

MICHAEL STOEHR: Good morning. I'd like to welcome everyone to today's broadcast in our series of sessions for this year, which is the 2013-14 Pennsylvania Community of Practice on Secondary Transition. Today's topic is a focus of secondary transition for students who are deaf and hearing impaired or hard of hearing. Just as a reminder, the PowerPoint for today can be found on the secondarytransition.org website and in a minute, I will take you to that particular site. Also, the link for the live captioning is posted in the chat box for today's session and it's listed there. Well, today's session is being brought to you and sponsored by the Pennsylvania Community of Practice on Transition, which is a collaborative of five state agencies. It is also being sponsored through the Pennsylvania Training and Technical Assistance Network or the PaTTAN system, which is part of the Department of Education, Bureau of Special Education. And the mission of PaTTAN is to support the efforts of the Bureau of Special Education, to assist local education agencies that serve students who receive special education services. We are committed through the Pennsylvania Department of Education to ensure that all students are educated in the least restrictive environment, and for folks that are involved in secondary transition, that is something that I think we naturally do as we prepare youth and young adults to be successful once they leave the education system. As I mentioned, the materials for today's session can be found on the secondarytransition.org website and I'm going to go ahead and take you there now just to show you where this can be found. So if you go to secondarytransition.org, you'll want to scroll down to Hot Topics and Upcoming Events. And you'll see that there is a list here for our Community of Practice webinar series. You'll notice that there are the other sessions in the series listed there. If you go to today's date, which is January 22nd, and you click on that link, that will provide you with the handout that we'll be using for today, the PowerPoint along with the link materials for today's session. You can also find these materials listed on the PaTTAN website under the training calendar. They're listed as a handout. So they actually are located in two places. Okay. Today our presenters include myself. My name is Michael Stoehr and I'm an educational consultant here at -- actually out of the PaTTAN Pittsburgh office, and I'm the co-lead for Secondary Transition and work on several other initiatives through the PaTTAN system. And with me today is Jane Freeman. And Jane, if you want to introduce yourself.

JANE FREEMAN: Good morning, everybody. I'm with the PaTTAN system also, but I'm based out of the Harrisburg office and my primary initiative is the deaf and hard of hearing programs and I've been also working on secondary transition and other initiatives just like Michael. We wear many hats. I'm excited to be here this morning.

MICHAEL STOEHR: Okay. Well, thank you. Just a reminder as we get started, if you have questions today, please type those in the question box that's part of your [inaudible] webinar screen. Type those in and we'll respond to those as we go through today's session. Our goals for today are to help to familiarize the audience with the principles of Secondary Transition. We are going to talk about how these relate to you and young adults who are deaf or hard of hearing, but I think one of the points that we want to stress is that secondary transition really is a process for all individuals, whether the individual has

a disability or not and really looking at individuals with a variety of disabilities. The process that we use and we're going to be talking about really is the same. We are going to highlight today some of the programs and practices that we use in Pennsylvania for secondary transition, highlighting the IEP Process, emphasizing the importance of partnerships both within a school setting as well as connecting with outside agencies, looking at the involvement of the youth or young adult in this process as far as their own self-determination and self-advocacy. We're going to talk a little bit about assistive technology and specially designed instruction and how, in particular, relates to using young adults who are deaf or hard of hearing. And then provide some examples of secondary transition programming that could exist in your local school district or in a program that you might be engaged with, and we're also throughout today's session we're going to talk about additional programs and resources that exist throughout the state. We first wanted to start talking about what the purpose is of transition planning. And when we look at transition planning in our state and again, we're really looking at this from the lens of all youth and young adult. We're really looking that every student that is involved in the education process in our state, when they graduate are proficient in subject, are ready to go on for further training and education as well as an employment situation or career regardless of their situation or background. So again, we're looking at this for all youth and young adults in our state. We've started to really conceptualize this idea that transition is for all youth and young adults by looking at this pyramid or this tiered system and really starting with programming for all students in Tier 1 and then going all the way to Tier 3 that has more intensified or support programs for students. When we look at Tier 1, which is programming for all students and again, this would be students with or without disabilities, we're really trying to ensure that the courses that the students are taking in high school and in middle school, the activities that they are engaged with are going to best prepare them to be successful to go on for further training and employment and to live independently within their communities. So those are some of the activities, the practices that are in place to help support all students. Again, in general and in special education to be successful once they graduate. As we go through this process then and look at pyramid two or Tier 2 in this process, you'll notice that it becomes somewhat more intense. So we're looking at in Tier 2 more specific opportunities to, for example, engage that young person's family in this process. If the individual is having difficulty or in danger of dropping out of school, looking really at dropout prevention programs that can be put in place to ensure that the student does not drop out of school and stays through graduation. We're looking at smaller, more specific types of instruction for students on self-determination, interpersonal skills, academic and social skills to help prepare them to be successful once they leave school. And then lastly this Tier 3, and I think this is more traditionally what we think about for students that have an IEP or involved in special education, more specific programs that are more intense for students that need more individualized instruction. There is -- one of the programs that we're currently working on the second year in our state for students that have behavioral issues, is a project called RENEW, which is a person-centered planning approach that's fairly intense, but it's looking at helping an individual student remain in school, not drop out, looking at providing them with the support and

instruction that they need to be successful. This could and also include community-based programs, employment exploration types of programs, looking at supports that could be provided to [inaudible] center. The next piece that we want to talk about is where is the basis or the supports for Secondary Transition as a young person is continuing their education from middle school through high school? And when we look at the legal regulations for special education, so we're referring to IDEA 2004, if you actually look at the law for special education. In the opening passages of IDEA 2004, it states that the reason that students are involved in special education is to help prepare them for further education, employment, and independent living. So that's the primary purpose, whether that young person is in kindergarten or all the way through high school, what we're really gearing and preparing that young person for is when they get ready to leave school that they're prepared to go on again for further training, employment, and to live independently in the community. When we look more specifically at IDEA 2004, when we look at what is Secondary Transition, what we're talking about is that it is a coordinated set of activities and what that really means is all the classes that that individual student is taking, the support that they are receiving from possibly specialists within the education system, with other supports that they may be receiving, say through a career and tech ed program, the activities that they're involved with are all leading them to whatever they're looking for as far as their outcomes once they leave school. So what type of training program they want to go into, what type of college program they want to go into, what their ultimate goals are regarding employment and how they want to live in the community and we should be helping to facilitate this movement, this process to ensure that that student can be successful when they graduate. In Pennsylvania, since 2008, we have a requirement that transition has to occur for all students that receive special education services, have an IEP in the year in which that student turns 14 years of age. I mentioned that and you probably have noted as I've been talking this morning middle school and high school, because oftentimes the student will be turning 14 years of age while they were still in a middle school program or a junior high school program. So when we look at training and supports for youth and young adults and for the staff that support them, we're really looking at students that are usually in 7th and 8th grade all the way through 12th grade. Now, transition services can start before the age of 14, but that's an IEP team decision. They have to occur at least by the year in which that student turns 14 years of age. I wanted to mention just a little bit about the state performance plan because this does also impact to supports the students in middle school and high school receive as part of their secondary transition programming. I mentioned before about IDEA 2004, which is the law that governs special education and each of the states have to report back to the federal government, to the Office of Special Education Programs or OSEP how well they are doing in meeting the requirements of IDEA 2004. They're -- to assist states in doing this, there are 20 indicators that are indications of how well is a state meeting the requirement of the law, of IDEA 2004. And when you look at this slide, what we're seeing here are those highlighted indicators related to students in middle schools and high schools. We're looking at ensuring that students stay in school through graduation, that they're not dropping out of school. We're engaging families in this process. Indicator 13 and a lot of the folks in the call maybe

familiar with this particular indicator, is really looking at what supports and services do we have in place for students in our state that 14 to 21 that are helping them in this transition process. And then indicator 14, which is looking at one year after a student graduates, a youth, young adult graduates, where are they, if they had said that they were interested in going on for further training or employment, are they engaged in that, where are they one year after graduation, how well prepared were they to be successful once they leave school. This slide we like to show because it is a description of how these various indicators link together. And again, it starts back with this foundation for all youth and young adults that we're preparing every student whether they're in general or special education to be successful and to meet their postsecondary goals. And more specifically for students that receive IEPs, there are specific programming that help support those goals. Our thought is if a student has a really well-developed program that they will remain in school, not drop out and graduate on time and that's indicators one and two. And that one year after graduation, they will be beginning to fulfill those desired goal and have proposed secondary education and training. With that, I'm going to turn this over to Jane for the next piece and, Jane, just one second. Let me go ahead and I'm going to give the screen over to you. Sorry about that.

JANE FREEMAN: Oh.

MICHAEL STOEHR: It's slide 20. Sorry.

JANE FREEMAN: Thank you.

MICHAEL STOEHR: No problem. And you are good.

JANE FREEMAN: Okay, thanks. So we want to start to take a look at what effective secondary transition programs look like and what it might look like when it's involving the student who is deaf or hard of hearing. And this is a graphic that's used when we're taking a look at transition programs, because really the center three pieces are something we want to make sure is implemented for all students. And while looking at the individualized process, we're talking about some basics like it's based on assessment, we're linking it to the general education curriculum and then we're looking at those essential skills such as academic, social and interpersonal, work related and self-advocacy. And then the partnership piece, we want to make sure we're engaging their parents and families, agencies, the community, and then primarily the youth participation and engagement. So looking at these, we're not going to see anything that's different for our students who are deaf and hard of hearing. What may differ however is this outermost overarching piece, the program structures and characteristics, depending on where the student is in school and what that looks like. We know we have such a broad continuum across the state, we have residential programs, we have day programs, self-contained classes, resource rooms, students who are mainstream full time, included full time. So it really varies tremendously and that's kind of the thing you want to keep in mind there. So what do we want to consider for our youth who are deaf and hard of hearing. I went out and surveyed through an organization that supports our Department of [inaudible] and

talked with people who were teachers of the deaf, supervisors of programs, representatives from schools from the deaf, intermediate units, higher ed, parents, state agencies and asked them what they see as the barriers to transition for our students. And these are some of the answers that they came up with, the financial, access to resources, getting information to families, schools don't start early enough, transportation, student motivation, underutilization of resources, unrealistic expectations, lack of family support and lack of school support. So my question to you though is, are any of these unique to individuals with hearing loss, and really not unfortunately. Most of these barriers exist for groups really regardless of the disability, sometimes it might depend on the region where the person lives, the family environment, the school environment. So we want to be cautious about saying transition for students who are deaf and hard of hearing is different. The process and the resources are really the same. We don't want to overlook to this. But we do also, at the same time, want to recognize that there are some unique circumstances around these students. So I want to take a look at what is different. Well, we know obviously communication is going to be different, sometimes accommodations, how we're connecting with families may vary, the specific agencies involved and assistive technology. So we're going to address each of these areas throughout today's presentation and taken a little bit more of an in-depth look. So first and foremost, obviously in our area communication varies. We have students who use a variety of communication systems, communication support and perhaps even different languages. But we also want to think about making students as independent communicators as possible and have as many different strategies as possible when communication might break down. We also want to look ahead after the student leaves high school and think of the different environments that the student is going to need to communicate in and that includes community and employment and postsecondary training and how are we building independence in communication for these students. Hopefully, everybody is familiar with the communication plan which is a required component of a student's IEP if the student has hearing loss. And in the communication plan, please note that it distinguishes between the student's language and the student's communication mode. And then the communication mode also breaks it down the difference between expressive and receptive, and you may have multiple checks in all of these areas. This is a snapshot of where the student is now and the team is going to use this information throughout the IEP to look at needs. But it also needs to be looking ahead, what's going to be different when the student leaves high school, is there anything that's going to be different? And if so, what it is and how are we building the students' skills to be able to be successful as possible when they do leave high school? In the very last part of the IEP is the full range of needs and this is really a great place to document some of the discussions that the team may have that apply really more specifically to some of the transition needs. And I'm going to throw out a few examples. One of the issues that comes up is who owns assistive listening technology such as an FM system. Often it is the school district that owns the equipment. So what's going to happen when the student leaves high school? It's a new equipment, that new equipment need to be purchased, if so, who's going to purchase it, who's going to maintain it, thinking about repairs. Again, going back to that different environment and communication repair strategies, is the student ready

to communicate in a work environment? Is the student ready to communicate in postsecondary ed? Does the student currently perhaps communicate independently like at a part-time job and if so, how? And does the student know how to access an interpreter referral agency and request services? So those are the some of the examples that you might want to consider. Here are some other areas that differ for these students and well, this entitlement versus eligibility is true for any students with an IEP. We need to make sure that our students and families understand the difference between IDEA accommodations and ADA accommodations. And when the student is in the school system, they are entitled to services based on and supports based on their needs. When they leave the school system however, it becomes a system of eligibility and it's important that we make sure our students understand this. A student can take their IEP to college to demonstrate supports that they've use in high school but a college doesn't adopt and implement an IEP. It's important to understand that. When we're looking at independence, again, requesting and arranging for accommodations, we want to think about things like the Office of Disabilities at colleges, working with the supervisor and HR department at work to get reasonable accommodations from employers. And I'll give you an example, recently there was a Youth Day in the King of Prussia Office and then recently the Harrisburg Office and it's going to be coming to the Pittsburgh Office with the Pennsylvania Society for Advancement of the Deaf and they brought in some successful deaf employees, one for example is a professional chef and she talked about going out and making cold calls with customers and the students asked her how she communicated, how did she get an interpreter, and she replied that she didn't take an interpreter because that would be a real expense for her as an independent business. And so it made for some very interesting discussion of how do you figure out how to communicate in a different environment? And another consideration would be looking at environments. What's going to be different when the student's at college or at a job or in the community? For example, learning systems or using a note taker, getting transcripts from classes, is the student going to be on any online courses. Looking ahead like that, you need to back it up and say what does the student need to know now, learn now in order to be successful at that later point? And as I mentioned before, thinking about assistive technology for example who owns the system, who's going to support it, who's going to maintain it and repair it. And then finally, we want to take a look at making sure we're avoiding this laundry list of accommodations. And this is a wonderful resource from Hands & Voices. Looking at accommodations and modifications -- please note that there are modifications on here too, but looking at accommodations that might be implemented for student who is deaf or hard of hearing and as you can see, there's quite a number on this page. And we want to make sure we're not just listing them because the student is deaf or hard of hearing, but truly listing accommodations that this individual student needs and utilizes. One of the biggies for example is this extra time to complete tests or assignments. This tends to be on a lot of students' IEPs, but I would like the team to think about does the student actually implement it, does the student need it, is anybody monitoring it? Now, we certainly don't want to take it away, but we want to make sure if the student's not utilizing it, do we know why, is the student intimidated

to ask for the accommodation or does the student simply not need it because they finished accommodations within a reasonable amount of time. Okay. Michael, it is back to you.

MICHAEL STOEHR: Okay. So we next want to move in and talk a little bit more about this program or this effective structure for secondary transition. And Jane kind of went over and talked about these various parts of secondary transition and I think the point has made to that really secondary transition, this process is pretty much the same and not even extended to whether a individual has a disability or not. I think for all youth and young adults, they're looking at going through this process as they prepare for adult life, again, to go on for further training, employment, and to live independently. What we want to look at next is this individual process for secondary transition and the slide that is on your screen now is looking at what we like to refer as a roadmap for secondary transition. And this next section of today's presentation, we're going to go through and look at these various parts of the roadmap. We're going to talk about assessment and actually [inaudible] that assessment for students in middle school and high school is broken into two separate parts. First, looking at what that individual's interest and preferences are and that really forms the basis for helping that you figure out what they want to do as far as going on for employment. And then depending on the type of job that that individual wants someday what type of training is that going to entail, does that mean going to a two or four-year college, does that mean taking some type or going to some type of technical school or is it possibly an on-the-job training type of program. And then lastly, how does that individual want to live in the community, what types of supports would they need in order to do that. Then this last piece of assessment is really looking at what is that individual students abilities? What are their skills sets? Let's say for example the individual would like to go on and using Jane's example, the young woman in that was a chef, what skills would be needed in order to be a chef. So, is there a certain reading level or math level that that individual would need to have and where is that individual currently functioning, assessing their current abilities and skills? Then you will notice in our roadmap that that information then it goes down into looking at the IEP itself and that's actually those yellow boxes. So we're looking at the present ed levels and those should really be well developed and based on current assessment for that individual student. We next then look at what is the alignment in that box for the transition section. So we talked a few minutes ago about the fact that transition is a coordinated set of activities. So what are the courses that that student is taking, and then what types of activities are they engaged with, and what are that student, if the student has an IEP, their measurable annual goals for that year? We look at then monitoring those measurable goals for progress monitoring and this is kind of an ongoing process. You'll also notice on this slide that we talk about, at the time of graduation, the student receiving their summary of academic achievement and functional performance and that particular document is something that is provided to students as they get ready to graduate from the high school setting and it provides them with information on what types of supports they'll use to be successful, what type of agencies can they connect to as they're going on to adult life, as they're leaving the education environment, the high school setting. So we're next going to look at breaking down more specifically those steps that I just mentioned and the first piece that we're going to

talk about is looking at assessment and the use of assessment. And it's important I think to keep in mind that assessment is an ongoing process whether we're talking about interest and preference assessments or if we're talking about academic and functional assessments. That we're really looking at the fact that assessments involve multiple pieces of information that help support what the students' strengths are and what they need to work on. An example on this slide talking about a student's self-determination skills and just targeting that particular point, you can obtain that information from a variety of different sources such as interviewing the student, the parent, looking at some more formalized inventories, having that student keep track of a portfolio through the grades, also looking at more formalized assessment such as the AIR Assessment that looks specifically at self-determination. So those are all different ways of assessment just looking at that one particular skill area. But going back again and talking about just interests and preferences, you would need to look at a variety of ways to obtain that information to help that student figure out what they want to do once they graduate. Likewise, when we're looking at academic skill areas, so be it reading, math, writing. What are those assessments that we are utilizing to show currently what that student is able to do and what they need to work on? And then likewise, what the functional skill area is such as organizational skills, perhaps behavior interventions that might need to take place? What is our assessment that's backing that up? For this next section, we're going to use an example student. Her name is Sophia and just a little bit about Sophia as we move in to talking about present education level. And what I'll do is I'll leave these slides up for a minute just to give you a chance to look at that and then talk a little bit about Sophia. So as you're looking at Sophia, she is 11th grade student. She was diagnosed with a bilateral severe and profound hearing loss at the age of two. She wore hearing aids until the age four when she received a cochlear implant. Due to her hearing loss, she benefits from one to one instruction with the teacher of the deaf and monthly consultation with the speech language clinician. She does receive all of her instruction in a general education environment for all of her classes. And I think it's important with this background information and we talk to teachers about that that you provide some foundational information before you even begin talking about the rest of the IEP because it really does paint a picture of who Sophia is. We also provided some additional information more particular to her hearing need. So she uses a personal soundfield system that provides her with the support. Her speech is intelligible and she uses speech to communicate with her teachers. And then we have some information that's more specific. She was given the Oral and Written Language Scale that talked about where she was as far as her language production. So that slide -- these last two slides were just a background information about Sophia. In this next section that we're going to talk about, and I just kind of want to reference back a little bit when we were talking about assessment a few slides back. We're looking at assessment, first of all talking about interests and preferences and for students that are involved in the secondary transition process that is how we form the basis for what that student wants to do as far as going on for further training, employment, and independent living. But then we also need to look at assessment concerning that student's abilities and aptitudes. And they really do -- they link together, but we need to provide both type of assessments to really help support that student in achieving

their post-secondary goals. So we first want to look at, this would be an example of what would be written in this example student's IEP for Sophia concerning her interests and preferences. And what I wanted to point out here is you'll notice that it says that student interviews and surveys over the past four years consistently indicated that Sophia has her goal or planning to attend college and she states that she would to work with children or adults with hearing impairments. The reference to this is that assessment is an ongoing process and it's something we need to look at each year. And basically what that's saying is, in Sophia's case, she has been consistent since she started this process back in 7th grade with looking at what she wanted to do once she graduated that she was fairly consistent in wanting to go to college and to work with youth, young, and adults with hearing impairments. Now that may not be the case, it's 98% of the time it is not the case that someone is that consistent. Folks change, students change their thoughts about what they want to do once they leave school and that would be indicated in another, you know, student example. But for her, she's been fairly consistent. Also listed here then is some specific information on assessment that was currently done regarding her interests and preferences. So back in October, she completed an interest profiler and it show that her interests were aligned to jobs in the health technology technician area and it gives a code for that. And that's important because that then links Sophia and her family and the folks working with her could then have her go and look at what jobs were connected to that health technology technician, what the requirements were for those jobs, what type of training was needed, and that could really help her better plan for her future. In addition, in this interests and preferences section, it mentions the iTransition online assessment. And iTransition is an assessment that's provided through the Postsecondary Education Programs Network or pepnet2 and it is specific for individuals who are deaf or hard of hearing. It's a really wonderful program that exists and it is something that a student could either work on with support or independently. Basically, when a student logs on to this free service, they are provided with their own log in information and they create their own portfolio as part of this iTransition online system. Basically, what, in this example for Sophia, it showed was that all of the assessments that she took aligned with her goal of attending a two or four year college in a degree program that would lead to competitive employment with working with the individuals who are deaf or hard of hearing. So in these two slides, we really have identified what Sophia would like to do as far as going on for further training and employment. This next slide is then looking at more specifically the area of independent living. So when we look at this particular slide, Sophia was given a comprehensive informal inventory of knowledge and skills for transition which basically looks at community type of living or daily living skills. And basically what this slide is showing is that she is independent in her daily living skills. And the underlined portion on this slide, it's stating that in the community, she is also independent. She holds a driver's license. She has a part-time job. She volunteers at the local library. She maintains social contacts with her friends. And then you'll notice at the end of this slide, it's stating that she does not have needs related to independent living at this time. So she is independent at this point, so she would not have a postsecondary goal for independent living, but note that there's a lot of information there. It wasn't just someone saying, "Oh, well, she looks pretty

good. We don't really need to work or have Sophia work on independent living skills." The reason that we can say that is we have a lot of data to support the fact that she doesn't need to work on independent living skills. For another student, they very well may need to work on this area in which case there would be assessment information indicating what skill areas they would need to work on. Okay. This next section, I want to talk a little about Sophia's academic areas that she needs to work on. And I wanted to note here that we're just going to talk about one academic area and one performance area. If this was an actual IEP for Sophia, she may have two or three additional areas of need. I just really wanted to focus in on two of these areas of needs to show you how these can be developed. So what we're talking about here on this slide and the next slide, are really looking at where Sophia is regarding her reading comprehension ability. So when she is reading, she is able to include pertinent information when retelling stories. However, she omits details and summarizing statements when she's retelling the story and especially when they are a non-fiction type of work that she's reading. When she was given a MAZE assessment this past spring, currently where her responses fell were around the 7th grade area. And remember what grade Sophia is in and this example and she's in 11th grade, so she is slightly below grade level. In addition -- an additional information regarding reading comprehension is talking about a couple of things. We've referenced her classroom diagnostic assessment that was given and then we also mentioned that when she was given a non-fiction passage to read and a graphic organizer to help her read that section, she continues to have difficulty summarizing the major points of the text -- text, excuse me, text. And when she has been using that rubric, she's only getting two out of five points on that particular rubric which was just done in September. The IEP is -- fictitious IEP that we have was out in November. Okay. So this is a fairly recent assessment that was -- that was -- and keep this in mind, these highlighted parts on this slide because this is going to lead directly to the fact that she has a need in this area, the reading comprehension, and it's going to lead directly to a measurable goal that she has. Reason for this, is that next section is that she needs -- if she wants to go on to a college program, she's not going to need to be able to summarize and analyze materials that she's reading. So that is the connection towards her postsecondary goal. The next area that we want to give an example of is really looking at a performance area. So in this case, what we're talking about is looking at her ability to organize her materials that she is working on. And again, I'm just going to kind of point out the highlighted area on this slide and basically what it's stating here is that she has still continues that difficulty completing long range assignments independently and she's relying on faculty to help her to figure out how to tasks analyze that longer assignment and to develop that project within these specific time limits. And that happens about 40% of the time she is relying on the staff to help her do this. So that is another area that we're really going to want to work with Sophia on, particularly if she's going on to college where she is going to have long range assignments she's going to have to work on and to work on independently. Okay. With that, I am going to turn this back over to Jane. And Jane, just give me one minute to change over. Okay. Over to you.

JANE FREEMAN: Okay. Thank you. And then one final section taking a look at Sophia's IEP, again, it goes back to that communication plan, the last section. And we talked about the fact that that he was addressed for academic, social, emotional, and cultural needs and then secondary transition. But then the discussion during the IEP meeting, some things came up and for example the FM system, she does not own it, so we're going to start looking at what type of anticipation support she can get at college. Currently, her parents make all the arrangements and manage anything related to her cochlear implant. So the discussion was that Sophia could start to take more responsibility for this and she expressed some concerns about what happens if her equipment would malfunction when she's away from home, so beginning those conversations with her audiologist in order to build that independence. So the next section is taking a look at establishing the transition team partnerships and this is some of the areas where we see some different resources for our students who are deaf and hard of hearing. But when we're looking at this area of partnership, going back to our graphic organizer here, we want to make sure our partnerships are including parents and families. Don't forget our career tech centers, the community with employers, various agencies and postsecondary ed and training. When we're looking to connect with our families, just one of the factors we face is that that is such a low incidence disability and most children with hearing loss are born to parents who are hearing and they're probably the first person in their family to have a hearing loss and this can be very challenging. So some of the resources we have in connecting families to families would be organizations such as Hands & Voices. There's also the Parent Education Network and there's also PEAL, the Parent Education and Advocacy Leadership Center. Those are all organizations that try to connect families to families and parents to parents. And then we want to make sure we're connecting the family to the school system and one of the things -- if you've had the opportunity to go to any of our spring technology trainings for teachers of students who are deaf and hard of hearing, one of the technology resources we recommended is called Remind101 which is a free system that you can use with a smartphone and you can send out short notices, reminders, comments to families, to students and it's -- the way the system works is you're not revealing your own personal cell phone number in order to do it. You can date, you can set them for a particular day and time to go out. It's a great little system for just connecting, reminding, helping families be more connected. And then finally we want to look at connecting the family to the community and there are lots of organizations out there. We're going to take a look at some more specifically further in the presentation today, but such as the Pennsylvania Society for the Advancement of the Deaf which hosts all kinds of social events around the state. Local sign language classes and there's also the Hearing Loss Association of America which also hosts social events and youth oriented events. Some of the agencies -- we want to make sure we consider the Office of Vocational Rehabilitation. There are what are called RCDs. They are rehab counselors for the deaf throughout the state of Pennsylvania that students can connect with. There's also the Office of the Deaf and Hard of Hearing which has regional offices. They maintain an interpreter database for interpreters who have met qualifications to interpret in Pennsylvania. There's also the Bureau of Blindness and Visual Services for those students who are facing the dual diagnosis of

deafness and blindness. And there's the Center for Independent Living which has several different programs such as looking at home modifications, waiver services, and things like this. So going back to our example of Sophia, we have that Sophia has started. She's opened a case with her local OVR and done her intake. And they have received information about the Office of Deaf and Hard of Hearing and she's also now looking at exploring two college programs and we want to make sure she connects with their disability services offices to see what sort of supports are available. So that's making the student aware of the transition partners, and agencies, and supports, but do they understand how these connect with their goals and their move to life after high school? So when we look at youth participation and engagement, we're talking about, number one, the students becoming more and more involved and perhaps in control of that IEP process. And then we're also looking at developing those self-awareness, self-advocacy, and self-determination skills. This is what it boils down to why is self-determination so important because the only way a student is going to be able to receive the protections and accommodations that they have the rights to is if they can describe their disability, they can identify the accommodations and supports that they need to use and they might need to provide important documentation such as an audiogram. Do they know how to do this? And this goes across the board whether they're going into employment, further training, or independent living. And this is really critical because this is what it's all about. We want students to be employed. We want them to be satisfied with their lives and live as independently as possible. And the students who have high levels of self-determination and positive self-esteem are more likely to achieve these goals and this is based on research. So what are some of the barriers to self-determination? You can see them listed there. And again, is this unique to our populations of students who are deaf and hard of hearing? No. But does it relate to our students? Absolutely. And one of the challenges that are faced by teachers of students who are deaf and hard of hearing and professionals who work with these students is, how do we assess self-advocacy? How do we assess self-determination? So I want to share a few resources that are available for you. Now there was a question that came in about accessing these resources and I want to make sure you realize that if you go to the PowerPoint that is listed on the Community of Practice page that Michael showed you at the beginning of today with the Pennsylvania Secondary Transition Guide. If you go to that PowerPoint, these links are live. So you can just click on the link and it'll take you directly to these resources. So the first one I want to share with you is through Hands & Voices around self-advocacy. And this is a nice checklist for self-advocacy and independent living skills. And you can see it takes to look at keeping track of assignments, getting into accommodations, but it also looks at peer interaction and independence in the community. And it's a nice way to keep an ongoing tally of where a student is and it also gives you an idea of where you might need to go next with a student. The next one I want to take a look at is the Expanded Core Curriculum. I might need to go out to -- here we go. Okay. This is out of the Iowa Department of Ed and I'm going to try to make you dizzy, but I'm going to scroll down here quickly. And you can see again, it gets into a lot of different areas and it also breaks it down into early, emerging, intermediate, and advance. So when we talk about a student being able to describe

their hearing loss, here is a great resource of being -- starting with simple skills like which is my better ear, and then getting all the way up to being able to recognize that people may respond to him or her differently depending on the hearing loss, amplification, managing the environment, gets into career ed. So we're looking at analyzing career options that fit with education, aptitudes, skills, and interest. And this is quite an extensive document, but I encourage you to take the time to go out and look at it. I'm lost. [inaudible] hang on a second. The Compensatory Skills Checklist through Minnesota, if you scroll down to the bottom, it's at the very bottom, this Compensatory Skills Checklist. Here we go. You can see these are the areas involved in this. And again, it's a checklist. The skill is there. It's emerging, it's basic, it's intermediate. What's nice here, it kind of gives you a basic guideline relating it to different grades that the student may be in. And again, you can use a key of emerging mastery or perhaps [inaudible] for that student. And then the final one is the Gallaudet Transition Skills Guidelines. Similar type of checklist developed -- or rubric rather across areas and across grade levels looking at self-advocacy skills relating it to employment, communication skills, career, et cetera. So when we take a look at this also in terms of the youth participation in the IEP, do you know where your students are in terms of their knowledge and comfort level and are they prepared to eventually lead and guide their own transition process? And when we think about this, this is so critical because this is what we're really asking them to do when they're out in a postsecondary training program or when they're in an employment environment. So we can look at skills like role playing, practicing with or without an interpreter, look at various media technology, developing portfolios. And does the student even know the language and scripts in terms of disagreeing respectfully with someone, how to ask questions? So it relates back to some of those academic language base skills also. This is a nice little rubric to work with the student to help them along the way in identifying where they feel in this process. You know, I know what it is, but I don't really know what it -- how to apply it or I attend, but I'm not really participating. And then helping them also realize where we want them to go. We want them to go further into these levels and becoming more independent and responsible within their IEP. And this is actually from the Council for Exceptional Children. They came up with this eight-step process to help students develop their own IEP goals which is really, I think, an awesome long term goal for a student. But we want to help the student to evaluate their current performance, you can see, start to narrow down on a particular topic. We want them to think about conditions, like what am I going to use to reach this goal? Do I need some sort of accommodation or strategy or modification? What level am I going to set to know I've succeeded? They're going to write the goal. We might need to help them here with that idea of -- the condition, the action, the criteria. And then to actually do it and then go back to evaluating it again and adjust where we need to. And isn't this really a very similar process to what we used throughout life in many, many situations in terms of independent living, in terms of making decisions related to our employment. So, this is a great kind of life-long skill for the student to develop. And Michael, it's back to you.

MICHAEL STOEHR: Okay. Jane, just give me one second. All right. Next we want to move on and kind of referencing back to that roadmap for secondary transition, we've talked about the importance of

assessment. We've shown how that assessment then can be utilized in developing the present ed levels but looking at interest and preferences, develop the post-secondary goals for further training, employment, and independent living. Then looking at where that young person is academically and functionally. And then how that develops the needs and the strengths that that student has to reach those post-secondary goals. Jane just spoke about a number of points in particular, the engagement of agencies looking at parent and family involvement, and then lastly, how to engage the youth in this process for self-advocacy. We're next going to move and talk about couple of additional sections that need to be talked about and discussed in developing a student's IEP in middle school and high school. And this next section is looking at the transition section of the IEP or the transition grid that we sometimes call it in our state. And we're going to look at next are the -- what possible activities could be included in that example of Sophia that we were using. Now, I'll preface this by saying there would be also references here to the measure what annual goals that Sophia was -- is receiving, so we would reference back to her reading comprehension goal. We would also reference her organizational skill goal in the grid. So these are -- in addition to that, we're going to talk about the activities that she should -- she should be involved with. And what we wanted to show is Sophia is currently in 11th grade, but I wanted to show on this particular slide what types of things she would have been involved with or would have had on her grid or in her transition plan for activities in 10th grade. So these are some of the things that she would have been working on, again, to help her have a better understanding of what she wants to do when she graduates from high school regarding what kinds of job she wants to get into, what kind of training she needs, how she wants to live in the community. So these are some examples of one of which in 10th grade was to be engaged in that iTransition planning that was on pepnet2 and to engage in that. And that's a fairly long self-assessment to do. I know at some schools, students do that as part of their program. In some cases, it's done independently by the students. And again, that's something that could be tracked and it's kept as a portfolio. And the nice thing about iTransition, you don't necessarily have to do it all in one setting. It saves your plates in the system. You can go back and continue to work on it. Some of the other types of things that are listed here as activities for Sophia deal with what Jane had just been talking about concerning developing self-determination independent types of skills. So that third bullet down looking at practice requesting assistance and accommodation from her general education teachers in what she needs, practicing disclosing her disability and engagement in her IEP. So these are some suggestions. Another thing that's listed on here, she really hadn't determined yet what area she necessarily wanted to go into whether it was working with young children, older children, adults. You know, she just kind of has this idea that she wants to help and work with people that have -- that are deaf or have a hearing loss. So, yeah, having her experience some different types of activities would be helpful. The next slide is an example of activities that could possibly be included in her transition section or grid in grade 11, so the current grade that she's in. So these are some examples of things that she could be working on during this current IEP year. So, things such as continuing to work on her understanding of her disability, what support she uses. Another point here, looking at this bulleted list is

really to have her narrow down her focus on what type of major or program that she's interested in studying college. Also going out and visiting colleges and talking to the disability services office to see about what supports are -- can be provided and what she needs to do in order to be successful in a college program. Again, continuing volunteering. So these are just some examples of things, activities that she could be doing in 11th grade that are going to help her to prepare for when she graduates. And then to project to her next IEP, to her next year's IEP when she's in 12th grade, these are some additional activities that we have listed out that she could engage with. Then you'll notice this kind of build upon each other. And the point of this is that students should be engaged in different activities each year that are helping prepare them and have a better understanding about what they want to do as far as competitive employment or employment, what type of training they're going to need and what supports they're going to need to live independently in the community. And that's really what these last three slides are reflecting. So as you look at this slide, hopefully, by this point in 12 grade, she's decided on what type of program she wants to attend, she's narrowed down her focus on what college she wants to go to and it's becoming much more specific. You know, she's engaging in part-time employment. She's looking at securing the needed AT that she will need after high school if it was something that was already provided by the school district. So these are some additional suggestions that could help her. And again, by no means are these the only ones that exist. This is just giving you an example that there really is a range and you'll notice they kind of build upon each other from grade to grade. Okay. The next section is, now looking at this piece of -- actually looking at the measurable annual IEP goal based upon the needs that she had. And we're just going to look at the two references to the academic needs and then the performance area need that she has that we gave in the example in the previous slides. So in this example, this is a reading measurable annual goal. And this is going back to the fact that she's having difficulty with reading comprehension and looking at the idea of reading a nonfiction passage and summarizing the major points. So this goal is a direct reflection of where she currently was and the fact that we're going to continue to work on that. The next goal that we have an example for, again, this refers back to the example we gave in present ed levels of where she was with organizational skills. And if you remember back, when she was using her graphic organizer, she really wasn't independent in completing long range assignments. So this goal was reflective of that need in which we're trying to have Sophia become more independent and using a graphic organizer to independently work on a long range assignment. This slide is really a summary of the process that we had just described in going through starting with present education levels and assessment and then going all the way through her measurable annual goals and looking at progress monitoring. And this is something to keep in mind for each of a student's need area whether it's an academic need area or a performance type of need area such as organization or behavior area and basically what this is talking about is you need to have good academic or functional assessment. You need to have baseline or a starting point. That leads to what our -- the students' strength, what are they really good at and what are their needs. Then that's reflected as part of their transition grid and the reason for that is the student is working on, let's say for example, reading

comprehension in Sophia's case. She's working on that because she wants to go on to higher education. She wants to go on to a four-year college and she's going to have to really work on that reading comprehension area, so that's the connection to post-secondary education and training. And then she has a measurable annual goal that goes back and is based on what that assessment stated back in the present ed levels and then we're monitoring the progress of that particular goal. Okay. With that, I am going to turn this back over to Jane and she's going to move on and talk a little bit more about the areas of specially designed instruction in assistive technology. Just give me one second. And Jane is going to pick up the next piece.

JANE FREEMAN: Okay. Thank you, Michael. We know when we look at assistive technology, we often equate that with devices which is a large part of it. And we also know we've moved from very primitive devices to very small portable powerful multiuse devices, but we've also got to be looking to ensure that the student is independent as possible with the functioning of the device. So we want to look at assessing the environment and the needs of the environment and what devices are going to be most appropriate. We want to make sure the student can determine when malfunctions occur and how to get repairs. That might include an insurance company. And the student can ask for the accommodation. And another area's looking at can the student evaluate the success of the device or the service? And I'm speaking specifically like I had a student many years ago who went on to post-secondary ed using a -- I think she was using TypeWell as speech to text service, which was great but she found when she got into her upper level really technical classes that that wasn't really meeting her need anymore and she had to go and work with her university disability services and eventually switched over to CART real-time which is very much word for word transcription because she needed that in those really technical classes. So being able to analyze whether this device is still -- or service is still meeting the needs of a student. And also is the interpreter appropriate? Am I -- am I understanding the interpreter? Are they meeting my needs or do we need to sit down and work through some things? And then finally looking at things like appropriate use and misuse. Particularly one we're dealing with, you know, online technology and understanding consequences and guidelines perhaps by university for their internet policies or things like that. We also want to make sure we're looking at assistive technology across the areas. So if the student is considering post-secondary ed and training, we want to be taking a look at all of these in terms of individuals needs. So is the student going to be taking any online courses? And how will that impact the technology that the student needs? Does the student utilize notetaking services or various interpreter services? Are there academic support needs? And then how is the student going to communicate? It could be through, you know, computer, email, iPad, smartphone, video relay service, but we need to be thinking across the range of environment when the student leaves high school and what their needs might be. And then looking at what they need to learn now while they're in high school to prepare and be successful. When we're looking at communication, when I-- again, I'm -- so many of you top performer students. There's a difference between communication within the organization and communication outside the organization, communication within the organization. You know, your colleague might be

sitting right next to you, but email might be the easiest way to communicate. Communication outside the organization, maybe email, maybe an interpreter, maybe another system. And again looking at amplification needs. Safety needs in terms of alerting systems and travel needs, any kind of support around those depending on the employment that the student is looking for. And then for independent living of course, safety is always a big issue in terms of alerting devices. Communication, we want to make sure communication with family, with friends, with clubs or organizations is there. Communication is not just for employment, but it's an important part of our social life. Travel needs, again, how is the student going to get to work? How is the student going to get to the grocery store? Going to visit friends? And then looking at the portability of AT. You know, smart phones are becoming such an important part of communication for our students, but there may be other options we want to take a look at. And then we want to take some time to take you out for some resources that are specific to students with hearing loss and supporting their needs in the secondary transition process. And again, I'll remind you that these links are live out on the PowerPoint that's on the Pennsylvania Secondary Transition Guide website. So pepnet2, Michael has mentioned a few times. And this is just such a, such a wealth of resources for students who are deaf and hard of hearing. And I'm just going to show you, so you can see. There are specific e-learning courses on getting a job, using a Notetaker, Access, general access, QuickClasses and there's the iTransition that Michael talked about for students to take that program. There are also resources available around technology, around transition, events. There's also, I want to point out, a community of practice. And this is a wonderful resource because we tend to be isolated sometimes as educators. And this is a great resource to be able to connect with other educators of students who are deaf and hard of hearing. The next one I want to share with you is actually the National Technical Institute for the Deaf, Explore Your Future. And this is a program for college bound juniors who are deaf and hard of hearing. They can come and stay on the campus for a week. And there's a ton of stuff that they learned through exploration, kind of self-assessments, what it's like to live in the dorm, what it's like to plan your classes. This is just a great program and I want to make sure you're aware that it's available. Gallaudet does a similar program with Summer Youth Programs and you can see there are a variety in terms of learning in itself, discovering your future is a similar type of program. You can see this is for student's ninth and eleventh grade, so it does start a little bit younger. There's one specific for exploring sciences and students who are interested in business. The Hearing Loss Association of America also has a website. And under here -- I'd take a minute. I need to find my -- but please note that there is -- whoop, I lost my picture there, but there is actually a magazine -- here we go, the Hearing Loss magazine over here. This is a great resource with lots of -- lots of articles around employment, living independently and managing your hearing loss. There are also local chapters. There's a young adult section. I believe it's under the advocacy section. Under -- no, under hearing -- here we go. There's a young adult section here too looking at all kinds of things in terms of access to college dating and relationships, parenting, sports. So this is another really great resource and this is geared for people who consider themselves more hard of hearing than profoundly deaf, but not necessarily. It's very inclusive. And the National

Association for the Deaf is the parent organization. Again, there's a youth leadership section here for junior NAD, a youth leadership camp, ambassador program, that's deaf American college goals, so great resources for our young adults there. There's also a parent section which is very important when we're trying to engage our parents. There's education, employment, information about [inaudible] and then there's the Pennsylvania Society for the Advancement of the Deaf and this includes all kinds of community events and this is great way to link families with the deaf-hard of hearing community. There's also scholarship information here and there's also information about the youth day that I talked about earlier. The next page of the power point goes to the National Center of Deaf-Blindness. And this is a great resource because you can see right here is a whole transition toolkit looking at self determination for young adults who are deaf-blind. It's a great, great resource there. The -- yes, here we go. The Helen Keller National Center for Deaf-Blind Youth and Adults also runs a summer seminar. They have an Eye Connect Program which a Summer Program for junior and senior students. So I would recommend considering looking into that. We also -- I -- whoops, it's out of order here, so we let me go back to my power point. On the secondary transition org website is the transition assessment tool for youth with deaf blindness. Hands and Voices is another resource which I'm not getting to. Here we go. I think we already talked about this inventory. There's a self-advocacy checklist for students to complete and assess their own skills. No. And then the final one, I just wanted to make sure that people are aware of is to consider looking out at hearing aide companies and cochlear implant companies. Here's just one example of an online course that's offered through Cochlear which is helping students with cochlear implants prepare for life after high school. Now, this is really geared more towards educators, but it could be done in conjunction with the high school student very easily looking more in-depth with things they need to consider if they are a cochlear implant user. So those are some resources for you. I know we went through them kind of quickly, but they are available to you on the PowerPoint. And Michael, I'm going to turn it back to you for questions. I imagine we'd both be jumping in and out of answering some of those questions.

MICHAEL STOEHR: Sure. And we did answer some of the questions as we have been going through today's session. We've just kind of been typing the answers. Some of the questions were concerning the PowerPoint for today. And just as a reminder, you can locate that PowerPoint on both the PaTTAN website as well as the secondarytransition.org site. And that's what you have on your screen now. And just to kind of reiterate, if you go to hot topics and enlisted there is the webinar series. And you'll notice there's today's date listed and the handout for today is listed there. I also wanted to remind folks that the sessions that we have in the series are being recorded and they are being captioned. So for example, if you go back to the October 16th webinar session, you'll see that not only are the materials that we presented listed for that session, but if you click on the webinar link itself, it will take you to the recorded session and again, that is captioned, so it is -- it links back. And those are also -- you can find them off of the PaTTAN website. So, again, for today's session as well as for the other sessions in the series, they are listed both on the PaTTAN website as well as the secondarytransition.org site. And from past

sessions, we have recorded and captioned the October 16th, November 20th, and December 11th are posted and captioned. We're still working on the January 8th and today's session. It will take about a month to be up and captioned. Okay. Again, if you have questions as we start to wrap up today for either Jane or myself, please type those in the question box and I'm going to go ahead and move to some of our final slides.

JANE FREEMAN: Michael, can I jump in here for a second?

MICHAEL STOEHR: Go ahead. No problem.

JANE FREEMAN: There was one question about if all of these wording examples are part of full annotated IEP. And no, they are not. We did just try to pull a student example. And I'm sure you're aware Sophia is just an example of one deaf and hard hearing student. Another student would have drastically different needs, different present levels, different goals. So it really becomes difficult to provide an annotated version that's going to address such the continuum the variety of students that we have. So we kind of intentionally did not do that so that we're not limiting what a team looks at because a team really does have to focus on individual students and what their needs are and collecting, you know, the data for that student, so.

MICHAEL STOEHR: And I think that's a really good point, Jane. And what we tried to really show was I think the depth of information. It really should be considered and looked at as part of the IEP process. You know, you really need to base the interest, preferences, academic areas, functional areas on really good assessment and then that really does build and lead to what you're doing as far as transition activities and the measurable goals, but as Jane has mentioned, that really is different for each students. So hopefully, what we provided for you will give you the basis as you're working with the -- your own, either your -- thank you. I wanted to remind folks that the remaining sessions in this webinar series. Our next session is on March 5th and it's looking at Instructional Accessible Materials, on March 19th, we're going to have a session on Secondary Transition and Inclusive Practices, and then the final webinar session in the series is on April 30th and it's looking at Employment Options and looking at the range of employment options for individuals with and without disabilities. I do not see any other questions as I'm looking over at our question screen. And I know that Jane and I would both like to thank you for joining us on today's webinar and really encourage you to not only join us for the future webinars, but to go back, and if you haven't been able to watch the other webinars in this series, to go back to secondarytransition.org or the PaTTAN website to view those. We do have on the PowerPoint slide our contact information also. And I am just going to turn this over to Jane for any closing comments.

JANE FREEMAN: I think you've really covered it, Michael. I know we did cover a lot of information today, so I encourage people to take the time to go back, get the PowerPoint off of the website and take the time to investigate those links and look over the information. And if you think of, you know, down the road questions that you didn't think off today, don't hesitate to contact us.

MICHAEL STOEHR: Great. Thank you all for joining us and have a great rest of the day. Thank you.