

Handouts from Part 1:

You will need the following handouts provided for this training:

- ◆ Assessment Handout (Transition Coalition)
- ◆ Transition Information Gathering Form
- ◆ Assessment Information- Sensory Disabilities
- ◆ CCTS Informational Flyer


Handouts for Part 2:

You will need the following handouts provided for this training:

- ◆ Deaf-Blind Resources
- ◆ Transition Article - NCDB
- ◆ Transition Plan for David
- ◆ Transition Plan for Kevin
- ◆ Transition Plan for Lilly
- ◆ Transition Plan for Rolanda

Thanks to the children, families, and service providers who make sharing videos possible.

While we all know we are not perfect, it is hard to have ourselves starring in videos that may have some... “Oh rats, I wished I hadn’t done that!”



Washington Sensory Disabilities Services

Catching the Vision:

Life after High School for Teens with Combined Vision and Hearing Loss

Part 2

February 5, 2013
2-Part Training

Presenters: Kathee Scoggin
Sue Ann Bube

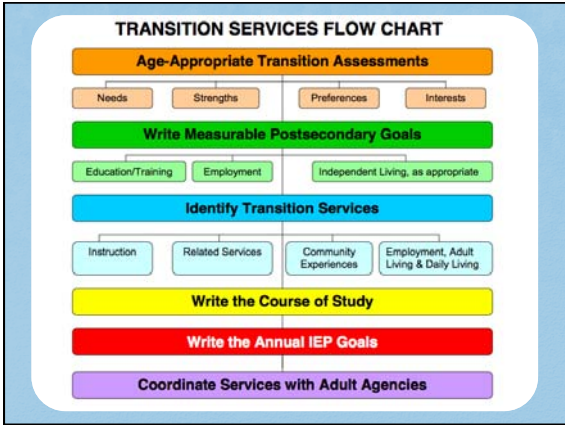
Outcomes for Today's Session

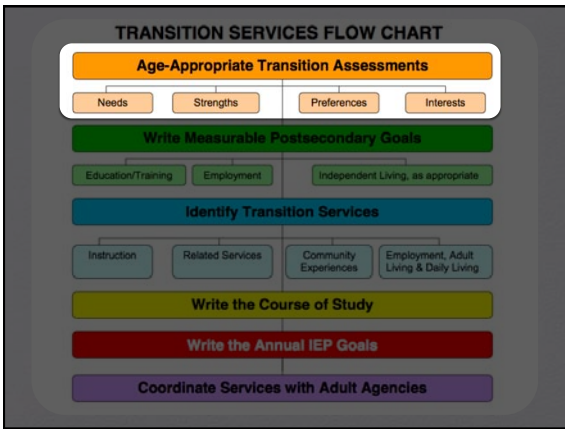
Participants will gain a better understanding of:

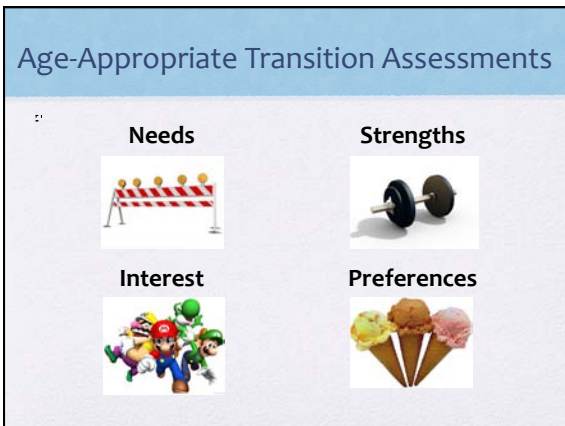
- Vision for the future
- Transition services
- Coordinating with adult agencies

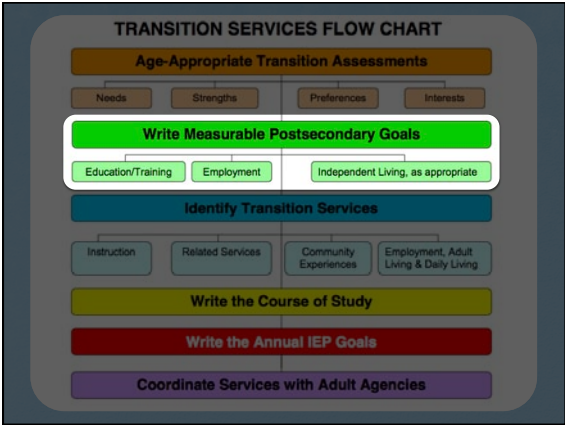
Today's Agenda

- Secondary Transition Program Components
 - Quick review of Postsecondary goals
 - Transition Services
 - Course of Study
 - Annual IEP Goals
 - Adult Agencies









Postsecondary Goals

- Should reflect...
 - high but realistic expectations
 - “forward movement” instead of a “dead-end” approach
- Can incorporate external supports
- May initially be less specific, increasing in detail as the student approaches graduation
- May change year to year, sometimes slightly, sometimes drastically

Write Measurable Postsecondary Goals

Formula:

After high school (student) will (measured behavior) (where & how).

Measurable Postsecondary Goals

Education: After graduation, Miranda will participate in a center-based program designed to teach daily living skills along with community and social integration.

Employment: After graduation, Miranda will receive job development services from vocational rehabilitation staff at the Occupational Training Center.

Remember Miranda



Question #1



Which of the following postsecondary goals are accurately written for Miranda?

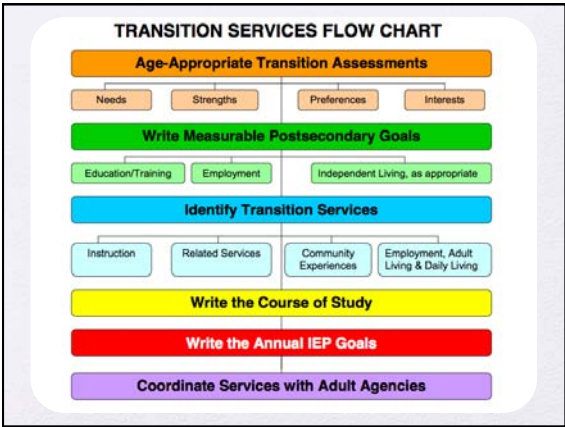
- A. Miranda will run her own business with supports.
- B. Miranda wants to run her own business.
- C. Miranda will run her own business in the food service industry, after completing high school.
- D. None of the above

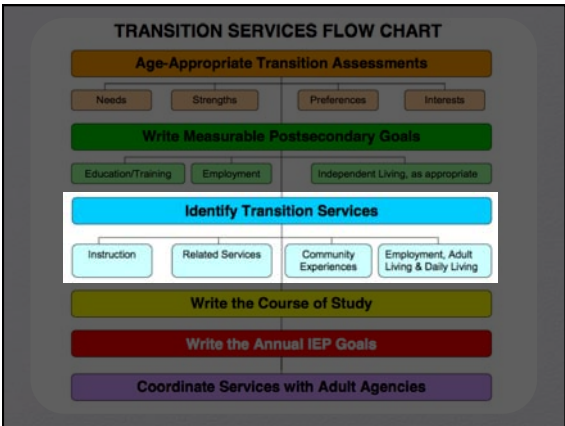
Clock Hour Question

Audrey & Nephew



- 26 years old
- Has Usher Syndrome- diagnosed in middle of her senior year in high school
- Communicates through speech, sign and written language
- Working as medical office assistant in small community
- Lives in a home she bought almost 7 years ago
- Fun? Developing a wish list of things she wants to do before she loses all her vision; goes dancing with friends; scrapbooking; plays with her nephew when he is in town





Transition Services

- ❑ Transition services are a set of coordinated activities designed to be a results-oriented process that facilitates the successful movement from school to postsecondary living.
- ❑ These activities are based on the student's needs, strengths, preferences, and interests.
- ❑ Transition services include instruction, related services, community experiences, the development of employment and other post-school living objectives and when appropriate, daily living skills.

Transition Services

```

graph TD
    A[Identify Transition Services] --> B[Instruction]
    A --> C[Related Services]
    A --> D[Community Experiences]
    A --> E[Employment, Adult Living & Daily Living]
  
```

Should focus on
academic and functional achievement
to facilitate movement
from school to post-school life.

Questions to Consider

- ❑ What experiences must the student participate in this academic year that are necessary for achieving the identified postsecondary goals?
- ❑ What services & specific instruction are essential this year for the student to develop skills and knowledge to attain their PS goals?

Transition Services

Postsecondary Goal (Education/Training):

After graduation, David will receive on the job training from vocational rehabilitation staff at the Occupational Training Center.

• Community-based vocational training	Training Center Staff
• Instruction on use of augmentative communication device	Special Ed teacher/Speech Therapist
• Picture Career Interest Inventory	Special Ed Staff
• AT Evaluation to determine appropriate device for communication in post-school environments	Speech Therapist

Remember Miranda



What are some transition services that you think Miranda would need in:

- Specially designed instruction
- Related services
- Community experiences
- Employment, Adult living and Daily living

Remember Miranda

Postsecondary Goal (Independent Living):

After graduation, Miranda will make choices about what to wear and will participate to the maximum extent possible in dressing and grooming routines for home and work environments.

Remember Miranda

Postsecondary Goal (Independent Living):
 After graduation, Miranda will make choices about what to wear and will participate to the maximum extent possible in dressing and grooming routines for home and work environments.

- Personal Management Instruction Special Education Providers
- Instruction on accessing a portable communication system Special Education Providers

Remember Miranda

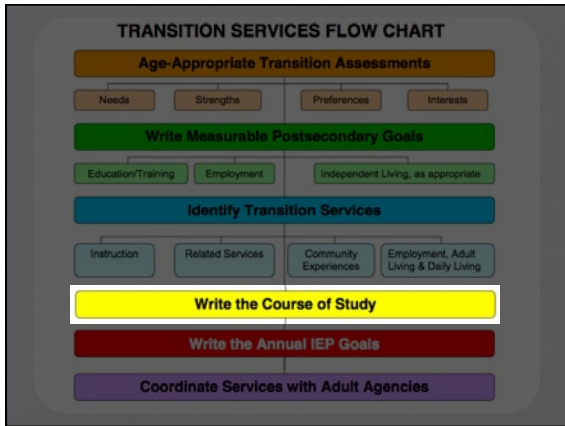
Postsecondary Goal (Employment):
 After graduation, Miranda will be self-employed, continuing to expand Miranda's Jittery Jalopy Delivery with supports.

What about Audrey?



What are some transition services that you think Audrey would need in:


- Specially designed instruction
- Related services
- Community experiences
- Employment, Adult living and Daily living



Course of Study

The course of study is a current description of coursework and/or activities to achieve the student's desired post-school goals.

Based on multiple interest inventories, Sue Ann would like to move to Abu Dhabi. This year she will enroll in appropriate language and history classes. She will also study math specifically to learn how to create a budget for this trip (calculate cost, savings, vehicles...).



Course of Study

Medically Fragile student with significant cognitive and physical disabilities who has a modified curriculum.

Jen will continue to receive specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills, and will participate in work experience and vocational elective courses during her last 2 years of school.

Course of Study

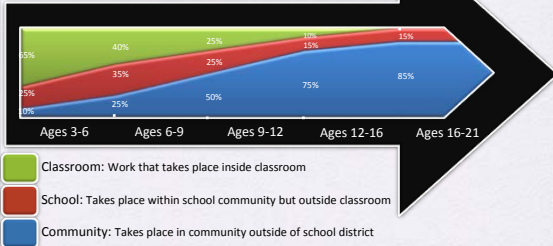
This is a student with significant cognitive and physical disabilities who has a modified curriculum.

During his upcoming senior year, Andy will receive specially designed instruction with an alternate curriculum, including instruction focused on career development, functional academics, and community referenced skills that are linked to the state standards for Reading and Math.

Course of Study

- Career/Technical Class (2 credits)
- Life Skills (3 credits)
- Math for Living (2 credits)
- Adaptive PE (1 credit)

Community Intensive Instruction for Students with Significant Needs



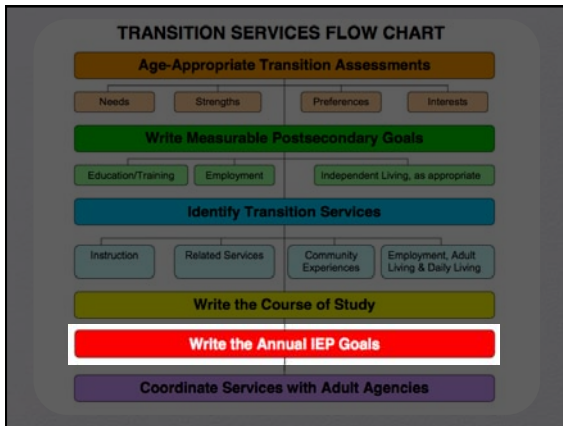
Adapted by the Center for Change in Transition Services and Kathee Scoggins, Washington Sensory Disabilities Services from: Sallor, W., Halvorsen, A., Anderson, J., Goetz, L., Gee, K., Doering, K., & Hunt, P. (1986). Community intensive instruction. IN R. Horner, L. Meyer, & B. Fredericks (Eds.), Education of learners with severe handicaps: Exemplary service strategies. Baltimore: Paul Brookes.

Question #2



After Transition **assessment** and establishing the **postsecondary goals** with the student, family and team, what are the next two areas of transition addressed?

Clock Hour Question



Write the Annual IEP Goals



Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a 12-month period of the student's program.

Write the Annual IEP Goals

Measurable annual goals include timeframe, conditions, behavior and criterion.

Once the student reaches age 16, annual goals in the IEP should align to support the student in their progress towards the postsecondary goals.

Questions to Consider

- What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals?
- What skills and knowledge does the student currently have that support their postsecondary goals?

Write the Annual IEP Goals – Example

Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy (an 80% increase from her current rate of 15% accuracy) by December of the current school year.


Which annual goal/service area would **not** be appropriate for Miranda?

Remember to consider her postsecondary goal

- A. Locate groceries and clothing in a familiar store
- B. Navigate safely in her motorized wheelchair
- C. Complete graduation requirements
- D. Communicate effectively with a voice output device

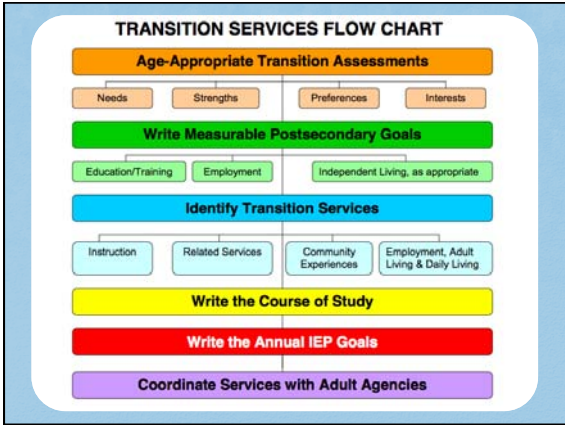
Activity

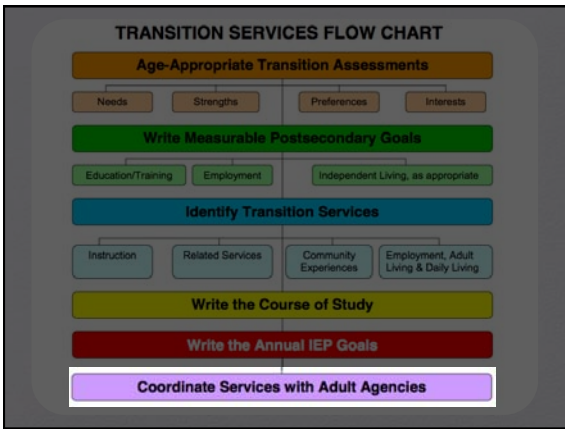
Think about Miranda, Audrey, or your own student and write an example of a annual goal that would align with the student's postsecondary goal.

Question #3 

When you think of students of postsecondary transition age, what is critical for them to be successful as an adult if all the components of the transition plan are accurate and thoughtfully completed considering the student's needs, strengths, preferences and interests?

Clock Hour Question



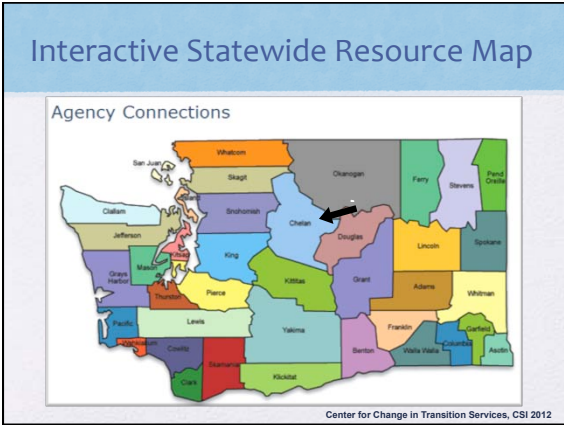


Agency Linkages

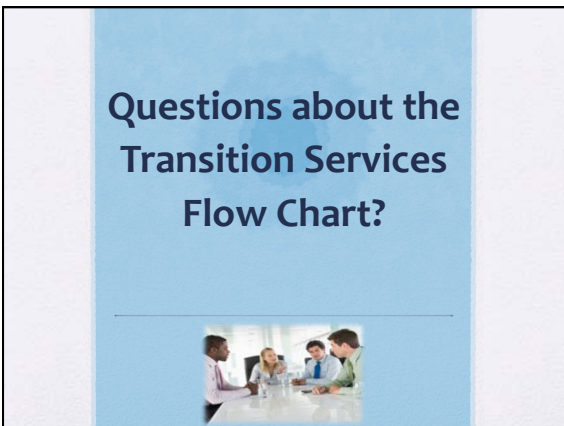
Transition Services are designed to be a results-oriented process that facilitates the movement from school to postsecondary living activities.

These services include adult services when appropriate.

Some adult services may be accessed while the student is still enrolled in high school, while other agency connections can be made during high school and accessed after the student exits school.







Review

- What are the four additional steps that need to be addressed in all IEPs for secondary-level students after assessment and postsecondary goals?
- What must all IEP goals and objectives relate to once the student has reached secondary transition plan age?
- Name one strategy you learned today that will help your IEP team improve age-appropriate transition planning.

Training provided today is meant to supplement and not supplant reading bulletins and accompanying documents; guidance from the U.S. Department of Education; chapter 392-172A WAC; Part 300 of the federal regulations; and, the Individuals with Disabilities Act.

This presentation and/or materials should be viewed and applied by users according to their specific needs. The presentation should be used as guidance and is not intended as legal advice.

**Washington Sensory
Disabilities Services (WSDS)**


WSDS is here to help families and service providers by supporting the developmental and learning needs of children aged birth to 21 who are:

- ◆ Deaf or hard of hearing
- ◆ Blind or visually impaired
- ◆ Deaf-blind or combined vision and hearing loss

WSDS is a state needs project funded through the Office of Superintendent of Public Instruction – Special Education Section.


www.wsdsonline.org

CCTS & WSDS Contacts



www.seattleu.edu/ccts
Email: ccts@seattleu.edu
Phone: (206) 296-6494





Washington Sensory Disabilities Services

WSDS Website: www.wsdsonline.org

WA DB Project Facebook Page:
www.facebook.com/dbprojectwa

Kathee's email:
kscogginwds@gmail.com

Recorded Trainings & Video Topics:

There are six training series now available on our website for Students with Multiple Disabilities Including Deaf-Blindness:

- Two-Part: Identifying and Supporting Young Children...
- Two-Part: Person Centered Planning
- One-Part: Is It "Problem Behavior?"
- Four-Part: Active Learning
- Three-Part: Communication Matrix
- Three-Part: Planning for Their Success

www.wsdsonline.org/training/recorded-trainings/

Each Video Topic has 4 tabs which includes: an Intro, videos, FAQs, and More Information.

- Experience Book
- Hand Under Hand
- Likes/Dislikes
- Peer Programs
- Resonance Board
- Routines
- Space for Active Learning
- Usher Syndrome

www.wsdsonline.org/video-library/deaf-blind-videos/

Other Trainings:

Infant & Early Childhood Conference (IECC)

May 1 – 3, 2013 – Tacoma, WA

www.ieccwa.org

Combined Summer Institute (CSI)

July 22 – 25, 2013 – Wenatchee, WA

www.ncesd.org/CSI

www.wsdsonline.org/calendar
