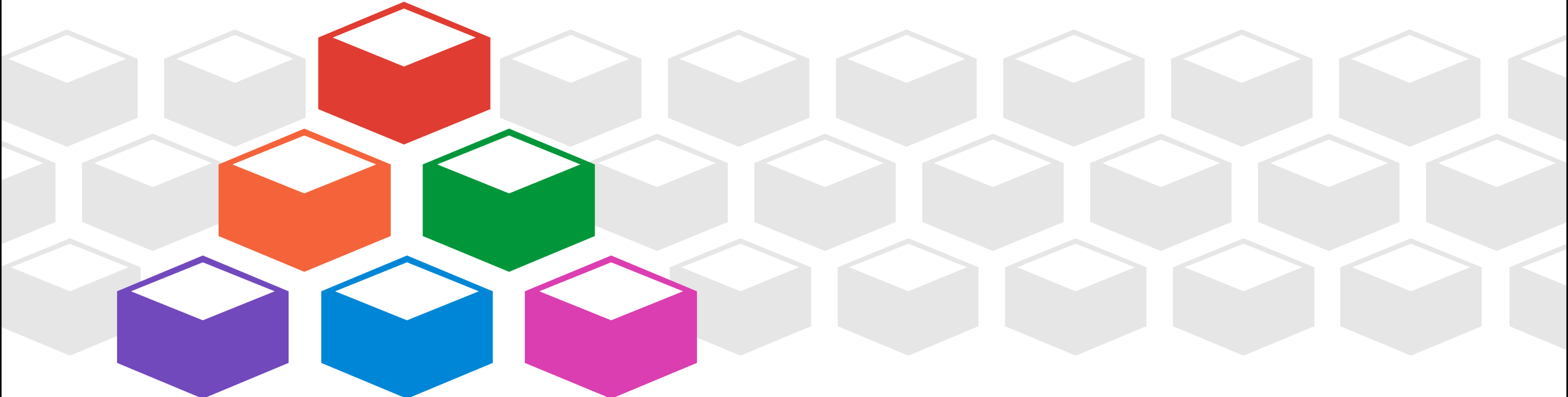




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# **Strategies and Resources for Students with Complex Support Needs in Distance Learning Environments**

Tuesday, April 14, 2020



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## Presenters

[Michael Stoehr](#) – NTACT

[Makenzie Allison](#) – Able South Carolina

[Leslie Corey](#) – The Watson Institute

[Alison DeYoung](#) – Youth Employment Solutions Center

[Samhita Ilango](#) - Got Transition™/The National Alliance to Advance Adolescent Health

[Linda O'Neal](#) – San Diego State University





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# Outline of Today's Webinar

- Welcome, Introductions and Brief Overview – Michael Stoehr
- Supported Decision Making – Makenzie Allison
- Supporting Families During the Pandemic – Linda O'Neal
- Strategies and Reflections from the Field – Leslie Corey
- Employment Preparation and Engagement Considerations – Alison DeYoung – Youth Employment Solutions Center YES
- Health and Secondary Transition Considerations and Resources - Samhita Ilango - Got Transition™/The National Alliance to Advance Adolescent Health
- Additional Resources and Supports





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# Overview

Michael Stoehr, MS

[mstoehr@uncc.edu](mailto:mstoehr@uncc.edu)

**Reminders:** The **PowerPoint** and all resources are **available** at: <https://www.transitionta.org/events-details>

Use Zoom **Q & A Feature** for **Content Questions** and to Share Any **Resource Suggestions**

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# 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 a student work at home on the Measurable Annual Goals and Secondary Transition areas ?



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## What Do You Already Know? What Can You Do Now?

- These are difficult times - take time to stop and think about doing what is **age/ability appropriate** and **reasonable** for the young people you work with and for 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 – maintain considerations for a “Meaningful Day”
- If possible coordinate with other school/agency personnel
- Keep ongoing communication with family/caregivers (**Webinar Participant Handout**)

# Daily Schedules and Planning

## 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	IEP - MAG 2	IEP - MAG 3	IEP - MAG 4	IEP - MAG 5	IEP - MAG 6	IEP - MAG 7	IEP - MAG 8
-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------

Post-Secondary Education	Employment	Independent Living
--------------------------	------------	--------------------



	Activities academic, career exploration, working, hobby, recreation, exercising, volunteering, etc.	Supports Needed to Complete Activities
Monday Morning		
Monday Afternoon		
Monday Evening		

# Home Learning Schedule

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

Free from Teachers Pay  
Teachers





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# Supported Decision Making

Makenzie Allison, MA, CRC

Able South Carolina

[mallison@able-sc.org](mailto:mallison@able-sc.org)

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# Supported Decision-Making: What To Do Now

- Utilize the extra time you have for these conversations
- Discuss what the future looks like and areas of concern
- Explore your options and educate yourself
  - Alternatives to Guardianship, Full breadth of Guardianship, State laws ([www.supporteddecisionmaking.org](http://www.supporteddecisionmaking.org))
- Develop a supported decision-making network and agreement
- Develop a plan that everyone agrees on





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# What to Consider: Critical Decision-Making Areas




- Finances
  - Paying bills, Making small purchases, Managing a bank account
- Relationships
  - Understanding personal space, Recognizing abuse
- Education
  - Understanding accommodations, Providing input in my IEP
- Employment
  - Applying/Interviewing for a job, Communicating what I want to do for work
- Health
  - Medication administration, Communicating with healthcare professionals
- Home & Community
  - Emergency plans, Transportation, Cooking and cleaning



# Webinar Participant Handout: Stop, Look, and Listen -

## Part 1: Assessing Opportunities to Learn and Practice in Areas of Adult Decision Making

Who is Completing This Assessment?  Decision Maker  Parent  Teacher  Other: \_\_\_\_\_

Stop, Look, and Listen Battery Levels	 I have had the opportunity to learn and practice this skill a lot.	 I have had some opportunities to learn and practice this skill.	 I have not had opportunities to learn and practice this skill.
<b>Finances</b>			
Making small purchases (e.g. lunch, snacks, clothing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping track of purchases and bills (i.e. budgeting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing a bank account (e.g. online banking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding when someone is trying to take advantage of me financially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making big decisions about money (e.g. opening an account, signing a lease, or obtaining a credit card)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Relationships</b>			
Understanding the personal space of myself and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking up if something doesn't feel right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making choices about romantic relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making choices about sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## Looking Ahead: What's Next?

- Activities to promote independence:
  - Mock budgeting exercises, Roleplay relationship scenarios, Create an emergency plan, Download an app for medication reminders
- Remember: Independence is rarely all or nothing
- Address areas of concern and connect with sources of support
- IDEA mandates transition planning in the IEP no later than age 16
  - Skill areas needing development can translate directly into goals on the IEP
- With a strong IEP and a home life that promotes independence, incredible things are possible.





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# Supporting Families During the Pandemic

Linda O'Neal, M.A.

SDSU Interwork Institute

Regional Center of Orange County

Chapman University Thompson Policy Institute

[linda\\_oneal@cox.net](mailto:linda_oneal@cox.net)

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# Issues Facing Families

## (Best vs Worse Case Scenarios)

- **Socio-economic limitations**
- **No or limited access to technology/internet**
- **Disability related accommodation/access needs**
- **Competing necessities:**
  - **Multiple children in different grade levels needing instruction & support**
  - **Disability specific needs**
  - **Parent “work from home” responsibilities (or)  
“Essential Worker” front line schedule**
  - **English as a second language/translation needs**
  - **Financial worries**
  - **Access to food**
  - **Caring for other relatives in the home**





# COVID- 19 Family Supports

- **Ongoing communication with families**
  - ✓ Phone (call or text)
  - ✓ Email
  - ✓ Mailers (Newsletters, flyers, notes, post-cards, etc.)
- **Identify free educational & social services resources needed by families of your students**
  - ✓ Neighborhood food banks & pantries
  - ✓ Other social services (help/crisis lines)
  - ✓ Financial services
  - ✓ Benefits access and planning







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# COVID-19 Family Supports...continued

**Develop/Identify Newsletters/Resource Information Flyers, etc. and distribute through:**

- ✓ **Email**
- ✓ **Social Media Methods (Facebook, Instagram, etc.)**
- ✓ **Paper packet pick-up at “grab and go” school district lunch stations (Keep social distancing requirements in mind)**
- ✓ **Paper packet pick-up at prime community location**
- ✓ **Mail/post cards**
- ✓ **Website**
- ✓ **Home Delivery**
- ✓ **Public Broadcast/Cable TV Stations**





# COVID-19 Distance Learning Supports

- **Use of on-line learning tools (Zoom, Google Classroom, Google Meets, Canvas, Microsoft Teams, YouTube Videos...many have parent/support person access, for student progress check-in)**
  - ✓ **Provide coaching for families to learn how to use these tools to promote student progress monitoring)**
  - ✓ **Many students do not know how to use these new on-line tools including, monitor their progress...parents can assist with this**
- **While planning target IEP Goals & Objectives**
- **Utilize your Instructional Assistants to help provide individual and small group instruction**
- **Assist with setting up an individualized daily student schedule including breaks, lunch and physical activity)**
- **In working with families, keep learning strategies short and sweet (There are a lot of learning levels in our families)**
- **Plan for translation & literacy needs**





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## Best Support Practices for Educators & Service Providers

- **Plan & deliver individualized distance educational services for each student and family... help families connect to free internet services**
- **Provide consistent check-in with Families**
- **Arrange Teacher/School Counselor Office Hours for parent call-in/virtual appointments**
- **Individualize delivery of information on needed resources & services, including benefits information**
- **Offer technical assistance for accessing educational & social services**
- **Share resources and creative ideas among educators & service providers (school, district, community, state and national)**
- **Start/continue planning for post COVID -19 catch up learning opportunities (Summer 2020 & School year 2021)**





## Promoting Financial Health and Resiliency for People with Disabilities and Their Families During the COVID-19 Pandemic

The novel coronavirus, or COVID-19 pandemic, has created uncertainty for Americans' physical, mental and financial health. During this time, we must be vigilant in promoting healthy habits and resiliency. The Center for Disability-Inclusive Community Development (CDICD), managed by National Disability Institute (NDI), has developed five strategies and resources to assist you in taking steps to maintain your financial health.

### Assess Your Financial Health

Assessing your financial situation and creating a plan for your financial health is an important part of preparing for and managing through a crisis.

- Create or update a spending plan: [catalog.fdic.gov/system/files/4\\_PG.pdf](https://catalog.fdic.gov/system/files/4_PG.pdf). Developing a spending plan assists in understanding your financial situation.
- Look closely at your expenses. Identify any items that can be eliminated during this crisis.
- Plan ahead and put together a weekly menu and food shopping list: [nationaldisabilityinstitute.org/wp-content/uploads/2020/03/menu-planning-and-shopping-list-2020.pdf](https://nationaldisabilityinstitute.org/wp-content/uploads/2020/03/menu-planning-and-shopping-list-2020.pdf).
- Look at your bills and prioritize which to pay. Call about bills that cannot be prioritized and ask what your options are during this crisis: [consumerfinance.gov/about-us/blog/protect-yourself-financially-from-impact-of-coronavirus/](https://consumerfinance.gov/about-us/blog/protect-yourself-financially-from-impact-of-coronavirus/).

### Find Community Resources

Municipalities and community-based organizations are working to meet the needs of the disability community during this time.

- 2-1-1 assists individuals who are looking for resources within their community: [211.org](https://211.org).
- Feeding America is the nation's largest domestic hunger relief organization. Locate a food bank in your area: [feedingamerica.org/find-your-local-foodbank](https://feedingamerica.org/find-your-local-foodbank).
- The Disaster Distress Helpline is available 24 hours a day offering free support to people experiencing emotional distress: [samhsa.gov/find-help/disaster-distress-helpline](https://samhsa.gov/find-help/disaster-distress-helpline).
- The Administration for Community Living (ACL) has guidance for people with disabilities and caregivers, which includes connections to state and local resources at: [acl.gov/COVID-19](https://acl.gov/COVID-19).



Questions? Send an email to [ask@ndi-inc.org](mailto:ask@ndi-inc.org).

### Be Informed About Benefits

This is a critical time to understand the benefits you receive or your eligibility for benefits.

- If you receive a Social Security Administration benefit, you can access resources at: <https://choosework.ssa.gov/>.
- If you have lost a job, you can determine eligibility and apply for unemployment benefits at: [careeronestop.org/WorkerReEmployment/UnemploymentBenefits/unemployment-benefits.aspx](https://careeronestop.org/WorkerReEmployment/UnemploymentBenefits/unemployment-benefits.aspx).
- Supplemental Nutrition Assistance Program (SNAP) provides assistance for food. Learn how to apply for SNAP benefits at: [benefits.gov/benefit/361](https://benefits.gov/benefit/361).
- Consider applying for help with utility bills. Explore your options: [liheapch.acf.hhs.gov/help](https://liheapch.acf.hhs.gov/help).
- The IRS has extended the federal tax filing due date from April 15, 2020 to July 15, 2020. Federal income tax payments can also be deferred to July 15, 2020, without penalties or interest, regardless of the amount owed: [irs.gov/newsroom/tax-day-now-july-15-treasury-irs-extend-filing-deadline-and-federal-tax-payments-regardless-of-amount-owed](https://irs.gov/newsroom/tax-day-now-july-15-treasury-irs-extend-filing-deadline-and-federal-tax-payments-regardless-of-amount-owed).

### Connect with Your Financial Service Providers

Many financial service providers are providing updates and support to their customers.

- Create a list of each of your financial service providers. This may include banks or credit unions, credit card companies, mortgage lenders or other loan providers.
- Get updates on what providers are offering their customers during this time by reviewing their specific websites.
- Sign up for online or mobile banking with your financial service provider. Learn more: [fdic.gov/consumers/consumer/news/cnwin18/mobilebanking.html](https://fdic.gov/consumers/consumer/news/cnwin18/mobilebanking.html).
- Explore FDIC-insured ABLE account savings options: [ablenrc.org/state-plan-search/](https://ablenrc.org/state-plan-search/).

### Stay Connected in a Virtual World

Identifying ways to stay connected to family, friends, colleagues and others can help reduce feelings of isolation during this period of social distancing.

- Learn about low-cost Internet offers: [everyoneon.org/find-offers](https://everyoneon.org/find-offers).
- Stay connected with others by using video chat ([skype.com/en/](https://skype.com/en/)) or group chat ([whatsapp.com](https://whatsapp.com)).
- Keep it simple – pick up the phone and call someone you care about.
- Talk to a stranger through a new app called Quarantine Chat that lets you talk to someone else who is quarantined: [quarantinechat.com/](https://quarantinechat.com/).

<https://thearc.org/covid/>

## Plain Language Materials

- [Plain Language Booklet on Coronavirus](#) – created by the Self Advocacy Resource and Technical Assistance Center
- [Información de COVID-19 Por y Para Personas con Discapacidades](#)
- [Important Things to Know About COVID-19](#) – created by the Lurie Institute for Disability Policy
- [Coronavirus: What Is It and What Can I Do?](#) – created by The Arc Maryland
- [Coronavirus Prevention Flyer](#) – created by the New Jersey Self-Advocacy Project



# The 2020 CARES Act

## (The Corona Virus Aid Relief and Economic Security Act)

- **Recipients are Eligible for Stimulus Rebate Checks**
- **April 1<sup>st</sup>, 2020, the IRS announced that filling a tax return would not be required**
- **The IRS will use the information on the Form SSA-1099 and Form RRB-1099 to generate \$1,200 payments to Social Security recipients who did not file tax returns in 2018 or 2019. They will receive these payments as a direct deposit or by paper check.**





## Supplemental Security Income (SSI)

**Individuals who are receiving SSI need to be aware of several key elements related to the stimulus payment:**

- 1. Stimulus payments are NOT taxable.**
- 2. Stimulus payments received by the individual that are initiated through the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) will not count as income in the calculation of the individual's SSI amount for that month(26 U.S. Code § 6409).**
- 3. Stimulus payments will not be counted as "resources" for a twelve-month period following the receipt of the funds (26 U.S. Code § 6409).**

### Webinar Participant Handout:

### Cornell on COVID-19 and Social Insurance and Benefit Programs





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# Webinar Participant Handout

## Strategies & Resources in Distance Learning for Individuals with Disabilities with Significant Needs







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# Strategies and Reflections from the Field

Leslie Corey

The Watson Institute

[lesliec@thewatsoninstitute.org](mailto:lesliec@thewatsoninstitute.org)

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## Key Points

- Don't feel you can do everything!
  - We are all on this unprecedented crazy time together
- Communication
  - Reaching out to your students and their families – checking in regularly goes a long way!!!
  - Asking them what they need most from you.
  - Asking what are their resources to providing instruction at home virtually that are reasonable and reliable. (internet access, computer – laptop, printer, household items)
  - Touch base with student's outside school supports – OID supports coordinator, VR counselor, in-home support services, post –school placements





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# Ways We Are Delivering Instruction

- Each teacher-therapist communicates weekly with families and students (social workers, transition coordinators, special teachers set up times to touch base )
  - Help them set up a daily/ weekly schedule that works for them
    - Review goals, lessons plans, making sure they are accessing information
    - Brainstorm household items they have on hand to make materials (jigs)
  - Provide resources
    - Sharing materials - via teacher's/ main school pages, emails, and hard copies mailed home if necessary. Think about what you use in the classroom, visuals, assistive technology.
    - Videos –live group and 1:1 chats, recorded videos on lessons (keeping them short 10-15 minutes)
    - Subscription access – lots of free, but also may be able to give out passcodes or set up link through your schools home/ teacher pages





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# Transition Related Activities

- Life skills – Cooking, household chores (cleaning room, dishes, laundry, taking out garbage, setting table, etc.), money skills, developing a grocery list, taking inventory of household supplies, working on the importance of good hygiene.
- Job readiness/ exploration – Job readiness curriculums - ex. Unique Learning Curriculum- Transport Passport Curriculum, YouTube videos- possibilities are endless – applying and interviewing techniques, asking for accommodations, researching jobs etc.
  - \* Contact your local state VR office/ Counselor and see what they can do remotely through Pre-Employment Transition Services (Pre-ETS)
- Transition Assessments – Student and parent transition surveys, PICS & Picture Interest Inventory, Vocational Skills Checklists & many on-line assessments for self-determination, career, values, personality, etc.
- Social Skills - practice using various media to keep in contact with family and friends – phone calls, text, FaceTime, social media (safely), zoom, etc.





## Transition Related Activities

Even though this is a scary time, for some this is an opportune time to do some in-depth person-centered transition planning with your students, their families, and other IEP team members.

- Discuss what a meaningful day / week will look like
  - Work, learn, play and healthy living
- Discussing what supports the students (and their families) will need post-school
- What agency linkages do they want information on





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# Watson Resource Links

[The Watson Institute LIFE Resources](#)

## Webinar Participant Handouts

- **Pictorial Interest Inventory**
- **N2Y- Unique Learning System - Transition Passport Curriculum Example**
- **Phones, Texts, & Video Chat-Communication**
- **Chores Activities & Visuals**
- **First-Then Pix Board Example**





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# Employment Preparation and Engagement Considerations

Alison DeYoung

Youth Employment Solutions Center YES

[adeyoung@yestoemployment.org](mailto:adeyoung@yestoemployment.org)

[www.yestoemployment.org](http://www.yestoemployment.org)

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# Charting the LifeCourse Framework

- Core Belief: All people have the right to live, love, work, play and pursue their life aspirations in their community.
- Free tools for students, families & professionals
- All available online - [lifecoursetools.com](http://lifecoursetools.com)





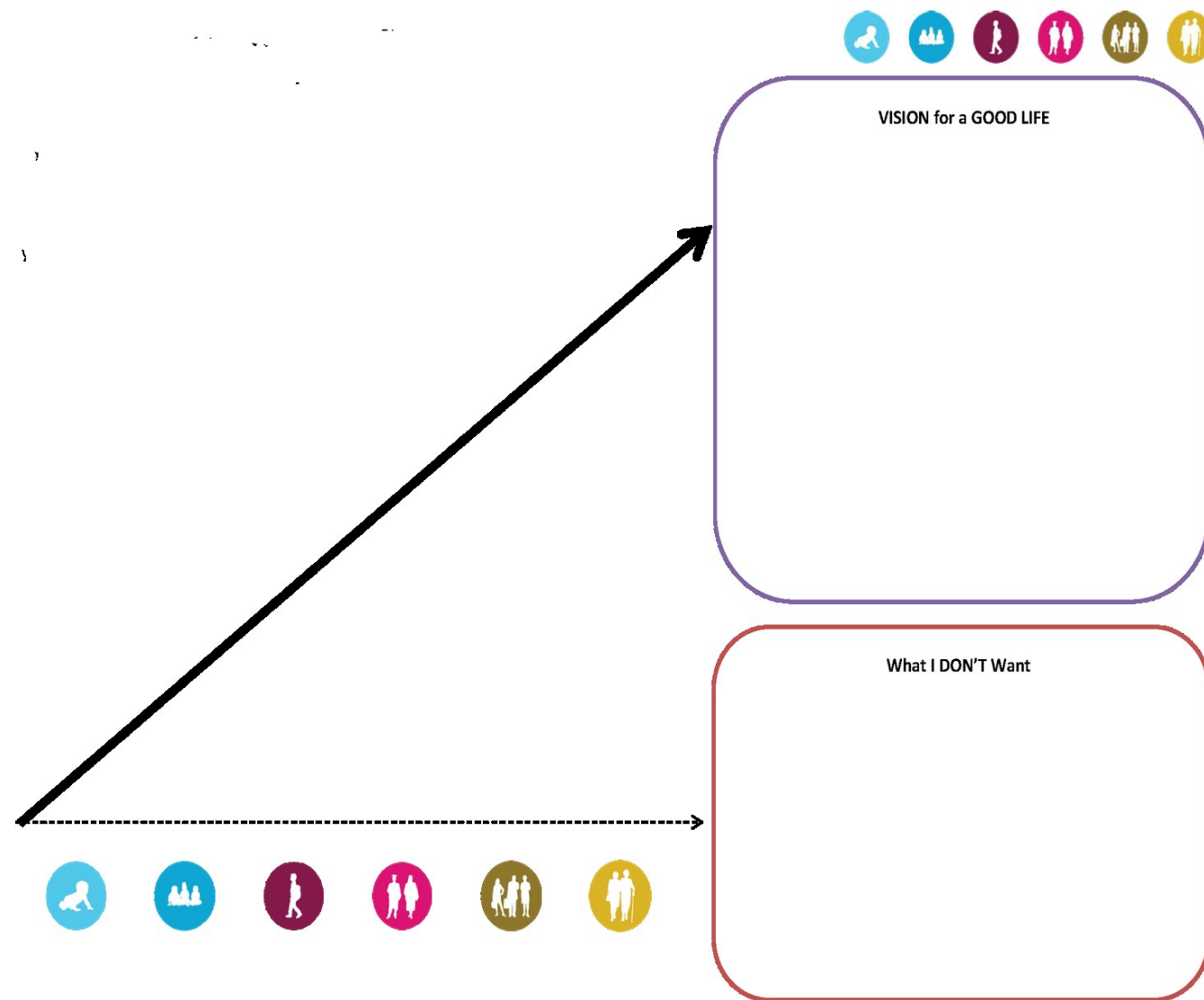
# Charting the Life Course

## Life Trajectory Worksheet

Everyone wants a good life. The bubbles on the right help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrow to think about current or needed life experiences that point you in the direction of your good life.

Developed by the UMKC Institute for Human Development, UCEDD.

More materials at [www.lifecoursetools.com](http://www.lifecoursetools.com)



# Develop a Website Portfolio

## KYLE MCGEE

HOME

ABOUT

CONTACT

Thank you for checking out my page! My name is

Kyle McGee. I am 19 years old. I just finished

my first year at Samford University . I currently

work at St. Vincent's 119 Health and Wellness

where I have been working for the last 3 years.

Its important for you to know that I was born with some significant challenges. I was diagnosed with congenital hydrocephalus and a gene mutation called L1CAM. I use a power wheelchair and a augmentative communication device called ACCENT 1400. If you are interested, please google it to find out more!

Support student in creating a website portfolio which can include:

- Photos
- Interests
- Internship Experience
- Blog
- Education Experience
- Support Team
- Work Experience
- Resume

# Create a Vision Statement

- Great tool to help youth express their goals, strengths, & accomplishments
- Can double as a resume

## Kentucky Works - Brighter Futures Vision Statement



**Andy Meredith, High School Senior**

### **Strengths**

*Social  
Determined  
Shows initiative  
Hard working  
Independent  
Musical  
Creative*

### **Areas I need help:**

*Reading  
Math  
Counting money  
Managing time  
Keeping track of a  
schedule*

**Vision Statement:** I get my own studio. My job is taking pictures. I get a small house. I get married to Maggie. I also work at Publix. It is really fun. I keep my money in the bank. I want to go to college and live in a new house by myself. My friends will come to my new house.

### **Accomplishments:**

- Worked at Publix since April 2017
- Earned Eagle Scout Award 2018
- Worked on Yearbook staff and lettered in Woodstock High School Mountain Bike Team
- Photography exhibited at Anna's Angels benefit auction and Russian Medical Colleges

### **What works for me:**

*Peer modeling and support  
Age-appropriate awards: breaks, money, music,  
Specific explanations*

### **What doesn't work for me:**

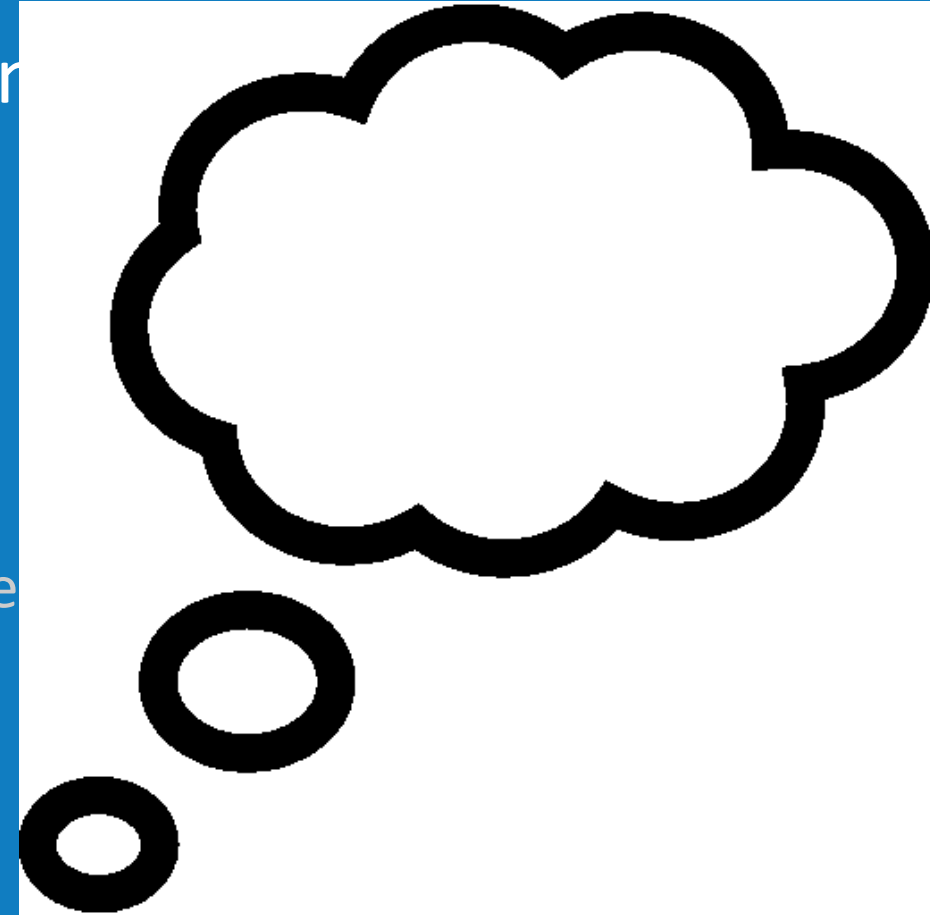
*Babying  
Removing me from friends*





## Things to Remember

- Focus on the outcome - what can be done so the student is ready for community-work experiences when this is over?
- Families will need support with employment activities
  - simple, individualized, and weekly (if possible)
- Age-appropriateness





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# Health and Secondary Transition Considerations and Resources

Samhita Ilango

Got Transition™/The National Alliance to Advance Adolescent Health

[silango@thenationalalliance.org](mailto:silango@thenationalalliance.org)

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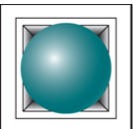
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# Funding Disclosure

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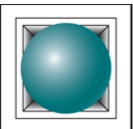
- Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number, U1TMC31756. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government.
- DC Health under grant number, CHA.PSMB. NAAA.H. 122015. The contents are those of the author(s) and do not necessarily represent the official views of nor an endorsement by DC Health.





# Importance of Health Care Transition

- Health Care Transition (HCT) is important in areas of post-secondary education, employment, and independent living.
- However, little attention has been directed at helping students learn about their own health needs and medicines, how best to manage their own health, how to use health care, and how to plan for transfer to adult health care.



# Including HCT in the IEP Transition Plan

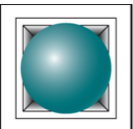
Got Transition, in partnership with DC's Community of Practice on Secondary Transition and with extensive input from special educators, city officials, and families, created the following two tools for students with an IEP and special educators:

## 1) Health Care Transition Readiness Assessment (**Participant Handout**)

- Completion of Got Transition's Health Care Transition Readiness Assessment for Students with an IEP will reveal student knowledge about their health and using health care and areas they need to learn more about.

## 2) Health Care Transition Sample Goals (**Participant Handout**)

- Practical, achievable, and measurable sample goals based on the results of the assessment can be used by IEP team to develop transition plan goals.



This health care transition readiness assessment is intended for students and their family/caregivers to complete as part of IEP transition planning meetings. If a student is unable to fill out this form, the student can complete it with the help of their family/caregiver.

**Directions:** Please check the box next to the answer that best applies to you right now. This helps us see what you already know about your health and using health care and areas that you need to learn more about.

Student Name:

Student Date of Birth:

Completed By:

Date Completed:

**Personal Care** (related to dressing, eating, bathing, and moving)

- I am able to care for all my needs
- I need a little bit of help to care for my needs
- I need a lot of help to care for my needs
- I need help to care for all my needs

**Use of Communication Supports**

- Text-to-speech technology
- Assistive Listening Systems
- ASL/Interpretation technology
- Other technology:
- I do not use communication supports

**Transition Importance & Confidence** On a scale of 0 to 10, please circle the number that best describes how you feel right now.

\*The transition to a doctor who cares for adults usually occurs between ages 18-22.

How important is it to you to move to a doctor who cares for adults by age 22\*?

0 (not)	1	2	3	4	5 (neutral)	6	7	8	9	10 (very)
---------	---	---	---	---	-------------	---	---	---	---	-----------

How confident do you feel about your ability move to a doctor who cares for adults by age 22\*?

0 (not)	1	2	3	4	5 (neutral)	6	7	8	9	10 (very)
---------	---	---	---	---	-------------	---	---	---	---	-----------

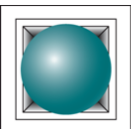
**My Health** Please check the box that applies to you right now.

	Yes	I want to learn	No
I can name my learning differences, disability, medical, or mental health diagnosis (e.g. diabetes, depression).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can name 2-3 people who can help me with my intellectual differences, disability, medical, or mental health needs in an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before a doctor's visit, I prepare questions to ask.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know to ask the doctor's office for accommodations, if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a way to get to my doctor's office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the name(s) of my doctor(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know or I can find my doctor's phone number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to make my doctor's appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I carry my health information with me every day (e.g. insurance card, emergency phone numbers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my food allergies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**My Medicines** Please check the box that applies to you right now.

	Yes	I want to learn	No
I know the name of the medicines I take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the amount of the medicines I take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when I need to take my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to read and follow the direction labels on my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what to do when I run out of my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my medicine allergies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Health Care Transition Readiness Assessment for Students with an IEP



### Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP

If a student has responded "No" or "I want to learn" to any of the items on the Health Care Transition Readiness Assessment, please use the following sample goals as a guide when creating goals in the IEP transition plan.

# Sample Goals for the HCT Readiness Assessment for Students with an IEP

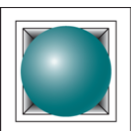
HCT READINESS ASSESSMENT ITEM	SAMPLE GOAL
<b>MY HEALTH</b>	
I can name my learning differences, disability, medical, or mental health diagnosis (e.g. diabetes, depression).	By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the name(s) of their medical or mental health diagnosis(es), with ___% accuracy.
I can name 2-3 people who can help with my intellectual differences, disability, medical, or mental health needs in an emergency.	By the end of the IEP cycle, student will input their emergency contacts' information on their phone and name and identify the contacts in their phone when asked, with ___% accuracy.
Before a doctor's visit, I prepare questions to ask.	By the end of the IEP cycle, student will prepare and practice asking a few questions to their doctor before their next appointment, with ___% accuracy.
I know to ask the doctor's office for accommodations, if needed.	By the end of the IEP cycle, student will identify which accommodations they need to request at a doctor's office, with ___% accuracy.
I have a way to get to my doctor's office.	By the end of the IEP cycle, student will plan transportation to their doctor's office ahead of time, with ___% accuracy.
I know the name(s) of my doctor(s).	By the end of the IEP cycle, student will input their doctor's contact information on their phone and name and identify their doctor in their phone when asked, with ___% accuracy.
I know or I can find my doctor's phone number.	By the end of the IEP cycle, student will name and identify their doctor in their phone when asked, with ___% accuracy.
I know how to make my doctor's appointments.	By the end of the IEP cycle, student will know how to call their doctor's office or use an online portal to schedule a future appointment, with ___% accuracy.
I carry my health information with me every day (e.g. insurance card, emergency phone numbers).	By the end of the IEP cycle, student will keep their insurance card safely in their wallet/backpack or take a photo of it and store it on their phone and be able to retrieve the insurance card when asked, with ___% accuracy.
I know my food allergies.	By the end of the IEP cycle, student will be able to say aloud and/or spell out and/or enter into their cell phone the name(s) of the foods they are allergic to, with ___% accuracy.



## Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP

# Sample Goals for the HCT Readiness Assessment for Students with an IEP

<i>HCT READINESS ASSESSMENT ITEM</i>	<i>SAMPLE GOAL</i>
<b>MY MEDICINES</b>	
I know the name of the medicines I take.	By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the name(s) of their medicines, with ___% accuracy.
I know the amount of the medicines I take.	By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the dosages of their medicines, with ___% accuracy.
I know when I need to take my medicines.	By the end of the IEP cycle, student will identify at what time to take their medicines, with ___% accuracy.
I know how to read and follow the direction labels on my medicines.	By the end of the IEP cycle, student will identify, read, and follow the directions on their medicines, with ___% accuracy.
I know what to do when I run out of my medicines.	By the end of the IEP cycle, student will call their doctor's office or pharmacy to ask about medication refills, with ___% accuracy.
I know my medicine allergies.	By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the name(s) of the medicines they are allergic to, with ___% accuracy.



# Example Goal Setting

This health care transition readiness assessment is intended for students and their family/caregivers to complete as part of IEP transition planning meetings. If a student is unable to fill out this form, the student can complete it with the help of their family/caregiver.

**Directions:** Please check the box next to the answer that best applies to you right now. This helps us see what you already know about your health and using health care and areas that you need to learn more about.

Student Name:

Student Date of Birth:

Completed By:

Date Completed:

**Personal Care** (related to dressing, eating, bathing, and moving)

- I am able to care for all my needs
- I need a little bit of help to care for my needs
- I need a lot of help to care for my needs
- I need help to care for all my needs

**Use of Communication Supports**

- Text-to-speech technology
- Assistive Listening Systems
- ASL/Interpretation technology
- Other technology:
- I do not use communication supports

**Transition Importance & Confidence** On a scale of 0 to 10, please circle the number that best describes how you feel right now.

\*The transition to a doctor who cares for adults usually occurs between ages 18-22.

How important is it to you to move to a doctor who cares for adults by age 22\*?

0 (not)	1	2	3	4	5 (neutral)	6	7	8	9	10 (very)
---------	---	---	---	---	-------------	---	---	---	---	-----------

How confident do you feel about your ability move to a doctor who cares for adults by age 22\*?

0 (not)	1	2	3	4	5 (neutral)	6	7	8	9	10 (very)
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**My Health**

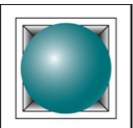
Please check the box that applies to you right now.

	Yes	I want to learn	No
I can name my learning differences, disability, medical, or mental health diagnosis (e.g. diabetes, depression).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can name 2-3 people who can help me with my intellectual differences, disability, medical, or mental health needs in an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before a doctor's visit, I prepare questions to ask.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know to ask the doctor's office for accommodations, if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a way to get to my doctor's office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the name(s) of my doctor(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know or I can find my doctor's phone number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to make my doctor's appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I carry my health information with me every day (e.g. insurance card, emergency phone numbers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my food allergies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**My Medicines**

Please check the box that applies to you right now.

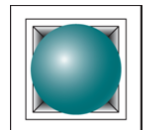
	Yes	I want to learn	No
I know the name of the medicines I take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the amount of the medicines I take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when I need to take my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to read and follow the direction labels on my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what to do when I run out of my medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my medicine allergies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Example Goal Setting

Student marked “no” on  
*“I know or I can find my doctor’s phone number.”*

<b>My Health</b>	<i>Please check the box that applies to you right now.</i>	Yes	I want to learn	No
	I can name my learning differences, disability, medical, or mental health diagnosis (e.g. diabetes, depression).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can name 2-3 people who can help me with my intellectual differences, disability, medical, or mental health needs in an emergency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Before a doctor’s visit, I prepare questions to ask.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I know to ask the doctor’s office for accommodations, if needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I have a way to get to my doctor’s office.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I know the name(s) of my doctor(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I know or I can find my doctor’s phone number.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	I know how to make my doctor’s appointments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I carry my health information with me every day (e.g. insurance card, emergency phone numbers).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I know my food allergies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

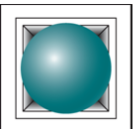


# Example Goal Setting

## Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP

*If a student has responded "No" or "I want to learn" to any of the items on the Health Care Transition Readiness Assessment, please use the following sample goals as a guide when creating goals in the IEP transition plan.*

HCT READINESS ASSESSMENT ITEM	SAMPLE GOAL
<b>MY HEALTH</b>	
I can name my learning differences, disability, medical, or mental health diagnosis (e.g. diabetes, depression).	By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the name(s) of their medical or mental health diagnosis(es), with ___% accuracy.
I can name 2-3 people who can help with my intellectual differences, disability, medical, or mental health needs in an emergency.	By the end of the IEP cycle, student will input their emergency contacts' information on their phone and name and identify the contacts in their phone when asked, with ___% accuracy.
Before a doctor's visit, I prepare questions to ask.	By the end of the IEP cycle, student will prepare and practice asking a few questions to their doctor before their next appointment, with ___% accuracy.
I know to ask the doctor's office for accommodations, if needed.	By the end of the IEP cycle, student will identify which accommodations they need to request at a doctor's office, with ___% accuracy.
I have a way to get to my doctor's office.	By the end of the IEP cycle, student will plan transportation to their doctor's office ahead of time, with ___% accuracy.
I know the name(s) of my doctor(s).	By the end of the IEP cycle, student will input their doctor's contact information on their phone and name and identify their doctor in their phone when asked, with ___% accuracy.
I know or I can find my doctor's phone number.	By the end of the IEP cycle, student will name and identify their doctor in their phone when asked, with ___% accuracy.
I know how to make my doctor's appointments.	By the end of the IEP cycle, student will know how to call their doctor's office or use an online portal to schedule a future appointment, with ___% accuracy.
I carry my health information with me every day (e.g. insurance card, emergency phone numbers).	By the end of the IEP cycle, student will keep their insurance card safely in their wallet/backpack or take a photo of it and store it on their phone and be able to retrieve the insurance card when asked, with ___% accuracy.
I know my food allergies.	By the end of the IEP cycle, student will be able to say aloud and/or spell out and/or enter into their cell phone the name(s) of the foods they are allergic to, with ___% accuracy.





# Example Goal Setting

*“By the end of the IEP cycle, student will name and identify their doctor in their phone when asked, with \_\_\_% accuracy.”*

## Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP

*If a student has responded “No” or “I want to learn” to any of the items on the Health Care Transition Readiness Assessment, please use the following sample goals as a guide when creating goals in the IEP transition plan.*

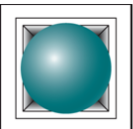
HCT READINESS ASSESSMENT ITEM	SAMPLE GOAL
<b>MY HEALTH</b>	
I can name my learning differences, disability, medical, or mental health diagnosis (e.g. diabetes, depression).	By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the name(s) of their medical or mental health diagnosis(es), with ___% accuracy.
I can name 2-3 people who can help with my intellectual differences, disability, medical, or mental health needs in an emergency.	By the end of the IEP cycle, student will input their emergency contacts’ information on their phone and name and identify the contacts in their phone when asked, with ___% accuracy.
Before a doctor’s visit, I prepare questions to ask.	By the end of the IEP cycle, student will prepare and practice asking a few questions to their doctor before their next appointment, with ___% accuracy.
I know to ask the doctor’s office for accommodations, if needed.	By the end of the IEP cycle, student will identify which accommodations they need to request at a doctor’s office, with ___% accuracy.
I have a way to get to my doctor’s office.	By the end of the IEP cycle, student will plan transportation to their doctor’s office ahead of time, with ___% accuracy.
I know the name(s) of my doctor(s).	By the end of the IEP cycle, student will input their doctor’s contact information on their phone and name and identify their doctor in their phone when asked, with ___% accuracy.
I know or I can find my doctor’s phone number.	By the end of the IEP cycle, student will name and identify their doctor in their phone when asked, with ___% accuracy.
I know how to make my doctor’s appointments.	By the end of the IEP cycle, student will know how to call their doctor’s office or use an online portal to schedule a future appointment, with ___% accuracy.
I carry my health information with me every day (e.g. insurance card, emergency phone numbers).	By the end of the IEP cycle, student will keep their insurance card safely in their wallet/backpack or take a photo of it and store it on their phone and be able to retrieve the insurance card when asked, with ___% accuracy.
I know my food allergies.	By the end of the IEP cycle, student will be able to say aloud and/or spell out and/or enter into their cell phone the name(s) of the foods they are allergic to, with ___% accuracy.

# Example Goal Setting - Ideas to achieve this goal

*“By the end of the IEP cycle, student will name and identify their doctor in their phone when asked, with \_\_\_% accuracy.”*

## A few ideas...

- Work with your youth or young adult to add their doctor’s name and phone number into their phone contacts
- Use [Got Transition’s Medical ID](#) resource to follow steps to add health and medical information, including emergency contact information, into their smartphone
- Practice!



# Additional Resources for Youth, Young Adults, and Families



**TRANSITION TIMELINE:** Know where you are before you can plan where you're going! Find out where you are in the transition to adult care by reviewing the [Transition Timeline](#) for age-specific milestones.



**HCT READINESS ASSESSMENTS:** Find out what you already know about your health and health care by filling out our [Transition Readiness Assessment](#). Family members: fill out this [version for Parents/Caregivers](#) and compare your answers!



**GOAL SETTING:** Setting goals is an important part of helping you reach independence in your medical care. Fill out this [helpful one-pager](#) from Children's Mercy Kansas City to set your health goals.



**TAKE YOUR HEALTH INFO WITH YOU:** A smartphone is a great place to keep important health information. Fill out the [Medical ID](#) on your smartphone, which can be accessed by anyone in the case of an emergency.



**ONLINE QUIZ:** Are you ready to transition to adult care? Take our [online quiz](#) to find out now!

[Click here for the full tip sheet: "5 Steps to Prepare for Health Care Transition"](#)

Want more information? Visit us at [www.GotTransition.org](http://www.GotTransition.org)

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JOIN OUR MAILING LIST

Got Transition is dedicated to increasing youth and young adult engagement in health care and improving continuity of care between pediatric and adult health care.

- Sample Content lorem ipsum dolor sit amet, consectetur adipiscing

**News & Announcements**

**Six Core Elements 2.0 Release**  
Got Transition launches its new website and releases the new Six Core Elements (2.0) with corresponding clinical tools and measurement resources... [more>](#)

**Got Transition's New Home**  
The National Alliance to Advance Adolescent Health is the new "home" for Got Transition's Center for Health Care Transition Improvement. With funding support from the Maternal and Child Health Bureau, Got Transition will focus on  
1) transition quality improvement spread,  
2) health care professional training,  
3) youth and family engagement,  
4) policy improvements, and  
5) information dissemination... [more>](#)

**Nation Survey Updates**  
The new National Survey of Children's Health, which will be a combined survey of the National Survey of Children's Health and the National Survey of Children with Special Needs, will use a new set of questions on transition. For more information, see the transition research and policy page>

**Budding Career Development Partnerships**  
Got Transition has formed a new partnership with the Department of Labor's Office of Disability Employment Policy and the HSC Foundation's Youth Transition Collaborative. The goals of this partnership are to transition resources to our respective and educational opportunities related to health care and employment transition planning...

Health Care Providers | Youth & Families | Researchers & Policymakers

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JOIN OUR MAILING LIST

Health Care Providers | Youth & Families | Researchers & Policymakers

**Youth & Families FAQ Welcome**

Sample Content lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu andit praesent luptatum zzril delenit augue nulla vulputate velit esse molestie consequat, vel illum dolore eu andpraesent luptatum zzril delenit augue dui dolore te feugait nulla facilisi.

discovering → tracking → preparing → planning → transferring → completing

**health care transition 101** [Expand All Answers Below](#)

**discovering: finding out your doctor's transition practices**

- What is health care transition?
- If I go to a pediatrician, why do I have to change doctors?

**tracking: keeping track of your own health information**

- How should I keep track of my health care?

**preparing: learning to manage your own health care**

- Which tasks do I need to learn to do as I transition to adult health care?
- How can I make sure I am prepared for my visits to the doctor?
- What should I bring with me to the doctor and what should I make sure I have when I leave?
- Do you have any advice about managing medications?
- What do I need to know about insurance?

**planning: planning for to transfer**

- What do I need to know about legal changes as I turn 18?
- I am planning on going to college. How can I transition my health care to the college setting?

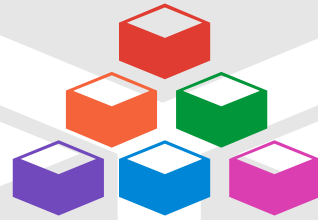
**About Our Contributors**

**Michael Cooper**  
Sample Content et lorem ipsum dolor sit amet, consectetur diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

**Anita Martin**  
Sample Content et lorem ipsum dolor sit amet, consectetur diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

**James D. Famiglio**  
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NTACT

National Technical Assistance Center on Transition



# Additional Resources



**NTACT**

National Technical Assistance Center on Transition



# Disability Specific Resources

## **Autism**

[Supporting Individuals with Autism through Uncertain Times](#)

[Autism Society - Coronavirus: Response & Resources](#)

[MN Low Incidence Projects Helping Your Child with ASD Learn at Home During Covid19](#)

[Autism Society of Florida](#)

## **Mental Health**

[NAMI COVID-19 - Information and Resources](#)

[Iowa - Mental Health & COVID-19 - It's OK to not be Ok](#)





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# Disability Specific Resources

## **Intellectual and/or Developmental Disabilities**

[The ARC - COVID-19 Resources for People with Intellectual and/or Developmental Disabilities](#)

[Distance Learning for Special Education Resources for Significant Disabilities](#)

## **Sensory Impairments**

[Virtual Activities for Teachers and Families - TX Sensory Support Network](#)

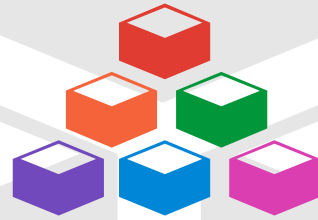
[Blindabilities.com](#)

[The National Homework Hotline](#)

[Deafverse: Online American Sign Language \(ASL\) Accessible Game for Teens](#)

[Described and Captioned Media Program](#)





# NTACT

National Technical Assistance Center on Transition



Continue Today's Discussion  
and  
Follow Up



# Online Discussion and Share Resources

https://transitioncoalition.org/blog/webinar/complex\_needs\_distance\_learning/

Search



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Home » Ask the Experts » Strategies & Resources for Students with Complex Support Needs in Distant Learning Environments

PIN AS FAVORITE

WELCOME, MICHAEL  
STOEHR



[My Account](#)  
[Log Out](#)

## MY PORTFOLIO

[My Self-study](#)  
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[My LERNS](#)  
[My Pinned Items](#)  
[My QI-2 Summary](#)

## Strategies & Resources for Students with Complex Support Needs in Distant Learning Environments



Providing educational and employment in virtual and distance learning environments for students with complex support needs is extremely challenging. [NTACT](#) and partner organizations provide guidance, examples and assistance for transition-focused instruction and other activities for students with complex support needs.

Put your slippers on and join us! Live captioning provided.

**LIVE EVENT:** April 14, 2020 12 noon ET [REGISTER HERE](#)  
**ONLINE CHAT:** ONGOING!



### Join the Discussion!

What questions, ideas, resources or strategies do you have for supporting transition for students with complex support needs in distance learning formats?

[Leave a Reply](#)



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# POWERPOINT, RECORDINGS, and CREDITS

- This webinar is being recorded.
- The PowerPoint can be found at [www.transitionTA.org](http://www.transitionTA.org) – under “Events”
- The recording of today’s webinar will be available at [www.transitionTA.org](http://www.transitionTA.org) by Monday, April 20, 2020
- A captioned recording will be available at [www.transitionTA.org](http://www.transitionTA.org) by Friday, April 24, 2020
- CRC credits will be provided through WINTAC following this webinar by completing the post-event evaluation process. All participants will receive a "Certificate of Attendance" from NTACT following the webinar.

<https://www.transitionta.org/covid19>

<http://www.wintac.org>

Find out about transition resources during the COVID-19 outbreak

Search [ ] Login

**NTACT**  
National Technical Assistance Center on Transition

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 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 mailbox for COVID questions is at [COVID-19@ed.gov](mailto: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@uncc.edu](mailto:ntactmail@uncc.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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Pre-employment Transition Services Implementation of Section 511 Requirements

Resources and Strategies for Competitive Integrated Employment Integration of VR into the Workforce Development System

Transition to the Common Performance Accountability System Business Engagement and Employer Supports

The Career Index Plus - Labor Market Information Apprenticeships and Customized Training

## Welcome to WINTAC

Follow us on

### WINTAC Responds to COVID-19

- Resources for Distance Service Delivery
- COVID-19 Resources
- Working and Providing Services by Distance Forums

In response to the need for ongoing and frequent communication between VR agencies, their partners and stakeholders at the national level during the COVID-19 crisis, the WINTAC developed discussion forums on a wide variety of topics related to teleworking and providing services by distance. We encourage you to participate in the discussion forums to ask questions, share information and support one another. You can log in and [participate in the discussion forums](#). (If you have not registered to WINTAC site yet, click here to [register](#).)

### What's New

#### COVID-19 Resources and Resources on Distance Service Delivery

The WINTAC has created a list of resources to help VR programs that are operating by distance and providing services remotely during the COVID-19 crisis. We will be building on these resources daily, so please check back frequently. Click to access the [COVID-19 Resources](#). Click to access the [Resources on Distance Service Delivery](#).

#### Calculating VR Performance for MSG Tool - RSA TAC 20-02

The WINTAC, in partnership with RSA, developed this Calculating VR Performance for Measurable Skill Gains (MSG) Tool to demonstrate how RSA will calculate performance after each Program Year ends. The tool includes two examples that show how RSA will use negotiated levels of performance, the Statistical Adjustment Model's (SAM) estimated levels of performance, and the State VR program's actual level of performance to calculate the Individual Indicator Score for MSG. This [Excel file](#) includes the SAM's estimated levels of performance and MSG performance for Program Years 2017 and 2018 for each State VR program. These tools and [RSA TAC 20-02: Negotiating and Sanctions Guidance](#), are available on the [Transition to the Common Performance Measures Resources Page](#).

#### Case Service Report (RSA-911) Training Series

The Rehabilitation Services Administration (RSA), in partnership with the WINTAC, has completed its series of eight pre-recorded trainings related to the

# Upcoming Events

## WINTAC/Cornell University: COVID-19, Public Benefits and the CARES Act

**Register to Join our Zoom Meeting:** <https://zoom.us/meeting/register/vpAofuygrj4r-2Ly0dxkotdF0c-P53-2kg>

**DATE:** Thursday, April 15, 2020

**TIME:** 1 p.m. (EST)

This live webinar will focus on helping stakeholders better understand how social benefit programs (i.e. SSI/SSDI/Medicaid etc.) may be impacted by the Coronavirus Aid Relief and Economic Security (CARES) Act.

## Y-TAC Webinar: Locating, Serving, and Supporting Youth with Disabilities Involved in the Justice System

**Register to Join our Zoom Meeting:** [https://zoom.us/webinar/register/WN\\_ROGoD472T2CmUWvea6ubog](https://zoom.us/webinar/register/WN_ROGoD472T2CmUWvea6ubog)

**DATE:** Thursday, April 16, 2020

**TIME:** 2 p.m. (EST)

This webinar will feature best and promising practices for service delivery, outreach, and support of youth with disabilities who are involved in the justice system or multiple systems.

## Instagram, Snapchat, TikTok and Beyond – Using Social Media for Peer to Peer Engagement

[Register Now](#)

**DATE:** Tuesday, April 21, 2020

**TIME:** 12:00 p.m. (EST)

How are teenagers and young adults connecting and supporting one another during the COVID 19 crisis in our country? This session, presented by youth engagement and leadership professionals, will explore effective practices and resources that can promote and enhance communication and engagement of students and youth with disabilities.



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# 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/StrategiesandResourcesforStudentswithComplexSupportNeedsinDistanceLearning>



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**THANK YOU**  
*for joining us!*





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Websites:

[www.transitionta.org](http://www.transitionta.org)

[www.wintac.org](http://www.wintac.org)

Contact us:

[ntactmail@uncc.edu](mailto:ntactmail@uncc.edu)

<http://www.wintac.org/request-ta>



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National Technical Assistance Center on Transition

**Find us on:**



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