When the Bus is Still Coming - Secondary

November 18, 2021
Questions

Have questions throughout the presentation? Please use the QR code to write down your question and we will answer them at the end of the presentation.
BEGIN...

...with the END in mind!
To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are always in the right direction.

— Stephen Covey —
Secondary transition services. (34 CFR 300.43 and 34 CFR 300.320(b)) a. Prior to the child entering secondary school but not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include age-appropriate:

(1) Measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and

(2) Transition services, including courses of study, needed to assist the child in reaching those goals. Transition services shall be based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests.
What is Transition

- Transition is the process students, and their families use to think about life after high school.
- To identify their desired outcomes.
- To plan their community and school experiences to assure that the students acquire the knowledge and skills to achieve the student’s goals.
Why Transition

- It sets the educational course for secondary students with disabilities that leads to access to adult services, post secondary education, and the world of work.

- IDEA: The legislators who developed the Individuals with Disabilities Education Act (IDEA PL 101-476) included transition components in the legislation with the goal of preparing students with disabilities to access the supports and services they need to become as independent as possible.

- In Virginia, we start developing IEPs focused on transition from secondary education to life after high school, during the IEP to be in effect when the student turns 14.
The How

K-5 Awareness
- Explore concept of jobs
- Develop soft skills
- Increase decision making skills
- Practice goal setting skills
- Explore hobbies/interests

6-8 Exploration
- Identify skills, preferences and interests
- Understand relationship between careers & quality of life
- Demonstrate workplace readiness skills

9-12 Preparation/Training
- Recognize work leads to personal satisfaction
- Gain knowledge of current job trends
- Utilize time and organization skills
- Apply decision making to career planning

Your Role in Career Development Matters!

*VCU CTI
Self Advocacy

In short, it is the ability to speak up for yourself. As an advocate for yourself you are able to ask for what you need and want and develop a plan to achieve your goals.

Covey.org
Why Should I Become a Self Advocate?

Being a self advocate is especially important if you have a disability, because you need to:

- Understand your rights in different education settings and in the workplace.
- Know how and when to ask for accommodations to do your best.
- Know how to navigate the community and access the services and supports you need.
- Advocate for friends and family members who also have disabilities.

*NCWD for Youth
I’m determined to succeed.

Find tools and support to help you set goals, be heard, and reach for the stars.

Let’s Go, Youth!
I'm Determined

One-Pager

Good Day Plan

Goal Plan
I’m Determined has taught me to talk, speak up, communicate, and not to be shy. I advocate for myself by attending my IEP meetings and telling my teachers what things I need to help me learn. I work really hard and tell myself, “you got this.”

– Sydney, Youth Leader, Region 5
Employment First

Video Clip

All Individuals who Desire to Work, Can Work, & Have the Right to Work!
Virginia is an employment first state. Employment first means that employment in the general workplace should be the first and preferred option for individuals with disabilities. Simply put, employment first means **real jobs, real wages.**
Predictors of Post Secondary Success

- Early work experiences
- Social skills
- Workplace behaviors
- Self-determination skills
- Match between abilities and interests
- Functional life skills to include stamina and fitness
21st Century Workplace Readiness Skills for the Commonwealth

Needs Identified by Virginia Employers

Personal Qualities and Abilities

1. CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace
2. CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action
3. INITIATIVE AND SELF-DIRECTION: Independently looks for ways to improve the workplace and accomplish tasks
4. INTEGRITY: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect
5. WORK ETHIC: Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

Interpersonal Skills

6. CONFLICT RESOLUTION: Negotiates diplomatic solutions to interpersonal and workplace issues
7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience
8. RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences
9. CUSTOMER SERVICE ORIENTATION: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service
10. TEAMWORK: Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members

Professional Competencies

11. BIG PICTURE THINKING: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions
12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health
13. CONTINUOUS LEARNING AND ADAPTABILITY: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements
14. EFFICIENCY AND PRODUCTIVITY: Plans, prioritizes, and adapts work goals to manage time and resources effectively
15. INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks
16. INFORMATION SECURITY: Understands basic internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities
17. INFORMATION TECHNOLOGY: Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
18. JOB-SPECIFIC TOOLS AND TECHNOLOGIES: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively
19. MATHEMATICS: Applies mathematical skills to complete tasks as necessary
20. PROFESSIONALISM: Meets organizational expectations regarding work schedule, behavior, appearance, and communication
21. READING AND WRITING: Reads and Interprets workplace documents and writes effectively
22. WORKPLACE SAFETY: Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others
What Can You and your Student do to Prepare?

- Be sure your student attends every IEP meeting and provides input.
- Help your student to continue to develop independent living skills.
- Work with your student to help them figure out what they are interested in/good at.
- Work with your student and school staff to explore career paths and look into job and internship opportunities.
- Talk to your student about their ideas for the future. Encourage them to dream big and let them know it’s okay to change their minds and plans.

*PEATC*
Partners

- Students and parents are a very important partner in building workplace readiness and self advocacy skills.

- Everyone is a partner in skill building! This includes teachers, counselors, case managers, teaching assistants, administrators, and related service providers.
Who Can Support - Middle

<table>
<thead>
<tr>
<th>Career Development &amp; Transition Planning</th>
<th>School Role and Responsibilities</th>
<th>Family Role and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing School/Family Collaboration</td>
<td>School and Community</td>
<td>Home and Community</td>
</tr>
<tr>
<td></td>
<td>● Set and maintain high student expectations for employment, education and training, and independent living skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Foster self-determination, self-advocacy and independence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Collaborate and gather strengths, preferences, and interests across home, school, and community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Build opportunities within school, home, and community to increase workplace readiness skills and independence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Communicate student progress regularly</td>
<td></td>
</tr>
<tr>
<td>Middle (Career Exploration)</td>
<td>Gather data on strengths and skills from others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Deepen career and workplace knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Enhance student’s awareness of strengths/interests/preferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Explore 17 career clusters and identify top interests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Explore career interests through work-based learning experiences</td>
<td></td>
</tr>
<tr>
<td>Where do I want to go?</td>
<td>● Informational interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Career fairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Job shadowing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Mentorships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Allow for goal setting and provide opportunities to self-monitor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Participate in CTE classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Led IEP meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Discuss disability disclosure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Provide opportunities for workplace readiness skill development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Initiate postsecondary goal setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Use technology to compose emails</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Establish linkages and referrals to community agencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Develop academic and career plan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Role and Responsibilities</th>
<th>Home and Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss and identify career paths of interest</td>
<td></td>
</tr>
<tr>
<td>Explore volunteer or community service activities</td>
<td></td>
</tr>
<tr>
<td>Establish linkages to community resources and adult agencies</td>
<td></td>
</tr>
<tr>
<td>Job shadow family/friend</td>
<td></td>
</tr>
<tr>
<td>Engage in extracurricular and community activities</td>
<td></td>
</tr>
<tr>
<td>Increase chores</td>
<td></td>
</tr>
<tr>
<td>Talk about strengths/interests in home/community</td>
<td></td>
</tr>
<tr>
<td>Identify positive work habits</td>
<td></td>
</tr>
<tr>
<td>Encourage student participation in IEP meetings</td>
<td></td>
</tr>
<tr>
<td>Teach and model workplace readiness skills</td>
<td></td>
</tr>
<tr>
<td>Increase knowledge of diploma options and graduation requirements</td>
<td></td>
</tr>
<tr>
<td>Build opportunities to increase independence in home/community</td>
<td></td>
</tr>
<tr>
<td>Use technology to compose emails</td>
<td></td>
</tr>
</tbody>
</table>
# Who Can Support High School

<table>
<thead>
<tr>
<th>Career Development &amp; Transition Planning</th>
<th>School Role and Responsibilities School and Community</th>
<th>Family Role and Responsibilities Home and Community</th>
</tr>
</thead>
</table>
| Ongoing School/Family Collaboration     | • Set and maintain high student expectations for employment, education and training, and independent living skills  
   • Foster self-determination, self-advocacy and independence  
   • Collaborate and gather strengths, preferences, and interests across home, school, and community  
   • Build opportunities within school, home, and community to increase workplace readiness skills and independence  
   • Communicate student progress regularly | |
| High (Career Preparation and Training)  | • Gather data on strengths and skills from others  
   • Guide students and families in career preparation activities  
     - CTE classes or programs  
     - Internships  
     - Mentorships  
     - Paid employment  
   • State and know how to acquire the accommodation and supports needed for employment  
   • Develop technical knowledge and skills necessary for entry into a specific occupation or postsecondary training program  
   • Strengthen workplace readiness skills  
   • Establish linkages and referrals to community agencies  
   • Compose professional emails and texts  
   • Led IEP meetings  
   • Update postsecondary goals  
   • Refine academic and career plan | • Explore transportation options  
   • Assist students with job search activities  
     - Application, resume, interview  
   • Establish linkages and follow-up with appointments with community agencies  
   • Explore education and training requirements for career interests  
   • Identify and visit education and training programs aligned with career goal  
   • Increase responsibilities at home  
   • Increase knowledge of diploma options and graduation requirements  
   • State and know how to acquire the accommodation and supports needed for employment  
   • Compose professional emails and texts |
Build the Workforce…

We are employable…

We are leaders….
Resources

- Newsletter Link
- Transition Flyer
- Schoology Parent Group Code: 6DC8-4X4D-4J8JH
- I’m Determined
- Parent Educational Advocacy Training Center (PEATC)
- Center on Transition Innovations (VCU CTI)
THANKS!

Bridget Gorey: bridget.gorey@lcps.org
571-252-1033
Jenna Arndt: jenna.arndt@lcps.org
571-252-1054
Sarah Conlin: sarah.conlin@lcps.org
571-252-1072