

NC-
DCDT

The LIGHTHOUSE

Disseminating Information in the Service of Students with Disabilities
in North Carolina

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TOUCH THE
FUTURE
LIGHT THE
WAY

Education and Vocational Rehabilitation Services - A Dynamic Partnership for Positive Transition Outcomes

Transition services support the movement of high school students with disabilities into adult life activities. These services are a coordinated set of activities, programs and supports provided by schools, vocational rehabilitation (VR) services and other agencies that create an individualized process whereby students transition into adult life. From the perspective of a **common** transition outcome education and VR services CAN partner on behalf of students with disabilities. Each is responsible for this collaborative relationship to facilitate a seamless transition for students.

Both agencies strive to prepare students with disabilities for contributing adult roles in society. IDEA mandates that each student has an Individual Education Program (IEP), and that transition planning and services begin at age 16 to prepare each student for adult life. The Rehabilitation Act legislates assistance to persons with disabilities to prepare for, obtain and maintain employment according to their interests, abilities and capabilities.

Most school and VR partnerships have local written agreements that present an opportunity for both partners to bring up issues or concerns and come to mutual understanding regarding the provision of transition services at the local level.

Many schools and VR partners get together several times a year to evaluate how things are going and make necessary adjustments. VR provides services in an individualized manner and therefore the services vary from one person to another.

The basis of the transition process is “a coordinated set of activities.” Each transition partner works to ensure his role honors the student’s interests, aptitudes, abilities, needs, priorities and informed choice. Schools have primary responsibility for transition services **prior** to exit from high school. VR is responsible for providing services leading to employment for eligible students **after** exiting high school.

Education provides transition services required under the IDEA to students with disabilities. Services provided in general, vocational/ technical, and/or special education typically include:

- Career exploration and preparation for post-school activities,
- Vocational/career technical training,
- Course of study that is aligned with the student’s post-school vision (goals),
- In-school and community-based work experiences (paid or unpaid),
- Special transportation services, and
- Assistive technology, support services and equipment for use during school activities.

VR provides services to meet the employment goal identified in the Individual Plan for Employment (IPE). These services include:

- Complete an IPE before eligible students exit school,

Cont'd on p. 2

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Education - VR Partnership

- Coordinate the IPE with the IEP or Section 504 plan,
- Plan for a seamless transition to post-school employment outcomes,
- Arrange or conduct assessments and evaluations related to VR eligibility and employment plan development,
- Provide vocational counseling to establish appropriate work goals,
- Identify individualized rehabilitation services necessary to reach job goals, and
- Provide expertise regarding workplace adjustment and accommodations.

Challenges and barriers do exist that prevent the collaboration necessary for the effective functioning of this much needed partnership. Special education personnel and VR counselors should, in the spirit of the legislation strive to overcome existing challenges and barriers to provide the individualized transition needed by students with disabilities. *Together in Partnership!*

OCS/VPS

Tips for Managing Multiple Courses in One Block

- ▮ To teach two courses, split the class into two 45 minutes sessions. Focus on Course 1 during the 1st half, doing whole group instruction. Switch your focus for the second half, while the students in Course 1 work independently online.
- ▮ Utilize your TA so that the two of you can alternate between two courses. This will keep you hands on, while giving full guidance to the students.
- ▮ If students need guidance during a time where you are helping students in another course, pair high and low students together for support.

Teachers who have never taught with us in the OCS Blended Learning program can get their training here: <http://www.ncvps.org/index.php/ocs-blended-learning-training/>

Keep up to date with OCS matters @ ncvps.org.

TIERED Interventions and Secondary Transition Planning

Dr. Mary Morningstar (2011) offered a multi-tiered intervention model focused on helping all students make transitions out of high school. The model proposes five separate three-tiered interventions focused on post-school success.

In tier 1 students would participate in a school environment where a) assessment for career and academic planning was conducted systematically and frequently; b) curricula were connected to educational and career goals; c) there was broad-based connections among schools and community employers and service providers; d) families were informed and engaged in academic and career planning; and e) instruction emphasized choice and application of information.

Tier 2 addresses supplemental assessment and instruction, collaboration and supports needed for special groups of students.

In tier 3, the transition-focused intervention would address: a) transition assessment and planning; b) individualized transition

curricula, c) interagency collaboration on transition, d) family-focused individualized transition planning, and e) individualized community-based instruction.

Morningstar's (2011) approach to tiered intervention in high school provides a vehicle for discussing how to include and embed transition-focused education in the context of the college and career ready standards for ALL students. The model therefore holds tremendous promise for meeting the needs of students with disabilities within the context of the curricula of the whole school. Transition is therefore seen as something for **every** student, and not just something for students with disabilities. Every student transitions out of high school. Students with disabilities just need more intervention and support than others in secondary transition planning.

Details @ nsttac.org under New 101
Resources on Key Transition Topics

IEP Checklist

The following checklist, when completed, is designed to help and ensure the creation of an effective and compliant transition component of each student's IEP.

- The invitation to the parent is evident.
- The invitation to the student is evident.
- Prior to **EVERY** IEP meeting, consent is obtained from the parent or the student who has reached the age of majority, to invite any participating agency that is likely to be responsible for providing or paying for transition services. Consent of parent or student is evident.
- Evidence that age-appropriate transition assessment results are obtained and used to determine a student's measurable postsecondary goals is provided.
- Post-school vision of the student is identified, discussed, documented, and expressed as post-school goals.
- Student's annual goals are measurable and are related to training, education, employment, or independent living. Annual goals support the student's eventual achievement of his/her post-school vision.
- Student's strengths, interests, preferences (what the student chooses) and needs (what the student requires to be successful in the general education curriculum and for achieving post-school goals) are identified.
- Academic Achievement and Functional Performance level (baseline data, including strengths and needs, from age-appropriate assessments related to postsecondary goals) is determined.
- Documentation that the student's vision of his or her future activities is aligned with assessment, Present Level of Academic Achievement and Functional Performance (PLAAFP), goals, courses of study, and transition activities is clear.
- Transition services/activities are noted for each of the postsecondary goals, as well as other areas deemed necessary.
- Persons responsible for providing the transition services or activities and by what date are noted.
- Anticipated graduation date or exit date is noted.
- The student's age of majority is considered.
- The IEP is conducted on an annual basis.
- Description of how the student's progress toward annual goals will be measured and when periodic reports on such progress will be provided is noted.
- All goal pages are attached to the student's IEP.

Key Elements of Indicator 13

1. Measurable postschool goals
2. Annual review of IEP
3. Age-appropriate transition assessment
4. Transition services
5. Courses of study
6. Aligned annual IEP goals
7. Student invitation to the IEP
8. Parent consent to invite agencies

Graduation Points

For graduating students or students reaching age 22:

- Ensure the student has a current IEP until graduation date.
- Schedule an exit meeting and complete/review his or her Summary of Performance (SOP) Form.
- Ensure that the student and parent(s) know of, are connected with, and how to access relevant adult service agencies. All referrals should have been made.
- During the exit interview, gather contact information for State Performance Plan (SPP) Indicator 14 purposes.

Have You made your Proposal for any NCDCDT Grants and Awards?

Details @ ncdcdt.org

Positive Behavior Support in Job Coaching

The job coach is a professional or paraprofessional person who facilitates work integration for individuals with disabilities. Such individuals may vary in age from 15 through adult. Job coaches may be employees of local education agencies or may be hired by agencies associated with the adult work force. For individuals, generally students under 22 years of age, job coaches must provide the requisite **transition services** in compliance with the Individuals with Disabilities Education Act (2004).

The term "job coach" pertains to the training of the individual with disabilities by someone who:

- is knowledgeable in that area or an approved specialist;
- uses structured intervention techniques to assist the individual with disabilities in learning to perform job tasks to the employer's satisfaction;
- assists the individual with disabilities in acquiring the interpersonal skills necessary to be accepted as a worker at the job site and in related community activities; and
- Assists with related assessment, counseling, job development, advocacy, travel and mobility training, and other services required to obtain and maintain employment.

Through job coaching, a trained individual or job coach works directly with an individual with a disability in a training or placement site to help him/her:

- become skilled at the specific requirements of the job;
- learn **job specific skills and work-related** skills and behaviors (activities and requirements) such as time and attendance rules;
- learn appropriate **employability** (including societal) skills and behaviors when working with co-workers and supervisors.

By having a student placed in a work environment with the physical assistance of a job coach a) areas of vocational and personal strength and weakness become evident early in the process and are based on actual observed experience; b) the student is able to benefit from immediate feedback, assistance and subsequent follow-up from the job coach or other support person; and c) the employer (if the student is a potential employee) is able to

observe and gauge progress of the student without the full obligation of resources in the beginning of the training process.

Positive behavior support for a job coach serving students with disabilities would include proactive strategies for ensuring transition from a school setting to an employment setting. Independent performance with the least amount of prompts is the desired outcome. The job coach's main responsibility is determining where behavioral issues could arise due to:

- not understanding how to perform requested task;
- inappropriate placement for job site training;
- lack of personal and interpersonal (social) skills;
- inability to communicate wants and needs clearly; or
- social boundaries due to limits in cognitive functioning.

This may require a functional behavioral assessment looking at antecedents and consequences that surround a behavior in order to determine the function behind the behavior. Once the function is determined then antecedent modifications, new behavior teaching, and consequence modifications can be put into place that will render the targeted behavior unnecessary for the student, therefore ensuring a successful training / work environment.

(Compiled from various readings and personal experience)

Membership Goal:

Increase by 10% in 2012.

At least ONE member per LEA

Join NCDCDT! See ncdcdt.org

Do YOU know what postsecondary educational/training opportunities exist for students with intellectual disabilities in North Carolina? How are these opportunities accessible to our students? How can we advocate and promote these opportunities for our students?

Read about one example on the next page.

Independent Living Skills as a Post Secondary Goal

The general perception seems to be that mainly students identified as moderately and severely intellectually disabled should have independent living skills as postsecondary goals. However, careful assessment will reveal that a significant percentage of students who are identified as having higher cognitive ability **DO** have deficits in this area. In short, most students with disabilities can benefit from having one or more independent living skills as postsecondary goals.

Training students with disabilities for life's demands and transitions requires addressing independent living skills from the early school years. Important skills necessary for independent living include: communication, functional academic performance, self-determination, integrated community participation, health and fitness, social, personal and interpersonal relationship, leisure and recreation, money management/consumer awareness, food management, personal appearance and hygiene, housekeeping, transportation, education planning, job seeking and job maintenance, emergency and safety, legal, knowledge of community resources, self care, medication management and housing.

From the above list it is evident that most, if not all students with disabilities have deficits in some areas of independent living. It is important, therefore, to use age-appropriate assessment tools to determine where these deficits exist and address them especially as postsecondary goals in the high school years. Instruction can be aligned with other areas as Occ. Prep., Health, etc., to equip students with the knowledge they need in these deficit areas.

The following are some independent living assessment tools that can yield valuable information on skill deficits. However, caution should be taken when using questions in the sensitive areas as pregnancy. It is advised that sensitive areas be cleared with your school system before use. As an alternative, questions in sensitive areas may be omitted altogether.

- LIFE SKILLS INVENTORY: Independent Living Skills Assessment Tool { www.dsha.wa.gov/pdf/ms/forms/10_267.pdf. }
- Ansell-Casey Life Skills Assessment: Levels I, II, III & IV { www.caseylifeskills.org/pages/assess/assass_printable.html. }
- Transition and Vocational Assessment. { www.txautism.net/docs/Guide/Evaluation/TransitionVocation.pdf. }

Beyond Academics: A Pathway for Young Adults with Intellectual Disabilities

Beyond Academics is a four year certificate-based course of study, Integrative community Studies (ICS), offered by the Office of Undergraduate Studies at UNC-G. The goal is to prepare enrolled students for a self-determined lifestyle after college emphasizing careers, meaningful avocations, and community living.

The major elements of the program are:

1. Admissions, Recruitment, Outreach and Education
2. Service Coordination and Assessment
3. Academic Life
4. Student Life
5. Post Graduate Advancement
6. Project Development, Evaluation and Research

Outcomes for Graduates of 2011 include:

1. On average, graduates decreased utilization of Medical Waiver services by 69% over the four year period.
2. Five of six graduates have jobs, businesses or are in the on-the-job training phase.
3. Graduates are living in apartments or shared living arrangements independently or with minimal support services, with some choosing to remain in the Greensboro area and others moving to different locales.
4. Graduates are managing financial affairs with minimal supports
5. Social connections, relationships with friends and significant others, volunteer activities and community support network have increased.
6. Graduates can navigate their communities using public transportation and self-arranged transportation.
7. Adaptive Behavior Scales scores for graduates showed an increase in skill levels in 2010 as compared to results in August 2007 when they enrolled.

Read details @ beyondacademics.uncg.edu

- Secondary Transition: Transition Assessment Resources. { www.ksde.org/Default.aspx?tabid=3236 }
- Life Skills Guidebook. { www.paccbt.pitt.edu/Curriculum.202%20The%20Ansell%20Casey%20Life%20Skills%20Assessment/TrnRsrcs/TR01_ACLSAGdbk.pdf }

Helping Students Develop a Vision for Post-School Adult Life

Developing a vision for post-school adult life and being able to articulate this vision is a key aspect of student-focused planning. The use of age-appropriate transition assessments helps in the identification of a career based on the student's needs, interests, skills, aptitude, strengths and preferences. During the IEP meeting the IEP team, through discussion with the students, can assist students in the development of post-school goals based on their preferences, interests, needs and strengths.

Students' vision for their future post-school goals should be addressed under these three areas: education/training, employment and independent living (if appropriate). Any discussion should capture the students' thoughts about their vision for their future oriented activities. These activities or goals may be a wide range of choices or broadly stated goals in the early years, but narrowed to more specifically stated goals in final years of high school. The postsecondary vision should then become the focal point for determining the present level of academic achievement and functional performance of the students (PLAAFP).

Transition/transition planning involves 3 major activities:

1. Coaching every student and the family to think about goals for the future and to develop long-range plan to get there.
2. Designing the high school experience to ensure that the student gains the competencies (knowledge, skills and attitudes) and motivation to achieve the desired goals.
3. Identifying and linking students and families to any needed post-school services and supports.

When planning a meeting, have an agenda that is student-focused and allows for ample student involvement. The following are examples of some questions the student can address with guidance and support from the IEP team.

What is my vision for my life when I am done with school?

- Where/how am I going to live?
- What job or career am I going to have? How will I know this?
- How will I become part of the community?

- Will I need additional education or training? If so, where?
- What do I really need to achieve my postsecondary goals?

Where am I now relative to my vision of my life after school?

- How good are my current academic skills?
- How good are my functional (including vocational) skills?
- Do I have and use the accommodations I need?
- Have the accommodations from my previous IEP been helpful?
- How can I make my vision of postsecondary life clearer?

How will I achieve my postsecondary vision?

- What do I need to learn to reach my vision?
- What course(s) of study should I take in school that will move me closer to my vision? Where can I learn about this?
- What credits do I need?
- Will I need a diploma to achieve my vision?
- What skills do I need to reach my vision, according to the assessment I've taken?
- Are my course(s) of study [school classes] listed in my Graduation Plan aligned with my vision of my postsecondary life?
- What other (i.e. transition) services will help me reach my vision? Am I connected with people/agencies who can help me reach my vision?
- Has the point when I leave school been identified?

What will I learn this year that will move me toward achieving my post-school vision?

- Is my IEP current and reflective of what I need this year?
- What are my annual goals/objectives, and will they help me reach my vision?
- Am I being properly prepared for my post-school adult life?
- How can I access the services I will need after school?

Answers obtained can help students realize their vision for their future.

Regional Highlights

NCDCDT COASTAL REGIONAL MEETING

Friday, February 24, 2012
Craven County Board of Education
3600 Trent Road ~ New Bern, NC 28562

Highlights of the AGENDA:

- | | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10:00 – 10:30 | Welcome
<i>Teresa Smith, Wayne County Schools
NCDCDT Regional Representative & Historian</i> |
| 10:30 – 11:30 | NCDCDT Update <i>Sharon Jackson,
Cleveland County Schools & NCDCDT President</i>
Engaging Digital Learners with Web 2.0 Tools
<i>Sharon Jackson, Cleveland County Schools</i> |
| 11:30 – 11:45 | NCDCDT 2010 Coastal Region Grant Winner
<i>"Sweet Dreams"</i>
<i>Myra Chandler, Hyde County Schools</i> |
| 12:00 – 1:00 | Secondary Education and Students with Disabilities: What's New? What's Changed?
<i>Freda Lee, NC Department of Public Instruction
State Consultant, Exceptional Children's Division</i> |
| 1:00 – 1:30 | Regional Sharing - Transition Question Bowl |

Piedmont East Region

ID Mod Students in Wake County obtain employment through Project H.I.R.E.

Students identified as moderately intellectually disabled are being trained to become employable in five stages:

- Stage 1:** Pre-vocational awareness training in the classroom.
- Stage 2:** Vocational exposure at community-based jobsites, supervised by the classroom TAs. (Ages 16+ - 18+).
- Stage 3:** Vocational training and experience alongside OCS students at community-based jobsites, if assessed as capable, and supervised by a job coach. They are trained and graded similar to the OCS students. (Ages 18+ - 20+).
- Stage 4:** Job readiness training geared towards job carving. Supervised by a job coach. (Ages 19+ - 20+).
- Stage 5:** Supported paid employment through job carving for 6 - 8 hours per week. (Ages 20+ - 22).

Regional Highlight

Piedmont West Region

News from the Charlotte-Mecklenburg Schools

On December 6, 2011, the Occupational Course of Study Programs held their 4th annual Employability Seminar. The competition took place on the beautiful UNC Charlotte campus under the sponsorship of NSTTAC (National Secondary Transition Technical Assistance Center).

Fourteen teams each consisting of 4 competitors, 2 alternates and one person for a mock interview worked hard to win the honor of wearing gold medals and take home the plaque for their school.

This year we were able to go 3 deep with medals, meaning there were also 2nd and 3rd place teams. All other teams received ribbons for their efforts. The 1st and 2nd place high schools look forward to a regional competition in the Mountain region in March.

Submitted by Laura Norris, Transition Coordinator, CMS.

Kudos to Charlotte-Mecklenburg Schools!!!

NCDCDT Mountain Region Meeting February 24, 2012

Caldwell County Schools Education Center
1914 Hickory Blvd SW, Lenoir, NC 28645

Highlights of the Agenda:

- | | |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10:00 - 10:30 | Registration (\$10.00) |
| 10:30 - 10:45 | Welcome
<i>Libby Carter, Caldwell Co. Schools
NCDCDT Regional Coordinator</i> |
| 10:45 - 11:15 | NCDCDT Updates
<i>Robin Miller, Buncombe County Schools
NCDCDT President Elect</i> |
| 11:15 - 11:30 | Grant Winner
<i>Peggy Starnes, OCS Teacher
Caldwell County Schools</i> |
| 11:40 - 1:00 | Guest Speaker
<i>Dr. Sharon Richter - ASU
"Post Secondary Education for Students with Disabilities"</i> |
| 1:00 - 2:00 | Regional Sharing
<i>Patty Hughes Yancey County Schools
NCDCDT Regional Coordinator
Amy Moore
Watauga County Schools
NCDCDT Regional Coordinator</i> |

NORTH CAROLINA DIVISION ON CAREER DEVELOPMENT AND TRANSITION

The LIGHTHOUSE, the newsletter of the North Carolina Division on Career Development and Transition, is published three times per year - Fall, Winter and Spring. The aim is to inform and educate special educators of North Carolina. We welcome information about what is HOT in your school or region. We believe that QUALITY Transition Education & Services can only occur through an informed and educated people.

Please submit contributions to wdennis@wcpss.net

NDCDDT - MAIN Focus

To Inform and equip educators who empower students with disabilities through self-determination/self-advocacy, and student involvement in the IEP process for a better Quality of Life

*We're on the web:
www.ncdcdt.org*

NDCDDT Spring Conference



Council for Exceptional Children:

North Carolina Division on Career Development & Transition

Spring Transition Conference

May 2 – May 4, 2012

Embassy Suites Hotel

204 Centreport Drive

Greensboro, NC 27409

Phone: 336-668-4535

***Rooms available at a Discounted Rate**

!!!Register NOW and SAVE!!!

Regional Meeting Dates

NSTTAC Notes

The following are the meeting dates for the NDCDDT regions:

Coastal Region

Date: February 24, 2012
Location: Craven County Board of Education Office

Piedmont East Region

Date: March 30, 2012
Location: Guilford County EC Office, 134 Franklin Blvd

Piedmont West Region

Date: November 18, 2011
Location: Cabarrus County Schools Education Center

Mountain Region

Date: February 24, 2012
Location: Caldwell County Schools Education Center

Please visit our website @ ncdcdt.org. or contact your Regional Coordinator for details of the meeting in your region.

What's New at NSTTAC?

- New 101 Resources on Key Transition Topics.
 - a) College and Career Ready Standards and Secondary Transition Planning for Students with Disabilities: 101
- Video Resources
 - a) School Completion - Five things students need to know.
 - b) Transition Assessment Overview for Students and Parents.
 - c) Can VR Help Me? An overview video for students.
- Completing a Summary of Performance (SOP) Form
- Transition Assessment for Students w/ Severe and Multiple Disabilities

Read details at nstttac.org

Enjoy the information on our website at

www.ncdcdt.org