Roads to Learning and Earning After High School:

The Role of Transition Services in Raising Expectations and Attitudes For Students with Intellectual Disabilities

Kelly R. Kelley, NCCDD Grant Co-Project Director

NCCDD North Carolina Council on Developmental Disabilities

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Western Carolina University

NCCDD North Carolina Council on Developmental Disabilities

Mission: North Carolina Council on Developmental Disabilities

… to work collaboratively, across the State, to assure that people with intellectual and developmental disabilities (I/DD) and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity and inclusion in all areas of community life.

Learning and Earning After High School

NCCDD 5 YEAR PLAN
Listen. Gather. Act.

- Three year state funded contract through the North Carolina Council on Developmental Disabilities (in Year 2)
- In collaboration with North Carolina Department of Public Instruction

Focus Group Activity: Using the SWOT Analysis

- **Strengths:** characteristics of the your school district, that give it an advantage in accomplishing post-school goals and expectations
- **Weaknesses (or Limitations):** characteristics that place your school district at a relative disadvantage
- **Opportunities:** *external* factors in the environment that could improve performance in your school district related to post-school outcomes
- **Threats:** *external* factors in the environment that could cause trouble for your school district related to post-school outcomes

Discussion of SWOT Themes

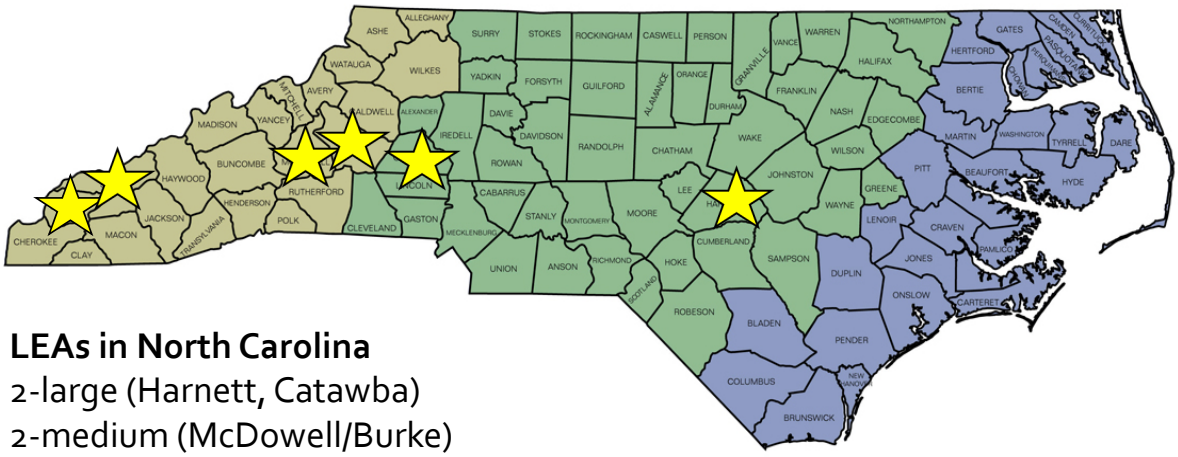
Main Purpose of this Grant Initiative

To ***change attitudes and increase expectations*** of administrators, teachers, families, students, and community service providers **with increased opportunities and more positive outcomes** with individuals with **intellectual disabilities**

Objectives:

- **Raising expectations** of students, families, teachers, administrators
- Demonstrating **possibilities** of competitive employment, postsecondary education/training, and independent living options **for youth with intellectual disabilities** (e.g., highlighting success videos and stories across NC)
- Providing teachers, families, and school districts with a ***web-based resource*** as a guiding blue print for preparing students with intellectual disabilities with opportunities **for positive post-school outcomes**

Current LEA Partnerships



LEAs in North Carolina
2-large (Harnett, Catawba)
2-medium (McDowell/Burke)
2-small (Graham/Swain)

Overview

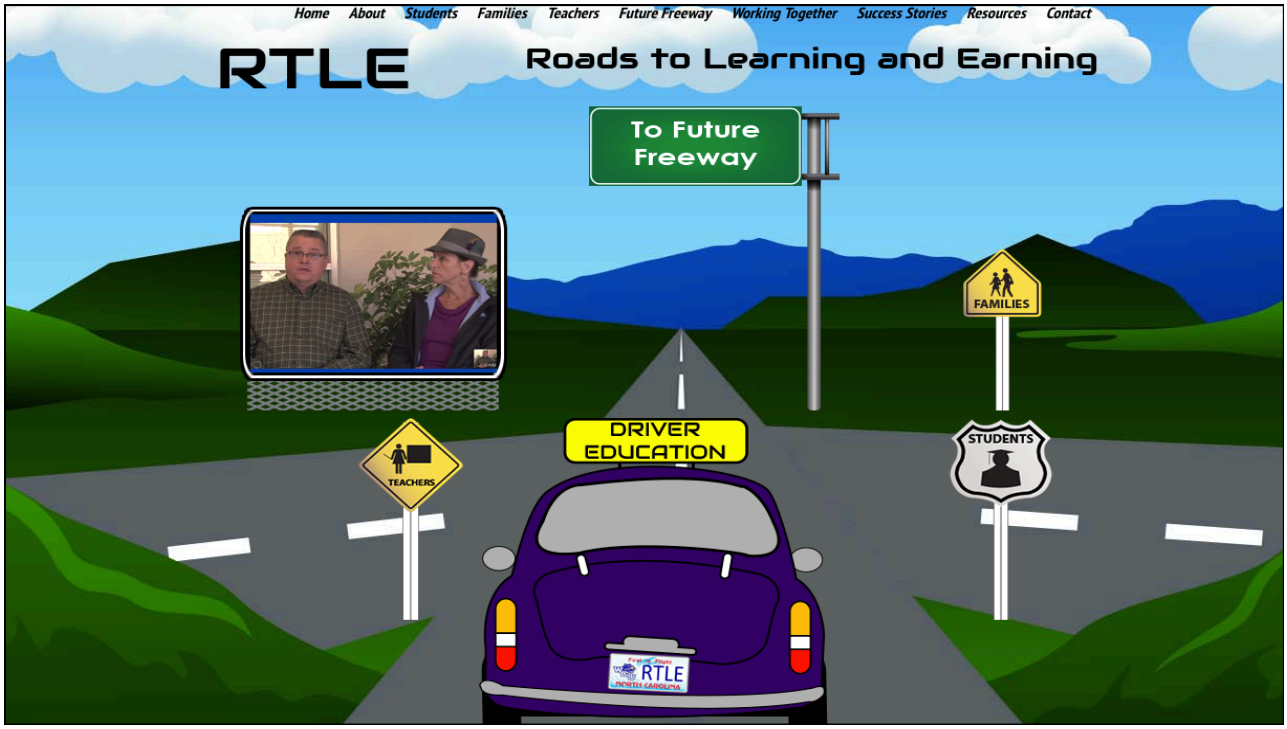
NCCDD Grant Staff

- Develop web-based resource matrix for teachers, families, and students
- Conduct LEA focus groups and surveys
- Collect or film success videos and YouTube clips

Partnering LEAs

- Create Advisory Teams with Parent Liaisons
- Participate in Focus Groups and Online Surveys
- Contribute to and implement the web-based resource in middle schools and high schools
- Collect resources (e.g., lesson plans and videos)

Sneak Peek of the RTLE.org Web-based Resource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To Future Freeway
FAMILIES
TEACHERS
DRIVER EDUCATION
STUDENTS
RTLE
NORTH CAROLINA

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How To Use the Website
Website Instructions
Text Instructions
Student Section Instructions
Family Section Instructions
Teacher Section Instructions
Student Instructions
Teacher instructions
Text Instructions
Text Instructions
Text Instructions
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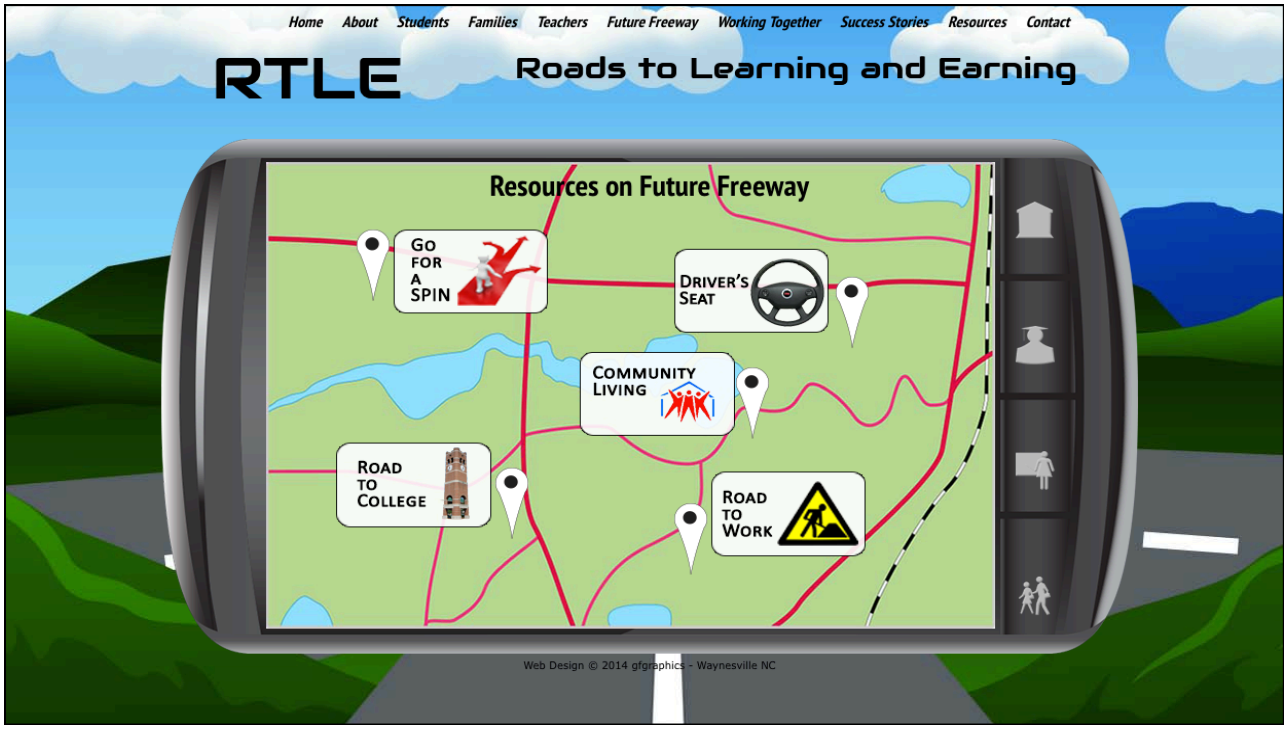
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Resources on Future Freeway
GO FOR A SPIN
DRIVER'S SEAT
COMMUNITY LIVING
ROAD TO COLLEGE
ROAD TO WORK
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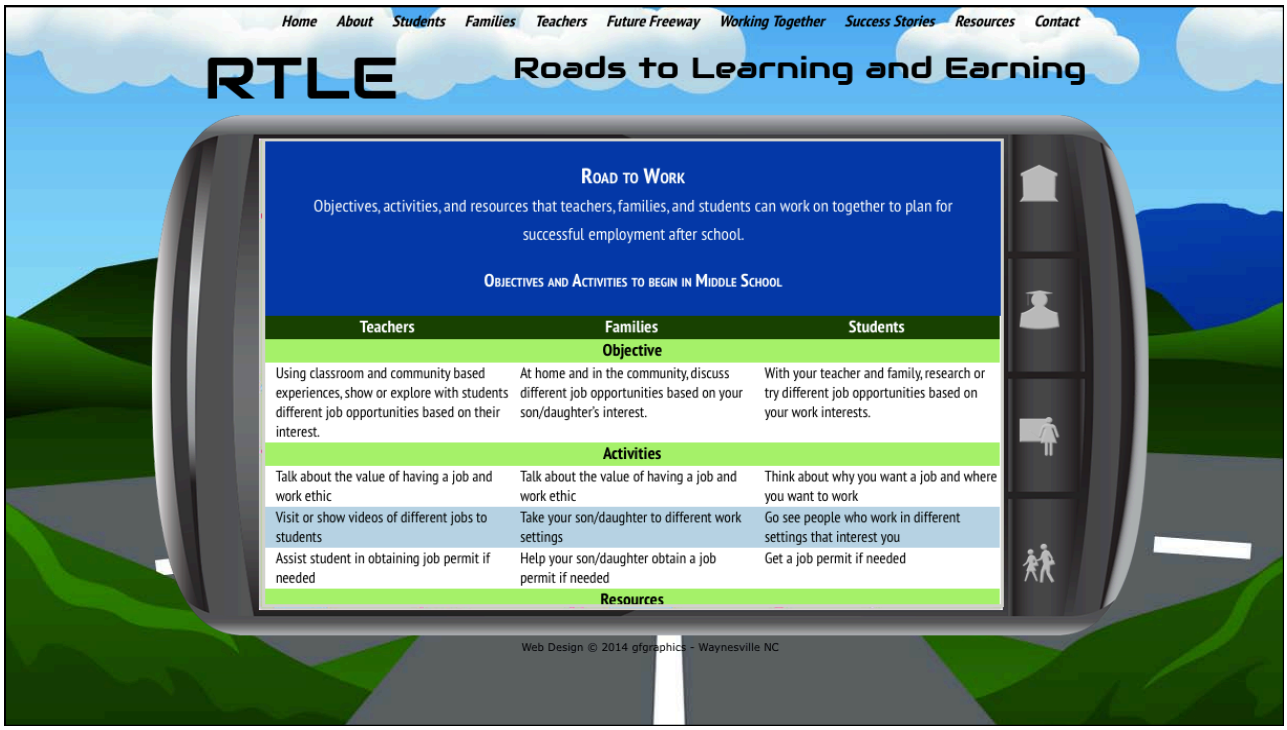
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Roads to Learning and Earning
ROAD TO WORK
Objectives, activities, and resources that teachers, families, and students can work on together to plan for successful employment after school.
OBJECTIVES AND ACTIVITIES TO BEGIN IN MIDDLE SCHOOL
Teachers
Families
Students
Objective
Using classroom and community based experiences, show or explore with students different job opportunities based on their interest.
At home and in the community, discuss different job opportunities based on your son/daughter's interest.
With your teacher and family, research or try different job opportunities based on your work interests.
Activities
Talk about the value of having a job and work ethic
Talk about the value of having a job and work ethic
Think about why you want a job and where you want to work
Visit or show videos of different jobs to students
Take your son/daughter to different work settings
Go see people who work in different settings that interest you
Assist student in obtaining job permit if needed
Help your son/daughter obtain a job permit if needed
Get a job permit if needed
Resources
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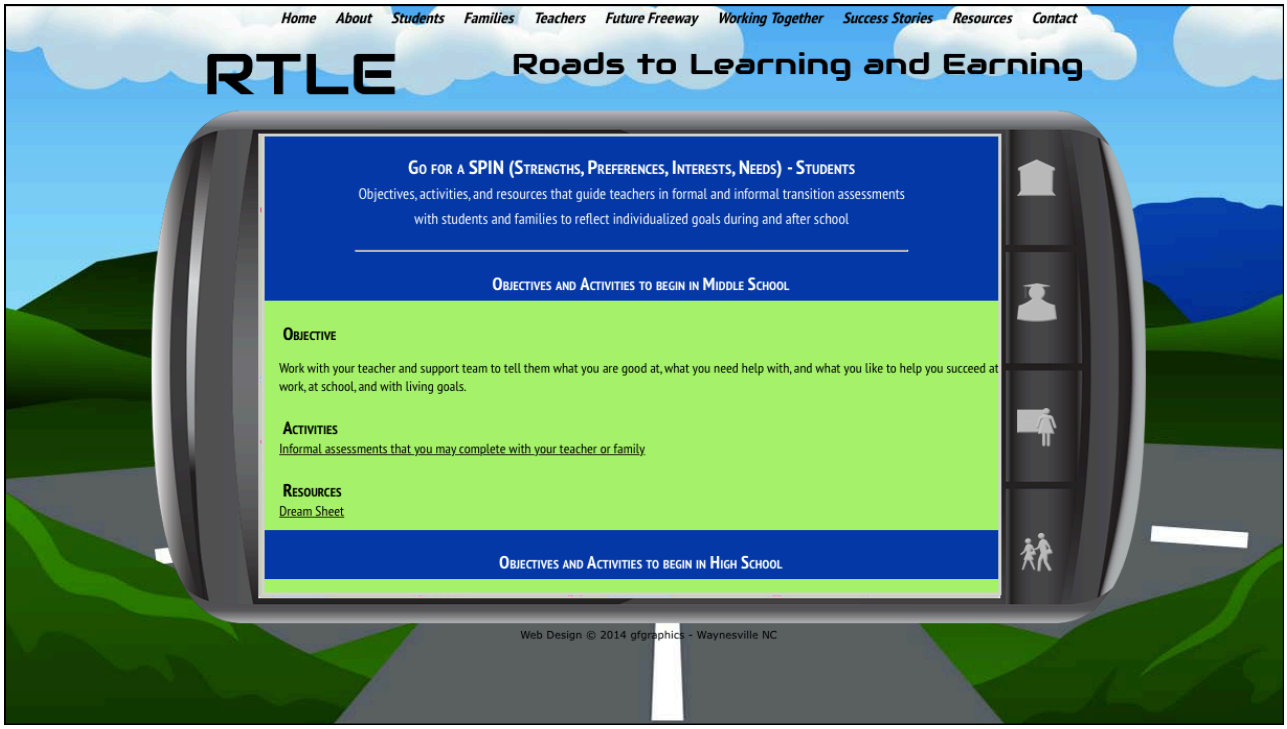
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Roads to Learning and Earning
Go for a SPIN (Strengths, Preferences, Interests, Needs) - Students
Objectives, activities, and resources that guide teachers in formal and informal transition assessments with students and families to reflect individualized goals during and after school
Objectives and Activities to begin in Middle School
Objective
Work with your teacher and support team to tell them what you are good at, what you need help with, and what you like to help you succeed at work, at school, and with living goals.
Activities
Informal assessments that you may complete with your teacher or family
Resources
Dream Sheet
Objectives and Activities to begin in High School
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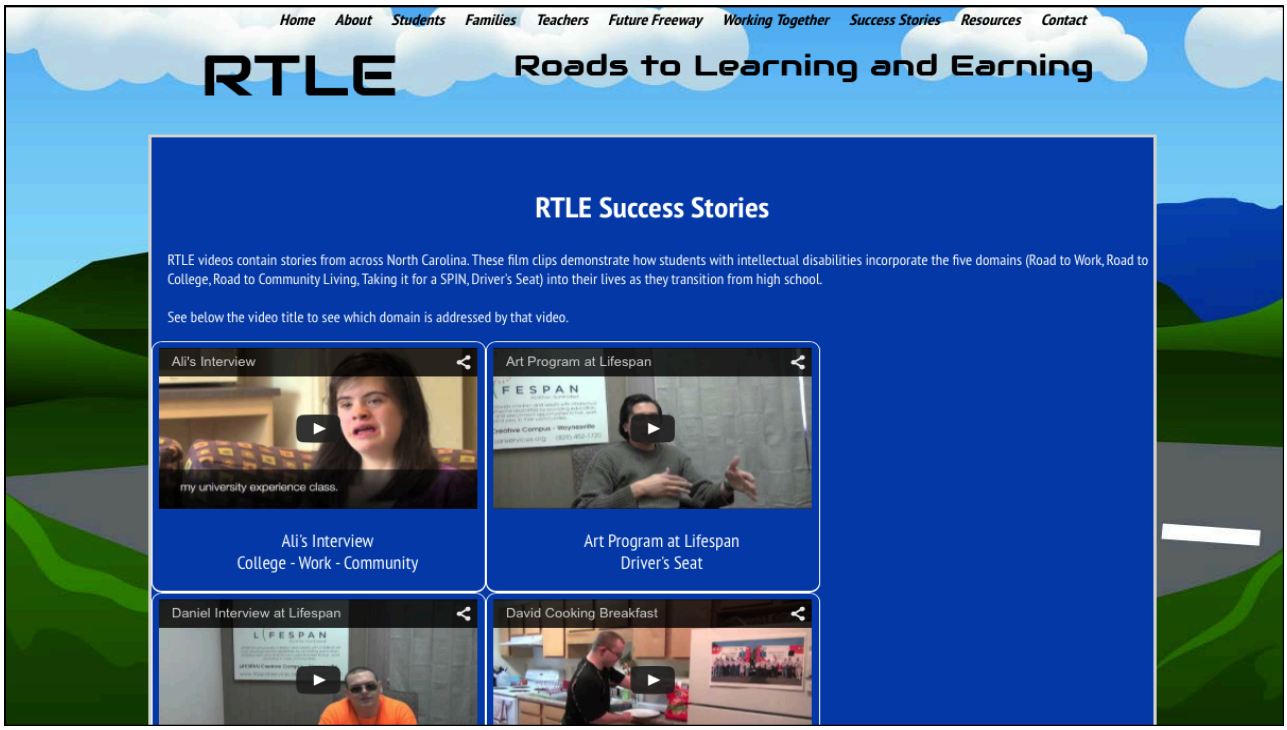
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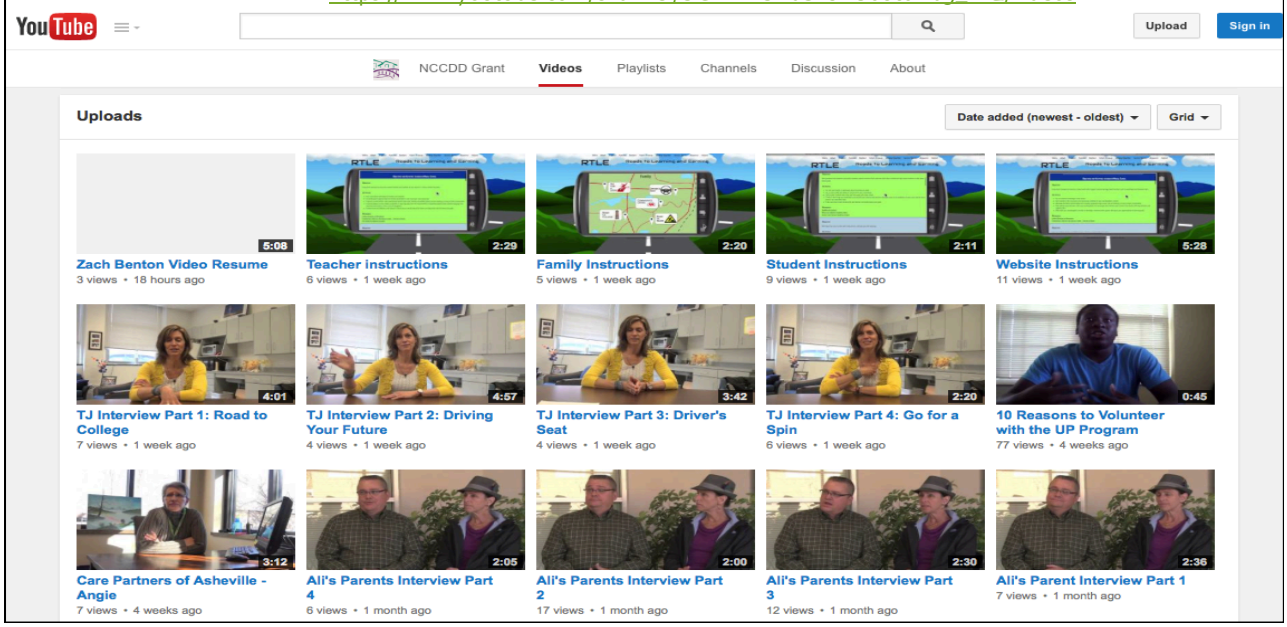
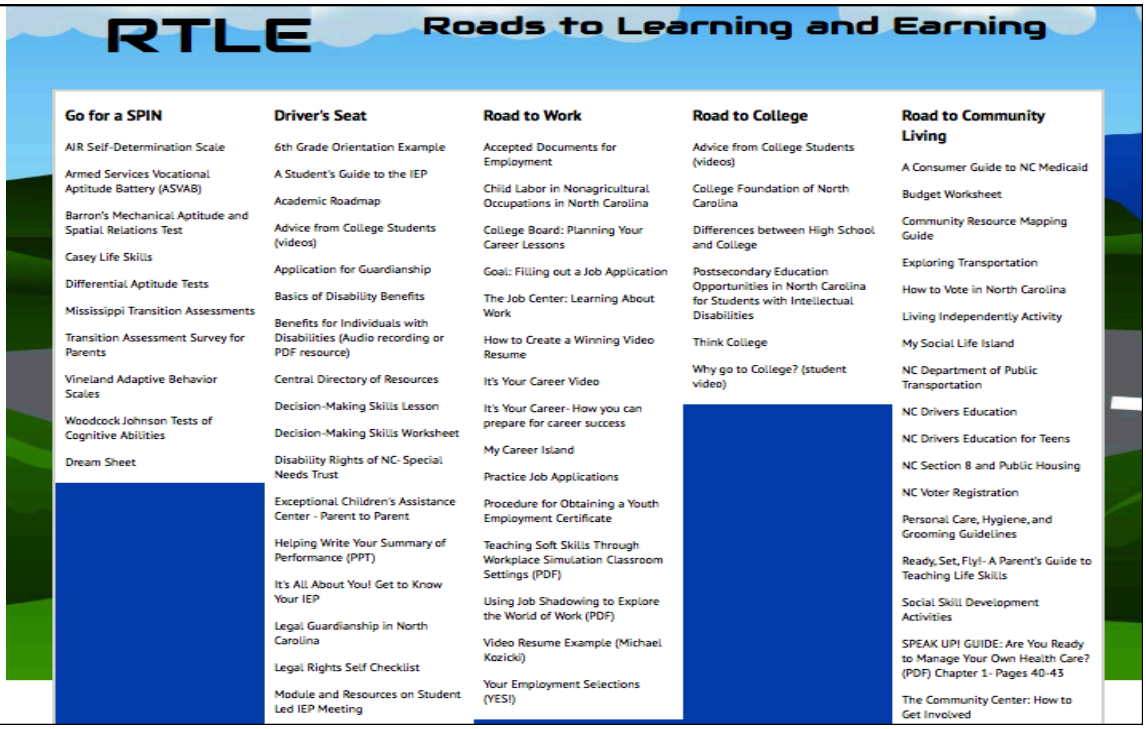
Roads to Learning and Earning
RTLE Success Stories
RTLE videos contain stories from across North Carolina. These film clips demonstrate how students with intellectual disabilities incorporate the five domains (Road to Work, Road to College, Road to Community Living, Taking it for a SPIN, Driver's Seat) into their lives as they transition from high school.
See below the video title to see which domain is addressed by that video.
Ali's Interview
my university experience class.
Ali's Interview
College - Work - Community
Art Program at Lifespan
Art Program at Lifespan
Driver's Seat
Daniel Interview at Lifespan
David Cooking Breakfast

RTLE YouTube Channel with Success Stories

https://www.youtube.com/channel/UCImzTUBdS6sVUoutoHbg_MQ/videos



Resources by Domains



Planning Templates

Academic Roadmap

Who am I? (Describe self; skills; strengths; personality)

Who will I be? Future me.

ACADEMICS

Interests & Curiosities & Hobbies	Skills Desired	Careers & Jobs

By the time I leave ....

- I want to know/ be able to...
- I want to prove to others....

How will people remember me?

Lesson Plans

Roads to Learning and Earning

Lesson Plan

Lesson Topic: Making Appointments **Lesson Developed By:** Rhonda Davis

School: Robbinsville High School

Objective Being Taught	Guide families to adult resources needed for establishing long term medical needs, financial planning, guardianship, voting, and photo IDs.
Student Audience/Length	OCS/High School Students/1-2 hours
Materials/Resources Needed	Telephone book
Teaching Procedure	Prior to lesson, contact dentist office, health department, Dr.'s office, hairdresser, etc., to compile list of information or forms necessary to independently make appointments. Ask if they would be willing to talk to students as a group for a possible field trip or participate in helping students practice making phone calls. Students will be instructed to identify a common ailment/toothache/hairstyle or other necessity requiring appointment. Students will then look for number in the phone book of local service providers and the practice either with the professional or practicing in the classroom.
Check for Understanding and Assessment of Lesson	Students will also become familiar with forms required to see dentists and doctors. What information do they know? How do they find that information?
Wrap Up/Review	Students will reflect on how comfortable they are making these calls for themselves. They will identify what they did right and how they might be better prepared should they need to call again.

Roads to Learning and Earning

Lesson Plan

Lesson Topic: Uh Oh! **Lesson Developed By:** Rhonda Davis

School: Robbinsville High School

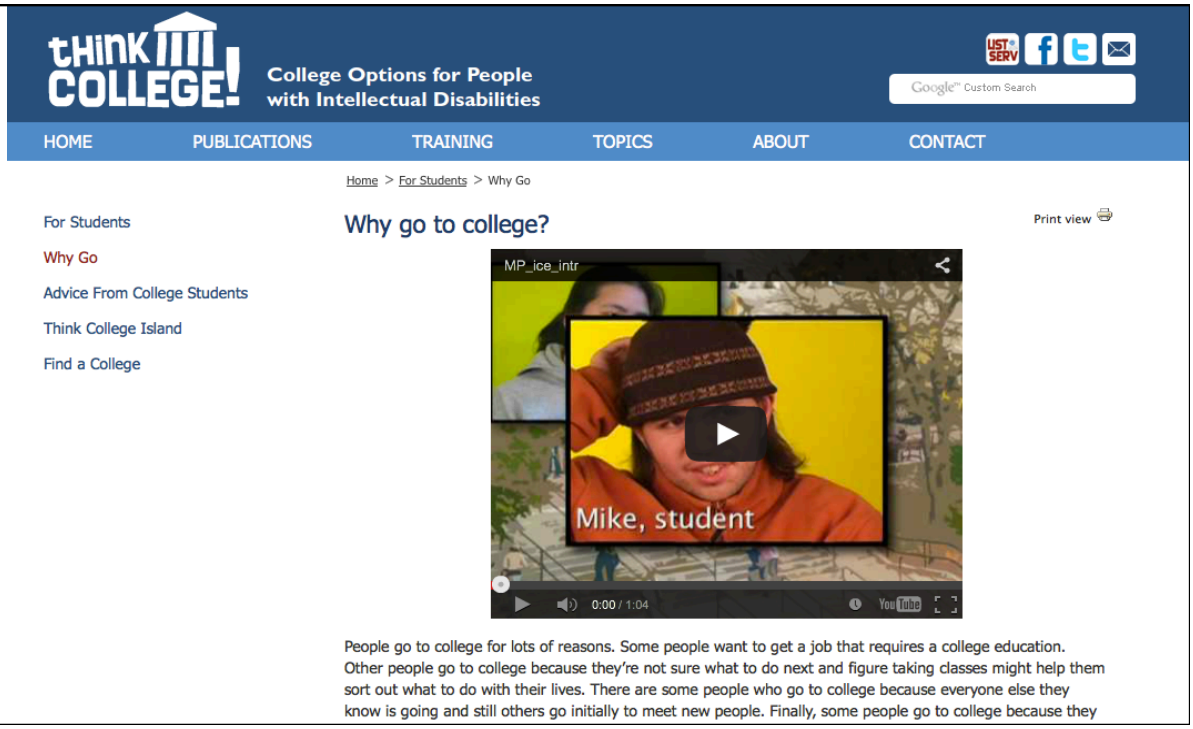
Objective Being Taught	Using classroom and community based experiences, show or explore with students different job opportunities based on their interest
Student Audience/Length	OCS/High School Students/1-2 days
Materials/Resources Needed	Poster board, markers
Teaching Procedure	In small groups, students will be instructed to compile a list of possible "uh OH's" in the work setting such as : being late, missing work, not working fast enough, poor quality work, excessive talking, etc. Students will turn in their list of "uh OH's " to the classroom teacher. The classroom teacher will then assign each group one or two infractions on the list. Each group will then take turns being the supervisors as the other students take turns being called to the office to explain why they are doing his or her job incorrectly. All students should have a turn being an employee and a supervisor. Other students will be observers and should take notes about what they see.
Check for Understanding and Assessment of Lesson	Students will then go back into their groups and using poster board and markers, make two columns, one for possible "uh OH's" and the other ways to keep these from happening. When finished, students will share with the rest of the class.
Wrap Up/Review	As a group students will discuss the responsibilities of doing a good job as an employee.

Community Guides

Catawba County Agency Program Information

Job Skills and Education	
Arc of Conover 3305 16th Ave SE #15, Conover, NC 28613 (704)-883-8084 http://www.arcnc.org/	**Services include:** *Support, protection, accommodation, and community involvement. *State Funded Services *Choices *First in Families (flexible family support) *Housing resource services/housing development *Life plant trust (future planning) *LIFE guardianship *Property and Assessment Management *Supported Employment *Community Guide
Career Connections Center 3301 Highway 70, SE, Newton NC (828) 466-5596 http://www.goodwillnwnc.org/trainingCenters.cfm connections@goodwillnwnc.org	**Services include:** *help job seekers secure employment *skills assessments *career counseling *resume and cover letter writing *assistance with applications *computers with high-speed internet access *interview simulators.
CNC Access, INC BDA ResCare Homecare Mike Penland – Executive Director mike.penland@rescare.com 301 10th St NW Suite F106 Conover, NC 28613 (828)-466-6023 http://www.rescare.com/	**Services include:** *Residential Services- Community living, signature services, signature Quality and Training Programs, Rest Assured Telecare, Supported Employment. *Workforce Services *Education & Training Services *Pharmacy Services

Online Resources



Facebook Page

NEXT STEPS

- RTLE.org to LEAs for trial run (keep adding resources/ videos)
- Conduct Evaluation and Expectation Surveys
- Modify RTLE.org according to evaluation
- Expand RTLE.org to other schools and NCDPI

How Can You Help Us?
We NEED Videos of Success Stories

1. Past and present students with ID who are employed, attending PSE programs and/or living independently. *(Talking about their job, school, independent living and how they became successful)*
2. Community service providers explaining eligibility and what services their agencies provide
3. Expert teachers in North Carolina explaining how to complete Secondary Transition Component of IEP for compliance, as well as providing resources used that have a direct impact on postsecondary and employment goals/outcomes

Road to Learning and Earning Lesson Plan

Topic/Title of Plan: _____

Lesson Developed By:_____.

School: _____

Objective Being Taught	
RTLE Matrix Objective	
Student Audience/Length	
Materials/Resources Needed	
Teaching Procedure	
Check for Understanding and Assessment of Lesson	
Wrap Up/Review	

Contact Information

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TASH REGIONAL CONFERENCE / MAY 15-16, 2015

INCLUSIVE EDUCATION as a Results-Driven IMPERATIVE

PREPARING STUDENTS WITH SIGNIFICANT DISABILITIES FOR COLLEGE AND CAREERS

GREENSBORO, NC

2015 TASH Regional Conference

This regional conference, held May 15-16th in Greensboro, North Carolina, will open eyes to the many reasons why students with disabilities are best served as full members of their school communities and of regular education classrooms!