Tackling Transition: Resources & Strategies

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www.pepnet.org

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transition

• noun 1 - the process of changing from one state or condition to another. 2 - a period of such change.

What are our concerns about transition?

What issues do students need to address?
Are students prepared to handle these issues?

- Career planning
- Postsecondary options
- Academic skills
- Life management
- Access and accommodations
- Self-assessment
- Self-determination
- Rights and responsibilities
“On average, students with disabilities entered higher education nearly three years later than students without disabilities”

What Are the Challenges in the Transition Process?
Challenges Include:

• Unfamiliarity with what to expect in postsecondary settings
• Lack of understanding about differences in the law between K-12 and postsecondary settings
• Changing role of students and parents
• Insufficient self-advocacy skills
What’s Different about College?
Differences Include:

● Organizational structure
  ▪ Admissions, registration, housing, bursar’s office, meal plans, health services, bookstore

● Rules
  ▪ Housing, parking, cheating, alcohol/drugs

● Academic structure, policies, and expectations
  ▪ Attendance, testing, GPA, assignments, study skills, campus resources
Differences Include:

- **Legal obligations of institution**
  - IDEA vs ADA/504, student responsibilities vs institutional responsibilities

- **System for access and accommodations**
  - DSS office, self-disclosure

- **Accommodations**
  - Look for “good fit” between student and accommodations, self-advocacy skills necessary
### Differences in Rights & Responsibilities from K-12 to Postsecondary Education

<table>
<thead>
<tr>
<th>IDEA</th>
<th>ADA/504</th>
</tr>
</thead>
<tbody>
<tr>
<td>School district is responsible for identifying and evaluating students with disabilities</td>
<td>Students must self-identify as having a disability and provide adequate documentation of disability</td>
</tr>
<tr>
<td>Evaluations are school’s responsibility; conducted at no expense to student/parent</td>
<td>Evaluations/documentation of disability are student’s responsibility and expense</td>
</tr>
<tr>
<td>Parents must consent to evaluations and placement decisions</td>
<td>Student is responsible for advocacy and negotiating accommodation plans</td>
</tr>
<tr>
<td>IEP developed with parents, teachers, and other specialists</td>
<td>Accommodation plan developed with student, Disabilities Services Office -- no IEP</td>
</tr>
</tbody>
</table>
What Documentation Is Needed?

- ADA and Section 504 give general guidelines, but the specifics are up to the school.
- Check with each individual college to find out exact requirements.
- Colleges tend to want documentation to be no more than 3 years old.
- Provision of documentation is the student’s responsibility and not that of the college or the public school system.
- IEP is not considered disability documentation.
What if College Isn’t an Option?
Why Aren’t You Going to College?

• May not be interested in it
• May not have grades, test scores, or other credentials needed
• May prefer short-term training for work
• May not have clearly-defined goals for the future
• College may not be a good “fit” for the student
If College Isn’t an Option, What Are the Options?
Options Other Than College:

• Job placement
• On-the-job training
• Supported employment
• Transition programs / independent living skills programs
• Community programs (Goodwill, JVS, community rehab center, JobCorps)
• Technical training programs (certificate or AAS degree)
What Are the Risks of Not Participating in Postsecondary Education or Training?
Lack of postsecondary education or training may lead to:

- Under-employment or reduced opportunities be promoted
- Reduced earning power
- Unstable work history
- Increased use of “the system”
“...academic achievement alone will not lead to successful results for students with disabilities.”

What Non-Academic Skills Are Necessary for Successful Transition?
Non-Academic Skills May Include:

- Self-Determination
- Self-Advocacy
- Social Skills
- Organizational Skills
- Community and Peer Connection
- Communication
- Conflict Resolution
- Career Skill Building
- Career Development
- Computer/Technological Competency

Why Are These Non-Academic Skills So Vital?

“Where parental involvement is required in the IEP, parents have no assured role in higher education... parental involvement in planning a student’s academic program and non-academic activities is not an accepted part of the culture of higher education.”

“The assumption in higher education is that students are adults who are in charge of managing their own lives.”

Wolanin, T.R., & Steel, P.E., (June 2004), *Higher Education Opportunities for Students with Disabilities: A Primer for Policymakers*, p. 27.
Helicopter Parents

Although not a new phenomenon, helicopter parents are described as those who

- Hover closely overhead, rarely out of reach whether their children need them or not
- Pay extremely close attention to their children, particularly at school
- Rush in to prevent any harm from befalling them or letting them learn from their own mistakes
To be or not to be... involved

• Helpful involvement
  - When the student is in emotional or physical trauma and unable to make good decisions
  - When the parent is concerned about negative behaviors the child is engaged in

• Unproductive involvement
  - Condemning campus actions when a student has misbehaved
  - Getting involved when there is disagreement about a grade in class or problems with a roommate
What Can We Do To Help?

- Encourage and reinforce interactions with the student
- Support activities that will allow students to be genuinely successful
- Gently, but firmly, explain to parents the concept of a safety net, not an umbilical cord
- Allow students to experience “natural consequences” and help them figure out alternative strategies
Why Are Self-Determination and Self-Advocacy So Important?
Self-Determination Is:

Knowing what you want and being able to get it.
What can be done?

“An appropriate start might be to require that students with disabilities play a more active leadership role in the development of the transition component of their IEPs to reflect their future responsibility in higher education.”

Why is Self-Identification Important?

Many students with disabilities are not taking advantage of disability support services on campus

• Anxious to shed the “special education” label from high school
• Parent is no longer the primary advocate
• May not be aware services are available
How Can We Help Students Prepare?
Students should know and be comfortable with:

- Discussing his or her disability
- What accommodations are helpful, those that are not, and why
- Understanding their rights and responsibilities
- Articulating strengths and weaknesses
- Discussing what works best for them in an academic environment
- Discussing overall learning style
Creating a Personal File for Transition

1. Provide students with an expanding file folder along with individual file folders.
2. Instruct students to make individual file sections for their own personalized folder.
Transition File Should Include:

- Disability documentation
- High school transcripts & diploma
- Copy of ACT/SAT test scores
- Copies of financial aid forms
- Medical (and vehicle) insurance information
- College transcripts
- Copy of VR paperwork
- Important addresses & phone numbers
- Copy of birth certificate, drivers license & Social Security card
Resources to Share
Transition Training for Teachers of the Deaf

- Student responsibilities:
- Laws that govern secondary and postsecondary environments
- Documentation required for postsecondary accommodations
- Vocational rehabilitation
Planning for the Future

Role Models
Achieving Goals
Career Stories of Individuals who are Deaf and Hard of Hearing
Achieving Goals

Website and Video Series

Audience
- Students
- Teachers
- Families
- Employers

Samuel Atcherson

Occupation: Audiology/Ph.D. Candidate Graduate Assistant
Company: The University of Memphis

Job categories. Click on one of the job categories below to find others like Samuel!

Science
Education/Training/Library
Medical/Health Care

Background: When I was born, I had normal hearing and then at age 3, I began to lose hearing rapidly. Today, my hearing loss is profound in both ears. I wear a hearing aid in the left ear and use a cochlear implant in the right ear. My interest in the field of audiology began when I needed to get new hearing aids. I was a freshman in college at the time and I was majoring in electrical technology. My Audiology (or hearing) course helped me to understand speech and lip-reading with a profound hearing loss. He wondered if I would be interested in becoming an audiologist myself. At first, I was unsure, because I didn’t know how a deaf person (even with hearing aids) could conduct audologic tests. My audiologist told me that technology had improved the tests and they were much easier to conduct than it was just years before. I decided to give Audiology a try, and as a result, I learned more about my relationships with other people, my hearing loss, my strengths, my weaknesses, and myself. Often it feels hard to be deaf in a society that’s built around hearing. This way, we approach things may be slightly different. The way we hear, speak, or communicate is slightly different. I learned that this more I hear about myself, the easier it was to work with people. Finally, the more I know about being a deaf person, the easier it is to help other people with hearing loss and parents of children who have hearing loss. My passion for this field stems on the hope that deaf people have for a successful, interesting, and fulfilling future. For me, being an audiologist is not about making people wear hearing aids, making people speak, or making people act like hearing people. My interest in Audiology is helping people who want to be helped. There is a BIG difference.

I have not yet entered the workforce, but I am a certified audiologist. I have been in the field since 1995 as a student and obtained my certification in 2004. I hope to graduate with my Ph.D. in December 2005.

Words for young deaf people: There are a lot more opportunities for deaf people now than there was 20 years ago. If you want to become a doctor or a professional basketball player to be successful. You can be successful with whatever you put your mind to. My mother, who is from Thailand and without a high school education, said once, “Work hard now, and play later or play now, and work hard later.” My mother’s words still ring true today. My focus is to work hard now, get the training that I need to do my job, and enjoy my job in the future. You can do it too.

Institutions: University of Georgia, The University of Memphis
Inspires students to
- Set high goals
- Elevate expectations
- Become aware of diverse career and trade possibilities

Career Video Series
- Phenomenal Professionals
- Brilliant at Business
- DEAFinitely Dynamic
- Tech Savvy
- Trades
Features individuals who are Deaf and hard of hearing and who are successfully achieving their career and personal goals

Ignacio Ponce Gaytan
L A Trade Technical College & CSUN

The best advice received from his father who did not graduate from high school, but sent all of his 9 children to college:

“Education is like a tree with bitter roots – but the fruit is sweet!”

Natalie (Nikki) Maxwell
Floyd College

“My advice for any student who is deaf and wanting to go to college, is to get started.

You may have to start in developmental classes, but everything you learn helps to make you a better person.”
Planning for the Future

Selecting a College
Choosing a College

Online PowerPoint presentation to lead a discussion with students about planning for college

QUESTIONS TO ASK MYSELF

- What school subjects do I like best/least?
- What are my hobbies and talents?
- Do I enjoy being around large groups of people?
- What is my past or present work experience?
- What do I want to be doing 10 years from now?
Connections

- Explains relationship between college students, postsecondary education personnel, and VR staff
- Discusses VR and its requirements
Financing Your Education

Website and online PowerPoint presentation that address financial aid resources

General FA Information

- **Funding Your Education**

- **The Student Guide**

- College Financial Aid Brochures
- Financial Aid Web sites: [www.netac.rit.edu](http://www.netac.rit.edu)
A Nuts & Bolts Guide

Includes:

- Developing self-advocacy skills
- Communication strategies
- Pre-college timelines
- Financial aid basics
- How to access appropriate accommodations
- Academic issues
- Information required to document needs
Planning for College Success

Includes:

• Self-rating scales for analyzing areas of personal strengths
• Getting better grades
• Making wise choices
• Problem-solving steps
• Personal responsibilities
• Time management
• Goal setting
Planning for the Future

When College Isn’t an Option
School-to-Work Transition Tips
Community Rehabilitation Programs
And there are even **more** materials available!

**PEPNet Resource Center**

- Go to [www.pepnet.org](http://www.pepnet.org)
- Click on “Resource Center” for a complete list of products and guidelines for obtaining materials
PEPNet Online Training

iTransition Series
Key Points and Additional Resources
F I P S E

• Fund for the Improvement of Postsecondary Education - a program sponsored by the U.S. Department of Education, Office of Postsecondary Education

• Provided funding to develop Gates 2, 3, and 4 of Gates to Adventure
Why Online Training?

- Large numbers of institutions
- Large populations
- Geographically dispersed
- Cost effective
- Accountability - online data collection
- Convenient for users - any time any place
Gates to Adventure
Background

• Gates to Adventure is a free online training available at www.pepnet.org
• There are four “gates” - units that can be done in any order.
• The instructional goal of the training is to enhance students' understanding of skills needed for successful transition from secondary to postsecondary education.
Key Points to Remember

• Additional online transition resources and Gates to Adventure teachers manuals are available at www.pepnet.org

• These lessons offer students a great deal of information, but the activities and lessons are just a starting point.

• Encourage students to practice these skills off-line in their everyday life.

• Students will learn to build critical thinking and problem solving - there is more than one way to do everything!
Key Points to Remember

- All of the “Gates” can be done with other Gates to Adventure units or as a stand-alone course. Each lesson (e.g., the Holland Code self-assessment or time management) can be done on its own, as well.
- **Gate 2** can be done with other units or as a stand-alone course. All students must do Day 1 activities before they can do Days 2, 3, or 4.
- Consider helping students develop additional topics, worksheets or vocabulary lists as individualized resources for transition planning or for college.
iTransition - Section 1

Career Interests and Education Choices: It’s My Plan!

- First component in the series
- Utilizes online format
- Focuses on having students think about the future - college, job training, areas of interest for work
Overview of “Career Interests and Education Choices: It’s My Plan!

Section 1 Target Audience
- Students ages 14-16
- May be suitable for younger students
- Some lessons applicable for older students, including current college students (e.g., Holland career inventory)

Section 1 Description
Students:
- Learn about transition timelines and steps for preparing for college
- Identify their learning styles
- Explore possible careers using the Holland Code© system
Objective of Lessons

Lessons help students consider ways to plan ahead for postsecondary options, be ready, and apply to postsecondary programs.
iTransition - Section 2

First Year College Success: Be the One!
Overview of Section 2

Section 2 Target Audience
• Students ages 15 and older, including current college students
• Can be used with younger students who plan to apply for college

Section 2 Description
Students attend a four-day freshman orientation at the fictional “State College” campus, while:
• Identifying common resources, services, and technology on college campuses
• Learning differences between high school and college accommodations, academics, and services
• Appreciating the importance of self-determination and the high expectations for college students
Overview of Section 2

Students will complete four sessions in “It’s My Life!” Each session is one “day” of a four-day freshman orientation at State College.

Josh is the orientation leader for students. At the beginning of each day, he will give students an overview of the day’s activities.
The Campus Quest:
Four Days of Orientation
The Campus Quest

During Day 1, students will:

• Obtain and print their class schedule.
• Open their school e-mail account and check e-mail messages.
• Obtain their school ID Card and add money to it.
• Begin to experience and consider the assistive devices and accommodations needed in college.
• Know the buildings on campus and their abbreviations.
• Know what happens in the event they are late for class.
• Know what the penalty could be if they lose their dorm room key.
The Campus Quest

Some buildings and services in Day 1:

- Student Center
- Computer Science Building
- Registration
- Financial Aid Office
- Disability Support Services Office
- Health Services
- Residence Halls
During Day 2, students will:

- Check in with Disability Support Services office.
- Complete an accommodations profile of services they’ll need for college.
- Review documentation they’ll need for college (disability, financial aid, transcripts/registration, medical/emergency contact).
- Review and take a quiz on the laws covering disability accommodations, including differences between high school and college.
- Consider attending campus activities.
- Locate campus TTYs and communication services.
The Campus Quest

Some buildings and services in Day 2:

- Residence Halls
- Disability Support Services Office
- Keller Library
- Campus Theater
- Old Main
- Campus Commons
The Campus Quest

During Day 3, students will:

- Learn about common components of college courses, including prerequisite courses.
- Identify expectations for students in a college academic environment.
- Request accommodations, complete an accommodations profile, and learn about Disability Support Services policies.
- Practice sending and receiving e-mails using the Quest fictional e-mail system.
- Purchase supplies at the bookstore.
- Practice problem-solving using campus resources.
The Campus Quest

Some buildings and services in Day 3:
- Disability Support Services
- Bookstore
- Registrar
- Academic Advisor’s office
- Canton Science Center
- Student Center
- Campus website and e-mail system
The Campus Quest

During Day 4, students will:

- Confirm accommodations and meet service providers.
- Meet with academic advisors to discuss academic issues including their GPA, declaring a major, honor codes, and using a syllabus.
- Tour the university library.
- Visit the bookstore and buy required textbooks.
- Use their ID card and the ATM machines to make purchases on campus.
The Campus Quest

Some buildings and services in Day 4:

• Campus Commons
• Advisor’s Office
• Humanities Building
• Student Center Bookstore
• ATM and using ID for campus purchases
• Keller Library
iTransition - Section 3

It’s My Life! Essential Skills for College Living
Overview of “It’s My Life!”

Section 3 Target Audience
• Students ages 17 and older, including current college students
• Can be used with younger students who plan to apply for college

Section 3 Description
Using three fictional students as examples, students:
• Improve skills in solving problems
• Identify campus resources for students
• Enhance critical thinking skills
• Study specific topics
  - Goal setting
  - Time management
  - Study skills
  - Working with college disability services providers
### Overview of Section 3

<table>
<thead>
<tr>
<th>Tatiana</th>
<th>Hard of hearing, uses FM system</th>
<th>Attends state college, majoring in business</th>
<th>Single, lives off campus with roommates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh</td>
<td>Culturally Deaf, works with interpreters</td>
<td>Attends a 2-year college, to be a veterinary technician</td>
<td>Married, lives off campus with his wife and children</td>
</tr>
<tr>
<td>Chris</td>
<td>Deaf, uses speech-to-text services, like CART or C-Print</td>
<td>Attends a 4-year university. Major undeclared.</td>
<td>Single. Lives on campus in a dorm</td>
</tr>
</tbody>
</table>

Three fictional students named Tatiana, Josh, and Chris provide examples of how college students approach similar tasks or problems in different ways.
Overview of Section 3

Time Management

Overview

Being smart does not mean you will succeed in college. Doing well also depends on how you manage time.

The only person in charge of your schedule is you!

If you plan carefully, you can have time to:

- Take classes
- Study
- Take care of yourself
- Work
- Spend time with family and friends

Managing your time also means that you are able to plan requests for accommodations, like sign language interpreters, cued speech interpreters, oral interpreters, notetakers, and speech-to-text services (like CART, C-Print, or TypeWell).

College-related vocabulary appears in blue with underlining. Clicking on a highlighted word brings up a definition and sometimes a picture.

All vocabulary words are listed in the “Resources” section of “It’s My Life!”
The Main Menu

The introduction and four lessons, with checks showing completed lessons
Lessons in Section 3
Lessons - Introduction

What’s in the Introduction?

• Brief outline of “It’s My Life!”
• Overview of features and how to navigate the lesson
• Introduces Tatiana, Josh, and Chris
Lessons - Goal Setting

What’s in the “Goal Setting” lesson?

• Think about current and future goals
• Learn how to set reasonable, achievable goals
• Identify campus resources to achieve goals
Lessons - Goal Setting

Students create a Life Wheel” to see whether they have a balance among different areas of their lives.

After comparing their life wheels to those of Tatiana, Josh, and Chris, students learn how to set goals and to find campus resources for achieving those goals.

Goals can help students maintain areas of their lives that are going particularly well, or help develop areas that need attention.
Lessons - Time Management

What’s in the “Time Management” lesson?

• Why time management is important
• Techniques, equipment, and campus resources to improve time management
• Differences between college and high school scheduling
Lessons - Time Management

Students consider all of the things affecting their schedules: academic, personal, and extracurricular.
Lessons - Study Skills

What’s in the “Study Skills” Lesson?

- Differences between high school and college academics
- How to read a course syllabus
- Study tips
Lessons - Study Skills

Students complete a “Study Skills Questionnaire” to assess their skills and preferences for studying.
Lessons - Working with DS

What’s in “Working with Disability Services”?

- How services are different in high school special education and college disability services
- Differences among college DS offices
- Resources and services available at DS
- Preparing for the first visit to DS
Lessons - Working with DS

Students tour a fictional DS office and prepare a list of questions to ask DS staff.

They also see a sample DS intake form, so they know what DS staff may ask them about accommodations, their disability, and more.
Resource and Help Menus
Resources
Students may access the “Resources” menu at any time.

The “Resources” button is at the bottom of every screen.
Resources

The Glossary provides a list of all vocabulary words and their definitions.

Glossary

ABCDFGHJKLMNOPQRSTUVWXYZ

- Scholarships
- Sign language interpreters
- Sexually transmitted diseases (STDs)
- Speech-to-Text services
- Syllabus

Speech-to-Text services

These services include CART, C-Print and TypeWell. All of these services use transcriptionists, who may also be called stenographers, captionists or service providers. They have special training using computer software and other equipment to type what people are saying. The words they type can be shown on a laptop (like the picture here) or on a large screen for groups to read. For more information about these technologies, refer to the following websites:

- CART: http://cartonlinesite.org/
- C-Print: http://www.rist.r1.education
- TypeWell: http://www.typewell.com

Click on a letter to go to the beginning of the list of terms that start with that letter. Click on the Return to Resources Menu button to return to the Resources Menu.
Resources
The PDFs section lists all lesson forms and questionnaires

These are forms that are used throughout the course. Click on the link to open the form.

- Life Wheel Questionnaire
- Weekly Schedule
- Study Skills Questionnaire
- Disability Services Questionnaire
- What to Ask Disability Services
- Planning for College

The Study Skills and Disability Services Questionnaires are interactive. You may enter information on these forms as well as print them. However, NONE of the information is saved. For all of the remaining PDFs, you may only print the forms.
Record Manager
The Record Manager feature is available at the Main Menu at the end of each lesson. The icon for “Record Manager” appears in the upper right-hand corner of the screen. Click to enter the Record Manager.
Record Manager

This is the Record Manager

### Record Manager

You can see your current record and also have options to change some of the items. Be careful, there is no confirmation for any of the change options.

<table>
<thead>
<tr>
<th>PeopleID</th>
<th>GatesID</th>
<th>Gate</th>
<th>Obstacle</th>
<th>EnteredOn</th>
<th>CompletedCount</th>
<th>CompletedOn</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>827</td>
<td>Gate 3</td>
<td>1 0 1 0</td>
<td>9/30/2006 11:19:47 AM</td>
<td>1:Completed</td>
<td>0:Not Completed</td>
</tr>
</tbody>
</table>

**Reset Record**

This will delete your record and start you out as if you had just logged in. If you are in the main menu then you must refresh your screen or you may still see old check marks.
Gates to Adventure - Section 4

eFolios
Overview of E-folios

• Offers students and professionals a chance to organize and share their resumes, interests, goals, and skills.
• Students may also create a transition eFolio that organizes all their transition information.
Overview of E-folios

Welcome!

Welcome to the technical help site for PEPNet's eFolio. On this site you will find assistance in helping to understand the various technical aspects of PEPNet's eFolio.

If you are new to PEPNet's eFolio you might want to start by exploring the section on the left titled “First Time Users”. By clicking on this section you will open up number of subsections that you can further explore. If you still have questions please feel free to contact the help desk.

Also, you will find information relating to help desk services.
Example of an E-folio

Louisa May Alcott

Look Our World--Here I Come!

This is where I talk about my school

I am in the transition program at Vector North.

I will have a high school diploma from Brooklyn Park High School after the Vector North Program.

I like to learn more about taking care of my dog, Rex; we are going to obedience classes so I can learn how to train other dogs, too.

I might want to be a dog trainer or groomer when I am done with the Vector North Program.

My favorite classes in high school were English because we got to read books and talk about them and phy ed because I like playing team sports.
The Checklist of Change

1. Take your time.
2. Arrange temporary structures.
3. Don't act for the sake of action.
4. Recognize why you are uncomfortable.
5. Take care of yourself in little ways.

The Checklist of Change

6. Explore the other side of change.

7. Get someone to talk to.

8. Find out what is waiting in the wings of your life.

9. Use this transition as the impetus to a new kind of learning.

10. Recognize that transition has a characteristic shape.

Thoughts on Transition

Nothing is secure but life, transition, the energizing spirit.

Ralph Waldo Emerson

Life is change. Growth is optional. Choose wisely.

Karen Kaiser Clark
For additional information and resources, please contact your local PEPNet outreach center.

www.pepnet.org