

ACCESS
Providing Resources that Facilitate the Teaching & Learning of Access Points

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Florida Inclusion Network

Technology & Learning Connections

Supporting Secondary Students with Significant Cognitive Disabilities in the Virtual Environment

Multi-Project Collaborative Webinar

September 2nd, 2020 at 3:30 p.m. ET

Reminders and “N-Etiquette”

- Your audio is automatically muted; please remain muted and turn off video
 - The host may unmute you to expand upon a comment/question
- Use the chatbox to ask questions and make comments – we’ll be looking there throughout the webinar
- Use the “reaction” icons
- Closed captioning is available – Check toolbar for the option to Show Subtitles
- This webinar will be recorded. The webinar recording and presentation materials will be posted on the [Project 10 website](#).

**Welcome –
We’re Glad You Are
Here Today!**



Goal and Objectives

Goal: To provide resources related to supporting secondary students with significant cognitive disabilities in the virtual environment, including strategies for establishing and facilitating communication with parents/families.

Objectives: After this training, participants will be able to:

1. Identify existing resources to support students with significant cognitive disabilities in the virtual environment
2. List transition-focused resources for families and teachers that can be used to support students with disabilities
3. Describe where to go for additional assistance to support students with significant cognitive disabilities in the virtual environment

Webinar Overview / Agenda

ACCESS
Providing Resources that Facilitate the Teaching & Learning of Access Points



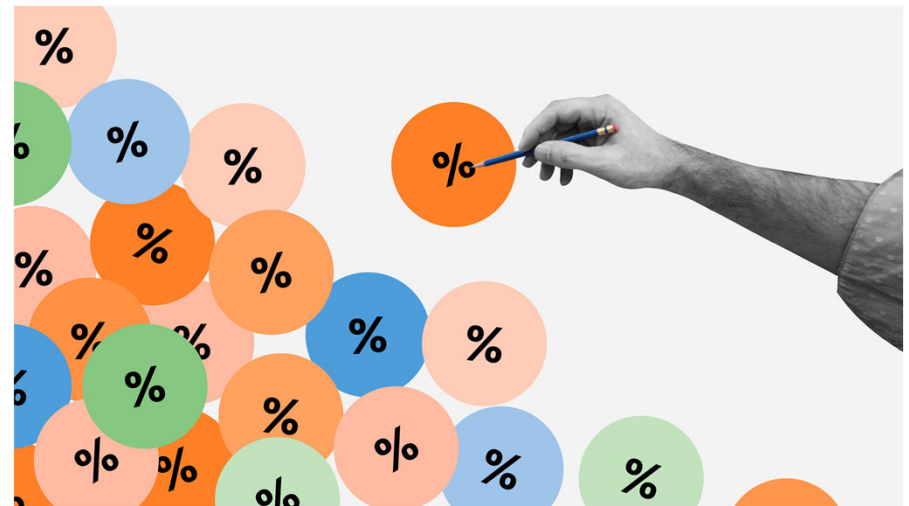
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network

- Welcome/Introductions
- Discretionary Project Resource Highlights
 - Access Project
 - Florida Inclusion Network
 - PS RtI Tech / Technology & Learning Connections
 - Project 10: Transition Education Network
- Sharing Opportunity; Questions
- Next Steps and Where to find further assistance

Poll – We Want Your Input

What percentage of your caseload of students with disabilities is currently being served virtually?

(respond via the Zoom polling tool)





Distance Learning for Secondary Students with Significant Cognitive Disabilities



Christi Yu M.Ed, Project Manager
Jeff Pruitt M.A., SLP, Project Coordinator



Online Discussion Groups

- March – May 2020
- Access project hosted 23 virtual discussion groups
- Over 1260 teachers and paraprofessionals participated
- Distance learning tools were discussed
- Resources gathered and vetted
- Best practices were discussed
- Strategies were shared amongst professionals



Care Giver's Role in Distance Learning

Bulletin Board

Welcome to the Access Project's updated website
K-5 Social Studies Courses with Supports added June 2020
World History modules added June 2020

- Importance of the care giver's role in distance learning
- Adequate care giver training of distance learning tools
- Open communication between classroom teacher/school and caregiver
- Care giver "buy in" as an intriguing support for distance learning

[Core](#)[Health Education](#)[FSAA](#)[Classroom Resource](#)[Webinars](#)[District Supports](#)



Distance Learning Classroom Resources for Parents

Microsoft

- <https://www.youtube.com/watch?v=SemjM2fHV2Q>

Google

- <https://www.youtube.com/watch?v=IgS-hoSljnw>



Distance Learning Classroom Resources for Teachers

Microsoft

- <https://www.microsoft.com/en-us/education/remote-learning>

Google

- <https://teachfromanywhere.google/intl/en/>



Supporting SEL Virtually

- Use breakout rooms and/or small groups to let students interact with one another around a topic or task (for example, a collaborative social studies or English project).
- Take your class on virtual field trips and allow them opportunities to interact over chat or audio.
- Hold an optional virtual lunch bunch or virtual game time for students to join.
- Include partner and teamwork as a part of regular class times.
- Continue to model AAC use and have students continue to do so, too.
- Use morning meetings and check-ins to connect students.

Taub, D., Reyes, E., & Bowman, J. (2020). Preparing for the First Week of School (DL #18). In TIES Distance Learning Series. TIES Center.



Accesstofls.org

Welcome to the Access Project's updated website.
K-5 Social Studies Courses with Supports added June 2020
World History modules added June 2020

Classroom
Resource

Grading Rubrics

Grading Rubric Webinar

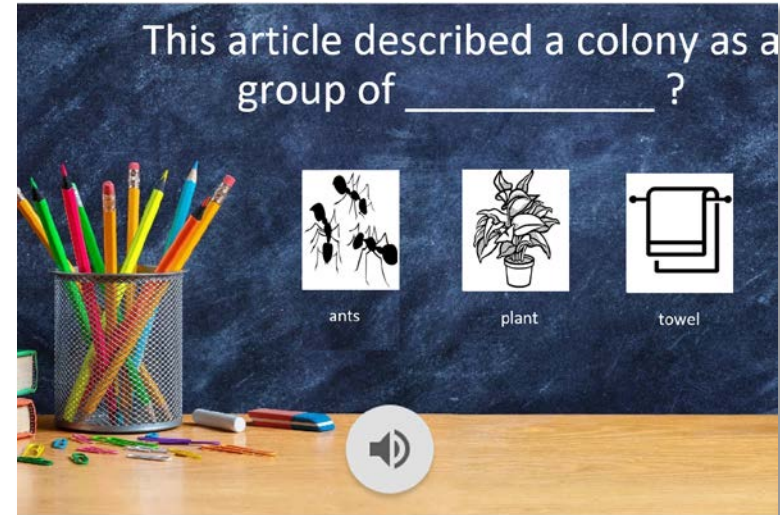
Instructional Resource Brochure

If on a laptop and using
a tracking pad, hover
over the button heading
and use the "PgDn"
button to scroll down
the drop down list.

Email web-master

[Core](#)[Health Education](#)[FSAA](#)[Classroom Resource](#)[Webinars](#)[District Supports](#)

Access Website Visual Supports

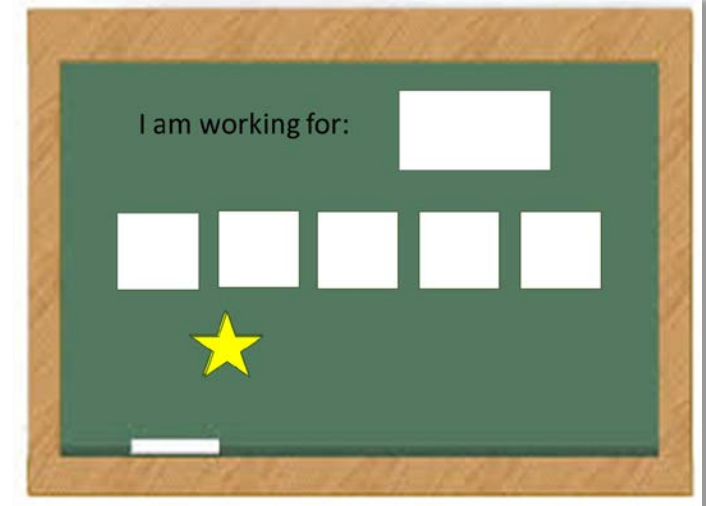
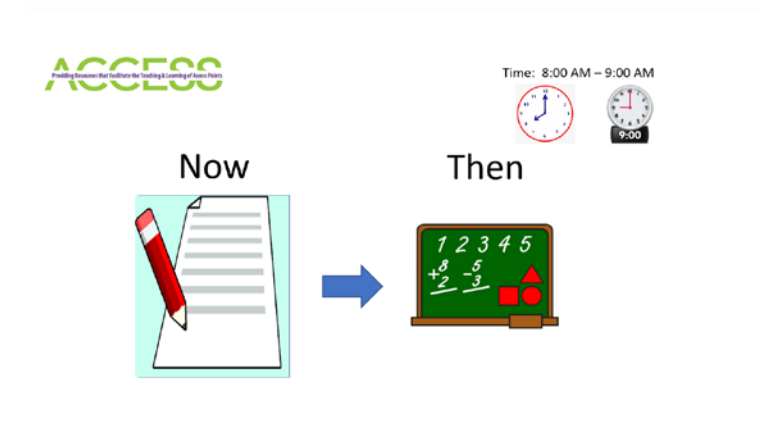


Book Title

by student/teacher name

Notes to author:

- If you change the file extension from .ppt to .pps, the book will automatically open to full slide show/book reading mode.
- We have set up the book so that when students get to the end of the book, it will automatically start over again on the beginning page. To make this setting on other books: Goto Slide Show and then to Setup Show. Check "Loop Continuously until "Esc"
- This template is from the Center for Literacy & Disability Studies at Chapel Hill, NC





Offline Distance Learning

How will you communicate with students who do not have reliable (or any) internet? Possible ideas

- Telephone
- Text
- Snail mail
- All materials and instructions in a bag
- Internet hotspots
- Recordings on a small MP3 player or on a DVD



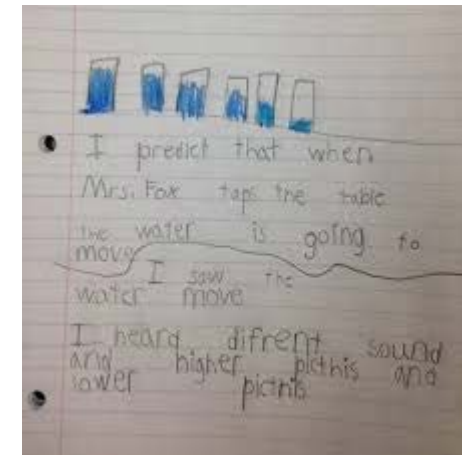
Taub, D., Reyes, E., & Bowman, J. (2020). Preparing for the First Week of School (DL #18). In TIES Distance Learning Series. TIES Center.



Offline Distance Learning

Options for student participation

- Telephone tree
- Letters
- Recording themselves and sending them to you
- Pictures of their work
- Individual phone calls



Taub, D., Reyes, E., & Bowman, J. (2020). Preparing for the First Week of School (DL #18). In TIES Distance Learning Series. TIES Center.

Access Project is here to help



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Best Practices for an Inclusive Virtual Environment

for Students with Significant Cognitive Disabilities

Florida Inclusion Network

The Florida Inclusion Network (FIN) collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.



Re-opening Plans



<http://www.fldoe.org/em-response/>

Planning

- Plan intentionally and deliberately for providing specially designed instruction.
- Develop a consistent schedule and timeframe
- Develop and use an agenda
- Discuss and establish norms and clear expectations for students virtually.
- Create lessons using differentiation and principles of Universal Design for Learning, specially designed instruction, accommodations and/or modifications.
- Plan to hold virtual help session for student support to reinforce learning.

Planning



Establish shared tools for virtual planning:



Agenda for Collaborative Macro Planning

| Time allotted | ___/60 minutes | Topics | Notes (Date of Meeting: __/__/__) |
|---------------|----------------|---|--------------------------------------|
| 20% | 12 minutes | 1. The general education teacher outlines upcoming curriculum, content, and activities and projects for material that will be addressed within the co-taught class. | |
| 17% | 10 minutes | 2. Both teachers review student data. | |
| 25% | 15 minutes | 3. Both teachers discuss points of difficulty in the upcoming instruction. | |
| 25% | 15 minutes | 4. Both teachers discuss patterns for their co-teaching. | |
| 13% | 8 minutes | 5. This time is partnership discussions and successes/issues related to the past macro-planning period | |

A Framework for Collaborative Planning

Identify Desired Results

Learning Targets

KUDs



Determine Acceptable Evidence

Formatives

Summatives

Assignments

Projects



Plan Instruction

Design/adjust
lessons

Flexible groups

Respectful
Tasks

Responsive
Environment

Identify Desired Results

Learning Targets

KUDs

FLS: LAFS.11-12.RI.2.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Access Points

LAFS.11-12.RI.2.AP.6a

Determine the author's point of view or purpose in a text.

Essential Understanding:

Identify what an author tells about a topic.

Identify the author's purpose in telling about a topic.

Then Identify the author's opinion about the topic.

<http://accesstofls.org/>

Determine Acceptable Evidence

Formatives

Summatives

Assignments

Projects

The Cold War was about different ideas. The author tells us that the Soviet Union supported communism, while the US supported democracy. Why did the author tell us about the different governments of the two countries?

To show that government is very important.



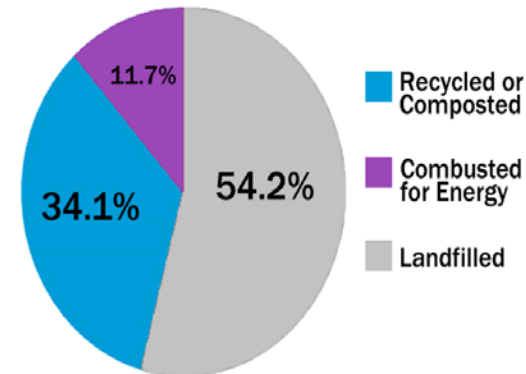
To show that the Cold War started in 1945.



To show that the Soviet Union and the US were different.



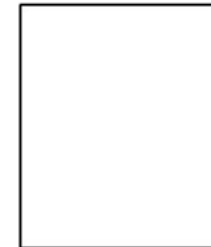
What Happens to Stuff We Throw Away*?



*Based on the 2010 Municipal Solid Waste Characterization Report

- Persuade
- Inform
- Entertain

Summarized articles and category chart are provided. Student drags the summarized article with picture cue to the correct category.



It is important that every child reads or is read to every day for 15 minutes so we can build our economy.



Today's birthday (Jan. 1)). You have amazing focus and will become a well paid expert.

Persuade

Inform

Entertain



College Hall of Fame will open in 2014 in Atlanta. It will cost \$54 million.

| Principles of UDL | Visual Impairment or Deaf/Blind | Physical Impairment: Little/ No Hand Use | Lacks Basic Concepts | Motivational/ Attention Issues |
|--------------------------|--|--|---|--|
| Expression | Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols for key phrases (i.e., entertain, persuade, inform, etc.) | Uses a switch to indicate correct answers; use an eye gaze board to select answer; use a blink response to select answer; phrase questions so that they require a “yes/no” response, these can easily be answered using an eye gaze, head turn, two switches, etc. | Student selects pre-made cards with author’s purpose or point of view versus writing a response; selection of correct answer is done after a model; student answers “yes/no” questions. | Have students find the author’s purpose or point of view with images, drawing, interactive computer programs, etc. |

<http://accesstofls.org/>

Plan Instruction

Design/adjust
lessons

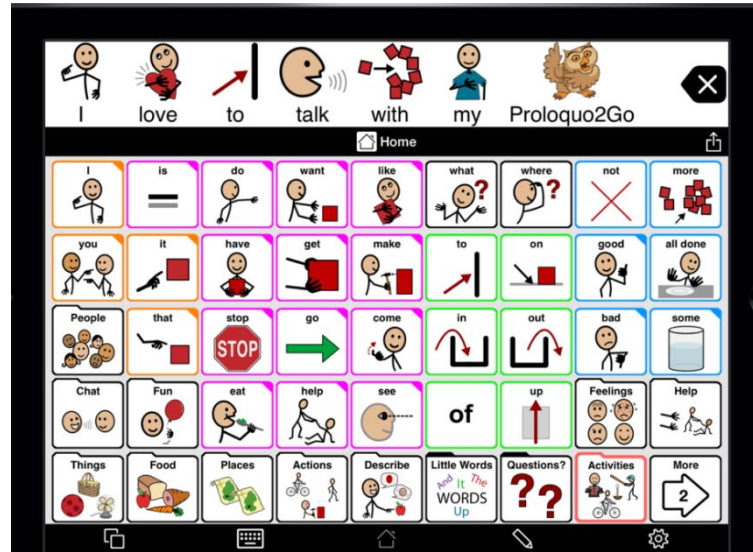
Flexible groups

Respectful
Tasks

Responsive
Environment

- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that provide support for the authors point of view
- Videos or storyboards/cards of the story for visual supports
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Peer support, collaborative grouping

Technology with Learning Needs



Students With Significant Disabilities

Learn best when they...

Have IEP goals that are ***embedded*** within ***naturally occurring instructional activities***.

Practice, generalize, and maintain what they learn ***across a range of settings and situations***.

Students with significant disabilities

Learn best when they...

Interact and develop relationships with same-age peers without disabilities.

Learn within the ***context of authentic activities in natural settings.***

Teaching and Learning Considerations

1. Curriculum content: What we teach
2. Evidence-based instructional practices:
How we teach
3. Supports for Learning

Curriculum Content

Learning goals that are appropriate and aligned with typical class instructional activities.

Scope and pace of learning matches the students' learning priorities, strengths and preferences.

Learning goals are meaningful for students now ***and in the future.***

Evidence-Based Practices

Practices:

- I Do/ We Do/ You Do
- Verbal cues
- Pictorial prompts
- Hand-over-hand
- Task analysis
- Repeated practice
- Feedback
- Time delays



Supports for Learning

Reliable and flexible supports for learning, including the provision of modifications and accommodations as needed, in general education contexts.

Who Provides Support?

- General education teachers
- ESE teachers
- Therapists
- Reading/math coaches
- Paraprofessionals
- Other adults (intern, volunteer)
- Families

Supports at Home



Supports at Home



Supports at Home



Tips for Families in Supporting Their Children with Disabilities in Virtual Formats

Tips for Families in Supporting Their Children with Disabilities in Virtual Formats

First, remember that your role is a parental one. Your child needs family.

- Teachers are still teaching, just in a virtual format, and with a different schedule. It can be confusing for students if families try to assume the role of teacher.
- Explain to your child that their teacher is still their teacher, and that you are in communication with the teacher to help them learn at home. While you may feel more pressure with your child at home, try to think of it as a different way of helping your child with learning.

Set up a comfortable space in your home for learning. While school closure for COVID-19 is temporary situation, it is likely that it may be extended as needed to keep people safe.


- Choose a non-distracting space in your home to set up a learning space. Some students need a quiet area in their room, while others need oversight and frequent assistance.
- Remember that it is not necessary for your child to sit at a table in order to learn. Pillows, a floor space, lying on the couch, or even a yoga ball might provide additional comfort for your child while learning. Students with sensory needs can be supported in this way.
- Think about what your child will need in order to learn and plan around those needs. Once you have a space, gather supplies such as notebooks, pencils, calculators, or any type of supportive or assistive devices your child needs, and make sure they are nearby.

Establish a schedule. Schedules are important for you and for your child, especially if you are also working from home. Set clear expectations and goals with your child.

- Keep bedtime and daily routines intact, and work with your family to establish a daily schedule for learning at home. For some students that might mean following their classroom schedule as closely as possible, especially if their class is meeting virtually through video.
- Some schedules and goals may need to be visual. Ask your child's teacher for the class's schedule, post it, and stick to it as closely as you can. Some students will need support, such as social stories, to make even minor adjustments to the schedule, so be patient and as consistent as you can. Post clear goals that you and your child have agreed to.
- You may need a daily chart, so that your child can check off each item as they complete it. Cutting apart the schedule, writing or snapping a picture of the start and end times for each section, and taping up one item at a time next to the clock may also help your child visualize the day and the progress toward his or her goals.

Allow breaks and time for recess. Most children don't have long attention spans, and this can be even more likely for students with disabilities. Many students' individual education plans (IEPs) include accommodations for frequent breaks, and this will apply to home learning as well.

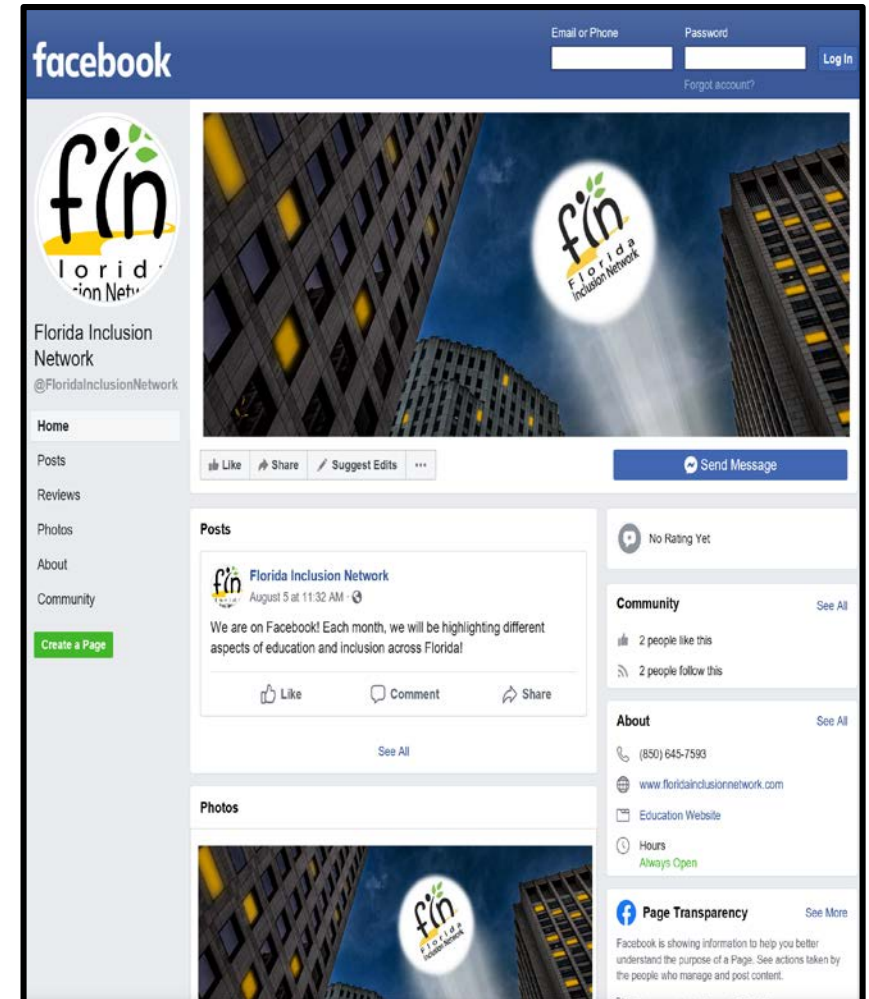
- Breaks are good times to allow your child access to their preferred activities or to have snacks.
- Recess is also extremely important, even though it may look a little different at home. If your child cannot play outside, you can use exercise programs for video game consoles, or access video channels from YouTube or <https://www.pocapoddl.com/>. If your child receives physical or occupational therapy, you can use their therapist's suggestions for at-home exercises.
- It is a good idea to use a timer to indicate the end of a break, if your child needs a visual timer, you can download one here: <https://www.online-stopwatch.com/classroom-timers/>.


Find information on inclusion and contact local facilitators at: www.floridainclusionnetwork.com



<http://www.floridainclusionnetwork.com/wp-content/uploads/2020/03/Parent-Virtual-Tips-SWD-Final-03.24.20.pdf>

Social Media



Resources

CEC Resources for teaching remotely :

<https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely>

TIES Center:

https://tiescenter.org/resource/r8/67WB1STAKZfZD_KV47cg

Resources

“One Stop Shop for Resources” for educators

<http://bit.ly/responses2020>

FDLRS Providing Accommodations in a Virtual Environment

<http://www.fdlrs.org/providing-accommodations-virtual-environment>

Resources

Tips and Tricks: Teachers Educating on Zoom

<https://zoom.us/docs/doc/Tips%20and%20Tricks%20for%20Teachers%20Educating%20on%20Zoom.pdf>

Hooked on Innovation

<https://hookedoninnovation.com/2020/05/13/25-strategies-to-engage-zoom/>

UF Literacy Institute: Tech Tools

https://docs.google.com/spreadsheets/d/1RX8CkDMtspAmqHB66_Tz0HqfLjyAlxXUwiRf2kelcjE/edit#gid=0

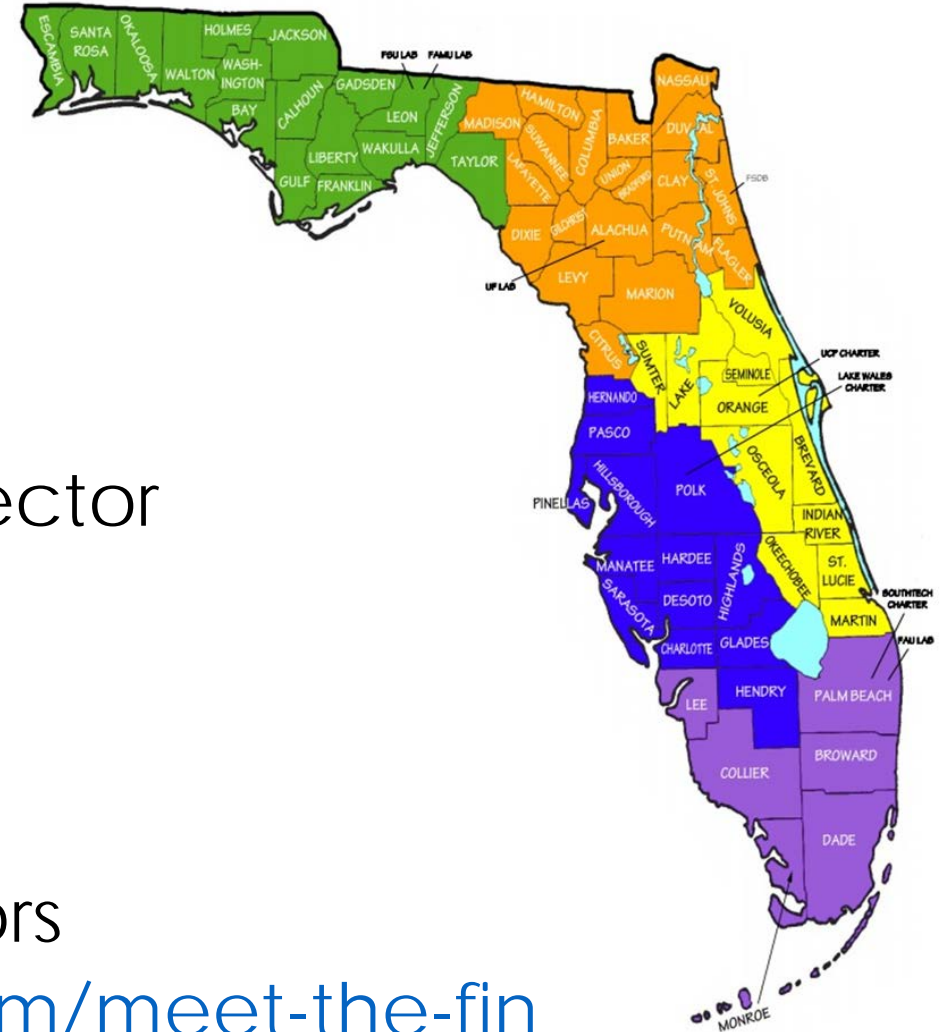
Supporting Students with IEPs During eLearning Days

<https://home.edweb.net/webinar/elearning20200323/>

- Presented by Christine Fox, Deputy Executive Director, SETDA; Cynthia Curry, Director, National Center on Accessible Educational Materials and the Center on Inclusive Technology & Education Systems (CITES) at CAST; and Luis Perez, Technical Assistance Specialist, National Center on Accessible Educational Materials at CAST

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- Get to Know Your Local FIN Facilitators
 - www.FloridaInclusionNetwork.com/meet-the-fin





Technology and Learning Connections

Increasing student achievement through the systemic alignment of technology, policies, and curriculum in a multi-tiered system of supports.

Supporting Secondary Students with Significant Cognitive Disabilities in the Virtual Environment

September 2, 2020

- TLC-MTSS www.TLC-MTSS.com
- ATIA webinars <https://www.atia.org/usf-online-portal/>
- Project CORE <http://www.project-core.com/>
- AbleNet Action Dictionary <https://www.ablenetinc.com/action-dictionary-epub>
- Convert mouse to switch <https://conta.cc/3gEvEhS>
- Video – Aided Language <https://www.youtube.com/watch?v=fIFNMky22-U&t=30s>

Enlarge cursor

- Mac – System Preferences – Accessibility – Display- Cursor
- PC – Settings – ease of access cursor and pointer size settings (size & thickness)

AT & UDL Loan Library – contact your Local Assistive Technology Specialist (LATS) for support.

<https://www.at-udl.net/>



AT & UDL Loan Library



0 item(s)

Categories

[ASSISTIVE TECHNOLOGY IN THE CLASSROOM MINI KITS](#)

[AIM](#)

[AUDIO / FM / HEARING](#)

[BRAILLE / TACTILE / VISUAL](#)

[COMMUNICATION & MORE...](#)

[COMPUTER ACCESS & MORE...](#)

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[MOBILE DEVICES / APPS / CASES](#)

[MOUNTING/SEATING](#)

[SOFTWARE](#)

[SWITCHES](#)











Information

Welcome to the Assistive Technology & Universal Design for Learning Loan Library

Video Conferencing Platform Features for Synchronous Instruction & Therapy

Chart created April 2020, Updated August 27, 2020

|  Bucks County Intermediate Unit | Screen Sharing  | Remote Keyboard & Mouse Control  | | | | Remote Annotation (drawing, etc.)  | | | | Record Meeting | Live Meeting Auto captioning | Change video background | Blur video background | Waiting room | Whiteboard | Calendar Integration | Participants see pointer color and size changes | Breakout Rooms |
|---|---|--|--|--|-------------|---|--|----------------|-------------|----------------|--|---|---|--|--|----------------------|---|---|
| | | PC (Windows) | Mac | Mobile Devices | Chrome-book | PC (Windows) | Mac | Mobile Devices | Chrome-book | | | | | | | | | |
| Google Meet  Only G Suite admins can start a meeting NEW FEATURES COMING SOON! Stay tuned! | ✓ | X Try Chrome Ext Chrome Remote Desktop | X Try Chrome Ext Chrome Remote Desktop | X | X | X | X | X | X | ✓ | ✓ | X Try Snap Camera app COMING SOON | X Try Snap Camera app COMING SOON | X Try Chrome Ext Google Meet Waiting Room COMING SOON | X Try Jamboard Ext/app COMING SOON | ✓ | ✓ | X Try one of the break-out room Ext COMING SOON |
| Webex Meetings  | ✓ | ✓ | ✓* * Must use with Chrome Cisco Webex Ext. | X | X | ✓ | ✓* * Must use with Chrome Cisco Webex Ext. | ✓ | X | ✓ | ✓ New! Part of Webex Assistant | ✓ New! Not all devices will have the needed hardware specifications | ✓ New! Not all devices will have the needed hardware specifications | X Can lock/unlock a personal room | ✓* *Use within Webex Desktop App Mac/Windows | ✓ | X | ✓ |
| Webex Teams  | ✓ | ✓ | ✓ | X | X | X | X | X | X | ✓ | ✓ | ✓ Cannot import your own images Try Snap Camera app | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Zoom  | ✓ | ✓ | ✓ | ✓ Mouse very difficult to control with inconsistent results | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ Built-in green screen feature! | ✓ | ✓ | ✓ | ✓ | ✓ Can see pointer color change, not size | ✓ |

This chart was created by 3 SLP/Assistive Technology consultants for the purpose of supporting decisions on which video conferencing platform to use for synchronous teletherapy and instruction (based upon individual student/client needs). **Features are subject to change at any time.**

Lauren S. Enders, M.A., CCC-SLP (Bucks County Intermediate Unit)
 Rachael Smolen, M.S., CCC-SLP (Bucks County Intermediate Unit)
 Sarah Gregory, M.S., CCC-SLP (Ithaca City School District)



Secondary Transition Focused Professional Development and Resources for Distance Learning

Carly Detlefsen, Regional Transition Representative (RTR) for Region 2



Transition-Focused COVID-19 Resources

- ❑ Project 10's "What's New" webpage, features Upcoming & Past Webinars
<http://project10.info/WhatsNew.php#NS103>
- ❑ Project 10's COVID-19 webpage
<http://project10.info/DPage.php?ID=428#NS266>
- ❑ Project 10 Technical Assistance, Trainings and Publications
<http://project10.info/DPage.php?ID=319>



Helpful Online Transition-Related Resources



Helpful Online Transition-Related Resources

Updated 3/30/20

How to use this guide: The most effective way to use this resource is in collaboration with your Project 10 Regional Transition Representative (RTR). RTRs are available for technical assistance via Zoom and/or phone.

Section 1 of this guide includes resources that districts and families may find helpful in both distance/remote teaching or in the classroom. There are four subsections, including the following:

- Online Student-Directed Assessments,
- Teacher-Led Printable Assessments,
- General Transition Assessment Resources and
- Additional Resources.

Online Student-Directed Assessments

1. **1-2-3 Test, Career Aptitude Test:** This free career aptitude test can provide insight into a person's job personality. Based on a characterization of the individual's personality in terms of [Holland Code personality types](#), he/she will learn what kind of work environments and occupations would be best. The results of this career test provide individuals with a list of professions and occupations that fit their career personality.
<https://www.123test.com/career-test/>.
2. **Career Index Plus** is an interactive career assessment tool, which also includes information helpful in finding career interests and employment. Free registration is required.
https://www.thecareerindex.com/dsp_intro.cfm
3. **Casey Life Skills (CLS) assessment** helps identify personal, functional, independent living and employment skills to achieve long-term goals for students ages 14-21. CLS requires free account registration and a mentor/case manager to assist the student.
 - CLS Youth- https://caseylifeskills.secure.force.com/clsa_learn_youth
 - CLS Provider- https://caseylifeskills.secure.force.com/clsa_learn_provider
4. **Goodwill Community Foundation's Assessment and Lesson Planner:** Assessments and lessons to plan a career, apply for jobs, balance work life and get the training needed for today's marketplace.
<https://edu.gcfglobal.org/en/subjects/work/>
5. **MyCareerShines** is an online planning tool is a comprehensive career planning system. With MyCareerShines, students are able to explore careers, identify personal preferences for future employment and learn about the educational requirements for specific professions.
<https://www.floridashines.org/find-a-career/plan-your-future>
6. **MyNextMove** is an interactive profiler that helps students find out what their interests are and how they relate to the world of work.
<https://www.mynextmove.org/explore/ip>
7. **Roadtrip Nation:** Free career exploration tool. Includes basic career interest inventory and suggested fields, and real-life stories of people in those fields. A more comprehensive version is available for a fee.
<https://roadtripnation.com/explore>.

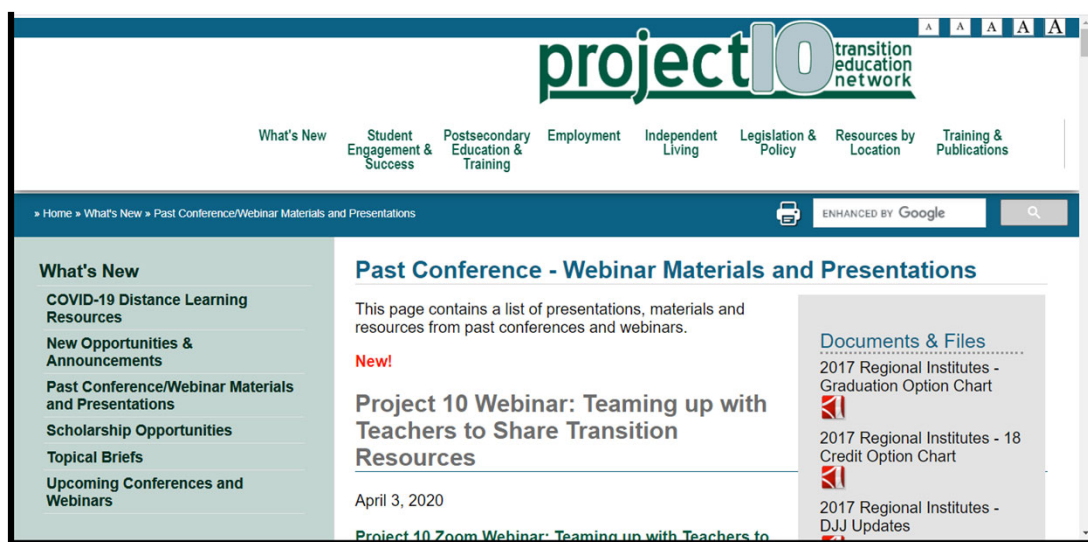


Access this Resource:

<http://project10.info/DPage.php?ID=428#NS266>



Sharing Transition Resources: Webinar Recording and Materials



<http://project10.info/DPage.php?ID=188>

Visit our Past Conference-Webinars web page to access the following:

- ❑ Webinar recordings (4/3, 5/8)
- ❑ Captioned Transcript
- ❑ Presentation slides
- ❑ Webinar Information Exchange at Teaming Up with Teacher to Share Transition Resources
- ❑ Helpful Online Transition Resources document

Transition-Related Family Products

- **NEW** Getting Ready for Education Opportunities after High School: Families Support Students for Success
- **NEW** Middle School Transition Trail Map for Families (also available in Spanish)
- **NEW** Benchmarks for Middle School Transition Planning

Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success

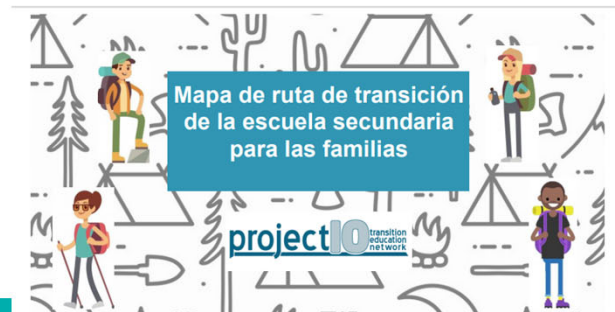
Families can help their students prepare for postsecondary education (PSE) opportunities while they are in middle and high school. Are you ready?

Families can help their students with disabilities prepare for postsecondary educational opportunities through collaborative transition planning. Secondary transition, the stage that includes students from age 14 through 21, is a crucial time of planning and preparation for students' lives after high school. Studies have shown that family involvement in this planning and preparation period will increase the likelihood of success of the student. See the [Predictors of Post-School Outcomes](#) handout to read about family activities that support positive post-school outcomes for their youth.

Student engagement in school is important for post-school success. The table below shows that students with disabilities who complete high school are more highly engaged in postsecondary education, job training and employment than students with disabilities who did not complete high school. Parents can provide support that helps their students to remain engaged and complete high school. Transition planning is a key strategy that helps students, families, educators, agencies and communities to help students move from high school to post-school life. Transition planning "provides the basic structure for preparing an individual to live, work and play in the community as fully and independently as possible" (Parent Tips for Transition Planning, 2007).

| Levels of Student Engagement - Information Source (NLTSD, 2017) | High School Completers with No Engagement in PSE, Training or Employment | High School Non-Completers with No Engagement in PSE, Training or Employment |
|---|--|--|
| Percentage of Students with Disabilities | 12.6% | 35.5% |

Postsecondary education prepares students for employment. Students in middle and high school can develop skills at home. Students can use ready-for-employment



Marcador de ruta N.º 1

Preparándose para el viaje: Actividades para la transición de la escuela primaria a la escuela secundaria
Esta guía breve está diseñada para ayudar a las familias y sus estudiantes con discapacidades que cursan estudios entre el 5º al 9º grado. Los grados de la escuela secundaria (MS, por sus siglas en inglés) difieren entre un distrito escolar y otro y la experiencia de la escuela secundaria variará según los tipos de programación y recursos disponibles. Por ejemplo, los distritos escolares pueden considerar la escuela secundaria de 6º a 8º, otras de 7º a 9º y algunas pueden considerar el 5º grado como parte de la MS. Los estudiantes también pueden asistir a una escuela con estudiantes desde los grados K al octavo (8º) o a un centro de educación. Los estudiantes ingresan a la escuela secundaria desde la primaria y luego pasan a la escuela preparatoria. La escuela secundaria es donde la mayoría de los estudiantes se convierten en adolescentes.

- Problem Solving
- Goal-Setting & Attainment
- Self-Regulation
- Self-Instruction
- Self-Advocacy
- Internal Locus of Control
- Self-Efficacy
- Efficacy Expectations
- Self-Awareness
- Self-Knowledge
- ✓ Check it out! Self-Determination Parent Checklist, Appendix Q in the

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Transition-Related Family Products

- Predictors of Post-School Outcomes
- The Family Guide to Secondary Transition Planning for SWD
- Secondary Transition Roadmap for Families (also available in Spanish and Haitian Creole)

Predictors of Postsecondary Outcomes

Transition from school to adult life requires collaboration and planning by many stakeholders. Students, families, teachers, schools, school districts and community agencies work together to support student success. To assist students in preparing for life after high school, researchers have identified the following predictors that have been shown to support post-school outcomes for students, including the areas of postsecondary education/training, employment and independent living.

For a student with an individual educational plan (IEP), federal law requires planning to begin by age 16 and defines transition as "a coordinated set of activities" that are designed to promote movement from life as a student to life as an adult. By the age of 16, each IEP meeting should include discussion and identification of postsecondary goals related to education, employment and may include independent living skills. As you make choices related to your student's future and transition from school to adult life, consider and discuss how to use these predictors to support your student throughout the journey.



Predictor #1 Career Awareness

Career Awareness is learning about opportunities, education and skills needed to choose a career that matches one's strengths and interests.

Ideas for Families

- Discuss skills and qualifications needed for careers in which your student is interested.
- Discuss connections between academic skills your student is learning with careers that require those skills.



Predictor #2: Com

project10 Guía para familias sobre la transición después de la escuela secundaria



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El viaje comienza

El objetivo del sistema escolar público en Florida es graduar a estudiantes preparados para ingresar a la universidad o iniciar una carrera. Las habilidades de preparación para la universidad o una carrera, según se describe en <http://www.fidos.org/schools/higher-ed/college-system/college-career-readiness.stm>, incluyen las siguientes:

The Family Guide to Secondary Transition Planning for Students with Disabilities



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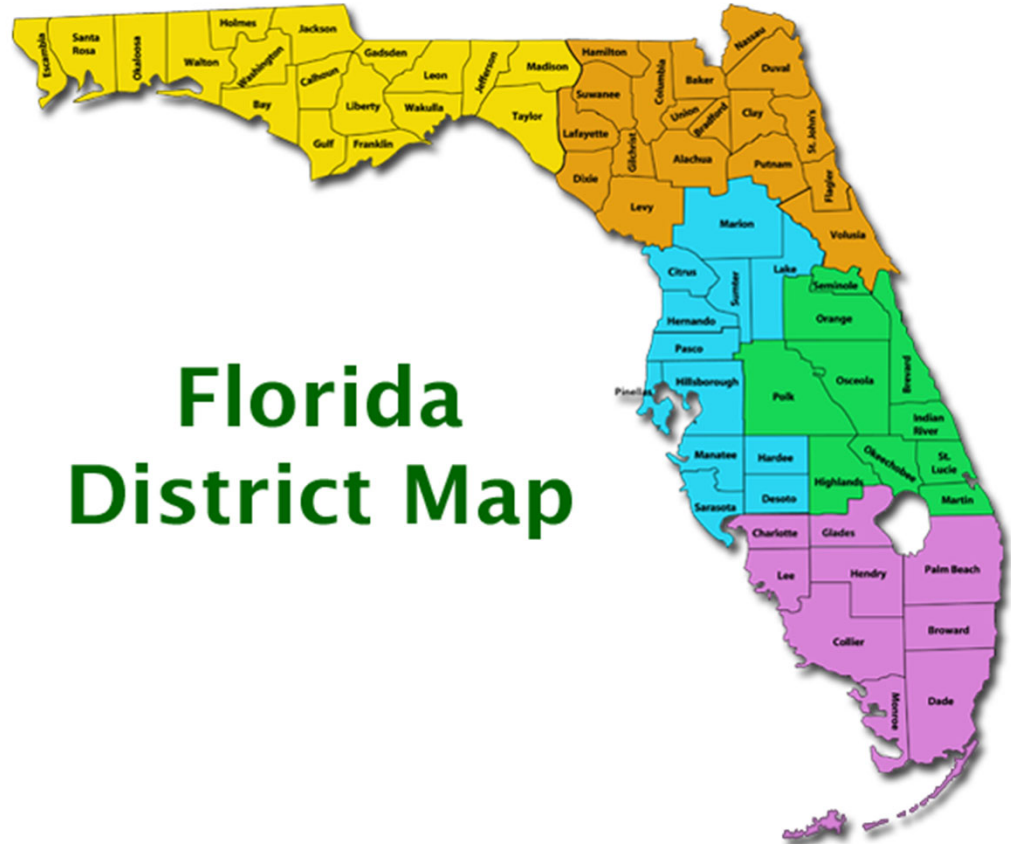
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Florida District Map

Questions, Comments, etc.

Please use the chatbox to submit any further questions or comments related to the information shared so far.

- ❑ Student engagement with at-risk populations
- ❑ Final check-ins with seniors
- ❑ Family engagement
- ❑ What challenges are you facing?
- ❑ What strategies have you used to address these challenges?



Learning from each other – We want to hear from you!

Please share...

- Strategies
- Successes

- Further needs
- Burning questions

WE WANT TO
HEAR FROM YOU



What's Next?



- ❑ Continued support from FDOE BEESS' Discretionary Projects
<http://www.fldoe.org/core/fileparse.php/7567/urlt/IDEADisGrantProDesc.pdf>
- ❑ Part 2 webinar/Follow up based on feedback received today – will be scheduled for October
- ❑ Valuable lessons learned – what are yours?
 - ❑ Feel free to share via the chatbox

Questions and Thank You



This webinar recording and related materials will be available on the Project I0 website (www.ProjectI0.info)

- Questions, concerns, or recommendations?
- Thank you for your attendance and input today!
- Please complete webinar evaluation via poll

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