Providing Transition-Focused Activities Online and At Home

March 24, 2020
11:00 AM (Eastern)
Purpose of Today’s Webinar

**Is:** to share with families and professionals tips and resources to support the continued learning and skill development of transition age students, while school and community access are severely restricted due to COVID-19.

**Isn’t:** to provide federal, state, or legal guidance regarding how to provide services and meet requirements under IDEA, WIOA, or other agency legislations.

Please refer to the following current guidance documents:

- [OSERS Q&A Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#)
- [USDOE Supplemental Fact Sheet - 3-21-20](#)
- [COVID-19 - Information and Resources for Schools and School Personnel](#)
- [Office of Civil Rights Fact Sheet](#)
- [CASE - COVID 19 - Considerations for Special Ed. Administrators](#)
Helpful COVID-19 Webinars for Educators

• CASE - COVID - 19 Considerations for Special Education Administrators
• CEC - Teaching Online During COVID - 19
• Joint NASDSE/CASE/CCSSO - March 13th - COVID Webinar
March 20, 2020

Identify Where Your School Is Located

**Completely Closed**
- School is completely closed.
- No services provided to any student.

**Homework Packets**
- School is closed, but learning activities are being provided for students.
- Learning activities are primarily parent/guardian supported.

**Continuous Learning Opportunities**
- School is closed, but learning is continuing with teachers and service providers actively checking in with students.

**e-Learning/Distance**
- Brick and mortar school is closed.
- Learning is continuing through a continued series of structured activities which are teacher directed, student implemented, and assessed for progress.

**Completely Open**
- Brick and mortar schools are open.
Agenda

- Overview of secondary transition
- Using the information that you already have as a starting point
- Organizing learning time
- Resources and activities:
  - Career Interest/Assessment
  - Post-Secondary
  - Employment
  - Independent Living
- Additional Considerations
Families Changing Role

Most states and large metropolitan school district have closed all K-12 schools in an effort to slow the spread of the coronavirus. As a result family members now find themselves in a much different role at home as not only the parent in the household but now also as the teacher, counselor, and coach for their child. It’s essential during this difficult time, when children are home and stress is running high for parents to be mindful of self-care including:

- Make time for yourself
- Prioritize healthy choices
- Be realistic
- Set boundaries
- Reconnect with things you enjoy

As a reminder, the best place to find accurate, up-to-date information regarding COVID-19 is on your state’s departments of education and health websites.

Resources that offer support information for families include:

- [Child Mind Institute - Supporting Families during COVID-19](#)
- [Talking to Children About COVID-19 - A Parent Resource](#)
Continue to Collaborate

• General Educators
• School Counselors
• Career Technical Education (CTE)
• SLPs, OT, PT
• Your other partners
What is Secondary Transition?

“a coordinated set of activities for a child with a disability that is designed within a result-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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.” (IDEA 2004)
What is Secondary Transition?

- Is focused on preferences and interests
- Addresses individual needs
- Leads to successful post-secondary outcomes
- Is a coordinated set of activities, services and goals
- Promotes the movement from high school to adulthood
Secondary Transition = A Coordinated Effort

Families and Students

Coordination of Services

Agencies and Support Services
Families can help their sons and daughters build:

- life skills
- self-determination
- self-advocacy
- appropriate goals
- desire to work
- enriching experiences
Use Teachable Moments

- Use real life situations
- Making choices
- Reasonable level of risk
- Living with the consequences
Engaging in Every Day Activities

- Organizing
- Cooking
- Games
- Cleaning (inside/outside)
- Virtual communication
- Reading and audiobooks
- Television, radio, podcasts
- Exercise (inside/outside)
- Hobbies
- Volunteering
What Do You Already Know? What Can You Do Now?

Ask yourself:

• What is written in current IEP?
  • Present Education Levels
  • Transition Plan
  • Post Secondary Goals
  • Measureable Annual Goals

• How can you assist the youth to further explore their interests related to
  • Post-Secondary Education
  • Employment
  • Independent Living/Community Engagement

• How can you work at home on the Measurable Annual Goal Areas?
What are Post-Secondary Goals?

- Based on age-appropriate transition assessment (interests and preferences)
- Not the same as IEP measurable annual goals or events occurring in High School

- Statements that reflect what the student plans to do AFTER High School in each of the three areas: Transition Assessment, Post-Secondary Education/Training, Employment, Independent Living
Postsecondary Goals vs. Annual Goals

• **Postsecondary Goals**
  – Student’s identified goals for *after* they leave high school
  – Must address post-school education/training, employment, and (if appropriate) independent living skills.

• **Annual Goals**
  – Address what the student will accomplish *during* that particular school year in each identified area of service.
What you can do now?

- Help youth to identify their needs and develop strategies to meet those needs
- Improve decision-making, goal setting and goal attainment skills
- Enhance communication and relationship skills
- Develop the ability to celebrate success and learn from reflecting on experiences
- Help them identify information they would like to share with the educational team
What Do You Already Know? What Can You Do Now?

- Ultimately take care of yourself and your family
- These are difficult times - take time to breathe and think about doing what is appropriate and reasonable for your students and/or sons and daughters and yourself given your time and environment
- Engage the youth as much as possible in decision making
- Keep track of what you are doing (documentation)
- Provide a routine or schedule for learning
- If Possible coordinate with other school/agency personnel
What Do You Already Know? What Can You Do Now?

• Identify method to deliver learning
• Create flexible learning activities
• Consider the supports that are needed
  o Reading levels
  o Clarity of directions/instructions
  o Shorter activities with a clear endpoint
  o Needed cues or prompts
  o Closed captioning
  o Hand-over-hand
Organizing Learning Time
Daily Schedules and Planning

Example #1 - Planning For the Future - A Week at a Glance

Complete this chart with the activities that the student could do each day based upon their Measurable Annual IEP Goals (MAG) and Post-Secondary Transition Goals.

<table>
<thead>
<tr>
<th>IEP - MAG 1</th>
<th>IEP - MAG 2</th>
<th>IEP - MAG 3</th>
<th>IEP - MAG 4</th>
<th>IEP - MAG 5</th>
<th>IEP - MAG 6</th>
<th>IEP - MAG 7</th>
<th>IEP - MAG 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>Writing Proofreading and self-correcting of errors</td>
<td>Time management/Task completion</td>
<td>Money budgeting/financial understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing &amp; Identifying Supporting Details</td>
<td></td>
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</tr>
</tbody>
</table>

**Post-Secondary Education**

Complete a post-secondary vocational training program in auto body repair

**Employment**

Competitive Integrated Employment in an auto body repair shop

**Independent Living**

Live independently in own apartment

<table>
<thead>
<tr>
<th>Activities</th>
<th>Supports Needed to Complete Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic, career exploration, working, hobby, recreation, exercising, volunteering, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday Morning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min. Planet Fitness Recorded YouTube workout</td>
<td></td>
</tr>
<tr>
<td>Read and discuss from online newspaper with dad today's updates regarding the Corona Virus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday Afternoon</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an email to grandma Jean to use the SCOPE proofreading strategy to check the email for any needed edits before sending</td>
<td></td>
</tr>
<tr>
<td>Mom will double check email before I send</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday Evening</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the online Budget Your Life activities</td>
<td></td>
</tr>
<tr>
<td>Discuss with mom what I discovered from doing this activity</td>
<td></td>
</tr>
</tbody>
</table>
Choice Boards

Choice Board - Career Exploration
- Complete the ‘Navigate Your Career’ topic on the website for Khan Academy Careers Videos.
- Go on a virtual field trip to the Ford Motor Company website using the AG Explorer. Complete the Activity #1: You Build Designer Challenge in Student Handout pages.
- Practice Job Interviewing Skills in person with a family member or online with a friend. Worksheet: 12 Typical Job Interview Questions.
- Download the CareerOneStop mobile app. Open the app and from the Career Tools, select the Occupation Profile. Select one occupation to search and learn about. What did you learn by watching the Career Video and reading the information? Is this the job for you?

Choice Board - Education and Training
- Compare 3 Colleges: Which one fits your goals the best? Worksheet: College Comparison Useful Websites: Think College - Inclusive higher education options for people with intellectual disability Off to College - College Search Readiness Module.
- Learn about Financial Aid and how to plan for the cost of postsecondary education. Watch the Financial Aid videos at the PACER website. Make a list of things that need to be completed so you can pay for college or a training program.
- Choose 3 videos to watch from the Do-IT Scholars website. What accommodations did they need in college? What are their goals for after they graduate?
- Learn strategies to help you advocate for accommodations you need in the classroom and on campus by watching the videos created by Temple University Disability Resources and Services. Identify accommodations you need in the classroom and discuss with your teacher how you will request what you need.

Choice Board - Independent Living
- Study the State Driver License Manual and Complete the Practice Test for State Driver’s License Online - Insert your state website Low Tech - Provide Copy of Manual and practice tests
- Create a shopping list of needed items and use technology to do online shopping for pickup or delivery.
- Use art supplies or technology to create an “All About Me” poster/page (Include interests for employment, hobbies, list strengths, likes, things that are difficult) Share what you’ve created with your family.
- Download the Nike Training Club app and complete one workout class. Would you do this class again or find a new one?
- Explore apartments for rent in your town using Zillow.com or another website. How much do they cost per month? What is the most expensive and the least expensive?
### Home Learning Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>breakfast</td>
<td>2:00</td>
<td>learning time</td>
</tr>
<tr>
<td>9:00</td>
<td>exercise</td>
<td>3:00</td>
<td>life skills</td>
</tr>
<tr>
<td>10:00</td>
<td>shower / hygiene</td>
<td>4:00</td>
<td>tech time</td>
</tr>
<tr>
<td>11:00</td>
<td>learning time</td>
<td>5:00</td>
<td>dinner</td>
</tr>
<tr>
<td>12:00</td>
<td>lunch</td>
<td>6:00</td>
<td>quiet activity</td>
</tr>
<tr>
<td>1:00</td>
<td>free time</td>
<td>7:00</td>
<td>bedtime</td>
</tr>
</tbody>
</table>

Free from Teachers Pay Teachers
Resources and Activities
General Educational Resources
General Educational Resources

Amazing Educational Resources – A comprehensive list of free online resources for educators

Scholastic - Learn at Home Grades K-9 - Free online resources from Scholastic that includes day by day projects to keep students in grades K-9 reading, thinking, and growing

TEDEd – Video based lessons organized by grade and subject areas
Career Interest/Assessment/Planning
Assessment is...

A process of gathering relevant information to plan, evaluate, or make decisions (academic assessment, transition assessment, career and vocational assessment).

Information can be gathered from multiple people and places over a period of time.

Assessment should not look the same for all students!
Assessments should help a student answer the following questions:

– What are my unique strengths, talents and interests?
– What do I want in life, now and in the future?
– What are some of life’s demands that I can meet now?
– What are the main things I struggle with my in day to day life?
  • How will this make it hard for me to reach my post-school goals?
– What are my options in school and community to help me prepare for what I want to do with my life?
Assessment Addresses Three Areas

- Employment
- Education/Training
- Independent Living
Places to Find Assessments

**NTACT Transition Toolkit** Provides information about conducting assessment as well as free assessment tools

**Transition Assessment Matrix**- Indiana Secondary Transition Resource Center provides an easy way to sort a variety of assessment tools based on your need
Careers & Employment

Careers Cluster Interest Survey

Job Shadow Feedback

Photo Career Quiz
Independent Living

- Independent Living Checklist - Assess your child’s independent living skills for future planning/instruction: Independent Living Checklist and Spanish version

- Casey Life Skills

https://www.casey.org/casey-life-skills-resources/
Post Secondary Education
Education/Training Options

Enrollment in one or more of the following areas:

• Community or technical college (2-year program)
• College/university (4-year program)
• College preparatory program
• High school completion or certificate class
• Short-term education or employment training (Job Corps, Vocational Rehabilitation, military...)
• Vocational technical school
• On-the-job training
Off to College

https://www.offtocollege.com

- Planning
- College Search
- Financial Aid
- Life on Campus
Think College

https://thinkcollege.net/family-resources

- Information and resources about inclusive post secondary options for students with intellectual disabilities
- National College search of schools
- Includes information on paying for college, planning for employment, campus housing and academic access
NTACT Postsecondary Education and Training Preparation Toolkit

• Provides an overview of what students with disabilities need to be successful
• Planning information and tools
• Links to useful resources
Continuum: Career Exploration and Experiences

Elementary/middle School, 9th grade, 10th grade, 11th grade, 12th grade, Ages 18-21, Postsecondary

- Self-exploration
- Career exploration
- Field trips
- Job shadowing
- Volunteering
- Career exploration
- Job shadowing
- Career planning
- Workplace Tours
- Informational Interview
- Job shadowing
- Service learning
- Paid employment
- Job Clubs
- Informational Interview
- Job shadowing
- Service learning
- Paid employment
- Job Clubs
- School Based Enterprise
- Service learning
- Internships
- Apprenticeships
- Paid employment
- Mentoring
- Employment
- Internships
- Apprenticeships
- Paid Employment
- On-the-job training

NTACT
National Technical Assistance Center on Transition
Explore Careers in Agriculture and Beyond

- Career Finder
- Virtual Field Trips
- Teacher Resources

https://agexplorer.com/#about
Explore-work.com

• Created by WINTAC, Employment Resources, Inc. (ERI), the University of Wisconsin-Madison, and the University of Wisconsin-Stout Vocational Rehabilitation Institute (SVRI)

• Series of web-based modules that align with the five required WIOA Pre-Employment Transition Services

https://explore-work.com/

Using Explore-Work.com Webinar
Assess Interests and Explore Careers

CareerOneStop Website

Websites with Resources

• Association for Career & Technical Education (ACTE)
  Distance Learning Resources
• O*NET Online
  Career exploration and job analysis
• National Career Development Association
  Internet sites for career planning
Independent Living
Independent Living Options

Those skills or tasks that contribute to the successful independent functioning of an individual in the following domains:

• Leisure/recreation
• Home maintenance
• Personal care
• Community participation
• Finances
• Transportation
Healthy Transitions

Got Transition/Center for Health Care Transition aim is to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals and youth and families. [https://www.gottransition.org/index.cfm](https://www.gottransition.org/index.cfm)

Transition Readiness Assessment for Youth Six Core Elements of Health Care Transition 2.0

Paper version: [https://www.gottransition.org/resourceGet.cfm?id=224](https://www.gottransition.org/resourceGet.cfm?id=224)

Online version: [https://www.gottransition.org/youthfamilies/HCTquiz.cfm](https://www.gottransition.org/youthfamilies/HCTquiz.cfm)
Budgeting

• Develop “payment” for specific activities completed at home. (Payment may be monetary or preferred activities). Have students “pay” for meals, gas, or rent (as appropriate). Simple resource on “token economy” Video and brief description

• Cents and Sensibility: A guide to money management for students with disabilities

• Budget You Life: Forming a budget is one of the most important parts of financial success. This interactive site assist students in exploring budgeting strategies.
Recreation and Leisure

Cultural and Virtual Museums
- Google Arts and Cultures - [https://artsandculture.google.com](https://artsandculture.google.com)

Exercise and Fitness
- **Planet Fitness**: One of the country’s largest gym chains, Planet Fitness, has been live-streaming free online workout classes on its Facebook page on weekdays at 7 p.m. ET. These 30-minute, equipment-free workouts are also available on demand on their YouTube channel.
- **Nike Training Club**: This app lets you download free 15-, 30-, and 45-minute workouts designed by Nike trainers. Most of the workouts are equipment-free and use GIFs to demonstrate how to do each exercise — from squats, to walkouts, to lunges. There’s a premium version, too, that includes nutrition advice.
- **Corepower Yoga**: The national yoga chain is offering free 30- and 60-minute classes while studios are closed. Special livestreams of classes will be available for members only starting March 19, and you can pay the $19.99 monthly fee for unlimited access to all Yoga On Demand classes.
- **YogaWorks**: Have a little more time? You can find plenty of 60-, 75-, and 90-minute classes on various studios’ YouTube accounts. [Full schedule here](https).
- **Downward Dog**: This company is offering its suite of fitness apps — from the seven-minute workout, to Barre, to Yoga for Beginners — for free, with no subscription required — [www.downdogapp.com/schools](http://www.downdogapp.com/schools)
Additional Considerations
Disability Specific Resources

**Autism**
*Supporting Individuals with Autism through Uncertain Times*

*Autism Society - Coronavirus: Response & Resources*

**Intellectual and/or Developmental Disabilities**
*The ARC - COVID-19 Resources for People with Intellectual and/or Developmental Disabilities*

**Mental Health**
*NAMI COVID-19 - Information and Resources*

**Sensory Impairments**
*Virtual Activities for Teachers and Families - TX Sensory Support Network*
YOUR FEEDBACK

Take 5 minutes to tell us what you think.....

Watch for a follow-up email tomorrow
With this link to survey

https://bit.ly/ProvidingTransition-FocusedActivitiesOnlineandAtHome
CEC Offers Free Membership Through May 31, 2020

CEC is opening its doors to the special education community in need of resources. Nonmembers of CEC can receive a free basic membership from now through May 31 by using the promotional code "CECED60". This will provide access to all journal articles, member discounts on publications and events, and the online membership community where these new members can ask questions and receive support from special educators, administrators and support personnel. **Join Now!**
Stay in Touch and Contact Us...
QUESTIONS?
HANDOUTS & RECORDINGS

• This webinar is being recorded.

• The PowerPoint and handouts can be found at www.transitionTA.org – under “Events”

• The recording of today’s webinar will be available at www.transitionTA.org by Monday, March 30, 2020

• A captioned recording will be available at www.transitionTA.org by Friday, April 3, 2020
Online Discussion and Share Resources

Transition Activities Online At Home

NTACT staff and others will share tips and resources to support the continued learning and skill development of students, while school and community access are severely restricted.

Grab your coffee (or 2nd or 3rd cup – depending on your time zone) and join us! Also stay tuned to www.transitionta.org and below for additional resources and the recording of this webinar.

LIVE EVENT: March 24, 2020 11am ET REGISTER HERE
ONLINE CHAT: ONGOING!

Join the Discussion!
What questions, ideas, resources or strategies do you have for teaching transition-related skills and content online and at home?

Leave a Reply
Transition Resources During COVID-19 Outbreak

Transition Services and COVID-19

NTACT is aware that state and local education and service providers are challenged by the current health concerns, closures, and restrictions associated with COVID-19. For informal guidance, please see the March 2020 OSERS Q&A on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak, which outlines states' responsibilities to infants, toddlers, and children with disabilities and their families, and to the staff serving these children. It is posted below. Additionally, the Office of Civil Rights Fact Sheet and the Student Privacy Policy Office FAQ is available for reference. The U.S. Department of Education’s website for COVID-19 questions is at COVID-19ED.gov. Questions may be sent there and indicate that they are related to IDEA, when submitted.

Be sure to reference the above federal guidance and your own state’s guidance regarding the provision of services. Specific resources to share as examples for other states? Please please send them to atact@unice.org with a request that they be shared and we will add them to the resource pages we’re developing. We will collect through submissions and share what is most pertinent.

Office of Civil Rights short video on Online Accessible Materials

Documents
- US DOE Guidance on Distance Learning
- OSERS Q&A on Provision of Services During COVID-19 Circumstances
- Office of Civil Rights Guidance on Provision of Services
- Suggestions for Special Education Administrators

Intervention and Planning Resources

NTACT is hosting a webinar for practitioners and family members next Tuesday morning, March 24 at 11 AM, Eastern. Register.

Additional resources will continue to be posted here with the recorded webinar. Participate in a discussion of at home ideas and share resources during and after the webinar! (Thanks Transition Coalition!)

Documents
- NTACT at home instructional resources_March2020.pdf
- Best Practices for Educating Online by eLuma CEC.pdf
Thank you for your participation!
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