

## Handouts:

You will need the following handouts provided for this training:

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

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

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

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Washington Sensory Disabilities Services



## Catching the Vision:

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

### Part 1

January 29, 2012  
2-Part Training

Presenters: Kathee Scoggin  
Sue Ann Bube

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**Outcomes for Today's Session**

Participants will gain a better understanding of:

- Vision for the future
- Age-appropriate transition assessments for students with significant needs
- Measurable post-secondary goals

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**Today's Agenda**

- Secondary Transition Program Components
  - Age-Appropriate Transition Assessment
  - Writing Measurable Postsecondary Goals

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## Meet Miranda



- 18 years old
- Relies on 24-hr nursing
- Uses variety of ways to communicate: eyes, pictures, touching items, devices with voice output, hand's guiding others when not in motorized wheelchair
- Has 3 jobs at school
  - Takes and delivers grocery orders
  - Takes and delivers coffee orders
  - Runs classroom newsletter

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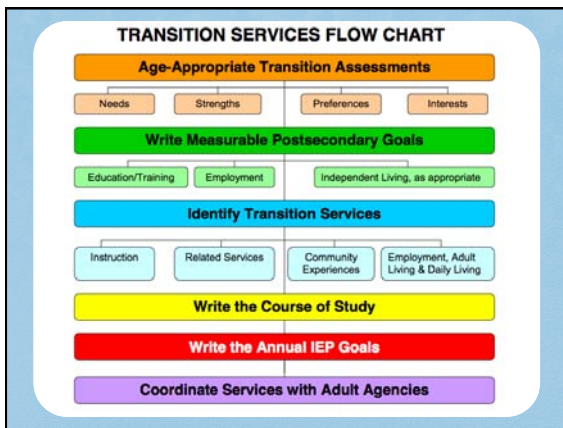
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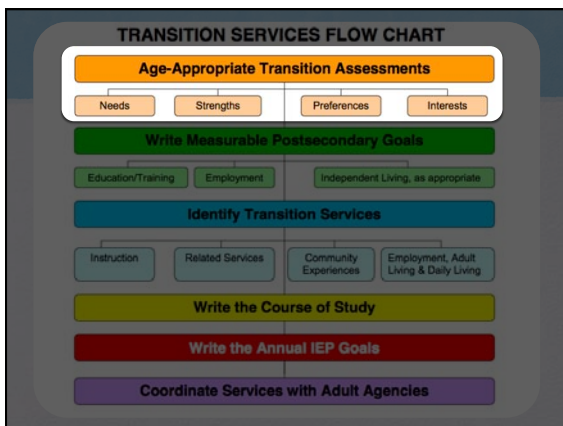
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## Age-Appropriate Transition Assessments

- Needs:** What are the **main barriers** to the student reaching postsecondary endeavors (e.g., college/training program, a job/career, accessing the community, or living independently)?
- Strengths:** What strengths does the student have in meeting some of life's demands as they **relate to education/training, employment, and independent living**?
- Interests:** What are the student's interests, currently and in the future? What **activities/experiences promote curiosity** and catch their attention?
- Preferences:** Given the opportunity to choose from available options in the areas of education/training, employment, and independent living, what options, according to the student, will **motivate** the student and make him/her **happiest and productive**?

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## Age-Appropriate Transition Assessments

<p><b>Needs</b></p> 	<p><b>Strengths</b></p> 
<p><b>Interest</b></p> 	<p><b>Preferences</b></p> 

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## www.seattleu.edu/ccts



**Assessment Resources**

Assess the students with significant disabilities for supported adulthood. *Executive Assessment, Transition Assessments*

- Assessment**
  - Assessing Students with Significant Disabilities for Supported Adulthood. Executive Assessment, Transition Assessments**
    - This PowerPoint presentation addresses appropriate transition assessments for students with significant disabilities. It was created by Dr. Mary E. Hoenigfeldt from the University of Kansas and was presented at the 2012 Division on Career Development and Transition (DCDT) Conference in Texas.
  - Career Clusters**
    - Free Career Cluster - Place of Study; Free Career Clusters - Knowledge and Skills Charts; Free Career Clusters - Interest Survey Activity
  - Career Planning Ready Web Assessment**
    - A Scale for Professionals serving youth with Educational and Career Development Challenges. youth service practitioners will find information on selecting career-related assessments, determining when to refer youth for additional assessment, and additional issues such as accommodations, legal issues, and service considerations
  - Career Life Skills**
    - The **Assess Career Life Skills** assessments provide instant feedback to assist the CDT team in developing customized transition learning plans.
  - Commercially Available Transition Assessments**
    - This is a downloadable list of transition assessment tools with links and brief descriptions of eight commercially available assessments.
  - MapleNet Career Assessment Program**
    - MapleNet uses 8 assessment and performance-based surveys to measure 12 interest areas and 27 criterion-referenced factors based on the U.S. Department of Labor's "Revised Handbook for Analyzing Jobs." MapleNet's academic skills assessment is based

**Quick Links**

- Online Data Collection System
- Transition Services Training Modules
- Executive Assessment, Transition Modules
- Transition Services Flow Chart
- Webinars
- Evaluation Requirements

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**Age-Appropriate Assessments**

For students with multi sensory disabilities (combined vision and hearing loss: deaf-blindness) there are assessments specifically designed to get the most accurate information, though they are not standardized due to the small number of students who are in this category.

Often times the assessment is the same for older students but with materials and in ways that are age appropriate.

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**Age-Appropriate Assessments**

Recorded webinars at:  
[www.wsdsonline.org/training/recorded-trainings](http://www.wsdsonline.org/training/recorded-trainings)

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

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**Transition Gathering Form for Miranda**  
 Team Members

Needs	Strengths
<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>Understanding the difference between kidding around and being serious on the job.</li> <li>Communication (IPAD &amp; Proloquo)</li> </ul> <p><b>Academic/functional</b></p> <ul style="list-style-type: none"> <li>Asking for help</li> <li>Identify items at the store.</li> <li>Memorize aisles and grocery areas (bakery, dairy, deli, etc.).</li> <li>Consistent Routine</li> <li>Appropriate greetings</li> </ul> <p><b>Community/Vocation</b></p> <ul style="list-style-type: none"> <li>Movement in motorized wheelchair</li> </ul>	<p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>Sense of humor</li> <li>Miranda is friendly and outgoing</li> </ul> <p><b>Academic/functional</b></p> <ul style="list-style-type: none"> <li>Hard worker (loves her job &amp; strong desire to work and communicate independently)</li> <li>Navigating work school/work environment</li> <li>Task endurance = 20 min</li> </ul> <p><b>Community/Work</b></p> <ul style="list-style-type: none"> <li>Extremely motivated to be more independent while in the community.</li> </ul>

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**Transition Gathering Form for Miranda**  
Team Members: SE Teacher, Student, Family, GE Teacher, Admin, Counselor, Psych, Parapro, Support Staff

Preferences	Interest
<u>Interpersonal</u> <ul style="list-style-type: none"><li>Likes to work with people</li><li>Prefers to move around in her wheelchair rather than stationary location</li></ul> <u>Basic Work preferences</u> <ul style="list-style-type: none"><li>She would prefer working with someone that will "listen" to her and that she can trust.</li></ul>	<u>Interpersonal</u> <ul style="list-style-type: none"><li>Prefers to work with people rather than alone</li><li>Going places and connecting with people she enjoys</li></ul> <u>Community/work</u> <ul style="list-style-type: none"><li>Miranda is interested in continuing to expand and improve her <b>Jittery Jalopy</b> delivery business.</li></ul>

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**Practical Application**

What are some needs, strengths, preferences and interest?

Think about Drew...

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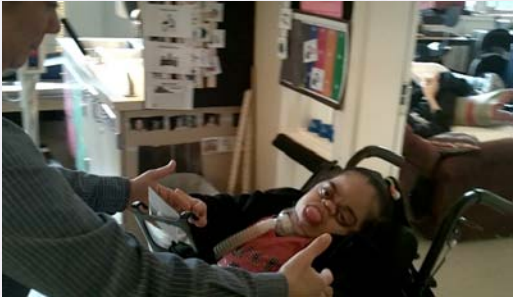
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**Let's watch**



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# Question #1



What 4 areas must be part of the transition assessment?

Clock Hour Question

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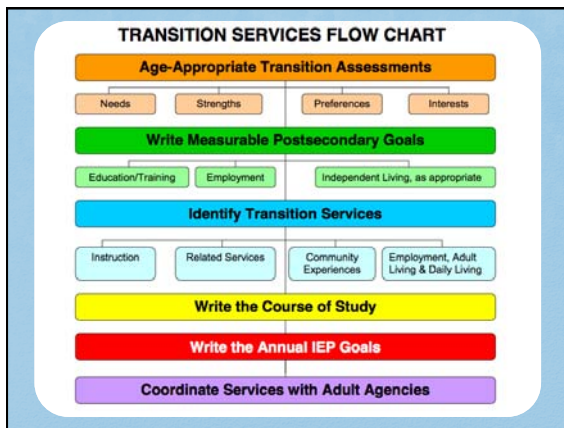
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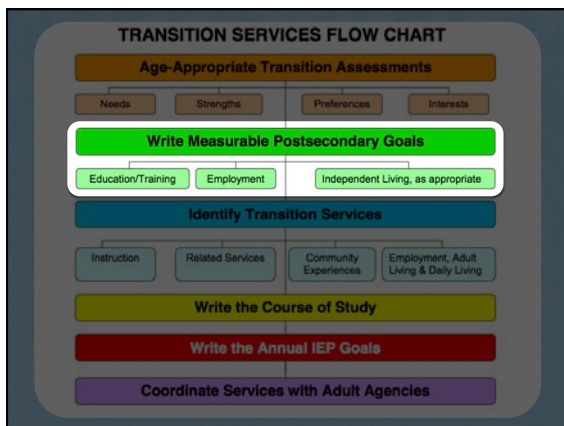
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**Measurable Postsecondary Goals**

**Education/Training**

- Aligns with employment goal
- On-the-job; certificate; higher education

**Employment**

- Based on multiple assessments
- Aligns with student interest

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**Measurable Postsecondary Goals**

**Independent Living Skills** are those skills or tasks that contribute to the successful independent functioning of an individual in the following domains:

- leisure/recreation
- home maintenance
- personal care
- community participation

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**Write Measurable Postsecondary Goals**

*Formula: postsecondary education/training*

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

*Examples for postsecondary education/training:*

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### Write Measureable Postsecondary Goals

**Formula:**

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

Examples for postsecondary education/training:

**After high school, Miranda will receive on-the-job training in the food services industry.**

**Upon graduation, Miranda will attend a local community college to obtain her food-handlers permit.**

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### Write Measureable Postsecondary Goals

**Formula: postsecondary employment**

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

Example for postsecondary employment:

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### Write Measureable Postsecondary Goals

**Formula:**

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

Example for postsecondary employment:

**After high school, Miranda will be employed in the food services industry.**

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### Write Measureable Postsecondary Goals

**Formula: independent living skills**

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

Example for independent living skills:

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### Write Measureable Postsecondary Goals

**Formula:**

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

Example for independent living skills:

**After high school, Miranda will demonstrate independent living skills by independently using communication device in her employment setting.**

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### Post-secondary Goals

Example for postsecondary education/training:

**After high school, Miranda will receive on-the-job training in the food services industry.**

Example for postsecondary employment:

**After high school, Miranda will be employed in the food services industry.**

Example for independent living skills:

**After high school, Miranda will demonstrate independent living skills by independently using communication device.**

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**Question #2** 

What are the **first two main** steps that need to be addressed in all IEPs for secondary-level students?

Clock Hour Question

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Write Measurable Postsecondary Goals

**What is missing?**

 Miranda will meet the criteria for passing Algebra so she can graduate.

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Write Measurable Postsecondary Goals

**What is missing?**

 Miranda will develop her communication skills.

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Write Measurable Postsecondary Goals

**What is missing?**



Miranda wants to get a job in the food service industry.

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Meet Ashley



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Drew, Miranda, Ashley or your student...

Write examples

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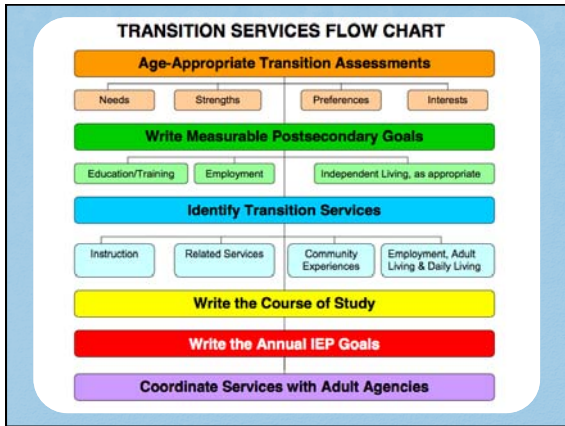
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### Question #3

Identify one thing you learned today that will help your IEP team improve age-appropriate transition planning.

Clock Hour Question

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### Review

- What are the first two main steps that need to be addressed in all IEPs for secondary-level students?
- What are two tools you can use to identify a student's needs, strengths, barriers, or preferences?
- Name one strategy you learned today that will help your IEP team improve age-appropriate transition planning.

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

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

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**CCTS Contact**

**[www.seattleu.edu/ccts](http://www.seattleu.edu/ccts)**  
**Email:** [ccts@seattleu.edu](mailto:ccts@seattleu.edu)  
**Phone:** (206) 296-6494

Thank you for your participation!



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**Washington Sensory Disabilities Services (WSDS)**

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

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

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

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

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**WSDS Website:**  
[www.wsdsonline.org](http://www.wsdsonline.org)

**WA DB Project Facebook Page:**  
[www.facebook.com/dbprojectwa](http://www.facebook.com/dbprojectwa)

**Kathee's email:**  
[kscogginwsds@gmail.com](mailto:kscogginwsds@gmail.com)

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**Recorded Trainings:**

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

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

[www.wsdsonline.org/training/recorded-trainings/](http://www.wsdsonline.org/training/recorded-trainings/)

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## Video Topics:

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

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

[www.wsdsonline.org/video-library/deaf-blind-videos/](http://www.wsdsonline.org/video-library/deaf-blind-videos/)

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## Other Trainings:

### Infant & Early Childhood Conference (IECC)

May 1 – 3, 2013 – Tacoma, WA

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

### Combined Summer Institute (CSI)

July 22 – 25, 2013 – Wenatchee, WA

[www.ncesd.org/CSI](http://www.ncesd.org/CSI)

[www.wsdsonline.org/calendar](http://www.wsdsonline.org/calendar)

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