Slide 1

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.

Introduce 3 consultants
Ginger Cash- Consultant for Intervention for Charter Schools
Lynne Loeser- Statewide Consultant for SLD and ADHD
Welcome ECU staff- Sarah Williams and Emily Johnson

Slide 2

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

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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.

Slide 3

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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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.

Others who have interaction with the child including VR, youth groups, community organization, Boy/Girl scouts, volunteer work, Boys & Girls club
Guidance counselors

Leading the IEP
Meeting

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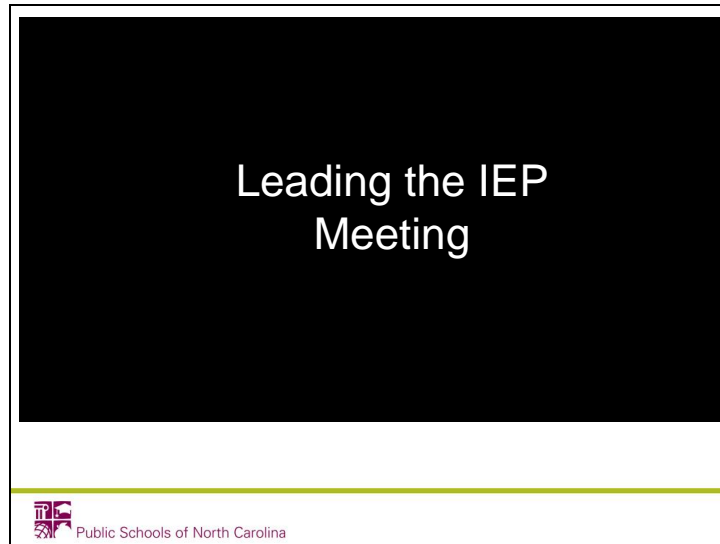
Beverly:
This student is currently a senior in college attending ECU
Set purpose for video
Students can lead meetings much earlier-

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)]

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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.

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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)

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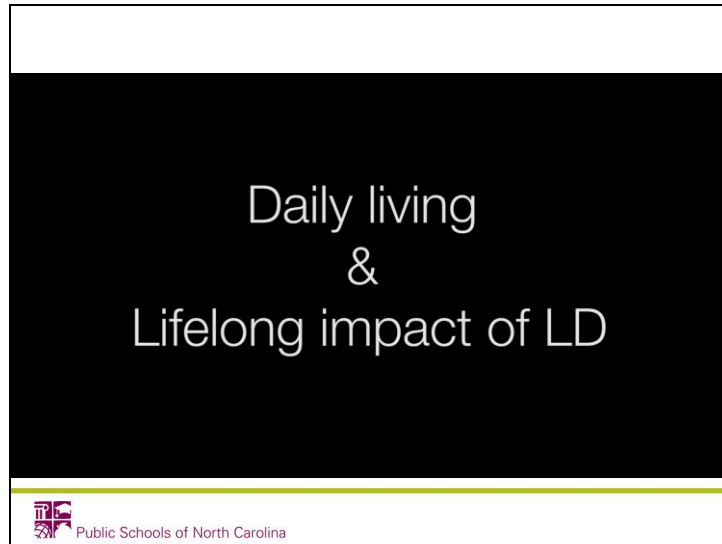
Lynne:
Listen to this clip to learn how Emily's learning disabilities impacts some of her daily living skills.

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.

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,

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.
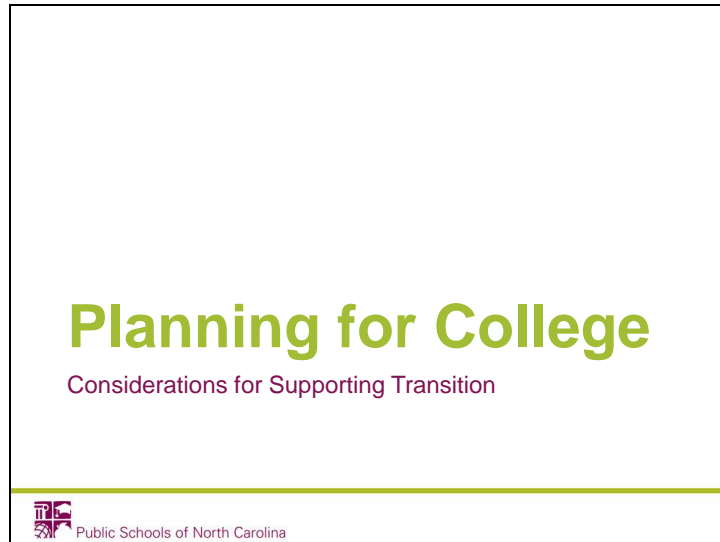
Leadership

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.

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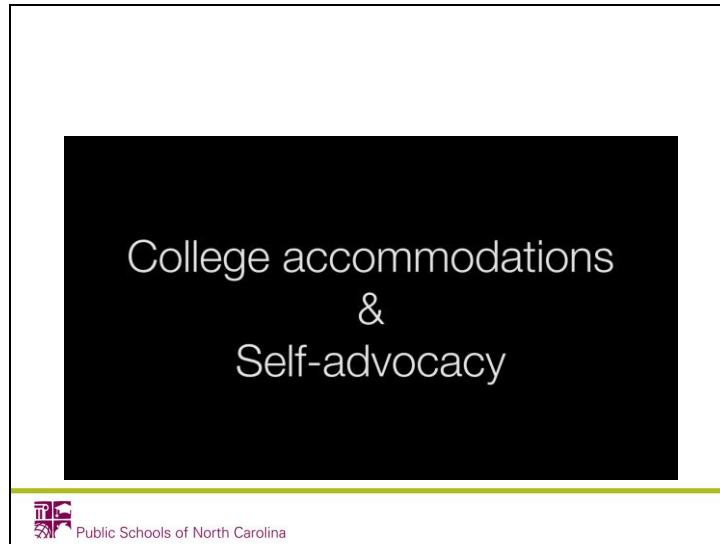
Lynne:
Listen as Emily shares the process for requesting accommodations in college and the importance of advocating

Planning for College

Considerations for Supporting Transition

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Ginger:
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.

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

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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

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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 post secondary education and therefore did not seek any accommodations

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

Transition Assessment Data

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.

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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).

Ginger:
Here are his post secondary 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

9th	• Instruction in proofreading/editing, keyboarding, calculation, self advocacy, & self determination skills • Enroll in CTE courses such as Career Management and/or Principles of Business & Finance	EC Teacher, Mark, counselor, parents, CTE teacher
10th	• Instruction in note-taking, study skills, self-advocacy, & self determination skills • Enroll in CTE courses such as Microsoft Word, PowerPoint, Excel, & Access	EC Teacher, Mark, counselor, parents, CTE teacher
11th	• Instruction in writing essays, note-taking, self-advocacy, & self determination skills • Enroll in CTE courses such as Accounting & Business Management	EC Teacher, Mark, counselor parents, CTE teacher
12th	• Instruction in money management, self-advocacy, & self determination skills • Enroll in CTE courses such as Personal Finance	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, in order to achieve his post secondary goals. These next slides give some ideas on what transition activities Mark 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. 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.

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**Transition Services:
Related Services**

9th	• Opportunity to use assistive technology such as dictation/word prediction software	Mark, Counselor, EC Teacher, General Ed Teacher, Parent
10th	• Opportunity to use assistive technology devices such as livescribe or smart pen in variety of settings • Refer to VR for assistance with accessing resources for assistive technology	Mark, Counselor, EC Teacher, General Ed Teacher, Parent
11th	• Work on Medication Management such as scheduling appointments, setting reminders of when to take meds and get refills • Investigate financial resources for obtaining Assistive Technology devices	Mark, Nurse, EC Teacher, Parent, Transition Coordinator
12th	• Identify community resources such as doctor, transportation, etc. for after graduation	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 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, 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 12th grade.

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