



**Beverly:**

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

My co-presenter today is Amy Campbell – Consultant for Visual Impairments 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 **Visual Impairments**.
- 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



### **Beverly:**

This webinar will provide more detailed disability specific resources and best practice recommendations for developing appropriate and effective transition plans for students with Visual Impairments.

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
- 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
- Early Connections
- Requesting Accommodations
- Time Management Skills
- Workplace Skill Development

## SPIN

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

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

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

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



### **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 and select appropriate transition services.

### Who are your SPIN resources?

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



### **Beverly:**

Others who may have interacted with the student may include: VR, youth groups, community organizations, Boy/Girl Scouts, volunteer work, Boys & Girls Club, 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



### **Beverly:**

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

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

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

## IDEA-Transition Services

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



### **Beverly:**

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

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

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

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

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



## Transition Services

- Instruction
- Related Services
- Community Experiences
- Employment 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.

## 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.


**Visual Impairment...**

...means an impairment that, even with correction, adversely affects a child's educational performance. The Term includes both partial sight and blindness. A VI is the result of a diagnosed ocular or cortical pathology.

- Visual acuity between 20/70 and 20/200 in better eye, after correction
- Visual acuity of 20/200 or less in better eye after correction or peripheral field no greater than 20°

NC Policies Governing Services for Children with Disabilities

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**Amy:**

Before discussing transition planning and post-secondary goals, we'd like to share some basic information regarding visual impairment. (**Read definition**) This definition is taken from the North Carolina Policies Governing Services for Children with Disabilities. For Visual Impairment to be a Primary or Secondary area of eligibility on an IEP, the student must meet one of these medical qualifications and in addition the disability must (A). Have an adverse effect on educational performance and (B). Require specially designed instruction. It's important to note that approximately 65% of students with Visual Impairment have additional disabilities. For this reason, many students served by Teachers of the Visually Impaired are made eligible for IEP services under a different eligibility category. In addition, the medical criteria listed for the disability area of Visual Impairment is not a gatekeeper determining if a Teacher of the Visually Impaired can become involved with a student, if the student is already made eligible for IEP services under a different category.

**Facts**


Individuals with Visual Impairment

- Only about 25-30% of working-age adults (age 15-64) are meaningfully employed
- 70-75% are either not employed or under employed  
(LaGrow, 2004)

Individuals with significant vision loss (total or near blindness and “trouble seeing, even when wearing glasses or contact lenses)

- Only 40.4% were employed in 2014  
(NFB, 2016)

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**Amy:**

When looking at the employment outcomes for individuals with visual impairment, the data isn't encouraging or promising. Depending on the source and how the term Visual Impairment is defined, employment rates can range from 25-40% (**read facts from slide**). Employment for individuals with Visual Impairment has long been a struggle and well documented within the field.

## Influencing Factors

- Relationships exist between instruction in the Expanded Core Curriculum and improved transition outcomes  
(Wolffe & Kelly, 2011)
- Degree of VI affects employment rate  
(LaGrow, 1999)
- Age of VI onset affects employment rate  
(Crudden & Hanye, 1999)
- Collaboration among agencies serving students with VI affects employment rate  
(Brown, Brown, & Glaser, 2013)



**Amy:**

There isn't a single contributing variable causing the poor employment rates for people with Visual Impairment, rather a collection of influencing factors. In a 2011 survey, researchers found a distinct relationship between students with Visual Impairment receiving instruction in the Expanded Core Curriculum prior to graduation and students going to college and/or getting a job. This shouldn't be surprising since the Expanded Core Curriculum (ECC) allows students with visual impairment to access the core curriculum. The ECC is comprised of 9 different domains of learning that are typically learned by sighted peers, but must be systematically taught to a student with visual impairment. The 9 skill areas include: compensatory access, sensory efficiency, assistive technology, orientation & mobility, independent living, social interaction, recreation and leisure, career education, and self-determination.

Research also shows that the degree of visual impairment and the age of VI onset both individually affect employment rate. A student with low vision is more likely to have employment than a person who is totally blind. And students who lose their sight in Middle School and High School are more likely to be employed than a congenitally blind student.

In addition, all agencies working with students with visual impairment play a role. If school districts and residential schools work alongside adult service agencies and community rehabilitation providers, the employment rate increases.

## Response

- Transition services should begin as early as possible
- Initiation of transition services needs to be earlier than 16 years of age
- Texas Services for Persons who are Blind and Visually Impaired begin transition planning at age 10

(Crudden, 2012)

- NC begins the Secondary Transition Component within the IEP process at age 14



### **Amy:**

Our response to these Facts and Influencing Factors is that Transition Services need to begin as early as possible! Federal Law states that is must be in place by age 16. The state of Texas, whom remains a role model for providing quality services to students with visual impairment, in part due to the state's proactive educational policies, starts transition planning at age 10. In the state of NC, IEP Transition Planning begins at age 14. It's at this time when Vocational Rehabilitation Counselors from the Division of Services for the Blind may become involved. The sooner we begin with our students in NC, the better the outcomes.

**Areas to Consider**

Strategic Learning	Independence & Generalization	Citizenship
		

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**Amy:**

For students with visual impairment there are several areas to consider. For today's purposes,

Three areas that are important to consider when planning appropriate services aimed to improve long term outcomes for students with Visual Impairments are:


**Strategic Learning, which is** "learning how to learn,"


**Independence & Generalization** which allows students to utilize skills across environments, activities, and people. This also supports flexibility and coping skills.

**Citizenship** - which includes a range of things necessary for one to be part of the larger community, including interpersonal skills.

## Strategic Learning

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



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**Amy:**

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.

Planning for transition should include increasing student's understanding of their own learning styles and how to best match their learning tools with activity.

Assistive Technology might be one of the tools that can assist students with their Post-Secondary goals. Not only do students with VI need to have the same knowledge about technology as sighted peers their age (such as creating/saving/printing documents), but they also have unique technologies to learn which assist when gaining access to the visual environment. For a student with low vision, Assistive Technology may include learning to use low vision devices (such as magnifiers and monoculars), or learning to access screen magnification on the computer screen. For a student who is blind, Assistive Technology may include digitally recording class lectures, learning to use a refreshable braille display connected with a computer, and/or accessing a computer using speech output. All Assistive Technology skills learned in the Middle School and High School years need to build so the student can support himself/herself independently within postsecondary environments. Essentially, assistive technology increases independence in the work setting and supports independent living.



## Study Skills

Study skills require good organizational skills, which are often a weakness for students with visual impairment. 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. Students must also learn how to maintain notes and school materials and how to prioritize daily demands

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. If a student can complete class assignments, but not take care of their dressing, grooming, and other personal care, she won't be successful in college life or the work environment. Students with VI 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 or be taught how to create them.

## Independence & Generalization

- Self-awareness
- Problem solving
- Goal setting



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**Amy:**

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

For students with Visual Impairment, the student needs to learn an awareness of individual rights and responsibilities.

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

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.

**Citizenship**

- Self-advocacy
- Disclosure
- Accessing Accommodations and Supports



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The slide features a title 'Citizenship' in green. Below it is a bulleted list with three items: 'Self-advocacy', 'Disclosure', and 'Accessing Accommodations and Supports', all in purple. To the right of the list is a colorful illustration of a group of stylized human figures in various colors (red, orange, yellow, green, blue, purple) standing together. At the bottom left of the slide is the logo for Public Schools of North Carolina, which includes a small icon of a building and the text 'Public Schools of North Carolina'.

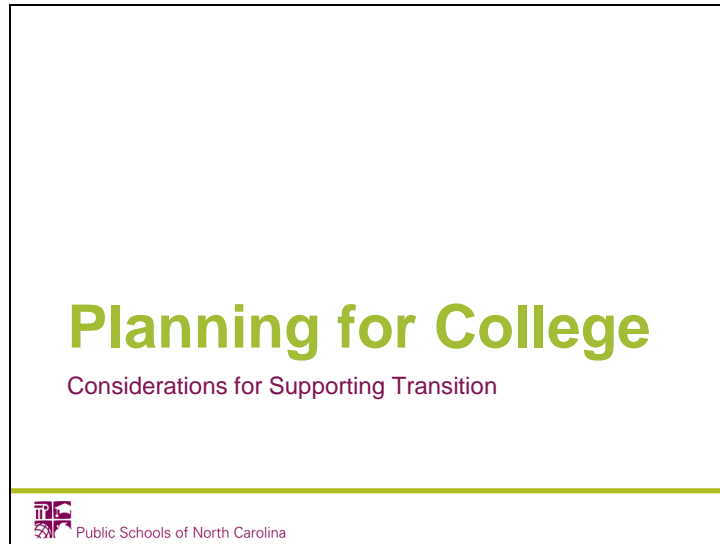
**Amy:**

**Citizenship**

The ability to be part of a community requires students to understand and follow society norms, 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. Often students with visual impairment shy away from participating in school clubs and organizations, because they are unsure how to socially interact with sighted peers.

Self-advocacy is critical. Students must be taught how to advocate for themselves. In college, students with Visual Impairment 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 Visual Impairment 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.



**Amy:**

Now we are going to look at some examples to show the connections between assessment data, postsecondary goals, transition activities, and IEP goals related to planning for college.

## Consider this:

ALTHOUGH 40.2% OF BLIND OR VISUALLY IMPAIRED INDIVIDUALS ARE IN THE WORKFORCE, LESS THAN 15% EARN A BACHELOR'S DEGREE AT AN ACCREDITED HIGHER LEARNING INSTITUTION...

(NFB, 2016)

For students with VI, significant relationships exist between youth who

- use assistive technology and then attend college
- receive instruction in braille and O&M and have a paid job
- use a computer for school assignments and are invited to social activities with friends

(Wolffe & Kelly, 2011)



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**Amy:**

**(Read slide)**

Again, we see a significant tie from instruction in the Expanded Core Curriculum and post-secondary transition outcomes.

## Self-Disclosure

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

### **Amy:**

While protections and services guaranteed by section 504 and the Americans with Disabilities Act, they are dependent on self-disclosure and limited to reasonable accommodations. Only 24% of students who received services in high school self-disclose to disability support service providers.


Additionally, the National Longitudinal Transition Study 2 found that 54% of students who received special education in high school did not consider themselves to have a disability by the time they transitioned to postsecondary education and therefore did not seek any accommodations. An additional 7% considered themselves to have a disability, but chose not to disclose it.

## Transition Assessment Data- Sarah

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

- Low vision with distance acuity of 20/150 and near acuity of 20/80, 14 years old, primarily a visual learner
- Uses large print and is learning to use low vision devices for accessing standard print
- Prefers to use the computer with magnification software for schoolwork completion and a screen sharing application to access distance classroom instruction
- At school, a paraeducator assists Sarah in obtaining large print copies of school work and helps her to organize school materials
- Sarah attends receives B's and C's in core classes and receives modified assignments. She does not ask for help when needed.
- Sarah is socially engaged throughout the school day, but is not connected with after school community activities
- Sarah enjoys being around young children and currently volunteers in the preschool class at her church. She has expressed a desire to teach when she finishes college.

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### **Amy:**

Remember that transition assessment data includes input from student, parents, and school personnel. Let's look at Sarah. **(read slide)** Based on this information, you can see that Sarah has a lot of potential to grow independently, but right now many of her advocating needs may be handled through the paraeducator. From the outside, Sarah looks as though she has a good handle on accessing her education and often will tell her teachers that she can see and understands. But upon closer review, she may not have gained problem solving and organization skills. She may not know how to explain how her visual impairment impacts her ability to see things in the classroom. She may have never had to explain to a classroom teacher that she can't see materials; her paraeducator may have handled these situations for her. Sarah may only know that her paraeducator makes sure she receives large print materials. When asked about the low vision magnification devices she uses during the school day she is likely to tell her Teacher of the Visually Impaired that "it's going well." However, when observed in class, Sarah may not know how to make decisions of how to match the low vision device with the activity and often will not use the tool efficiently. Sarah has a lot of potential to grow in personal and educational independence.



## College Bound related PSG

Education/Training: After graduation from high school, Sarah will attend a 4 year college to obtain a degree in early childhood/elementary education.

Employment: After graduation from college, Sarah will be a preschool or elementary teacher.


Independent Living: After graduation high school, Sarah will live on campus.



### **Amy:**

Sarah's post-secondary goals are the she wants to attend college to prepare for a job in the field of education. She plans to live on campus.


Transition Services: Instruction		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Instruction in reading comprehension and math problem solving, social skills, self-advocacy, and self-determination skills</li> <li>• Enroll in CTE courses such as Microsoft Word and PowerPoint and Computer Science</li> </ul>	EC Teacher, Sarah, parents, CTE teacher, VI Teacher
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Instruction in reading comprehension and math problem solving, social skills, self-advocacy, and self-determination skills</li> <li>• Enroll in CTE courses such as Parenting and Child Development</li> </ul>	EC Teacher, Sarah, parents, CTE teacher, VI Teacher
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Instruction in reading comprehension and math problem solving, social skills, self-advocacy, and self-determination skills</li> <li>• Enroll in CTE courses such as Personal and Professional Skills</li> </ul>	EC Teacher, Sarah, parents, CTE teacher, VI Teacher
12 <sup>th</sup>	<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 Principles of Family and Human Services</li> </ul>	EC Teacher, Sarah, parents, CTE teacher, VI Teacher

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**Amy:**

Next, we will look at some possible transition activities that Sarah needs to engage in to achieve her postsecondary goals. These next slides give some ideas on what transition activities Sarah needs to participate in, but are not an exhaustive list of transition activities she would need. On each slide, there are activities listed from 9<sup>th</sup> -12<sup>th</sup> grade. The team does not create a full 4-year plan in 9<sup>th</sup> grade. We listed all four grades to show a progression of the level of activity from year to year. Activities are not limited to only being done in the grade in which they are listed. Sarah is just an example and transition activities should meet the individual needs to help each student achieve his/her identified post-secondary goals based on data. For instruction, Sarah will need instruction in reading comprehension, math problem solving, social skills, self-advocacy, and self-determination. The team will want to specify that Sarah needs instruction in disability awareness to support her acquisition of self-advocacy skills. She should enroll in various CTE courses within Family and Consumer Sciences to have an introduction in child development and care.

<h2 style="text-align: center;">Transition Services: Related Services</h2>		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Consult with assistive technology team to determine options for organization and planning</li> <li>Identify types of vision support resources and agencies</li> </ul>	Sarah, EC Teacher, General Ed Teacher, Parent, VI Teacher
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Provide opportunities to use assistive technology devices such as a work organization/planner apps in a variety of settings</li> <li>Investigate financial resources on obtaining Assistive Technology devices needed</li> <li>Identify local vision support resources and agencies in the community</li> </ul>	Sarah, EC Teacher, General Ed Teacher, Parent, VI Teacher
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Research adult services that provide assistive technology</li> <li>Connect with local vision support resources and agencies in the community</li> </ul>	Sarah, EC Teacher, Parent, Transition Coordinator, VI Teacher
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Identify community resources such as doctor, transportation (O&amp;M), etc. for after graduation</li> <li>Connect with adult services who provide assistive technology</li> </ul>	Sarah, EC teacher, Transition Coordinator, VI Teacher, COMS


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**Amy:**

Related Services are activities that are not dependent on whether the student receives related services like Orientation & Mobility, Speech, Occupational Therapy, or Physical Therapy, but focus on activities that the student will need to access an integrated environment for education, work, and leisure. For example, activities related to use of Assistive Technology devices and working with the school counselor that are specific to Sarah’s needs.

Based on his assessment information, Sarah has difficulty organizing and prioritizing school work. The team is including use of work organization apps in her plan to address this area of need. Also, there are activities listed here that start connecting Sarah 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.

<h2 style="text-align: center;">Transition Services: Community Experiences</h2>		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Explore extracurricular activities at school to participate in (community service and career interest)</li> </ul>	Sarah, Club Sponsors, EC teacher, Parents, VI Teacher
10 <sup>th</sup>	<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>	Sarah, Parents, EC teacher, VI Teacher
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Tour colleges of interest</li> <li>Create a timeline for application due dates for selected colleges</li> <li>Apply to participate in the SAVVY (College Prep) Program offered through Division Services for the Blind</li> </ul>	Sarah, Parents, EC Teacher, VI Teacher
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Complete applications for selected colleges</li> <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> <li>Apply to attend EYE Retreat</li> </ul>	Sarah, Parents, EC teacher, VI Teacher

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**Amy:**

For Community Experiences, think about activities outside of the school like participation in school clubs, local organizations, & leisure opportunities that lead to involvement within the community. Don't forget about researching and touring colleges of interests and exploring and connecting with Disability Services & Resources.

Again, in thinking about Sarah's peer interaction and social skills, the team needs to intentionally plan for opportunities for Sarah to build on these as they are necessary for her Post Secondary Goals of attending college and living on campus.

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

<h2 style="text-align: center;">Transition Services: Employment</h2>		
<b>9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Make referral to Vocational Rehabilitation through Division of Services for the Blind</li> <li>• Interview individuals 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>	Sarah, EC teacher, parent, Counselor, VI Teacher
<b>10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Obtain a job in school (shadow a teacher)</li> <li>• Attend college night</li> <li>• Participate in on school campus job</li> </ul>	Sarah, EC teacher, parent, Counselor, VI Teacher
<b>11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Volunteer at church preschool/daycare and/or local daycare/preschool</li> <li>• Explore available college grants, loans, &amp; scholarships</li> </ul>	Sarah, EC teacher, parent, Counselor, VI Teacher
<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> <li>• Work at daycare/preschool in community</li> </ul>	Sarah, EC teacher, parent, Counselor, VI Teacher


**Amy:**

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

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

### Transition Services: Adult Living Skills


9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Maintain a sample checkbook based on sample budget</li> <li>Enroll in CTE Personal Finance class</li> </ul>	Sarah, parents, EC teacher, CTE Teacher, VI 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</li> </ul>	Sarah, parents, EC teacher, General Ed teacher, VI 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>	Sarah, parents, EC teacher, VI Teacher
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</li> </ul>	Sarah, parents, EC teacher, VI Teacher

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**Amy:**

Adult Living Skills activities are meant to teach students skills that they will need after high school that are not related to academics. Examples would be setting up a checking/savings account, creating/maintaining a budget, time-management skills (determining how long it will take to complete a task & scheduling enough time to get everything done), developing network of informal supports (who can I trust to ask questions about things I have never done---Example: I lock myself out of my dorm, who would I go to for help?

Transition Services: Daily Living Skills		
9 <sup>th</sup>	<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> <li>Explore public transportation options, practice reading route maps (O&amp;M)</li> </ul>	Sarah, parents, EC teacher, VI Teacher, COMS
10 <sup>th</sup>	<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> <li>Practice creating and following daily routine for hygiene, sleep, homework, and chores</li> <li>Use public transportation to independently travel from home to one location (O&amp;M)</li> </ul>	Sarah, parents, EC teacher, VI Teacher, COMS
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Develop cooking skills by following simple recipes</li> <li>Use public transportation to independently travel from home to one location (O&amp;M)</li> </ul>	Sarah, parents, EC teacher, VI Teacher, COMS
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Create a budget that includes food, living, clothing, &amp; leisure activities</li> <li>Explore public transportation options offered near college of choice (O&amp;M)</li> </ul>	Sarah, parents, EC teacher, VI Teacher, COMS


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**Amy:**

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 to do independently like washing clothes, minor repairs, & cooking. Each year the activities should progress to the student completing more complex tasks independently. Some activities would work in multiple categories like Related Services, Adult Living Skills, and Daily Living Skills. Do not get stuck on which category to put the activity, just ensure that it does fit within the definition of the category and that you have included activities that encompass the functional and academic strengths, preference, interests, and needs of the student. In Sarah’s case, she is unable to get a driver’s license, so Sarah will need to become independent with public transportation. This plan shows a graduated sequence of intentional steps for her to accomplish this.

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>	Sarah, parents, EC teacher, CTE teacher, Transition Coordinator, VI Teacher
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Take pre-ACT/SAT and review results for</li> <li>Update College Readiness Assessment</li> <li>Conduct Situational Assessment of school job experience</li> </ul>	Sarah, parents, EC Teacher, Counselor, Administrator, VI Teacher
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Take ACT/SAT and review results for</li> <li>Update College Readiness Assessment</li> <li>Conduct Situational Assessment of volunteer job experience</li> </ul>	Sarah, parents, EC Teacher, Counselor, Administrator, VI Teacher
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Update College Readiness Assessment</li> <li>Conduct Situational Assessment of job shadowing experience</li> </ul>	Sarah, parents, EC Teacher, Counselor, Administrator, VI Teacher

**Amy:**

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 Sarah 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 may 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 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 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 Post-Secondary Goal (PSG):
  - Identify the skills needed to reach the PSG
  - Identify what skills the student has and what skills he needs to reach the PSG
  - Review Transition Services to determine which activities align with the identified needs
- The IEP team may want to develop goals to address:
  - Comprehension
  - Organizational Skills
  - Problem Solving
  - Communication
  - Time Management
  - Financial Management
  - Adaptive Skills

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

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**Amy:**

Again, remember:

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

Identify the skills needed to reach the PSG

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

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

The IEP team may want to develop goals to address:

Comprehension

Organizational Skills

Problem Solving

Communication

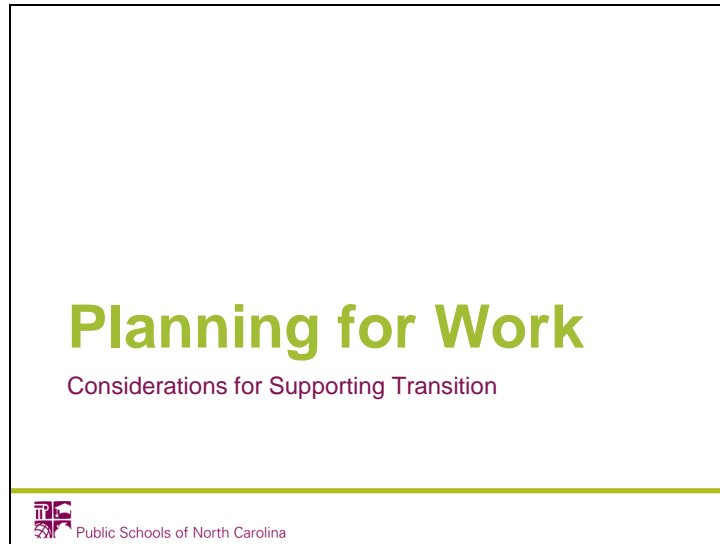
Time Management

Financial Management

Adaptive Skills

Remember, the Annual Goal must be SMART

Specific, Measurable, Attainable, Relevant, and Time-bound.



**Amy:**

Now we are going to look at some examples to show the connections between assessment data, postsecondary goals, transition activities, and IEP goals related to planning for work.

## Transition Assessment Data- John

Based on information from John, his parents, and school staff, John:

- Congenitally blind, 14 years old, primarily a tactile learner
- One handed braille reader with reading similar to peers in regards to comprehension, but significantly slower reading rate
- Struggles significantly with basic arithmetic and problem solving
- Interested in things that are technology-based, but prefers using a Perkins braille writer to complete work
- Rote traveler who easily becomes spatially confused on the high school campus and out within the community
- At school a para-educator assists him to classes and helps to organize his school work
- Capable of completing many daily living skill activities with relative independence, but is passive and waits to receive assistance
- Socially interacts with adults, but not interested in meeting peers
- Requires additional time & tutoring assistance to complete schoolwork
- Enjoys talking people and has expressed interest in working at a store as a greeter and phone receptionist
- He enjoys helping people and has expressed an interest in working at a store as a greeter and phone receptionist.



### Amy:

Here is our next example. In this scenario, John is planning to work as store greeter and phone receptionist after graduation from high school. Remember that transition assessment data includes input from student, parents, and school personnel. Let's look at John. **(read info)**

Based upon this information, there is a great deal of organization of school materials and braille preparation of materials that must be coordinated among the EC and general education team.

It's important to point out that although John participates in standard course of study classes, his IEP allows him to complete modified assignments with extended time. John requires a high level of academic support to be successful in the classes. The TVI consistently works with the paraeducator, encouraging her to "step back" while also encouraging general education teachers to maintain high expectations and not falter to the attitude of "if he can't get it done, don't worry about it."

Getting John out of his comfort zone and learning new things can be a challenge. He easily will shy away from technology devices and needs a lot of encouragement and prompting to use new tools.

Despite being in classes with typically developing peers, John prefers to interact only with adults in his life (i.e., paraeducator and close family members). He doesn't feel like he has anything in common with peers, but really enjoys carrying a conversation with adults.

John receives services from a Certified Orientation and Mobility Specialist. He has always struggled with spatial concepts, and as a result can easily get turned around in semi-familiar environments.

## Employment related PSG

Education/Training: After graduation from high school, John will attend job development classes through the Division of Services for the Blind (Independent Living Rehabilitation Seminar).

Employment: After graduation from high school, John will work as a store greeter and phone receptionist.

Independent Living: After graduation from high school, John will live at home with his parents.




**Amy:**

John's Post-Secondary Goals are that he will get a job working as a greeter and phone receptionist.

### Transition Services: Instruction

<b>9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in reading and math calculation and money skills, social skills, self advocacy, and self determination skills</li> <li>• Enroll in CTE Education and Training Course</li> </ul>	EC Teacher, John, parents, CTE teacher, VI Teacher
<b>10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in reading and math, money skills, social skills, self-advocacy, and self-determination skills</li> <li>• Enroll in CTE Education and Training Course</li> </ul>	EC Teacher, John, parents, CTE teacher, VI Teacher
<b>11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Instruction in reading and math, money skills and personal money management, social skills, self-advocacy, and self-determination skills</li> <li>• Enroll in CTE Education and Training Course</li> </ul>	EC Teacher, John, parents, CTE teacher, VI 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 Education and Training Course</li> </ul>	EC Teacher, John, parents, CTE teacher, VI Teacher


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**Amy:**

Remember each plan is created based on the individual’s assessment information and post-secondary goals. For instruction, John 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 John’s instructional plan include money as a specific need to support both his employment goal and his ability to develop independence as an adult. He should enroll in Education and Training CTE courses. Again, hopefully you can see the progression of activities from 9<sup>th</sup>-12<sup>th</sup> that build upon each other.

CTE Education classes can vary from LEA to LEA. Check and see what’s available in the student’s high school. Remember that CTE courses can be repeated, if needed.

<h2 style="text-align: center;">Transition Services: Related Services</h2>		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Explore the types of transportation available in the community.</li> </ul>	John, EC Teacher, Parent, VI Teacher, COMS
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Ride transportation from home to a familiar location and back with assistance. Read bus schedule for familiar route.</li> </ul>	John, EC Teacher, Parent, VI Teacher, COMS
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Ride transportation to more than one location and back with assistance.</li> <li>Ride transportation from home to a familiar location and back independently.</li> </ul>	John, EC Teacher, Parent, Transition Coordinator, VI Teacher, COMS
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Ride transportation to more than one location and back independently.</li> </ul>	John, EC teacher, Parent, Transition Coordinator, VI Teacher, COMS


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**Amy:**

Related Service Activities should help students access integrated employment and community with their 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 postsecondary goals. For John, linking his to transportation is going to be a component of his transition plan. This is an example of linking activities to the specific needs of the student. When it comes to independence, we should always set the bar high with elevated expectations.

<h2 style="text-align: center;">Transition Services: Community Experiences</h2>		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Explore extracurricular activities/clubs at school to participate in</li> <li>• Explore possible volunteer opportunities in the community</li> <li>• Participation in Community Service Project</li> <li>• Attend Recreation &amp; Leisure Club for the VI</li> </ul>	John, EC teacher, Parents, VI Teacher
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Explore activities within the community for leisure</li> <li>• Explore local non-profit organizations within the community</li> <li>• Attend Governor Morehead School Expanded Core Curriculum Camp during the summer</li> </ul>	John, Parents, EC teacher, VI Teacher
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Volunteer at a local non-profit</li> <li>• Apply to participate in the SAVVY (World of Work) Program offered through Division Services for the Blind</li> <li>• Visit local community college Postsecondary Education program</li> </ul>	John, Parents, EC Teacher, Transition Coordinator, VI Teacher
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Continue volunteering within the community</li> <li>• Apply to participate in the SAVVY (World of Work) Program offered through Division Services for the Blind</li> <li>• Investigate job shadowing opportunities</li> </ul>	John, Parents, EC teacher, VI Teacher

**Amy:**

Community experiences should provide supports/instruction/guidance in accessing school clubs, community organizations, or citizenship skills. Start at the school level with activities the student already participates in, and explore activities that lead to integrated and active participation within the community after high school. For John, the plan ties closely to skills that he need to master to be successfully employed. In addition, these programs include a progression that links to his Post-Secondary Employment Goal. Community Programs geared specifically for students with visual impairment:

GMS ECC Summer Program


SAVVY (Summer Adjustment to Blindness Vital to Visually Impaired Youth)

Envisioning Youth Empowerment (EYE Retreat)

Remember, these are simply opportunities. Just because your student may live far away, doesn't mean the agencies/activities don't provide transportation options.



Transition Services: Employment		
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Make referral to Vocational Rehabilitation through Division of Services for the Blind</li> <li>• Provide daily schoolwide morning announcements</li> <li>• Practice responding to basic interview questions</li> </ul>	John, EC teacher, parent, Counselor, VI Teacher
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Work as a door greeter at special school events and pass out programs</li> <li>• Practice responding to interview questions</li> </ul>	John, EC teacher, parent, Counselor, VR Counselor, VI Teacher
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Work at ticket sales booth for school sporting events</li> <li>• Practice use of A-T devices to fill out forms</li> <li>• Use A-T to develop resume</li> </ul>	John, EC teacher, parent, Counselor, VR Counselor, VI Teacher
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Volunteer as a greeter in the community off school campus during weekends and/or summer</li> <li>• Use A-T device to support filling out an application</li> </ul>	John, EC teacher, parent, Counselor, VI Teacher

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**Amy:**


Employment activities provide opportunities for the student to make informed decisions after high school related to jobs. For John, his plan allows him to increase the complexity of work related experiences building toward his 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 he will need to get a job and successfully complete the requirements of a job.

Remember, when an outside agency is expected to provide or pay for services, they must be invited to the IEP meeting and this requires permission to invite an outside agency.

Also, remember that the specific activities included on the plan do not always need to match the student's employment choice. Teams need to be mindful that any sort of activity included in the plan will teach skills such as promptness, work efficiency, and politeness; and, allows an opportunity for job sampling to help determine the right job fit.

### Transition Services: Adult Living Skills

9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Create and follow schedule for routine daily activities</li> </ul>	John, parents, EC teacher, General Ed teacher, VI Teacher
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Complete before school routine including lunch preparation independently</li> <li>Practice time-management skills by making to do lists and planning out how much time it will take to complete each task</li> </ul>	John, parents, EC teacher, General Ed teacher, VI Teacher
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Practice time-management skills by following time management lists to complete a series of tasks on time</li> </ul>	John, parents, EC teacher, Counselor, VI Teacher
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Create portable list of community and informal supports with contact information</li> <li>Register to Vote &amp; Selective Services</li> </ul>	John, parents, EC teacher, Counselor, VI Teacher


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**Amy:**

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

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


<b>Transition Services: Daily Living Skills</b>		
9 <sup>th</sup>	<ul style="list-style-type: none"><li>• Develop telephone skills for making calls and leaving messages</li><li>• Follow routines for daily hygiene</li></ul>	John, parents, EC teacher, VI Teacher
10 <sup>th</sup>	<ul style="list-style-type: none"><li>• Develop time management skills for working as a greeter</li><li>• Follow routines for daily hygiene</li><li>• Identify clothes and match clothes for employment settings</li></ul>	John, parents, EC teacher, VI Teacher
11 <sup>th</sup>	<ul style="list-style-type: none"><li>• Develop money management skills that include creating a budget</li><li>• Shopping for employment clothes and choosing specific weather/occasion apparel</li></ul>	John, parents, EC teacher, VI Teacher
12 <sup>th</sup>	<ul style="list-style-type: none"><li>• Develop money management and banking skills</li><li>• Setting a budget for clothes and hygiene items and then shopping to purchase needed items</li></ul>	John, parents, EC teacher, VI Teacher

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**Amy:**

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 to do independently like selecting which clothes to wear and personal hygiene prompting. 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. If you recall, John has the tendency of being passive when it comes to skills of independent/daily living. He needs to be challenged to do more for himself with fading prompts. Note the progression in activities.

<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</li> <li>Conduct Situational Assessment for participating in morning announcement activity</li> </ul>	John, parents, EC teacher, CTE teacher, Transition Coordinator, VI Teacher
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Conduct a Task Analysis for greeting people at the door during school events</li> </ul>	John, EC Teacher, Counselor, VI Teacher
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Conduct Situational Assessment for working at a ticket booth during school sporting events</li> </ul>	John, EC Teacher, Counselor, VI Teacher
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Conduct Situational Assessment Criteria for volunteering at a community non-profit activity</li> </ul>	John, parents, EC Teacher, Counselor, VI Teacher


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**Amy:**

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 John 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 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.

To make sure that the team understands the task demands of the various work situations that John will be working in, the team plans to conduct situational assessments and plan for intentional teaching of any skills that are required to support John's success.

CONDUCT SITUATIONAL ASSESSMENT: means OBSERVING the STUDENT PERFORMING IN ACTUAL SETTING

**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 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.

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**Amy:**

**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.

### Resources for Services and IEP Goals

- [Choosing Goals Tool](#)
- [CTE Curriculum Guide](#)
- [Indicator 13 Checklist](#)
- [NC-PSE Options Resource](#)

**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 offerings 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

- College Guide for Students with Visual Impairments  
<http://www.bestcolleges.com/resources/college-planning-with-visual-impairments/>
- Paths to Transition <http://www.perkinselearning.org/transition>
- Transition to Adulthood  
<http://www.tsbvi.edu/component/content/article?id=4455:transition-to-adulthood>
- Transition and Students with Visual Impairment Resources  
<http://msb.dese.mo.gov/documents/Transition-Resources-for-BTF.pdf>
- *Activities to Encourage Employability Skills in Middle Childhood*, *Journal of Visual Impairment and Blindness*, November-December 2013
- Post Secondary Education Calendar For Students Who Are Blind Visually Impaired  
[http://education.ky.gov/educational/ccadv/op/documents/calendarposts\\_econdaryrevised.doc](http://education.ky.gov/educational/ccadv/op/documents/calendarposts_econdaryrevised.doc)
- Secondary Transition Planning: A Framework for Successful Transition Planning for Young People with Special Needs  
[http://www.gov.pe.ca/photos/original/ed\\_secondarypl.pdf](http://www.gov.pe.ca/photos/original/ed_secondarypl.pdf)



### **Amy:**

These are a range of resources that can assist teams in transition planning specific to students with Visual Impairment.



## Division of Services for the Blind: Regional Offices

- Asheville district

Eddie Everett  
[Eddie.Everett@dhhs.nc.gov](mailto:Eddie.Everett@dhhs.nc.gov)

- Charlotte district

Eddie Everett  
[Eddie.Everett@dhhs.nc.gov](mailto:Eddie.Everett@dhhs.nc.gov)

- Fayetteville district

Christy King  
[christy.king@dhhs.nc.gov](mailto:christy.king@dhhs.nc.gov)

- Greenville district

Craig Respass  
[craig.respass@dhhs.nc.gov](mailto:craig.respass@dhhs.nc.gov)

- Raleigh district

Betty Ghonston  
[bettygholston@dhhs.nc.gov](mailto:bettygholston@dhhs.nc.gov)

- Wilmington district

Kim Joyner  
[kim.joyner@dhhs.nc.gov](mailto:kim.joyner@dhhs.nc.gov)

- Winston-Salem district

Sheryl Dotson  
[sheryl.dotson@dhhs.nc.gov](mailto:sheryl.dotson@dhhs.nc.gov)

<https://www.ncdhhs.gov/divisions/dsb/district-offices>



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**Thank You!**

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

**Next Webinar**

Secondary Transition Topic Webinar:  
Deaf-Blind  
April 19, 2017  
3:30-4:30 PM

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**Beverly:**


Thank you for attending the webinar. The power point will be posted in Tab 17 of the Transition Toolkit. The Next Webinar will be on April 19, 2017 from 3:30-4:30. It will cover Secondary Transition specific to students with Deaf-Blindness. This will be the final webinar in our series on Secondary Transition Topic webinars.

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Education  
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**Beverly:**

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