Slide 1

Public Schools of North Carolina

Secondary Transition

Topic Webinar:
Deaf-Blindness Part 2
Preparing for Work
4-19-2017
3:30-4:30 PM

Beverly:
Welcome to the Secondary Transition Deaf-blindness Topic Webinar.
My name is Beverly Colwell. I am the Consultant for Intellectual Disabilities and Secondary Education.
My co-presenter today is Dottie Snyder – Educational Consultant for Deaf-Blindness
We would like to thank two colleagues with the North Carolina Deafblind Project for their contribution to the development of this PowerPoint: Andrea Blackwood and Sandra Warren (East Carolina University).
We will not have time to respond to questions during the webinar, but we will check the chat box and determine if a FAQ is needed to respond to any unanswered questions.
This PPT will be posted in the Transition Toolkit Tab 17. For those without access to the toolkit, we will post the PPT in a new tab that we are adding to the EC Web page.

Transition Plan Development

- This webinar will provide more detailed disability specific resources and best practice recommendations for students with **Combined Vision and Hearing Loss**
- The transition process is the same for all students with an IEP
- All designated Transition Leads are invited to attend the NCDPI training prior to receiving materials and conducting transition process training in their LEAs/Charters

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Beverly:

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

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

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

Transition Assessments

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

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

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Beverly:

Age appropriate Transition Assessments help identify the student's strengths, preferences, interests, and needs and will assist in the development of the student's PSG and Transition Services.

Transition Assessments may be in the form of:

Student Interviews

Parent Interviews

Classroom observations and data (this may include inventories utilized in other classes, such as the student's CTE classes)

Existing academic and functional assessment data (i.e. grades, attendance, club/sport participation)

The Transition Matrix located in the Transition Toolkit Tab 3 is an excellent resource for identifying age appropriate Transition Assessments and many are free.

Transition Planning Considerations

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

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Beverly:
Some transition planning considerations we are going to discuss in this webinar include:
Student Led IEPs
Independent Living Skills
Assistive Technology
Self-Advocacy
Selecting a College or Post-secondary training opportunities
Early Connections
Requesting Accommodations
Time Management Skills
Workplace Skill Development

Slide 5

SPIN

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

Preferences: what the student has identified, you have observed, or that have been reported that the student enjoys doing

Interests: what the student has identified, you have observed, or that has been reported that the student shows interest in doing

Needs: what the student needs additional training and/or supports in so he/she may accomplish them independently or with minimal assistance

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

Who are your SPIN resources?

- Consult with related service providers and assistive technology personnel to address access support needs
- Parents
- Student
- ECU Deafblind Teacher Support Program
- School Nurse
- School personnel
- Anyone who had any interaction with the student may be able to provide additional information
- Utilize multiple sources of input in order to gather the most detailed information as possible

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

Post-Secondary Goals

Use the student's transition assessment data to develop PSG in the following areas:

The expectations are…

Education/Training: students will be participating in post-secondary education or work-related training programs

Employment: students will be employed in a field that matches their interests and skills

Independent Living: students are able to perform necessary daily living skills and access resources

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Beverly:
Use the student's transition assessment data to develop PSG in the following areas:
The expectations are…
Education/Training: students will be participating in post-secondary education or work-related training programs
Employment: students will be employed in a field that matches their interests and skills
Independent Living: students are able to perform necessary daily living skills and access resources

IDEA-Transition Services

- The term "transition services" means a coordinated set of activities for a child with a disability that: Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
- [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

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Beverly:

This is just a reminder of the IDEA definition of Transition Services.

The term "transition services" means a coordinated set of activities for a child with a disability that:

Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;

Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Services

- Instruction
- Related Services
- Community Experiences
- Employment and Adult Living Skills
- Daily Living Skills
- Functional Vocational Assessment

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

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Beverly:
The required transition services are:
Instruction
Related services
Community Experiences
Employment
Adult Living Skills
Daily Living Skills (if appropriate)
Functional Vocational Assessment (if appropriate)
We will walk you through some examples related to two scenarios shortly.
You may wish to reference the Transition Toolkit Tab 6 for the definitions and examples.

Slide 10

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.

DEAF-BLIND

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. 34 CFR 300.8 (c) (2)

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

NC DEAF-BLIND PROJECT INTERPRETATION

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

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

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

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

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

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

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

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

Facts

Young Adults with Deaf-blindness report

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

National Longitudinal Transition Study 2, 2011

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

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

Dottie:
Students need to know their strengths and needs as a learner and have a toolkit of strategies that will help them in the work and post-secondary settings. Best practice for teaching students with deaf-blindness is to understand individual learning styles and matching those with evidence based practices. Planning for transition should include increasing student's understanding of their own learning styles and effective supports.
Assistive Technology might be one of the tools that can assist students with their PSG.
Use of information and communication technology can support skills that are essential in postsecondary environments. In addition, the use of word processing, email, internet, and other programs can support the development of academic skills. By using computer technology students with disabilities are capable of handling a wider range of activities independently. Assistive technology can also increase independence in the work setting and to support independent living.
Study skills require good organizational skills. Students should understand how they learn, how they utilize strategies, and how they process information best, and they must apply this to study situations. Study skills are not just reserved for the post-secondary setting. In the work environment, students may be required to read and study technical manuals for their job.

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

Independent Living Skills: Strategic learning is not limited to learning in the educational environment, but learning life skills such as transportation, laundry, basic cooking, money management/budgeting, following through on commitments, personal wellness, balancing social and work/academic life Students with deaf-blindness need to be aware of structures and supports that are helping them be successful at the high school level and then they may need to advocate to be provided with these supports or be taught how to create them.

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

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Dottie:

Citizenship

The ability to be part of a community requires students to understand and follow the hidden curriculum of society, communicate effectively, and utilize interpersonal skills. These skills are important as students seek to promote their interests and goals in post-school employment and community involvement. As students communicate with peers and community members, their self-advocacy and leadership skills may assist them in being understood and supported by others. Further, learning to work in teams, either as the leader or a cooperative member, may be beneficial in school or work settings.

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

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

Independence and Generalization are often areas of need for students with deaf-blindness. Educational planning incorporates explicit planning for both, so when planning for post-secondary goals teams have to consider how to address this to promote increased competence for the individual student. Problem solving is especially useful as students encounter situations requiring independence, and competence in school and community activities. Further, these skills can assist students in community-based and work settings, where they often are expected to engage in tasks independently. Problem solving can also help students navigate coping difficulties, along with social difficulties with peers, teachers, family members, or other members of the community. Students with deaf-blindness might need step-by-step directions to follow when problem solving.

Goal setting- Learning how to set and attain goals may enable students to better understand and work toward what is most important to them.

Learning how to break large assignments into smaller chunks and set timelines for completion.

The attainment of these goals may be encouraging to students as they seek direction and independence in school and life endeavors.

Dottie:
Communication is a complex topic. Literacy, math, science, driver's ed, foreign languages, computer codes – they all have a language of their own and student's success depends on their ability to make sense of the words. Just think about the time your doctor used all those medical words, or your mechanic talked about flywheels and car stuff, or you read the directions in hopes of programming your new iphone.
Receptive communication/understanding language- the ability to follow directions, identify people and things, and responding to others. Educational examples include "go to the board", "write down this assignment", "give the book to him", etc. In the work setting receptive skills are displayed in gathering more or different materials, taking a break, and changing activities. How do we know when someone understands what has been said? They perform the requested action. Not performing it may mean a) they didn't understand or hear you, b) they are expressing that they don't want to do it, c) responding to language or some type of cue.

Expressive Communication – the ability to greet people, make requests, make wants and needs known, decline or refuse, and make choices. Examples of expressive communication include saying good morning to peers or co-workers, giving a reason for not completing an assignment, requesting coffee instead of tea.

One of the greatest barriers in deaf-blindness is isolation. This is often due to the lack of communication skills. Communication in the Deaf-Blind community consists of a variety of methods.
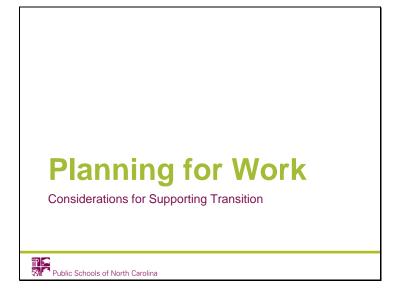
Communication modes: Spoken language, Sign Language, Tactile Sign Language, pictures/photographs, objects, communication boards, Assistive Technology communication devices

Think about the vocabulary you use at home, work, in community settings, with your friends and family.
Understanding academic vocabulary determines how well a student will understand subject area content. As a teacher think about the words you use to introduce new material or to review older material,
At work, you know your job address, job title, list of duties and technical terms related to the job, equipment that you use, co-workers' names, nearby restaurants, and on and on. You know who to go to when your computer dies and how to describe what happened, to your co-workers how your cat brought in a live critter last night, etc.
Without a reliable communication system, the student won't be able to effectively participate in postsecondary educational or vocational activities.

Slide 20

Planning for Work

Considerations for Supporting Transition

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Dottie:
Now we are going to look at an example to show the connections between assessment data, postsecondary goals, transition activities, and IEP goals related to preparing for work.

Transition Assessment Data - Dana

Based on information from Dana, her parents, and school staff:

- Reads at 1st grade level
- Uses ASL and AAC for expressive communication
- Learns new tasks using technology like Pictello stories and video taping for support
- Extensive job exploration and job sampling throughout high school
- She enjoys organizing and currently works in a local coffee shop stocking shelves
- She enjoys spending time with her younger cousins

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Dottie:

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

Transition Assessment Data – Dana (cont.)
- Requires 1:1 job coach for teaching, reinforcing and maintain focus and productivity
- Extensive communication challenges talking with supervisor, co-workers and others in the work environment
- Extremely proud of work and accomplishments
- Likes to stay busy and can handle a full daily schedule with appropriate break time built in
- Her vision requires 16 pt font
- She has bilateral cochlear implants

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Dottie:
This is a summary of Dana's transition assessment data. (read slide)

Transition Assessment Data – Dana (cont.)

- Blending work, school and recreation/physical activity is a challenge

- Is a charming easy going person and is well liked by peers

- Supervisors see the value of having him as part of their workforce

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Dottie:
(read slide)

Employment related PSG

Education/Training: After high school, Dana will attend a local Community College and take Continuing Education classes.

Employment: After high school, Dana will work in customized employment through supported employment opportunities in a pre-school and coffee shop.

Independent Living: After high school, Dana will live at home with her parents.

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Dottie:
Dana's PSG's are that she will secure employment positions through customized employment opportunities at a pre-school and coffee shop and will live at home with her parents while enrolling in North Carolina Post-secondary courses for independent living at the community college.

Slide 25

Transition Services: Instruction

9th	• Instruction in reading and math calculation and money skills, social skills, self advocacy, and self determination skills • Enroll in CTE Education and Training Course	EC Teacher, Dana, counselor, parents, CTE teacher, HI
10th	• Instruction in reading and math, money skills, social skills, self-advocacy, and self-determination skills • Enroll in CTE Education and Training Course	EC Teacher, Dana, counselor, parents, CTE teacher, HI
11th	• Instruction in reading and math, money skills and personal money management, social skills, self-advocacy, and self-determination skills • Enroll in CTE Education and Training Course	EC Teacher, Dana, counselor parents, CTE teacher, HI
12th	• Instruction in money management, self-advocacy, & self determination skills • Enroll in CTE Education and Training Course	EC Teacher, Dana, counselor, parents, CTE teacher, HI

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Dottie:
Remember each plan is created based on the individual's assessment information and post-secondary goals. For instruction, Dana will need instruction in reading and math calculation and money skills, social skills, self-advocacy, and self-determination skills. The team decided that it is important that Dana's instructional plan include money as a specific need in order to support both her employment goal and her ability to develop independence as an adult. She should enroll in Education and Training CTE courses. Again, you can see the progression of activities from 9th-12th that build upon each other.

Dottie:

Related Service Activities should help her access an integrated employment and community with her peers. 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. For Dana, linking her to transportation is going to be an important component of her transition plan. This is an example of linking activities to the specific needs of the student. Explore Public PARA transportation.

Slide 27

Transition Services: Community Experiences

9th	• Explore extracurricular activities/clubs at school to participate in • Explore possible volunteer opportunities in the community	Dana, EC teacher, Parents, HI
10th	• Explore activities within the community for leisure • Volunteer at local food bank	Dana, Parents, EC teacher, HI
11th	• Volunteer at a food pantry sorting and putting away food • Visit local community college Postsecondary Education program to explore continuing education opportunities	Dana, Parents, EC Teacher, HI
12th	• Continue volunteering within the community • Investigate job shadowing opportunities	Dana, Parents, EC teacher, HI

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Dottie:
Community experiences should 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 Dana, the plan ties closely to skills that she has mastered (doing laundry at home and being good at following organizational structures) and includes a progression that also links to her PS employment goal.

Slide 28

Dottie:
Employment activities provide opportunities for the student to make informed decisions after high school related to jobs. For Dana, her plan allows her to increase the complexity of work related experiences building toward her goal. Other opportunities to consider might be School Based Enterprises such as coffee shops, bakery, or monthly lunches offered to school staff. 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 with these transition activities. These employment activities are all designed to increase the skills she will need to get a job and successfully complete the requirements of a job.

Dottie:
Remember that Adult Living Skills are activities that are meant to teach skills that students 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 missing my bus, car breaks down, I lose my house key and can't get in, etc.).

For Dana, who is a more concrete learner, we want her to develop and carry a list of supports in case she is confronted with a situation she does not know how to handle. This can serve to cue her to request help when needed (as this was an area of need identified in her assessment information.)

Slide 30

Dottie:
For daily living skills, focus on activities they would complete on a daily basis in that parents/guardians start out doing for them but need to transition 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. Dana was already able to take care of her own laundry, but she has limited skills in the area of cooking and lacks independence with daily hygiene. Note the progression in activities.

Dottie:
Finally, the last area is Functional Vocational Assessments. These are practical assessments that include observations, data from task analyses, and other informal and formal measures. It is likely that Dana is lacking some necessary soft skills that may be identified through additional assessments and/or job related situational assessments. There are a lot of free transition assessments out there. Some resources will be shared at the end of the presentation. You can also refer to the transition toolkit to help with finding transition assessments. Don't forget that other folks in the building are doing transition assessments such as those 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. To make sure that the team understands the task demands of the various work situations that Dana will be working in, the team plans to conduct situational assessments and plan for intentional teaching of any skills that are required to support Dana's success.

Dottie:
Remember:
There must be at least one Annual IEP goal that assists the student in attaining each of their PSG:

Identify the skills needed to reach the PSG

Identify what skills the student has and what skills she needs to reach the PSG

Review Transition Services to determine which activities align with the identified needs

The IEP team may want to develop goals to address:

Comprehension

Communication

Organizational skills

Time Management

Functional money skills

Use of Assistive Technology & apps

Remember, the Annual Goal must be SMART

Specific, Measurable, Attainable, Relevant, and

Time-bound.

Most students with DB

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

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Dottie:
Here are some additional facts about deaf-blindness:
75 % of children aged 6-21 on the Deaf-Blind Census have the primary eligibility of MU

Regular classes – Includes students in residential schools, separate schools, and homebound.
Some are noted to have behavioral issues but often this is linked to lack of effective communication method

Dana's success can be linked to:

- Appropriate academic support
- Intentional focus on communication and other related skills (hygiene, transportation, self-advocacy) development
- Job experiences before age 14
- HIGH EXPECTATIONS

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Dottie:
Dana actually shares many characteristics with the majority of students who are deaf-blind – two or more disability categories including intellectual and orthopedic, significantly behind peers in academics, not interested in staying on a task for a real long time.
But, Dana had some experiences that many students with the same range of disabilities don't. Her family insisted on double functional academics – money skills; measuring for recipes and medication; shopping from a prepared list; knowing that ALL tasks have a beginning, middle, and end; survival word literacy; self-control techniques; experiences to develop concepts; asking for assistance; community exposure; to name a few examples.
The biggest difference for Dana is Expectations from her family, her teachers, and her service providers. Doubters became believers as she stepped up and performed. Often, we tend to assume because of vision and hearing loss the student can't or won't.
Another true life example is a young lady (DB) who had no chores at home, teachers let her slide a bit, no friends. She joined ROTC and had to perform the same drills, physical exercises, everything. As teachers saw her performing, more was expected academically, more independence required, no more sliding by in class.
And she gained friends.

Remember…

- Everyone likes something, some students just disguise their likes more than others
- Volunteer work builds needed skills
- Not all jobs require 8 hour shifts
- Consider multiple jobs, variety of jobs, customized jobs, modified schedules

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Dottie:
Remember…(read slide)

Resources for Services and IEP Goals

- Choosing Goals Tool

- CTE Curriculum Guide

- Indicator 13 Checklist

- NC-PSE Options Resource

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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 courses offered within your LEA and NCVPS to determine the Virtual Public Schools offerings. You should be able to click on each of these resources and go straight to their location on the web. Also, don't forget to look in the Transition Toolkit for additional resources.

Resources

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

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

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Dottie:
These are a range of resources that can assist teams in transition planning specific to students with deaf-blindness.

Slide 38

Contacts & Deaf-Blind Team Resources

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

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

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

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Dottie:

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

Thank You!

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

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