



Public Schools of North Carolina

## Secondary Transition

Topic Webinar:  
Specific Learning Disabilities  
2-1-2017  
3:30-4:30

### **Beverly:**

Welcome to the Secondary Transition Specific Learning Disabilities Topic Webinar. My name is Beverly Colwell; I am the Consultant for Intellectual Disabilities and Secondary Education.

My co-presenters today are Lynne Loeser: Consultant for Specific Learning Disabilities and ADHD and Ginger Cash: Consultant for Intervention, Charter Schools. Our contact information is located at the end of this PPT presentation.

We would like to thank: Dr. Sarah Williams and Emily Johnson from ECU College STARR Program for their contributions to the development of this 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 students with **Specific Learning Disabilities**
- The transition process is the same for all students with an IEP
- All designated Transition Leads must attend the NCDPI training prior to conducting transition process training in their LEAs/Charters



### **Beverly:**

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

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


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

## Transition Assessments

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

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

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**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



### **Beverly:**

Some transition planning considerations 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

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**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

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**Beverly:**

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

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

Parents

Student

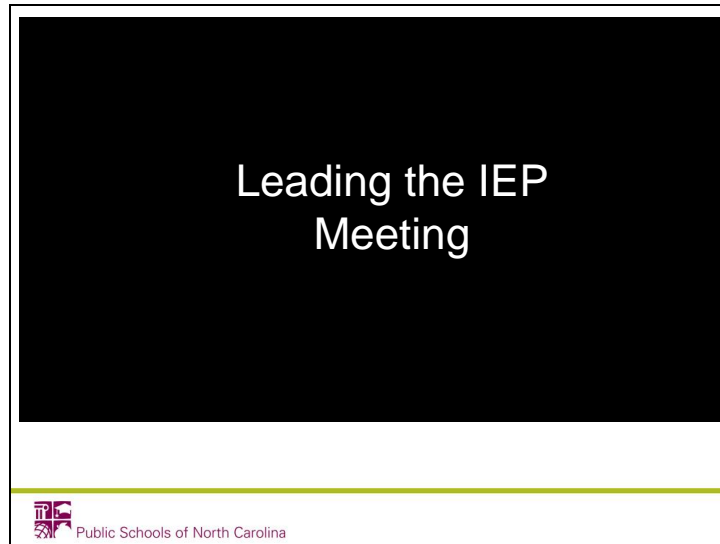
School Nurse

School personnel

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

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

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



**Beverly:**

This student is currently a senior in college; she attends ECU. She supports students leading their IEP meetings in high school, but we encourage you to teach students to participate in and lead their IEP meetings in the elementary grades.

**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:**

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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**Beverly:**

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.

## Individualized Approach

**MYTH**  
Students with LD have a mild disability that primarily affects academic achievement, so the need for transition planning is minimized

**FACT**  
Many adolescents with LD do encounter difficulties in making the transition to adult life in areas other than academics

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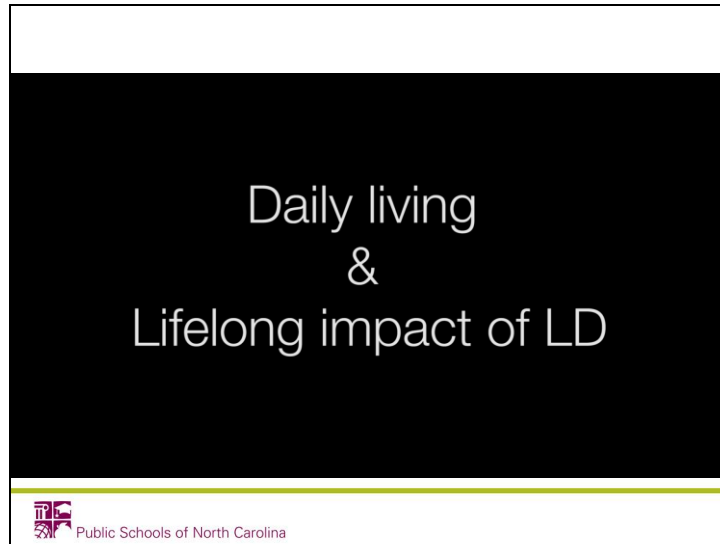
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**Lynne:**

transition planning for individuals with LD has lagged behind that of other groups. A major reason for this lack of attention has been an assumption that individuals with LD have a mild disability that primarily affects academic achievement; therefore, they have the ability to move from secondary to postsecondary environments without a lot of difficulty.

Unfortunately, this is not the case for many students with LD. Students with Learning Disabilities often have executive functioning difficulties which impact their ability to plan and prioritize, organize, manage time and flexibly problem solve. The results of a number of recent studies have suggested that many adolescents with LD do encounter difficulties in making the transition to adult life, including problems related to unemployment, underemployment participation in community and leisure activities, pay, dependency on parents and others, satisfaction with employment, and other functional skills.

Source: <http://www.council-for-learning-disabilities.org/transition-planning-for-individuals-with-learning-disabilities>



**Lynne:**

Listen to this clip to learn how Emily's learning disabilities impacts some of her daily living skills.

## Facts

### Students with LD:

- Earn lower grades and experience higher rates of course failure
- Vast majority of students with LD expect to graduate with a diploma
- Students with LD express goals for post high school life very similar to students without LD

State of LD Report, 2014



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### Lynne:

Students with LD earn lower grades and experience high rates of course failure  
Despite this....

54%- goal to attend 2 to 4 yr college

43% attend a vocational training program

57% want to obtain competitive employment



**Lynne:**

What are some of the areas that are important to consider for students with LD?

**3 core areas:**


**Strategic Learning**– Through strategic learning, youth with disabilities “learn how to learn.”


**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.

**Strategic Learning**

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



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**Lynne:**

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

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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**Lynne:**

**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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**Lynne:**

Self-advocacy is critical. Students must be taught how to advocate for themselves. Must understand and be able to explain how their LD impacts learning and their performance in the workplace (for ex following instructions)

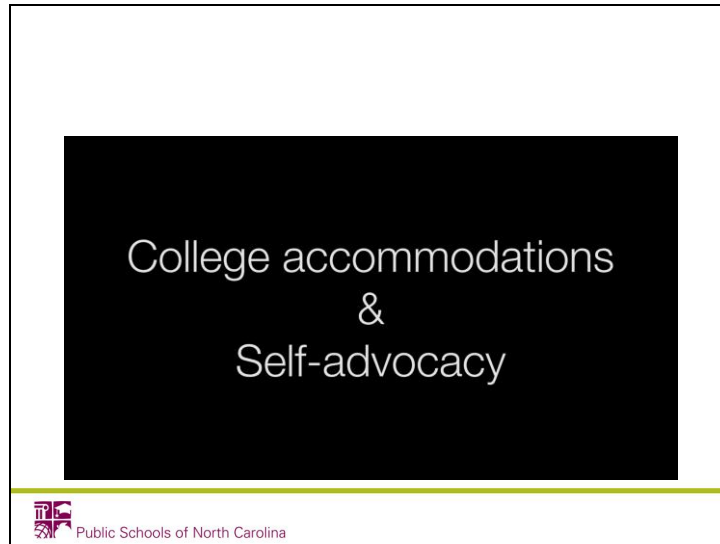
Practice asking for help- Help the student identify who they need to talk to and what to say. Learning how one learns best is particularly difficult for students with LD- need to develop life-long learning habits

Students can create a campus resource services directory

In college, students with learning disabilities are responsible for requesting accommodations, speaking to faculty, and seeking out resources for themselves. Therefore, students must be able to understand their learning disability and specifically how it impacts their learning and be able to advocate for themselves in order to be successful in academic pursuits. 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.

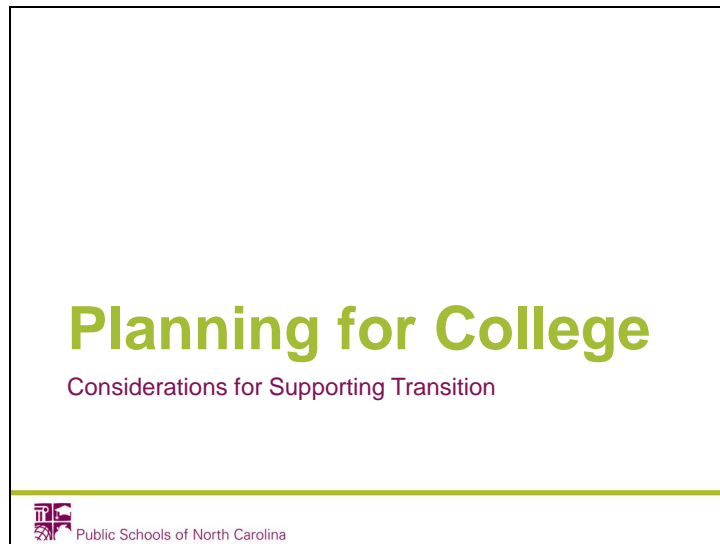
## Leadership

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.



**Lynne:**

Listen as Emily shares the process for requesting accommodations in college and the importance of advocating



**Ginger:**

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

### Consider this:

- The number of students attending some form of postsecondary education after graduation is growing.
- Young adults with LD attend 2-year colleges at more than double the rate of the general population
- Young adults with LD attend four-year colleges (21%) at half the rate of the general population
- The college completion rate for young adults with LD is 41% (compared to 52% in the general population)
  - 2-year or community college 41% completion rates
  - 4-year college 34% completion rates

### Ginger:

Here are some things to consider. Students with LD attending college has increased but only 1 of 3 (33%) of students with LD were enrolled in post-secondary school within two years of attending high school. Students with LD are attending 2 year colleges at a higher rate than their peers, and their rate of completing college is less than their peers.

### Alarming Fact:

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

### Ginger:

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 postsecondary education and therefore did not seek any accommodations

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



## Transition Assessment Data

Mark's historical school performance indicates he has the potential to be successful in post-secondary education. On educational testing, he had strengths in the area of basic reading and reading comprehension skills. He exhibited weaknesses in the areas of calculation, math fluency, and written expression, especially spelling. Doctor reports Mark has a diagnosis of ADHD and is prescribed medication. Mark reports that he has good ideas when writing but often gets stuck on the mechanics of writing. He states that he loses track of time or focuses too long on one assignment and doesn't get others done. He states that he is pretty good at problem-solving in mathematics but struggles basic calculation due to silly errors. His parents report that he needs longer than his peers to complete assignments.



### **Ginger:**

Here is our first example. Remember that transition assessment data includes input from student, parents, and school personnel. Let's look at Mark. Mark has strengths in the area of reading but struggles with math calculation and writing. He has a diagnosis of ADHD and takes medication. He reports that he struggles more with writing mechanics than generating ideas. He also reports problems with time management (predicting how much time it would take him to complete a task).

## College Bound related PSG

Education/Training: After graduation, Mark will attend a 4 year college.

Employment: After graduation, Mark will work in the business field, possibly accounting.

Independent Living: After graduation, Mark will live on campus the first year of college and then move into an apartment for remaining years of college.




### **Ginger:**

Here are his postsecondary goals. He wants to attend college to possibly become an accountant and plans to live on campus or in an apartment during college.

### Transition Services: Instruction

<b>9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in proofreading/editing, keyboarding, calculation, self advocacy, &amp; self determination skills</li> <li>• Enroll in CTE courses such as Career Management and/or Principles of Business &amp; Finance</li> </ul>	EC Teacher, Mark, counselor, parents, CTE teacher
<b>10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in note-taking, study skills, self-advocacy, &amp; self determination skills</li> <li>• Enroll in CTE courses such as Microsoft Word, PowerPoint, Excel, &amp; Access</li> </ul>	EC Teacher, Mark, counselor, parents, CTE teacher
<b>11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in writing essays, note-taking, self-advocacy, &amp; self determination skills</li> <li>• Enroll in CTE courses such as Accounting &amp; Business Management</li> </ul>	EC Teacher, Mark, counselor parents, CTE teacher
<b>12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in money management, self-advocacy, &amp; self determination skills</li> <li>• Enroll in CTE courses such as Personal Finance</li> </ul>	EC Teacher, Mark, counselor, parents, CTE teacher

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**Ginger:**

Next, we will look at some possible transition activities that Mark needs to engage in, to achieve his postsecondary goals. These next slides give some ideas on what transition activities Mark needs to participate in, but are in no way an exhaustive list of transition activities he would need. On each slide, there are activities listed from 9<sup>th</sup> -12<sup>th</sup> 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. Mark 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, Mark will need instruction proofreading/editing his written work, keyboarding skills, calculation, self-advocacy, & self-determination skills throughout his high school career. He should enroll in various CTE courses within the business field to help him decide if accounting 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.

<h2 style="text-align: center;">Transition Services: Related Services</h2>		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Opportunity to use assistive technology such as dictation/word prediction software</li> </ul>	Mark, Counselor, EC Teacher, General Ed Teacher, Parent
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Opportunity to use assistive technology devices such as livescribe or smart pen in variety of settings</li> <li>Refer to VR for assistance with accessing resources for assistive technology</li> </ul>	Mark, Counselor, EC Teacher, General Ed Teacher, Parent
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Work on Medication Management such as scheduling appointments, setting reminders of when to take meds and get refills</li> <li>Investigate financial resources for obtaining Assistive Technology devices</li> </ul>	Mark, Nurse, EC Teacher, Parent, Transition Coordinator
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Identify community resources such as doctor, transportation, etc. for after graduation</li> </ul>	Mark, EC teacher, Transition Coordinator



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**Ginger:**

Here we look at activities for related services. These activities are not dependent on whether 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, living, and leisure. For example, activities related to use of Assistive Technology devices, transportation, and medication management that are specific to Mark’s needs. Also, there are activities listed here that start connecting Mark 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 12<sup>th</sup> grade.

### Transition Services: Community Experiences

<b>9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Explore extracurricular activities at school to participate in (FBLA, Civitan's Club, Sports)</li> <li>Continue participating in church youth group activities &amp; local sports teams at the YMCA</li> </ul>	Mark, Club Sponsors, EC teacher, Parents
<b>10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Explore activities within the community for leisure and possible volunteer opportunities</li> <li>Research colleges of interest and explore resources for students with learning differences</li> </ul>	Mark, Parents, EC teacher
<b>11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Continue volunteering at local homeless shelter, picking up litter, &amp; mentoring at the YMCA</li> <li>Tour colleges of interest</li> <li>Complete applications for selected colleges</li> </ul>	Mark, Parents, EC Teacher
<b>12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Investigate/explore leisure &amp; community activities in surrounding area of college (how to sign up, volunteer, obtain membership)</li> <li>Connect with Disability Services at college of choice</li> </ul>	Mark, Parents, EC teacher


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**Ginger:**

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


<b>9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Interview Accountants and other people in jobs of interest to understand what job entails</li> <li>• Obtain requirements/qualifications for jobs of interest</li> <li>• Attend career fair</li> </ul>	Mark, EC teacher, parent, CTE teacher, Counselor
<b>10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Obtain a job in school (maintaining spreadsheet on materials/equipment for cafeteria, library, sports)</li> <li>• Attend college night</li> <li>• Develop awareness of self as learner/worker and advocating for needs</li> </ul>	Mark, EC teacher, parent, CTE teacher, Counselor
<b>11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Volunteer or work part time at a local business (data entry, filing, maintaining spreadsheet)</li> <li>• Explore available college grants, loans, &amp; scholarships</li> </ul>	Mark, EC teacher, parent, Counselor
<b>12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Complete applications for college grants, loans, &amp; scholarships</li> <li>• Practice/complete job applications &amp; interviewing skills</li> <li>• Develop resume</li> </ul>	Mark, EC teacher, parent, CTE teacher, Counselor

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**Ginger:**

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 Mark, he needs to interview Accountants within the community 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 accountant. 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.

<h2 style="text-align: center;">Transition Services: Adult Living Skills</h2>		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Maintain a sample checkbook based on sample budget</li> <li>Short-term/long-term planning by developing schedule/plan of courses required for graduation broken down by year (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)</li> </ul>	Mark, parents, Counselor, EC teacher
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Practice time-management skills by using agenda/to do lists, phone reminders, schedule, etc.</li> <li>Create sample budget (buying Christmas presents)</li> </ul>	Mark, parents, EC teacher, General Ed teacher
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Visit &amp; tour housing options at colleges of choice and determine best option</li> <li>Set up bank account &amp; determine how to access money</li> </ul>	Mark, parents, EC teacher, Counselor
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Develop network of informal supports while away at college (parents, friends attending same college, nearby relatives)</li> <li>Map Community and College Resources</li> <li>Create budget that includes food, living, clothing, &amp; leisure activities</li> <li>Register to vote &amp; Selective Services</li> </ul>	Mark, parents, EC teacher, Counselor


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**Ginger:**

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

<b>9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Independently complete chores at home (washing dishes, washing clothes, minor repairs)</li> <li>Develop cooking skills by fixing foods that require minimal use of appliances (sandwiches, cereal, etc.)</li> </ul>	Mark, parents, EC teacher, CTE Teacher
<b>10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Develop cooking skills by following steps to warm food in microwave, stovetop, or oven (frozen pizza, macaroni, etc.)</li> </ul>	Mark, parents, EC teacher, CTE teacher
<b>11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Keep up with car maintenance (filling up with gas, checking fluids, oil changes, inspections, rotating tires, etc.)</li> <li>Develop cooking skills by following simple recipes</li> </ul>	Mark, parents, EC teacher, CTE teacher
<b>12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Create a budget that includes food, living, clothing, &amp; leisure activities</li> <li>Enroll in classes within community to develop cooking, minor repair, and/or minor construction skills</li> </ul>	Mark, parents, EC teacher, CTE teacher

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**Ginger:**

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, as well as, you have included activities that encompass the functional and academic strengths, preference, interests, and needs of the student.



Transition Services: Functional Vocational Assessments		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Update Dream Sheet</li> <li>Complete Career Interest Inventories</li> <li>Complete College Readiness Assessment</li> <li>Complete Study Skills Inventory</li> </ul>	Mark, parents, EC teacher, CTE teacher, Transition Coordinator
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Take pre-ACT/SAT</li> <li>Update College Readiness Assessment</li> <li>Conduct Situational Assessment of School Job Skills</li> </ul>	Mark, parents, EC Teacher, Counselor, Administrator
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Take ACT/SAT</li> <li>Update College Readiness Assessment</li> </ul>	Mark, parents, EC Teacher, Counselor, Administrator
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Take ACT Work Keys</li> <li>Update College Readiness Assessment</li> </ul>	Mark, parents, EC Teacher, Counselor, Administrator


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**Ginger:**

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 Mark 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, and you may 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).

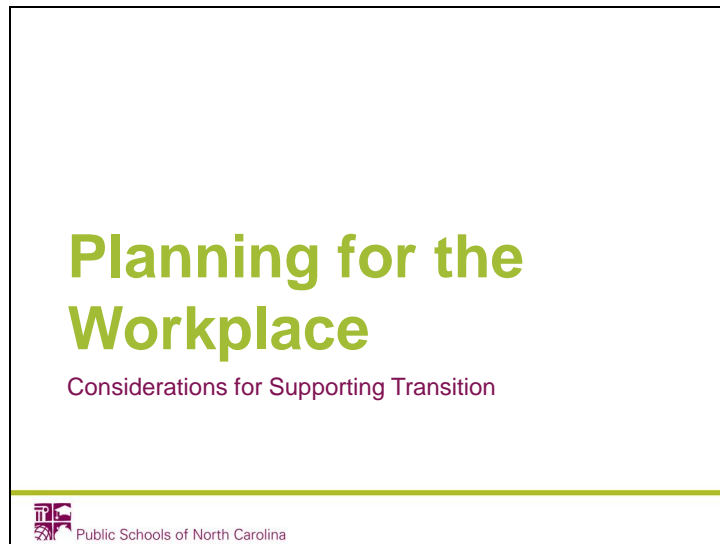
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**Ginger:**

Remember that there must be IEP goals that assist the student in obtaining their postsecondary goals in education, employment, and independent living. Some suggested goals for Mark would address time management skills, using assistive technology devices, 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.



**Ginger:**

The next example that we are going to share is a student whose postsecondary 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

Based on historical academic data, Monica'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. Monica 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.



### **Ginger:**

Remember that transition assessment data includes input from the student, parents, and school personnel. Let's look at Monica. She 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, Monica will enroll in courses/training required to become a chef.

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

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




### **Ginger:**

Here are Monica'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

<b>9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in planning (short term &amp; long term), keyboarding, reading, self advocacy, &amp; self determination skills</li> <li>• Enroll in CTE courses such as Career Management, Personal Finance, and/or Teen Living</li> </ul>	EC Teacher, Monica, counselor, parents, CTE teacher
<b>10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in study, organization, reading, self-advocacy, &amp; self determination skills</li> <li>• Enroll in CTE courses such as Principles of Family &amp; Human Services and/or Food I</li> </ul>	EC Teacher, Monica, counselor, parents, CTE teacher
<b>11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in reading, job related, self-advocacy, &amp; self determination skills</li> <li>• Enroll in CTE courses such as Food II</li> </ul>	EC Teacher, Monica, counselor parents, CTE teacher
<b>12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in money management, self-advocacy, &amp; self determination skills</li> <li>• Enroll in CTE courses such as Introduction to Culinary Arts &amp; Hospitality</li> </ul>	EC Teacher, Monica, counselor, parents, CTE teacher


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**Ginger:**

For Monica, 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 9<sup>th</sup>-12<sup>th</sup> that build upon each other.

### Transition Services: Related Services

<b>9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Develop schedule/plan of courses required for graduation broken down by year (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)</li> <li>Practice using assistive technology such as audio books and read aloud software</li> </ul>	Monica, Parent, Counselor, EC Teacher, General Ed Teacher
<b>10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Opportunity to use assistive technology devices in variety of settings</li> <li>Explore transportation options for after high school (public transit, carpooling, etc.)</li> </ul>	Monica, Parent, EC Teacher, General Ed Teacher
<b>11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Complete referral to Vocational Rehabilitation</li> <li>Consult with counselor prior to course registration to ensure enrolled in classes leading to graduation</li> </ul>	Monica, Parent, Counselor, EC Teacher, Transition Coordinator
<b>12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Complete application for Vocational Rehabilitation</li> <li>Identify community resources such as doctor, transportation, etc., for after graduation</li> </ul>	Monica, EC teacher, Transition Coordinator



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**Ginger:**

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 Monica are the same as Mark such as using assistive technology devices. But for Mark, the focus was more on assisting him with writing and for Monica 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 postsecondary goals.

### Transition Services: Community Experiences

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


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**Ginger:**

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

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**Ginger:**

For employment, make sure the activities provide opportunities for the student to make informed decisions after high school related to jobs. Specific to Monica, 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 9<sup>th</sup> grade, she can start with interviewing food service workers in the community to determine qualifications and a specific area of interest. Then in the 10<sup>th</sup> 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.

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

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**Ginger:**

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 lose my house key and can't get in, etc.)

### Transition Services: Daily Living Skills

9 <sup>th</sup>	<ul style="list-style-type: none"><li>Develop cooking skills by following recipes</li><li>Independently complete chores at home (washing dishes, washing clothes, minor repairs within the home)</li></ul>	Monica, parents, EC teacher
10 <sup>th</sup>	<ul style="list-style-type: none"><li>Independently complete chores outside the home (mowing the lawn, raking leaves, cleaning out the gutters)</li></ul>	Monica, parents, EC teacher
11 <sup>th</sup>	<ul style="list-style-type: none"><li>Develop cooking skills by preparing a meal for an event (selecting food, making grocery list, preparing the food, cleaning up afterwards)</li></ul>	Monica, parents, EC teacher
12 <sup>th</sup>	<ul style="list-style-type: none"><li>Enroll in classes within community to develop independent living skills (cooking, sewing, repair, construction)</li></ul>	Monica, parents, EC teacher, CTE teacher

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**Ginger:**

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.

<h3 style="text-align: center;">Transition Services: Functional Vocational Assessments</h3>		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Update Dream Sheet</li> <li>Complete Career Interest Inventories, College Readiness Assessment, and/or Study Skills Inventory</li> </ul>	Monica, parents, EC teacher, CTE teacher, Transition Coordinator
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Take pre-ACT/SAT</li> <li>Update Career Interest Inventories, College Readiness Assessment, and/or Study Skills Inventory</li> <li>Participate in Situational Assessments of School Based Jobs</li> </ul>	Monica, parents, CTE teacher, EC Teacher, Counselor, Administrator
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Take ACT/SAT</li> <li>Update Career Interest Inventories, College Readiness Assessment, and/or Study Skills Inventory</li> <li>Participate in Situational Assessments of Community Based Jobs</li> </ul>	Monica, parents, CTE teacher, EC Teacher, Counselor, Administrator
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Take ACT Work Keys</li> <li>Update College Readiness Assessment &amp; Study Skills Inventory</li> </ul>	Monica, parents, CTE teacher, EC Teacher, Counselor, Administrator

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**Ginger:**

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 Mark 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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**Ginger:**

Remember that there must be IEP goals that assist the student in obtaining their postsecondary goals in education, employment, and independent living. Some suggested goals for Monica would address organizational skills, budgeting/estimating time in academics and work related skills, and use of technology 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](#)
- [College Transition Programs Lay Pathways for Success blog](#)
- [9 Steps for Easing the Transition to College](#)
- [12 Steps for Easing the Transition to Work](#)
- [Checklist: What to Ask Colleges about Assistive Technology](#)
- [Transitioning from High School to College](#)
- [Transition Planning for Students with Learning Disabilities](#)



#### **Ginger:**

Here are some resources for developing a transition plan. You should be able to click on each of these resources and be taken straight to their location on the web. Also, don't forget to look in the Transition Toolkit for more resources.

## College STAR Website Resources

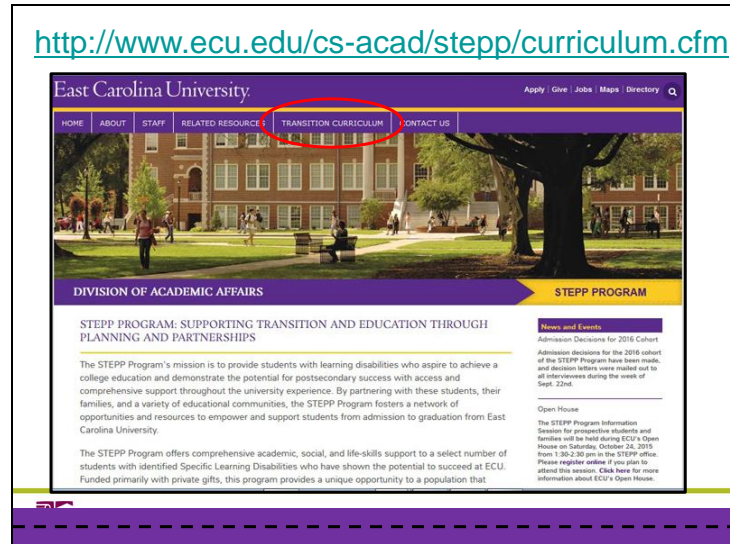
- CS Student Support Program Links
- North Carolina Disability Support Offices Contact Information
- Student Blog and Podcast



### Ginger:

College STAR (Supporting Transition Access and Retention) has created a transition curriculum that will be highlighted on the following slides.

<http://www.ecu.edu/cs-acad/stepp/curriculum.cfm>



East Carolina University. Apply Give Jobs Maps Directory

HOME ABOUT STAFF RELATED RESOURCE **TRANSITION CURRICULUM** CONTACT US

**DIVISION OF ACADEMIC AFFAIRS** **STEPP PROGRAM**

**STEPP PROGRAM: SUPPORTING TRANSITION AND EDUCATION THROUGH PLANNING AND PARTNERSHIPS**

The STEPP Program's mission is to provide students with learning disabilities who aspire to achieve a college education and demonstrate the potential for postsecondary success with access and comprehensive support throughout the university experience. By partnering with these students, their families, and a variety of educational communities, the STEPP Program fosters a network of opportunities and resources to empower and support students from admission to graduation from East Carolina University.

The STEPP Program offers comprehensive academic, social, and life-skills support to a select number of students with identified Specific Learning Disabilities who have shown the potential to succeed at ECU. Funded primarily with private gifts, this program provides a unique opportunity to a population that

**News and Events**

Admission Decisions for 2016 Cohort

Admission decisions for the 2016 cohort of the STEPP Program have been made, and decision letters were mailed out to all interviewees during the week of Sept. 22nd.

**Open House**


The STEPP Program Information Session for prospective students and families will be held during ECU's Open House on Saturday, October 24, 2015 from 1:30-2:30 pm in the STEPP office. Please register online if you plan to attend this session. [Click here](#) for more information about ECU's Open House.

**Ginger:**  
You may find College STAR's resources here at East Carolina University's STEPP website.



## Curriculum Resources

- **Classroom Modules**
  - 8 High School Modules
  - 2 Middle School Modules
- **Family Modules**  
Same content / family-friendly format

A photograph of three people standing in front of a truck. On the left is a woman with blonde hair wearing a purple jacket. In the center is a man wearing a yellow t-shirt with the word 'WARRIORS' on it and a white baseball cap. On the right is a man wearing a white short-sleeved button-down shirt and blue jeans. They are all smiling at the camera. The background shows a truck and some outdoor setting.

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**Ginger:**

The curriculum has classroom modules that span from middle school to high school. They even have family modules that you can share with parents.

## Curriculum Features

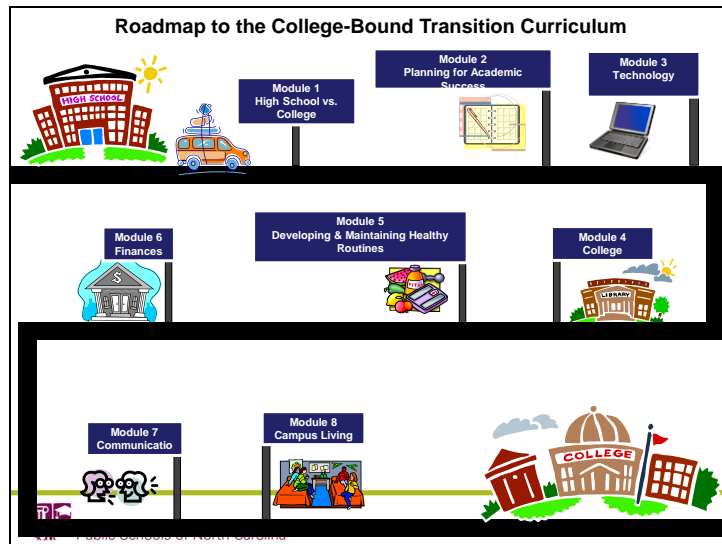
- Fully developed lesson and activity plans
- PowerPoint slides with detailed teacher lecture notes
- Student worksheets and handouts with teacher answer keys
- Student guided notes to accompany each module

**Module 1: High School vs. College**  
(PDF of Complete Module 1)

- **Module 1 Overview**  
(M1 Overview)
- **M1 Lesson 1 - High School vs. College Part I: General Overview**  
(Plan) (PowerPoint) (Worksheet)
- **M1 Activity 1 - Developing a College Transition Notebook**  
(Plan) (PowerPoint)
- **M1 Lesson 2 - High School vs. College Part II: Classes & Instructors**  
(Plan) (PowerPoint) (Worksheet)
- **M1 Activity 2 - Note-Taking**  
(Plan)
- **M1 Lesson 3 - High School vs. College Part III: Studying**  
(Plan) (PowerPoint) (Tree Map Worksheet) (Sample Schedule Handout) (Blank Schedule Worksheet)
- **M1 Lesson 4 - High School vs. College Part IV: Grades & Testing**  
(Plan) (PowerPoint) (Worksheet)
- **M1 Activity 3**  
(coming soon)
- **M1 Guided Notes for Students**  
(Notes)

**Ginger:**

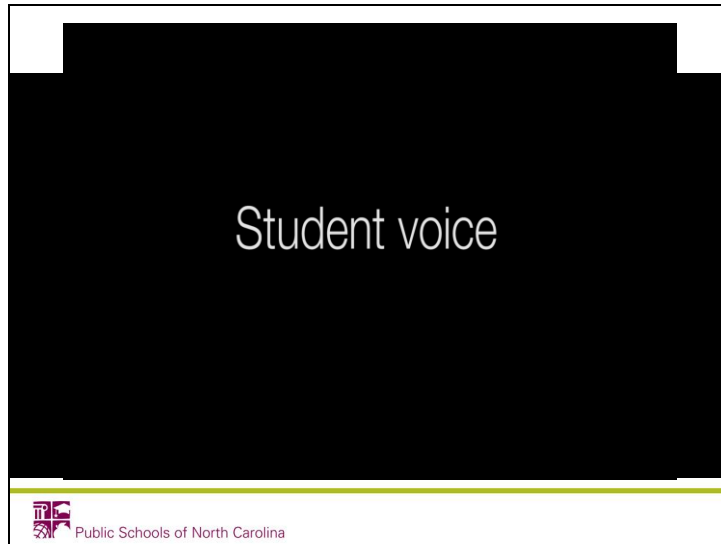
Here are the curriculum features that include lesson plans, lecture notes, answer keys, and guided notes for students.



**Ginger:**

This roadmap highlights the topics covered in each high school module. You can see the topics range from academics to college campus living.

Slide 50



**Ginger:**

Watch in the following video of what it means to give students a voice.

**Thank You!**

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

**Next Webinar**

Secondary Transition Topic Webinar:  
Hearing Impairments  
February 15, 2017  
3:30-4:30 PM

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**Ginger:**

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 February 15, 2017 from 3:30-4:30. It will cover Secondary Transition specific to students with Hearing Impairments.

## Special thanks...

Dr. Sarah Williams, Director  
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Emily Johnson, Transition Specialist  
johnsonem@ecu.edu • 252-737-2275



### **Ginger:**

Again, we want to thank Dr. Sarah Williams and Emily Johnson from East Carolina University for collaborating with us in developing & contributing to the webinar content. Thanks Ladies!

**Contacts**

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**Ginger:**

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