in assignments in a timely manner. She requires explicit instruction when learning new tasks and often needs additional practice. She reports that it takes her longer to complete assignments than her peers. She states that her notebook, locker, and book bag are very messy. Her parents report that she often completes assignments but forgets to turn them in. She enjoys cooking and works well in a group.



Michele:

Remember that transition assessment data includes input from the student, parents, and school personnel. Let's look at Maria. Maria exhibits a strength in Math but struggles with word identification that negatively impacts her comprehension. When learning new tasks, she needs explicit instruction that includes additional practice. Monica reports that it takes her longer to complete assignments and her notebooks, locker, and book bag are messy. Her parents report that she is inconsistent in turning in completed assignments.

Employment related PSG

Education/Training: After graduation, Maria will enroll in courses/training required to become a chef.

Employment: After graduation, Maria will obtain a job as chef.

Independent Living: After graduation, Maria will live in an apartment with roommates.



Michele:

Here are Maria's post-secondary goals. She will complete training required to become a chef and will live in an apartment with roommates after graduation from high 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 • Enroll in CTE courses such as Career Management, Personal Finance, and/or Teen Living 	Teacher of the Deaf, EC Teacher, Maria, counselor, parents, CTE teacher
10th	<ul style="list-style-type: none"> • Instruction in study, organization, reading, self-advocacy, & self determination skills • Enroll in CTE courses such as Principles of Family & Human Services and/or Food I 	Teacher of the Deaf, EC Teacher, Maria, counselor, parents, CTE teacher
11th	<ul style="list-style-type: none"> • Instruction in reading, job related, self-advocacy, & self determination skills • Enroll in CTE courses such as Food II 	Teacher of the Deaf EC Teacher, Maria, counselor parents, CTE teacher
12th	<ul style="list-style-type: none"> • Instruction in money management, self-advocacy, & self determination skills • Enroll in CTE courses such as Introduction to Culinary Arts & Hospitality 	Teacher of the Deaf, EC Teacher, Maria, counselor, parents, CTE teacher

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Michele:

For Maria, she needs instruction in short and long term planning, reading, self-advocacy, and self determination skills. In order to attain her post-secondary goals, she will need to enroll in CTE classes that develop her cooking and 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"> Develop schedule/plan of courses required for graduation broken down by year (9th, 10th, 11th, 12th) Practice using assistive technology such as audio books and read aloud software Attend Driver's Ed & obtain driver's permit 	Maria, Parent, Counselor, EC Teacher, General Ed Teacher, Teacher of the Deaf
10 th	<ul style="list-style-type: none"> Opportunity to use assistive technology devices in variety of settings Obtain driver's license or explore transportation options for after high school (public transit, carpooling, etc.) 	Maria, Parent, EC Teacher, General Ed Teacher, Teacher of the Deaf
11 th	<ul style="list-style-type: none"> Complete referral to Vocational Rehabilitation Consult with counselor prior to course registration to ensure enrolled in classes leading to graduation 	Maria, Parent, Counselor, EC Teacher, Transition Coordinator, TOD
12 th	<ul style="list-style-type: none"> Complete application for Vocational Rehabilitation Identify community resources such as doctor, transportation, etc., for after graduation 	Maria, EC teacher, Transition Coordinator, TOD

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Michele:

Remember Related Service Activities should help her access an integrated employment and community with her peers. As you can see, some of the activities for Maria are the same as Kevin such as using assistive technology devices. But for Kevin, the focus was more on assisting him with writing and for Maria is geared towards access to reading material. This is an example of linking activities to the specific needs of the student. 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.

Transition Services: Community Experiences

9th	<ul style="list-style-type: none"> Explore extracurricular activities/clubs at school to participate in Continue participating in Girl Scouts 	Maria, Club Sponsors, EC teacher, Parents, TOD
10th	<ul style="list-style-type: none"> Explore activities within the community for leisure and possible volunteer opportunities Continue participating in Girl Scouts 	Maria, Parents, EC teacher, TOD
11th	<ul style="list-style-type: none"> Continue volunteering within the community Tour work sites of interest 	Maria, Parents, EC Teacher, TOD
12th	<ul style="list-style-type: none"> Register to vote Investigate job shadowing opportunities at local restaurant, bakery, food service 	Maria, Parents, EC teacher, TOD


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Michele:

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. For example, Maria will continue participating in girl scouts in 9th grade and move to registering to vote in 12th grade. Also, you will see activities here that might fit into another category. 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		
9 th	<ul style="list-style-type: none"> Obtain requirements/qualifications for jobs of interest Interview local chefs, cooks, restaurant owners, caterers Attend career fair 	Maria, TOD, EC teacher, parent, CTE teacher, Counselor
10 th	<ul style="list-style-type: none"> Job shadow in the cafeteria on campus Assist with School Based Enterprise (coffee shop, bakery, etc.) Explore Continuing Education classes offered at the local community college 	Maria, TOD, EC teacher, parent, Counselor
11 th	<ul style="list-style-type: none"> Develop resume & obtain references/ letters of recommendations Volunteer or work part time at a local business (waitressing, busing tables, decorating cakes/cookies) 	Maria, TOD, EC teacher, parent, Counselor
12 th	<ul style="list-style-type: none"> Practice/complete job applications & interviewing skills Update resume, references & letters of recommendations 	Maria, TOD, EC teacher, parent, CTE teacher

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Michele:

For employment, make sure the activities provide opportunities for the student to make informed decisions after high school related to jobs. Specific to Maria, she wants to become a chef, but there are a lot of choices in being a chef (full meal preparation appetizer to dessert, or does she want to hone in on a specialty such as pastry/bakery) In 9th grade, she can start with interviewing food service workers in the community to determine qualifications and a specific area of interest. Then in the 10th grade she could job shadow in the cafeteria or school based enterprise. A lot of schools have a School Based Enterprises such as coffee shops, bakery, or monthly lunches offered to school staff during/after school. These are usually run by CTE classes or OCS classes in the EC department. Don't forget to reach out to other departments within your school to help out with these transition activities. Then she could transition to job-shadowing, volunteering, or working part-time at various food service businesses within the community. 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 	Maria, TOD, 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) 	Maria, TOD, 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 	Maria, TOD, 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 	Maria, TOD, parents, EC teacher

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Michele:

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 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 or seek help about things I have never done before or problems that come up like car breaks down, I loose my 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)	Maria, TOD, 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)	Maria, TOD, 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)	Maria, TOD, parents, EC teacher
12 th	<ul style="list-style-type: none">Enroll in classes within community to develop independent living skills (cooking, sewing, repair, construction)	Maria, TOD, parents, EC teacher, CTE teacher

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Michele:

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. 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"> Update Dream Sheet Complete Career Interest Inventories, College Readiness Assessment, and/or Study Skills Inventory 	Maria, TOD, parents, EC teacher, CTE teacher, Transition Coordinator
10 th	<ul style="list-style-type: none"> Take pre-ACT/SAT Update Career Interest Inventories, College Readiness Assessment, and/or Study Skills Inventory Conduct Situational Assessment of School Based Jobs 	Maria, parents, TOD, CTE teacher, EC Teacher, Counselor, Administrator
11 th	<ul style="list-style-type: none"> Take ACT/SAT Update Career Interest Inventories, College Readiness Assessment, and/or Study Skills Inventory Conduct Situational Assessment of Community Based Jobs 	Maria, parents, TOD, CTE teacher, EC Teacher, Counselor, Administrator
12 th	<ul style="list-style-type: none"> Take ACT Work Keys Update College Readiness Assessment & Study Skills Inventory 	Maria, TOD, parents, CTE teacher, EC Teacher, Counselor, Administrator

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Michele:

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 Maria is lacking some necessary soft skills which may be identified through additional assessments and/or job related situational 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 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
- Budgeting/estimating time (academics & work-related)
- Use of assistive technology & apps for read aloud features

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



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Michele:

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 Maria would 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

- [“Beyond High School,”](#) An H&V interview with Ronald R. Kelly, Ph.D., Professor, Department of Research and Teacher Education.
- Accredited Online Tools: [Supporting Deaf and Hard of Hearing Students](#), Tools, Technology & Key Resources to Academic Success.
- [National Deaf Center on Postsecondary Outcomes](#)
- [Deaf People and Employment in the United States: 2016](#), Garberoglio, Cawthon, Bond



Michele:

Here are additional resources related to Postsecondary transition for Deaf and Hard of Hearing Students. You should be able to click on each of these and go directly to the site with exception of the last one. This is a project that was done by a team in NC that worked with PepNet2 to put out a series of video vignettes related to transition at the Postsecondary level.

Thank You!

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

Next Webinar

Secondary Transition Topic Webinar:
Emotional Disabilities

March 1, 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.