



Making Transition Happen: Dream, Believe, Achieve

2014-15 PA Community of Practice (COP) Series

*Transition Tools of Engagement
for Youth and Young Adults*

March 18, 2015

The powerpoint and handouts for today's webinar can be downloaded from the www.secondarytransition.org website: Under hot topics

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

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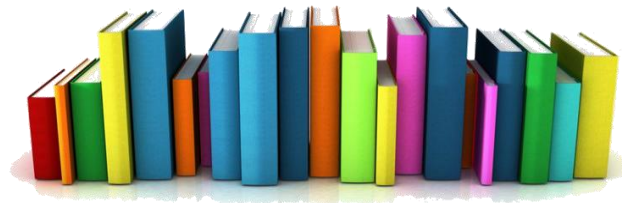
PA's Secondary Transition Website



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Additional materials and resources related to today's webinar can be located at:

<http://transitionyouthengagement.wikispaces.com>



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Today's Presenters



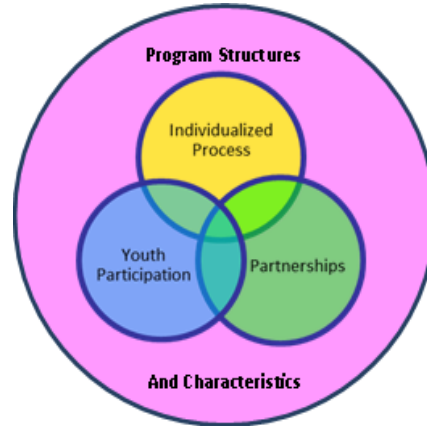
- Everett Deibler – Lehigh Valley Center for Independent Living
- Micha Fell – Lehigh Valley Center for Independent Living
- Rachel Kallem Whitman – Children's Hospital of Pittsburgh - CHANGE
- Chris Mielo – Unbreakable Drive
- Michael Stoehr - PaTTAN

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Elements of Effective Transition Programs

Youth **Participation** and Engagement

- Participating in IEP process
- Developing
 - Self-Awareness
 - Self-Advocacy
 - Self-Determination Skills



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When are youth most engaged when...

- They feel like they are being listened to
- Making their own decisions
- When they are being respected
- Part of the conversation
- Not being judged
- Asked their opinions
- Involved in the planning process
- Spoken to in an age appropriate manner



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What are the challenges to youth engagement?



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1. Misconceptions Regarding Youth

What are the general stereotypes about young people?

Why are young people left out of decisions that may directly affect them?

What are your perceived barriers in your role to meaningfully engaging youth?

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2. Misconceptions Regarding People with Disabilities

What are the general stereotypes about people with disabilities?

Why are people with disabilities left out of decisions that may directly affect them?

What are your perceived barriers in your role to meaningfully engaging people with disabilities?

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3. System Limitations and/or Logistics

Scheduling	Often youth are not available at the same time as adults for board meetings, conference calls or other leadership activities. Due to the fact that most adults in leadership roles work during the same time that youth are at school or at work, it often takes creative scheduling to meaningfully include youth.
Transportation	Due to a youth's age and/or the way his or her disability might impair mobility, it is always important to consider the transportation needs associated with leadership activities.
Accommodations	Much like transportation, in order for a youth to participate in a leadership activity to the best of his or her ability, there may be a need to provide accommodations. The type of accommodations will depend entirely on the needs of the youth.

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4. Learned Helplessness



- Learned Helplessness or Independence come from you
- There is true dignity in risk
- The development of self-determination is a learned behavior, based on experiences, attitudes and opportunities

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Why Let Go?

- Self-determined students are twice as likely to be employed after high school

(Wehmeyer & Schwartz, 1997)


- Greater post secondary enrollment

(Mason, McGahee, Kovac, Johnson & Stillerman, 2002)

- You won't be there forever



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What the research says...

- “Students who are more involved in setting educational goals are more likely to reach their goals.”

- Wehmeyer found that “students with disabilities who are **more self-determined** are more likely to be employed and living independently in the community after completing high school than students who are less self-determined.”

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National Dissemination Center for Children with Disabilities

According to transition information from **NICHY**, it is suggested that four of the most fundamental skills students can have that serve them well in a wide variety of adult situations are:

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National Dissemination Center for Children with Disabilities



1. The **ability to assess yourself**, including your skills and abilities, and the needs associated with your disabilities
2. **Awareness of accommodations** you need
3. **Knowledge of your civil rights** to accommodations through legislation such as the Americans with Disabilities Act and Section 504 (<http://www.ed.gov/ocr>)
4. The **self-advocacy skills** necessary to express your needs in the workplace, in educational institutions, and in community settings

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Barriers to Self-Determination



Lack of self
knowledge

Lack of stable
support system

Low
expectations

Few
opportunities
for choices

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Develop Self Determination by fostering **COMPETENCE**

Starts when they
begin to develop
skills

Students experience
competence when
challenged and
given prompt
feedback.

If you do it for them or
demand that they ask
your permission for
everything they will
learn to be helpless!

Beware of
Learned
Helplessness!

Provide
opportunities
and lots of
them!

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Independence \neq doing everything for yourself

We all need a little
help from our friends



Families need to support
sons and daughters as
they set their course



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Use Teachable Moments

Use real life situations

Making choices

Reasonable level of risk

Living with the consequences



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What you can do now

Help youth to identify their needs and develop strategies to meet those needs

Improve decision-making, goal setting and goal attainment skills

Enhance communication and relationship skills

Develop the ability to celebrate success and learn from reflecting on experiences

Help them identify information they would like to share with the educational team

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Key messages

Self-awareness equips youth with the skills to...

Articulate strengths and weaknesses for themselves

Defend their opinions, needs and goals

Make decisions on their own

Cope with challenging situations

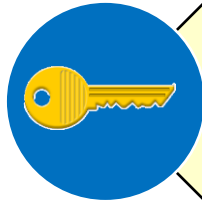
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The Importance of Self Advocacy: A Higher Education Perspective

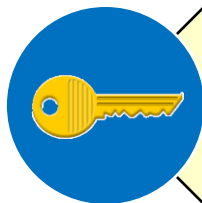


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The Key to College



Self Identification to Disability Office



Self Advocacy

- To Disability Office
- To Faculty
- To Staff

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Differences Between High School and College

High School	College
Others structure your time	You manage your time
Others remind you of responsibilities	Balancing time-priorities is your responsibility
Parents participate in IEP	Parents have no right to student information
Schools make adjustments based on IEP	Documentation of disability- your responsibility
High Schools can change academic requirements	Colleges do not change academic requirements

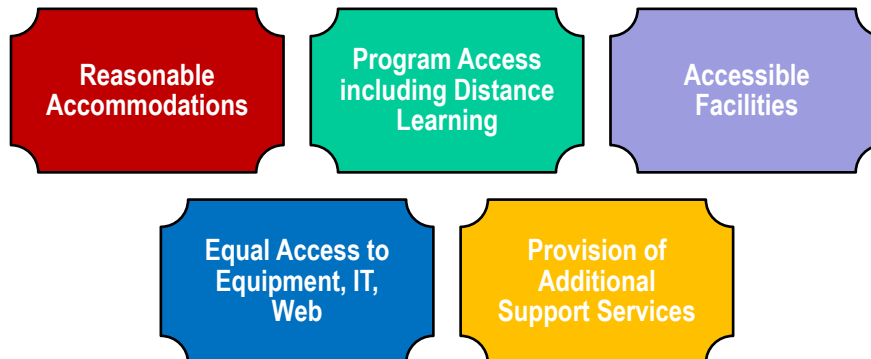
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More Differences Between High School and College

High School	College
You don't need to read anything more than once	Much reviewing of notes, readings, etc.
Short assignments are discussed and often re-taught in class	Long assignments, many not discussed in class
You are given information and tested on it	You take responsibility for learning; critical thinking
May allow the use of notes on exams	Notes on exams are rarely permitted
Outside study time may be 0 – 2 hours per week	For each class hour -study 2-3 hours outside of class

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ADA/Section 504 in Higher Education is Defined as:



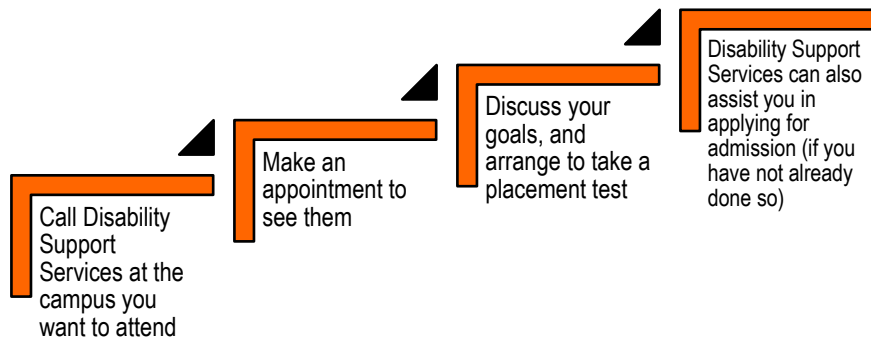
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Examples of “Reasonable Accommodations”

Specialized Equipment	Modified Placement Tests	Adaptive Computers/ software
Academic Aides Scribes, Note takers	Sign Language Interpreters	Low Hearing Devices
Learning Coaching	Assistance with Campus Access	Alternate Formats

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What are the First Steps for Graduating Students?



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The Importance of Self Advocacy: An Employment Perspective for Students



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Youth and Young Adults Need to...

Understand your
strengths and abilities
... then build upon
them.



Understand your
challenges and
limitations ... then
develop strategies to
minimize or
overcome them.



Be able to speak
comfortably and
knowingly about
"you" as a worker!

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Know the Job Description!



- Know the “essential functions” of the job before interviewing
- Request a formal job description in order to
 - ☐ Ensure that you have the right match of skills/abilities to perform the job.
 - ☐ Prepare for the interview.
 - ☐ Inform employer of your concern & interest in performing the job up to their expectations
 - ☐ Allow you to investigate whether you will need to request accommodations
- Onetcenter.org
 - ☐ Free job description dictionary

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Effective Communication



- Talk their talk”; speak in terms of “benefits” to your employer and your desire to meet their expectations
- You need to be able to independently communicate your abilities and needs to an employer whether you have disability-related issues or not.
- Use multiple modes of communication to increase your effectiveness as well as to accommodate any challenges you might have.

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Ask for Help!



- Know what resources are available to you should you need them!!!
 - OVR, County, Employee Assistance Programs, EEOC, HRC, Job Accommodation Network (JAN)
- Don't assume that a disability-related, work issue cannot be resolved; brainstorm with others!
- Work cooperatively with your employer and support services to facilitate a solution that is a "win-win" for everyone.

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Volunteering and Recreation and Leisure Activities Building Blocks for Self Advocacy



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Volunteering



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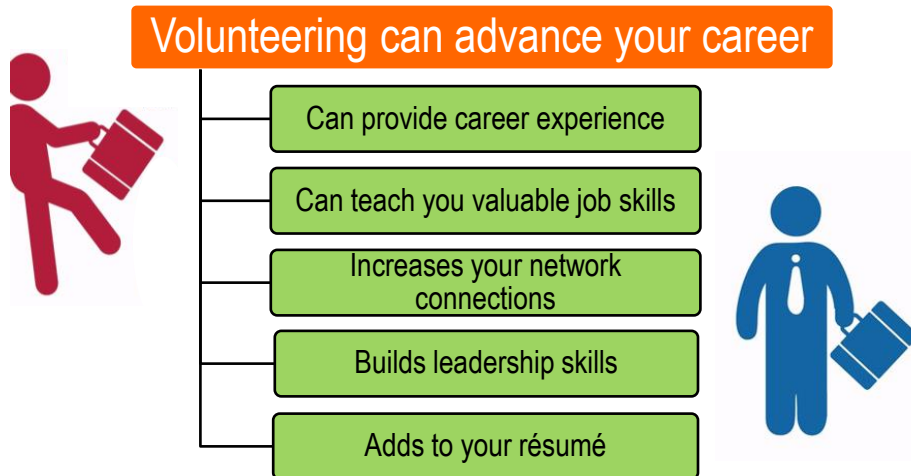
Benefits of Volunteering

- Volunteering connects you to others
 - ☑ Helps you make new friends and contacts
 - ☑ Increases your social and relationship skills
- Volunteering is good for your mind and body
 - ☑ Increases self-confidence
 - ☑ Combats depression
 - ☑ Helps you stay physically healthy



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Benefits of Volunteering



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Places to Volunteer

Senior Citizen Center	Red Cross	Food Banks
Hospice Centers	Theaters	Museums
State and Local Parks	Habitat for Humanity	Children's Hospitals
Homeless Centers	Pet Adoption Centers	Political Campaigns
	Libraries	



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Volunteer Resources in PA

- <http://www.philacares.com/>
- www.pittsburghcares.org
- <http://www.volunteermatch.org>
- <http://www.allforgood.org>



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Recreation and Leisure



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Benefits of Recreation and Leisure

Builds relationships

- Helps you make new friends and contacts
- Increases your social and relationship skills
- Increases self-confidence

Increased physical health

- Increased energy
- Improved strength, endurance and flexibility
- Increased immunity to minor illnesses

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Benefits of Recreation and Leisure

Increased mental health

- Stress and tension release
- Improved self image
- Decreased anxiety, depression
- Increased enthusiasm and optimism
- Increased motivation to make other positive lifestyle changes

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Benefits of Recreation and Leisure

Additional Benefits

- Learn & practice decision making skills
- Development of Coping Skills
- Appraises own strengths & abilities
- Demonstrate & develop confidence in abilities
- Learn to work as a team member

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Recreation and Leisure Resources

The National Center on Physical Activity and Disability

<http://www.ncpad.org>

Special Olympics

<http://www.specialolympics.org>

Adaptive Sports Foundation

<http://www.adaptivesportsfoundation.org>

Join the Club (Guide to Hobby & Collecting Clubs)

<http://antiques.about.com/library/weekly/aa080100.htm?once=true&>



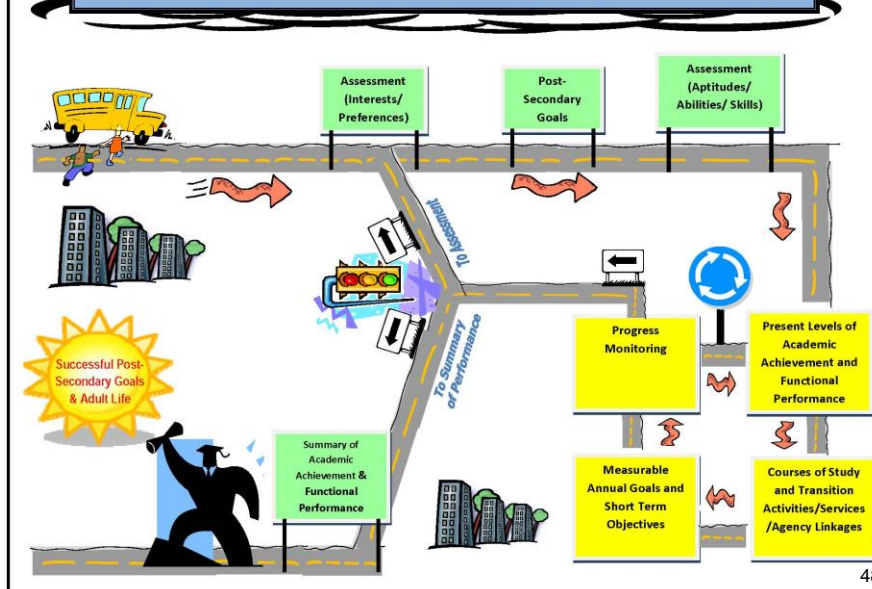
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Infusing Self-Determination into the Secondary Transition Process



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Secondary Transition in a Standards Aligned System: Roadmap



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Step One:

Use assessment to identify the student's post-secondary desired goals or vision.

Is it necessary to formally assess self-determination, or can informal assessments and observations be used?



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Assessment Is Ongoing

- Assess, survey, test, interview, chat, measure, to determine interests and preferences, to set post-secondary goals, and to analyze gaps between current functioning and demands for life after high school
- A student's skills around self-determination can be learned from many sources such as...
 - ❖ Student Survey, Student Interview
 - ❖ Parent Survey
 - ❖ Interest Inventories, Learning Style Inventories
 - ❖ Portfolios
 - ❖ Formal assessments of Self-Determination (AIR, ARC)
 - ❖ Observation– does the student request accommodations? Participate in his/her IEP? Etc.

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Step Two:

Describe the student's Present Levels of Academic Achievement / Functional Performance (PLAAPF) (incorporating Assessment data)

How might a student's skills in Self-Determination be described in the Present Levels?
Let's look at Selene



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Utilizing Assessment Data about Self-Determination and Reading: Selene

- Selene has scored at low Basic on her last three 4Sight Reading Assessments. Item analysis shows lowest scores in skills with summarization, and inferences and conclusions.
- As part of her English class, she uses Study Island Reading for one period every other week. Current data shows that she has mastered multiple meaning words, context clues, characterization, setting, plot, and theme. She still needs work on inferences and conclusions, point of view, fact and opinion, bias and propaganda, and genre and purpose.
- Teachers report that this information is consistent with class performance, and that she struggles especially with expository texts.

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Utilizing Assessment Data about Self-Determination and Reading: Selene

- In college, Selene will have to disclose and request support, but she is apprehensive about asking for assistance except from the LS teacher in the co-teaching classes.
- Currently, she relies completely on her on teachers to provide accommodations. She has independently requested accommodations only two times in the last semester, in Biology class.
- She needs to develop skills and habits that allow her to disclose her disability, tell instructors/professors what she needs, and find effective ways to seek help from others (Disability Student Services, tutors, Writing Center).

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Step Three:

Establish Transition
Team Partnerships—
starting with the student!

Do students understand how various transition partners, including agencies, can support their movement to life after high school?



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IEP Team Participants for Transition Planning

Required Members

- **Student (Indicator 13 requirement!)**
- parents/guardians
- local education agency representative (LEA)
- general education teacher
- special education teacher
- career-technical education representative (if being considered)

Other Members

- SD transition coordinator
- psychologist
- guidance counselor
- instructional support staff
- job coach (if considered)
- employer representative
- **community/agency representatives IF likely to provide or pay for services**
- relatives/friends/advocate

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Youth Participation in the IEP

- Do you know where your students are in terms of their knowledge and comfort with their important role in the IEP process?
- Are your students prepared to eventually lead and guide their own transition process?



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Student Participation in the IEP Meeting

Student Rubric for IEP Participation

Student Name: _____ Date: _____

Area	Level I	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of the IEP meeting.	I know what IEP stands for, the purpose of an IEP meeting and I can tell others about these meetings.
IEP Participation	I don't participate or attend my IEP meeting.	I attend a pre-conference IEP meeting and/or my IEP meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a pre-conference or at the actual meeting.	I lead parts or my entire IEP meeting.
Knowledge of IEP Content	I don't know what is in my IEP.	I know that I have accommodations and goals but I don't know what they are.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them. 57

Step Four:

Design a Transition Plan that includes:
Courses of Study and Services/
Activities - Section III of the IEP
"The Transition Grid"

What are appropriate and
"do-able" Services and
Activities to build
Self-Determination?
What could they look like in
the Transition Grid?

Employment Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study :					
Service/Activity	Location	Frequency	Frequency	Anticipated Duration	Person(s)/ Agency Responsible

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Self-Determination Activities on Selene's Transition Grid: Gr.10



Selene needs to become more comfortable with disclosing her disability and requesting accommodations in H.S. Possible activities might include:

- ✓ Make a list of accommodations that are most helpful for her this year.
- ✓ Watch video clips of post-secondary students disclosing to instructors (*ChoiceMaker*)
- ✓ Practice requesting assistance/accommodations with general education teachers as per her Measurable Annual Goal.
- ✓ Practice different ways of making requests until she is confident doing so.
- ✓ Practice disclosing her disability in her IEP meeting.
- ✓ Research the resources available at the community college with help, if necessary, from her counselor, LS teacher, and family.

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Self-Determination Activities on Selene's Transition Grid: Gr.11

Selene needs to learn ways to routinely disclose her disability and request specific accommodations in preparation for post-secondary education. Possible activities might include:



Write out sample scripts of how to disclose her disability with support from her LS teacher.

Review *The 411 on Disability Disclosure: A Workbook for Youth with Disabilities*
<http://www.ncwd-youth.info/resources/Publications/411.html>

Review the 411 on Disability Disclosure: Maine Choices CEO Project (By YOUTH for YOUTH)
<http://choices.muskie.usm.maine.edu/new/disclosure-sessions.html>

Develop a list of effective accommodations that she can eventually share with college instructors/professors.

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Self-Determination Activities on Selene's Transition Grid: Gr.12

Selene needs to learn effective ways to seek help from others at the post-secondary program (Disability Student Services, tutors, Writing Clinic). Possible activities might include:



Visit the campus after she applies and prior to graduation from high school to meet with the Disability Support Services director and staff and with the Writing Center director.



Share her disability, accommodation needs and useful strategies, and learn the process for using DSS and accessing the Writing Center.



Write out scripts (for different types of classes, such as math, biology lab, distance learning courses, etc.) to describe what specific accommodations she needs to succeed.

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Step Five:

Develop Measurable Annual Goals that address skill deficits and lead to post-secondary goals

What could a Measurable Annual Goal for Self-Determination look like?



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Selena's Measurable Annual Goal – Self Advocacy

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Given classroom assignments or assessments, Selene will <i>independently</i> approach the general education instructor to request assistance or clarification, at least one time per week for four out of five weeks. (Baseline is approximately two times per semester with prompting)	Logging contacts in her assignment book, with weekly review.	Two times per quarter.	

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Principals of Youth Development & Youth Leadership

Letting Go While Continuing to Support



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The Three Principles

This section states the three principles of youth leadership and development. It is difficult to explore all the components involved in youth leadership and development. But we can look at the three most relevant areas needed to successfully work with youth with disabilities.



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The Three Principles

- 1 Meaningful Engagement
- 2 Vision
- 3 Asset Based Approach

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Meaningful Engagement

In meaningful engagement, youth and adults share full and equal participation in group planning, leadership, and the carrying-out of activities. The result is youth who are more skilled and prepared for adult roles and future leadership positions. Equally important is that the adult and the organization benefits from the priceless input of youth. Engaging youth and preparing them to be the best of leaders is our responsibility as adults.



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Here are some reasons why partnership with youth is important:



- Young people want to help; they develop a sense of worth by helping others.
- Youth who see themselves as competent develop more self-confidence.
- When youth are allowed to take an active part in the leadership roles within a group, it provides practical training for valuable leadership skills. Many youth learn best when they can learn by doing.

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- When youth are engaged in activities or projects, the quality of the programs and the product is much better and more reflective of what youth value.



- When adults accept youth as partners, mutual respect and trust for one another will be enhanced. Adults learn to value youth and utilize their potential to help institutions and communities.
- Youth who are involved in their community gain appreciation for their efforts, and may in turn feel more committed to promoting the well-being of that community.

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Vision



For a youth to commit to leadership and development activities it is important to show that youth the way those activities connect to the larger vision they have for their lives.

This vision might include postsecondary placement in a college or vocational training program, pursuing a particular track of employment, or just finishing high school with good grades.

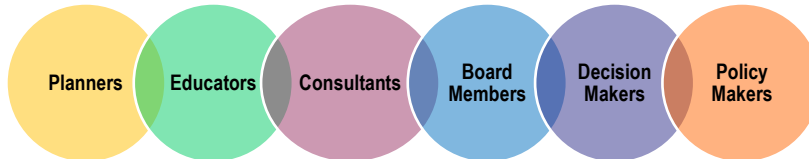
If we are able to connect a youth's vision for their future to their participation in a leadership and development activity, the youth will have a much more rewarding experience which will be of benefit to all parties involved.



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Practical Application of Youth Leadership

There are a number of practical ways to engage youth in leadership activities in your community.
There is no one way. Youth as:



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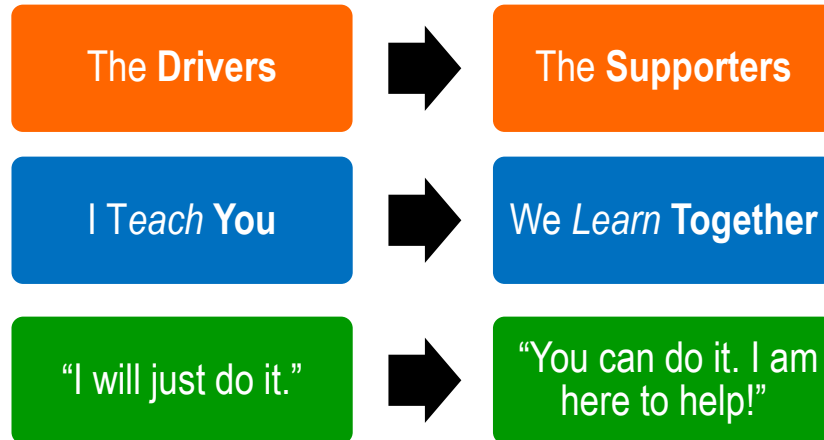
Role of the Adult Allies

Letting Go While Continuing to Support



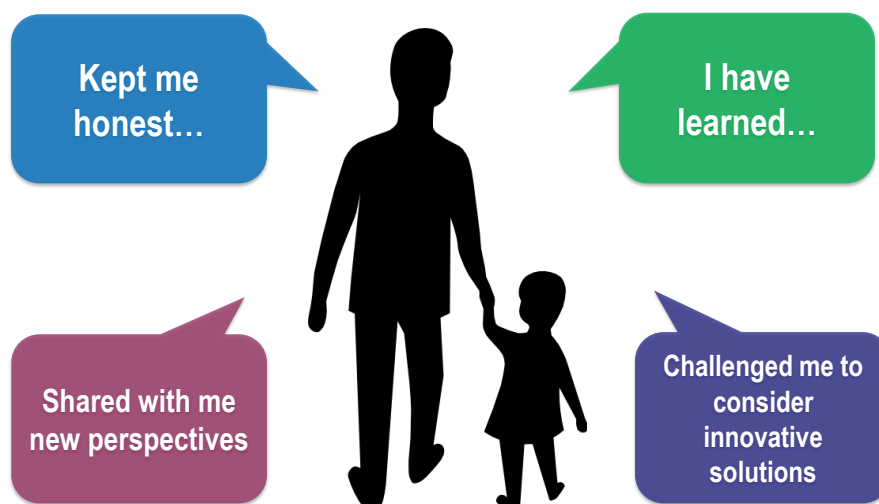
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ADULT ALLIES – A CHANGE IN MINDSET



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How Have Youth Supported Adult Allies Growth?



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Adult Allies – Beliefs



Confidence in
Youth

Sharing the
Power

We all have
Unique Talents
and Strengths

Every Opinion
Counts!



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Partnerships



*A young person should
see an adult ally as a
person who “always has
their back”, but also knows
when to “back off” so that
the young person believes
they can do anything!*



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Adult Allies – Characteristics



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Questions Young People May Ask Themselves



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Key Messages

Ways youth can help others to best support them:

-  Disclose information about their disability
-  Honestly express their needs and goals
-  Inform adults about the power of self-advocacy and self-determination in transition



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Key Messages

It needs to start
before age 14!!

Make sure the young person and the family understand and can name the abilities and disabilities or how the disability impacts the young person's school performance and day to day life

Help the family members walk the line between protection and independence

Provide opportunities for the young person to meet adults with same disabilities.

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Resources and Websites to Help Build Youth Engagement



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PA's Secondary Transition Website

www.secondarytransition.org

HOME RESOURCES ABOUT ? WHAT IS TRANSITION INDEX SEARCH

**Pennsylvania Secondary
Transition
Guide**

Welcome!

The purpose of this website is to provide youth, young adults, parents, and professionals with knowledge of the secondary transition process to facilitate a young person's progress toward the attainment of his/her post-secondary goals related to education, employment, and community living

The Pennsylvania Secondary Transition Guide website is a continual work in progress. We hope you will bookmark this site and check back regularly for updates and additions.

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Planning for the Future Checklist

21andable.org
MAP A BETTER FUTURE FOR YOUNG ADULTS WITH DISABILITIES



Pennsylvania Training and Technical Assistance Network







Planning for the Future Checklist



Use this as your checklist to get ready for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future.

Name: _____ Date: _____

- Every Year**
1. Meet with your agency and school supporters.
 2. Take time to talk about information learned from any assessments about your abilities and interests.
 3. Ask about accommodations and technology you can use to meet your school, work, and other life goals.
 4. Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school (transition).
 5. Build on what you started the year before.

	14-15 Year Olds	15-16 Year Olds
Education/Training After High School	<ul style="list-style-type: none"> <input type="checkbox"/> Talk with your school and/or agency supporters about your interests and what you want to study after high school. <input type="checkbox"/> Study websites to learn about training, technical school, college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs. <input type="checkbox"/> Meet with your school's transition coordinator to make sure you are taking the right classes for your goals. <input type="checkbox"/> Understand your disability. Ask for your own accommodations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare. <input type="checkbox"/> If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying. <input type="checkbox"/> Visit technical schools or certificate programs you may be interested in. 
Employment	<ul style="list-style-type: none"> <input type="checkbox"/> Sign up to volunteer and job shadow during school and/or summer months. <input type="checkbox"/> Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs. <input type="checkbox"/> Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply. 	<ul style="list-style-type: none"> <input type="checkbox"/> To get ready for a job, practice filling out job applications and answering questions an employer might ask you. <input type="checkbox"/> Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your areas of interest. Your school can help you get this experience during school and during the summer. <input type="checkbox"/> Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings. 
Community Living	<ul style="list-style-type: none"> <input type="checkbox"/> Join an activity at your school, community, or place of worship. <input type="checkbox"/> Practice asking for what you need during your IEP and other meetings. <input type="checkbox"/> Ask about certified transportation training at your IEP meeting. <input type="checkbox"/> Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies. <input type="checkbox"/> If you have an intellectual disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parents/guardians to call the county to complete an intake to register for services. <input type="checkbox"/> If needed, create an Individual Health Plan with your doctor and school nurse. 	<ul style="list-style-type: none"> <input type="checkbox"/> Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers. <input type="checkbox"/> Keep a list of your medical conditions and physicians. Be able to describe your health needs. <input type="checkbox"/> If you have questions about your emotional or mental health, talk to your parents/guardians, school or agency supporters, and your medical team. You can also call the county crisis line for help. <input type="checkbox"/> Find out about adult agencies (like OVR) that can help you prepare for work, training, and independent living. The back of this checklist has a list of these agencies. <input type="checkbox"/> Keep copies of your medical, education, and government papers in a file to have ready when you need them. <input type="checkbox"/> Learn how to manage money. 

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Background



- Each year in PA, hundreds of young people with disabilities move from a system of entitlement to one of eligibility at the age of 21
- 21 and Able (an initiative of the United Way of Allegheny County) in collaboration with the Pennsylvania Department of Education, Bureau of Special Education, PaTTAN, local school districts, family members, youth, and community agencies created the Planning for the Future Checklist.

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The Planning for the Future Checklist

- This document is a roadmap for youth with disabilities who are transitioning out of high school to continue their education, to work, live independently, and participate actively in their communities to the greatest extent possible.

- Designed to be a resource for youth, parents, and educators to use in framing critical conversations about secondary transition before, during, and after annual IEP team and annual agency meetings.

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The Planning for the Future Checklist

- The checklist addresses the top considerations that parents and youth, who have exited secondary schools, believe are critical issues in preparing students with disabilities for their secondary transition.
- The considerations span the following areas: education after high school, employment, and community living.
- [http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary Trasntion Checklist Pilot Project.html](http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary%20Transition%20Checklist%20Pilot%20Project.html)

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Distribution of The Planning for the Future Checklist

- By February 6, 2015 a cover letter and color copy of the check list sent to all LEA superintendents/CEOs
- By March 31, 2015 a paper copy of the checklist will be provided to all students ages 14 years to 21 years.
 - These copies will be given to the BSE Advisory to give to the LEA special education director to hand off to these students' teachers, along with a cover letter
- By May 15, 2015 a cover letter will be sent to all special education directors reminding them of their responsibility to monitor the use of the forms.

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PA Youth Leadership Network (PYLN) Toolkit

- Developed by youth, for youth
- 110 page guide and workbook for the transition process
- Detailed activities that support Self-Determination & other skills

Phase One	ACCEPT YOURSELF!
Phase Two	DECLARE YOURSELF!
Phase Three	EMPOWER YOURSELF!

- Also – PYLN Health Care Toolkit
- <http://www.secondarytransition.org/search?search=pyn>



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<http://www.lvcil.org/s2l-home>

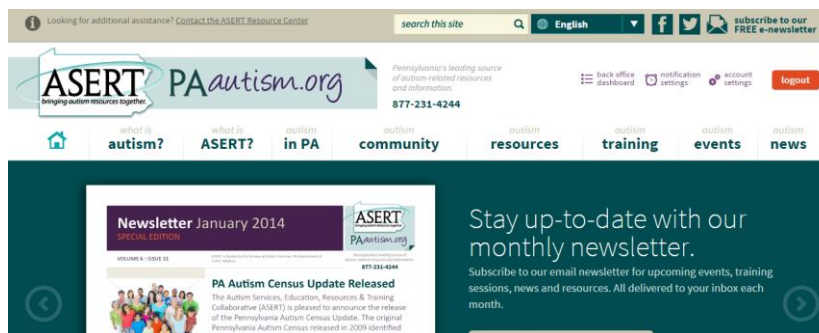
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ASERT: Who we are and What we do

- ASERT is a collaboration funded by the Bureau of Autism Service (BAS). Primary partners include: University of Pittsburgh Medical Center, Penn State Hershey, and Drexel University's AJ Drexel Autism Institute.
- We provide Autism Services, Education, Resources and Training.
- We distribute our information through our website www.PAautism.org, our toll free #877-231-4244 or via email info@paautism.org
- ASERT is also available in Spanish at our toll free number and via email at ASERTespanol@paautism.org.



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Visit www.PAautism.org for information about local, regional and statewide events, professional trainings, community resources, services, current research and other information relevant to the autism community.



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Services

- As you get closer to high school graduation, it is very important that you learn about the two adult autism programs administered by the Bureau of Autism Services, PA Department of Human Services.
 - The Adult Autism Waiver, or AAW**
 - The Adult Community Autism Program, or ACAP**
- If you haven't already done so, be sure to call to request an application for one or both of the adult autism programs. This is the first step in the process of applying to receive state-funded services as an adult, and will secure a place for the individual on the Interest List. Securing a place on the Interest List during the transition years provides the greatest chance of accessing autism services as an adult.
- For more information about the application process or the programs themselves, please visit www.PAutism.org



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The screenshot shows the PAautism.org website. The header includes the ASERT logo and the text 'PAautism.org'. Below the header is a navigation bar with links: 'what is autism?', 'what is ASERT?', 'autism in PA', 'autism community', 'autism resources' (highlighted), and 'autism training'. The main content area features a video titled 'BAS Adult Programs Overview Video'. Below the video title are social media sharing buttons for Facebook, Twitter, Print, Email, and Share. The video description states: 'The Programs for Adults with Autism video from the Office of Developmental Programs (ODP), Bureau of Autism Services (BAS) provides a brief overview of the key features of two programs in Pennsylvania that are specifically designed for adults 21 and older with Autism Spectrum Disorder (ASD). This 20 minute video provides general information about program features, services, eligibility criteria, and the application process. The video is closed-captioned in English and Spanish. After viewing this video, you may also be interested in viewing the video How to Apply for the Adult Autism Waiver video using the link below.' Below the video description are two sections: 'General Information' with a link to 'BAS Adult Autism Programs Overview' and 'Supplemental Information' with a link to 'How to Apply for the Adult Autism Waiver Video'.

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Education, Resources, Training

Contact the ASERT Resource Center to discuss your specific needs and match resources to those needs.

Our most frequently used Transition Resources are:

PA Secondary Transition Guide

www.secondarytransition.org

The Autism Transition Handbook

www.autismhandbook.org

Job Accommodation Network (JAN)

<https://askjan.org/>

Office of Vocational Rehabilitation (OVR)

http://www.dli.state.pa.us/portal/server.pt/community/%20vocational_rehabilitation/10356

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Training

- ASERT is available for onsite trainings, which you can request via phone, email, or at www.PAautism.org
- The Bureau of Autism Services will be providing statewide Autism Spectrum Disorder training in April and early May
- ASERT will be launching online trainings on our website in the spring and summer of 2015.



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*Pennsylvania's leading source of
autism-related resources and information.*

877-231-4244

Website: www.PAautism.org

Email: info@PAautism.org (English)

ASERTespanol@PAautism.org (Español)

ASERT is funded by the Bureau of Autism Services, PA Department of Human Services

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IDEA Partnership – 3 Part Cross-State Youth Webinars

<http://www.sharedwork.org/web/transition/home>



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Virginia Department of Education

www.imdetermined.org

- » Student Involvement in the IEP
- » Assessments & Checklists for students, parents, educators
- » Family Support
- » Videos
- » Literature & Resources

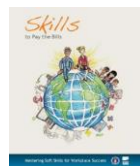


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The National Collaborative on Workforce and Disability (NCWD/Youth)

<http://www.ncwd-youth.info>

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities



Skills to Pay the Bills

<http://www.dol.gov/odep/topics/youth/softskills>

Center for Self Determination

Literature & Resources

Training Information

<http://www.centerforself-determination.com/>



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***Pennsylvania Career Education and Work Standards**

I Statements:

<http://www.pacareerstandards.com/career-portfolio.php>

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University of Oklahoma - Zarrow Center

<http://www.ou.edu/zarrow>

- » AIR Self-Determination Assessments
- » ARC Self-Determination Scale
- » Choice Maker Self-Determination Assessment
- » Field and Hoffman Self-Determination Assessment Battery
- » Student led IEP- Instructional modules

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Virginia Commonwealth University – Going to College

<http://www.going-to-college.org>

An interactive website designed for students interested in attending a college or university



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American Education Services – Education Planner

<http://www.educationplanner.com>

Career and College Planning Site for youth and families

**EDUCATION
PLANNER^{org}**



Pennsylvania Career Zone

<http://www.pacareerzone.org>

Online Career Interest Resources

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2014-15 – COP Webinar Series



- ⊗ ~~**March 4, 2015**~~ — ~~Tools for Engagement for Inclusive Education, Employment, etc.~~ **Rescheduled for 2015-16**
- ⊗ **March 18, 2015** — Transition Tools of Engagement for Youth and Young Adults
- ⊗ **April 1, 2015** — Transportation Resources and Strategies
- ⊗ ~~**April 15, 2015**~~ — ~~LTCC — Effective Practices and Engagement~~ **Rescheduled for 2015-16**

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Contact Information

www.pattan.net

Everett Deibler
everettdeibler@lvcil.org

Micha Fell michafell@lvcil.org

Rachel Kallem Whitman
rkallem@gmail.com

Chris Mielo
chrismiello@gmail.com

Michael Stoehr
mstoehr@pattan.net



Commonwealth of Pennsylvania

Tom Wolf, Governor

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