

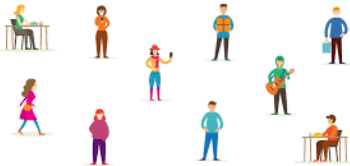


NTACT

National Technical Assistance Center on Transition

Providing Transition-Focused Activities Online and At Home

March 24, 2020
11:00 AM (Eastern)



SOCIAL DISTANCING

COVID-19 RESPONSE

KEEP CALM
AND
WORK ONLINE



ONLINE LEARNING

KEEP CALM
AND
WORK FROM HOME



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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	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
<ul style="list-style-type: none"> School is completely closed. No services provided to any student. 	<ul style="list-style-type: none"> School is closed, but learning activities are being provided for students. Learning activities are primarily parent/ guardian supported. 	<ul style="list-style-type: none"> School is closed, but learning is continuing with teachers and service providers actively checking in with students. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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



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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 sons and daughters. 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](#)
- [Parent-Caregiver Guide to Helping Families Cope with COVID-19](#)
- [Talking to Children About COVID-19 - A Parent Resource](#)



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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)

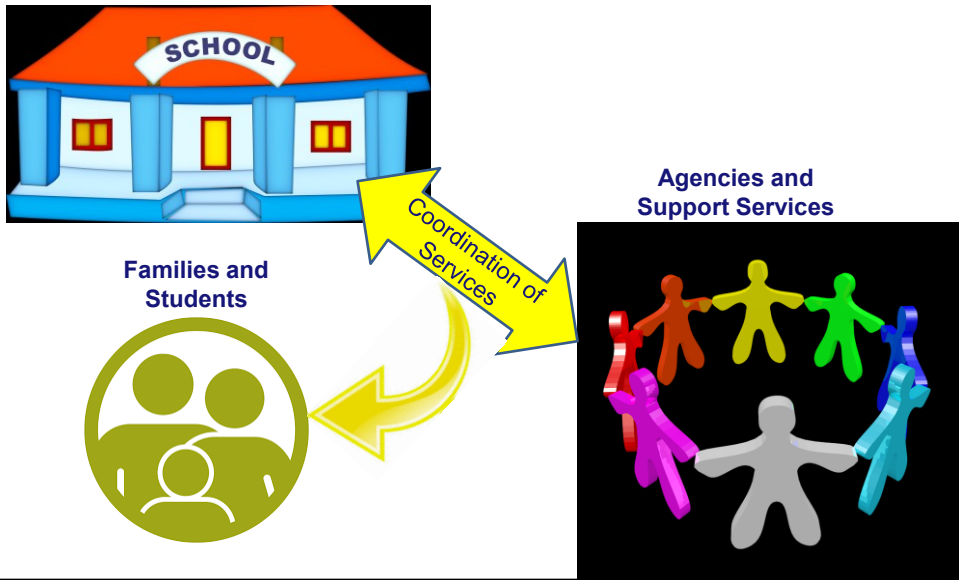


What is Secondary Transition?

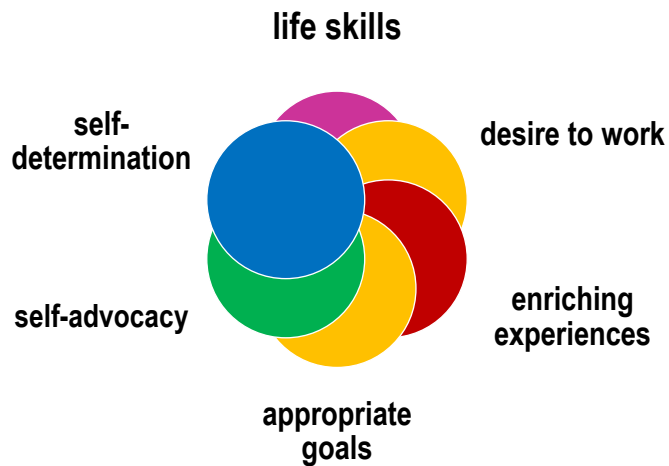
- ➡ Is focused on preferences and interests
- ➡ Addresses individual needs
- ➡ Leads to successful post-secondary outcomes
- ➡ Is a coordinated set of activities, services and goals
- ➡ Promotes the movement from high school to adulthood



Secondary Transition = A Coordinated Effort



Families can help their sons and daughters build:



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:

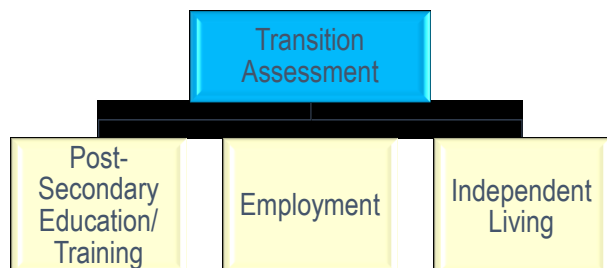
- What is written in current IEP?
 - Present Education Levels
 - Transition Plan
 - Post Secondary Goals
 - Measureable Annual Goals
- How can you assist the youth to further explore their interests related to
 - Post-Secondary Education
 - Employment
 - Independent Living/Community Engagement
- How can you work at home on the Measurable Annual Goal Areas?



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What are Post-Secondary Goals?

- Based on age-appropriate transition assessment (interests and preferences)
- Statements that reflect what the student plans to do AFTER High School in each of the three areas:
- Not the same as IEP measurable annual goals or events occurring in High School





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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.

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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 breath 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

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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
 - Reading levels
 - Clarity of directions/instructions
 - Shorter activities with a clear endpoint
 - Needed cues or prompts
 - Closed captioning
 - Hand-over-hand

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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

IEP -MAG 1 Reading Comprehension Summarizing & Identifying Supporting Details	IEP - MAG 2 Writing Proofreading and self-correcting of errors	IEP - MAG 3 Time management/ Task completion	IEP - MAG 4 Money budgeting/financial understanding	IEP - MAG 5	IEP - MAG 6	IEP - MAG 7	IEP - MAG 8
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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
---	---	---

	Activities	Supports Needed to Complete Activities
	academic, career exploration, working, hobby, recreation, exercising, volunteering, etc.	
Monday Morning	30 min. Planet Fitness Recorded You Tube workout Read and discuss from online newspaper with dad today's updates regarding the Corona Virus	
Monday Afternoon	Write an email to grandma Jean use the SCOPE proofreading strategy to check the email for any needed edits before sending	Mom will double check email before I send
Monday Evening	Complete the online Budget Your Life activities	Discuss with mom what I discovered from doing this activity



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Choice Boards

<p>Choice Board- Career Exploration</p> <p>Complete the 'Navigate Your Career' topic on the website for Khan Academy Careers Videos</p> <p>Practice Job Interviewing Skills in person with a family member or online with a friend. Worksheet: 12 Typical Job Interview Questions</p> <p>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?</p>		<p>Choice Board- Education and Training</p> <p>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</p> <p>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.</p> <p>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?</p>		<p>Choice Board- Independent Living</p> <p>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</p> <p>Prepare own lunch with available food items. Create a recipe with directions for the lunch you created.</p> <p>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</p> <p>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?</p>	
<p>Go on a virtual field trip the Ford Motor Company the AC Explorer. Complete the Activity #1: You Are a Designer Challenge Student Handout page</p> <p>Complete Part 1: Employability Skills Explore Work: Work Readiness Module</p> <p>Learn if you're an Entrepreneur by completing Module 1 of the S/C Small Business Conc Student Manual. Share what you learned with a family member</p>		<p>Learn about the ACT requirements and create your profile on the ACT Academy</p> <p>Complete Worksheet Go from Home Work-School</p> <p>Explore financial aid options to pay for college at Off to College website. What are the different ways you can pay for college and training programs?</p> <p>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.</p>		<p>Complete Part 1: Self-Advocacy Introduction in the Explore Work: Self Advocacy Module</p> <p>Complete a budget for yourself using the Budget Your Life program. How did you do? What would you change?</p> <p>Complete a load of laundry: Sort, load washer, put clothes in dryer, fold and put away</p>	

Home Learning Schedule

8:00	breakfast	2:00	learning time
9:00	exercise	3:00	life skills
10:00	shower / hygiene	4:00	tech time
11:00	learning time	5:00	dinner
12:00	lunch	6:00	quiet activity
1:00	free time	7:00	bedtime

Breezy Special Ed

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:

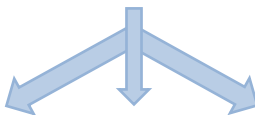
- What are my unique strengths, talents and interests?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main things I struggle with my in day to day life?
 - How will this make it hard for me to reach my post-school goals?
- What are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





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Assessment Addresses Three Areas



Employment



Education/
Training



Independent
Living

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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



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Careers & Employment

[Careers Cluster Interest Survey](#)

[Job Shadow Feedback](#)

[Photo Career Quiz](#)

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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/>

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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



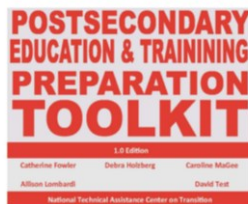
Think College

<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

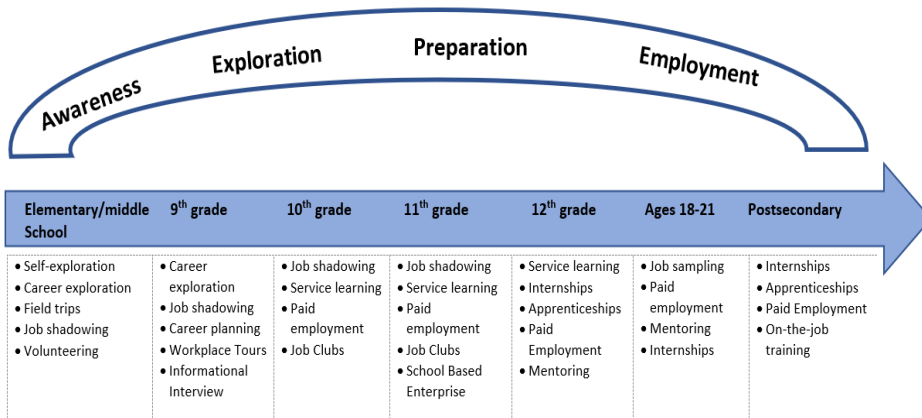
NTACT Postsecondary Education and Training Preparation Toolkit



- Provides an overview of what students with disabilities need to be successful
- Planning information and tools
- Links to useful resources

Employment

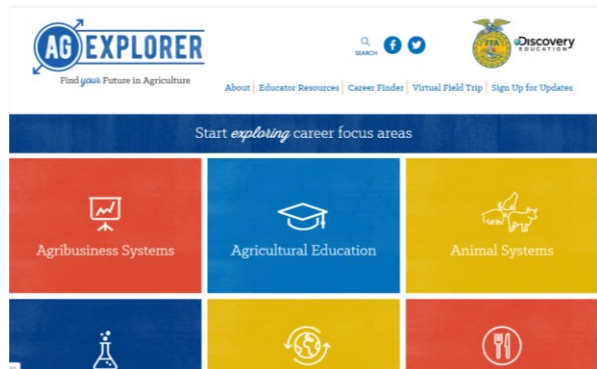
Continuum: Career Exploration and Experiences



Explore Careers in Agriculture and Beyond

- Career Finder
- Virtual Field Trips
- Teacher Resources

<https://agexplorer.com/#about>





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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](#)

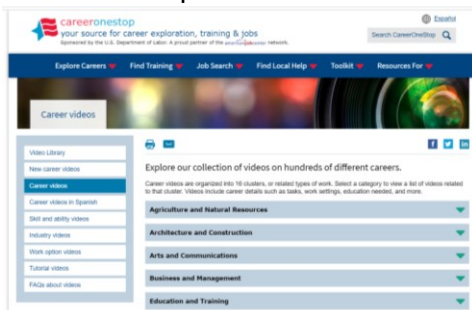
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Assess Interests and Explore Careers

CareerOneStop Website



<https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>



CareerOneStop Mobile

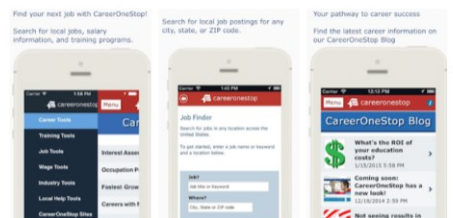
CareerOneStop Business

★★★★★ 24

Everyone

This app is compatible with your device

Installed



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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



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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



The screenshot shows the homepage of the Got Transition website. At the top, there is a navigation bar with links for 'About', 'News', 'Resources', 'Health Care Providers', 'Youth & Families', 'Researchers & Policymakers', and 'Webinars'. Below the navigation bar, there is a main heading: 'Transition planning between youth, family, and provider has been associated with improvements in satisfaction, continuity of care, and greater adherence to care.' Below this heading, there are four main content areas: 'News & Announcements', 'For Health Care Providers', 'For Youth & Families', and 'For Researchers & Policymakers'. Each area contains a brief description and a 'Take Our Quiz!' button. At the bottom of the page, there are several smaller sections with images and text, including 'Get Transition and Coexistence (COW) 10 Update', 'International Adolescent Health Week (March 10-21, 2020)', 'UPDATED 2020 Transition Coding and Reimbursement To Short Available', 'Customize the Six Core', 'Parent Guide to New National', and 'Got Transition Webinar Series'.

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>

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

Paper version:

<https://www.gottransition.org/resourceGet.cfm?id=224>

Online version:

<https://www.gottransition.org/youthfamilies/HCTquiz.cfm>



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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.

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Recreation and Leisure

Cultural and Virtual Museums

- Google Arts and Cultures - <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](#).
- **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

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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>

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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!](#)

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Stay in Touch and Contact Us...

The screenshot shows two pages from the NTACT website. The left page is a sign-up form titled "Sign up to stay in touch!". It includes fields for Email Address, First Name, Last Name, Job Title, Company, and State, followed by a "Sign in" button. The right page is a "Contact Us" page with a navigation menu (HOME, RESOURCES, EFFECTIVE PRACTICES, EVENTS, JOB RESOURCES, ABOUT), a "Contact Us" section with fields for Name, Email, Organization, and Question, and a "Keep in touch" section with social media icons and a sign-up link. A "Save" button is visible at the bottom of the contact form.





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

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Online Discussion and Share Resources

transitioncoalition.org/blog/webinar/transition-activities-online-at-home/?utm_source=TC+Listserv&utm_campaign=ed96cc00fa-EMAIL_CAMPAIGN_2017_06_06_COPY_01&utm_medium=email&utm_term=0_76c4b93efb-ed96cc00fa-120304037

HOME TRAINING TOOLS RESOURCE HUB NEWS MY PORTFOLIO ABOUT Logout

Home » Ask the Experts » Transition Activities Online At Home

WELCOME, MICHAEL STOEHR

My Account
Log Out

MY PORTFOLIO

- My Self-study
- My Modules
- My LERNS
- My Pinned Items
- My QI-2 Summary

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

transitionta.org/covid19

Find out about transition resources during the COVID-19 outbreak

Search

 **NTACT**
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[RESOURCES](#) - [EFFECTIVE PRACTICES](#) - [EVENTS](#) - [ASD RESOURCES](#)

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, closings, and restrictions associated with COVID19. 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 mailbox for COVID questions is at COVID-19@ed.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 ntactmail@nctacc.edu with a request that they be shared and we will add them to the resource pages we're developing. We will collate 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](#)



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Thank you for your participation!



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