

Project 10 Webinar Information Exchange at Teaming Up with Teachers to Share Transition Resources

This document reflects the challenges and needs that were shared in the webinar (4/3/20), as well as strategies that teachers and districts are using to meet the needs of students with disabilities.

Challenges/Needs	Related Strategies Being Implemented
Addressing the instructional needs of students who are non-readers and students with cognitive disabilities How best to meet the needs of medically fragile and/or students with the most significant disabilities in a distance learning/virtual format	Delivering instruction and engaging student interaction through Video Conferencing through Schoology, Zoom, Google Meets https://www.schoology.com/ https://zoom.us/ https://gsuite.google.com/products/meet/
	Phone Calls – conferences and one-on-one
	Daily check-ins
	Support teachers/para-educators have been calling students to check-in and develop visuals/schedules for students.
	Paras/job coaches find Youtube videos to assign to the students to watch and then answer a short Kahoot quiz or some other type of quiz to check for understanding.
	Using videophones and Microsoft (MS) Teams – Florida School for the Deaf and Blind (FSDB)
	Using Unique Learning System (for students with complex learning needs) https://www.n2y.com/unique-learning-system/
	Use paras or job coaches to assist with one-on-one instruction Resources for Tier 2 and Tier 3 Instruction During COVID-19 – Florida Diagnostic and Learning Resources System (FDLRS)/ North East Florida Educational Consortium (NEFEC) Padlet https://padlet.com/fdlrsnefec/kipylh0ztuy
Need video or picture resources for students with autism and cognitive disabilities FSDB – Need career interest assessment with the least complicated language requirements or pictures	Case Specialists that work with High Schools are contacting the HS teachers weekly to provide support via resources or activities that they can have their students complete through the Career Experience course
	Blind Abilities offers Pre-ETS activities like audio tutorials on JAWS 101; interviews with blind professionals in different occupations; podcasts https://blindabilities.com/
	Pictorial Interest Inventory https://www.cves.org/wp-content/uploads/2015/08/Pictorial-Interest-Inventory-template-SHEN.pdf (Champlain Valley Educational Services)
	Zarrow Center for Learning Enrichment Preference Indicators http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/transition-assessment---severe-disabilities/preference-indicators
	Access and Attain: Active Learning for Students with Significant Disabilities (Council for Exceptional Children [CEC] International Conference, Denver) http://web.utk.edu/~dphmd/sarathy_accessattain_2012

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Difficulty in reaching some students	<p>Use multiple methods of contact</p> <p>Support teachers have been calling students to check-in.</p> <p>FaceTime</p> <p>Texting</p>
Getting all of the students online for instructions is difficult	<p>Phone Calls – conferences and one-on-one</p> <p>Paper work packets (with request for direct contact with families)</p> <p>Email</p>
Additional communication method options	<p>Use of Skype for Business for daily communication https://www.skype.com/en/business/</p> <p>Using Google Duo app for one-on-one face time</p> <p>Using Remind App to communicate with parents and students (Can also share documents through Remind) https://www.remind.com/resources/remote-learning/</p> <p>Zello – “push to talk app” (like a walkie-talkie)</p> <p>Using Jive phones for phone calls https://jive.com/voice/</p>
Ensuring all students have access to technology needed to access instruction	<p>Some districts are providing devices and hot spots.</p>
Managing IEP and 504 meetings	<p>Conducting IEP and 504 meetings via phone or video-conferencing with parent permission</p> <p>Signing IEPs through PDF signatures</p> <p>Use of GoToMeeting for IEP meetings and therapies because it is HIPAA compliant</p>
Assistance and guidance regarding Work-Based Learning Experiences (WBLEs)	<p>From Workforce Innovation Technical Assistance Center (WINTAC) – WBLEs can be adapted through virtual activities</p> <p>Career Mentorship: An opportunity for a student to engage with a mentor who teaches or provides career-related guidance and advice. Conduct by phone, video-conferencing tool, facetime, etc.</p> <p>Informational Interviews: An informal conversation for a student with someone working in a career area/job that interests the student, who will give them information and advice. It is not a job interview and the objective is not to find job openings. Conduct by phone, video-conferencing tool, facetime, etc.</p> <p>Job Shadowing: An opportunity for a student to observe different jobs and ask businesses questions about the skills, knowledge, and abilities needed to perform the tasks involved in the job. https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx</p> <p>Workplace Tours/Field Trips: An excursion for students to gain first-hand observation of specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress. Often conducted in a group. https://agexplorer.com/virtual-field-trip https://www.youtube.com/roadtripnation?hsCtaTracking=237a208f-62e4-454c-9e50-14d974cb03c7%7Ce4f00b33-64b2-4cd3-b835-9163943ea6c1</p>

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Best use of job coaches and para-educators	https://www.nebraskacareerclusters.com/
	Job coaches are supporting students who have lost their jobs at this time; providing job coaching to students who are still working through phone of video conferencing; and assisting teachers to work with students in smaller groups.
	Paras and job coaches are providing social skills lessons for students and doing student check-ins.
	Job coaches are making “how to” videos with online discussions about daily living skills and employability skills.
	Job coaches are making “how to” videos with online discussions about daily living skills and employability skills.
	Job coaches created a job competencies worksheet with jobs and duties for students to do at home. They log and document their work with pictures and video for credit.
	Using Practical Assessment Exploration System (PAES) to convert a classroom (or home) into a work development lab. http://www.talentassessment.com/paes.html
Additional strategies/resources to reach students with instruction	Job coaches are creating task analyses and job tasks to match what students were doing on their WBLE job sites. (Using TeachTown and Unique) http://web.teachtown.com/products/transition/
	Using Google Classroom and Microsoft Team for assignments, grading and communicating with students in written form https://edu.google.com/products/classroom/?modal_active=none
	Using Flipgrid – communication through teachers and students making videos to share https://blog.flipgrid.com/news/remoteteaching
	Using MobyMax for online lesson modules and assessments (self-paced) https://www.mobymax.com/
	Marco Polo Learning – Online video lessons and activities https://www.marcopololearning.com/
	Using YouTube to make and share video lessons https://support.google.com/youtube/answer/57407?co=GENIE.Platform%3DDesktop&hl=en
	Using Edgenuity with instructional videos, interactive assignments and assessments https://www.edgenuity.com/solutions/high-school/
	Using OneNote and Teams in Office 365
	Using CareerSource videos https://careersourcesouthwestflorida.com/videos/
Use of Class Dojo for lesson delivery https://www.classdojo.com/remoteteaching	

Challenges/Needs	Related Strategies Being Implemented
	Using Khan Academy for courses https://www.khanacademy.org/
	Using Discovery Education https://www.discoveryeducation.com/virtual-learning/
	Using Canvas for providing online courses https://community.canvaslms.com/
	Using email for journaling
	Using Google Classroom and Microsoft Team for assignments, grading and communicating with students in written form https://edu.google.com/products/classroom/?modal_active=none
	Using Marco Polo Learning – Online video lessons and activities https://www.marcopololearning.com/
	Using YouTube to make and share video lessons https://support.google.com/youtube/answer/57407?co=GENIE.Platform%3DDesktop&hl=en (“How-To” link)
	Using Edgenuity with instructional videos, interactive assignments and assessments https://www.edgenuity.com/solutions/high-school/
	Using Zig Zigar’s <i>See You at the Top</i> for groups of high school students (through zoom)
	Using Google docs to share materials

* DJJ and Alt Ed sites reported using many of the same tools for providing instruction to students and checking in on them.

* All policy/procedure questions are being researched and answers will be provided as soon as possible.