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

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

- 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 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 blueprint 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
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 do. 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

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
College - Work - Community

Art Program at Lifespan

Daniel Interview at Lifespan

David Cooking Breakfast
RTLE YouTube Channel with Success Stories
https://www.youtube.com/channel/UCImzTUBdS6sVUt0Hbq_MQ/videos

RTLE Roads to Learning and Earning

Resources by Domains

Go for a SPIN
- High School Graduation Rate
- Armed Services Vocational Aptitude Battery (ASVAB)
- Barriers to Mechanical and Spatial Relations Tests
- Core Life Skills
- Differential Aptitude Tests
- Microsoft Office Assessments
- Transition Assessment Survey for Parents
- Vocational Assessment Skills
- Woodcock Johnson Tests of Cognitive Abilities

Driver's Seat
- Grade School Orientation Example
- Student's Guide to the IEP
- Academic Roadmap
- Advice from College Students (video)
- Application for Guardianship - Basics of Disability Benefits
- Benefits for Individuals with Disabilities (audio recording or PDF available)
- General Directory of Resources
- Decision-Making Skills
- Decision-Making Skill Sheet
- Disability Rights of NC Special Needs Trust

Road to Work
- Accepts Documents for Employment
- Child Labor in Nonagricultural Occupations in North Carolina
- College Board: Planning Your College (video)
- Goal: Filling out a Job Application
- Job Center: Learning About Work
- How to Create a Winning Video Resume
- It's Your Career Video
- It's Your Career: How you can prepare for career success
- My Career Island
- Practice Job Applications
- Procedure for Obtaining a Youth Employment Certificate
- Teaching Soft Skills Through Workplace Simulation
- Understanding the World of Work
- Video Resume Example (Michael, 14 years old)

Road to College
- Advice from College Students (video)
- College Foundation of North Carolina
- Differences in High School and College
- Postsecondary Education Opportunities for Students with Intellectual Disabilities
- Think College
- Why go to College? (student video)

Road to Community Living
- A Consumer Guide to NC Medicaid Budget Waivers
- Community Resource Mapping Guide
- Expanding Transportation
- How to Find in North Carolina
- My Social Life Island
- NC Department of Public Transportation
- NC Drivers Education
- NC Drivers Education for Teens
- NC Section 8 and Public Housing
- NC Voter Registration
- Personal Care Agency and Care Guidelines
- Ready, Set, Flip!: A Parent's Guide to Resiliency Skills
- Social Skills Development Activities
- SPEAK UP: GUIDELINES: Are you Ready to Manage your Own Health Care (POD) Chapter 1, Popa 46-48
- The Community Center: How to Get Involved

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5/29/15
Academic Roadmap

Who am I? (Describe self: skills, strengths, personality)

Where will I be? Future self.

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?

Roads to Learning and Earning

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Lesson Developed By: Rhonda Davis</th>
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<tbody>
<tr>
<td>Lesson Topic: Making Appointments</td>
<td>School: Robinsville High School</td>
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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/2-2 hours

Teaching Procedure: Prior to lesson, contact dental 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/illness/illness 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.

Students will also become familiar with forms required to see dentists and doctors. What information do they know? How do they find that information?

Check for Understanding and Assessment of Lesson: 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.

Wrap Up/Review:

Roads to Learning and Earning

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<tr>
<th>Lesson Plan</th>
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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

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 instructions from 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.

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 list to keep these from happening. When finished, students will share with the rest of the class.

Check for Understanding and Assessment of Lesson:

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

<table>
<thead>
<tr>
<th>Agency / Service</th>
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<tbody>
<tr>
<td>Arc of Conover</td>
</tr>
<tr>
<td>3303 16th Ave SE K15, Conover, NC 28613</td>
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<tr>
<td>(704) 888-8084</td>
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<tr>
<td>Services Include:</td>
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<tr>
<td><em>Support, protection, accommodation, and community involvement.</em></td>
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<td><em>State Funded Services</em></td>
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<td><em>Chores</em></td>
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<tr>
<td><em>First in Families (Flexible family support)</em></td>
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<tr>
<td><em>Housing resource services/housing development</em></td>
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<tr>
<td><em>Life plan (future planning)</em></td>
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<tr>
<td><em>LIFE guardianship</em></td>
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<tr>
<td><em>Property and Assessment Management</em></td>
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<td><em>Supported Employment</em></td>
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<td><em>Community Guide</em></td>
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<th>Career Connections Center</th>
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<tbody>
<tr>
<td>3301 Highway 70 S, Newton NC</td>
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<tr>
<td>(828) 466-5596</td>
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<tr>
<td><a href="http://www.goodwillwnc.org/trainingCenters.cfm">http://www.goodwillwnc.org/trainingCenters.cfm</a></td>
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<tr>
<td><a href="mailto:connections@goodwillwnc.org">connections@goodwillwnc.org</a></td>
</tr>
<tr>
<td>Services Include:</td>
</tr>
<tr>
<td><em>Help job seekers secure employment</em></td>
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<tr>
<td><em>Skills assessments</em></td>
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<tr>
<td><em>Career counseling</em></td>
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<tr>
<td><em>Resume and cover letter writing</em></td>
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<tr>
<td><em>Assistance with applications</em></td>
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<td><em>Computers with high-speed Internet access</em></td>
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<td><em>Interview simulators.</em></td>
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<th>CNC Access, IRC BDA ResCare Homecare</th>
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<tbody>
<tr>
<td>Mike Pendland - Executive Director</td>
</tr>
<tr>
<td><a href="mailto:mike.pendland@rescare.com">mike.pendland@rescare.com</a></td>
</tr>
<tr>
<td>301 10th St NW Suite F100, Conover, NC 28613</td>
</tr>
<tr>
<td>(828) 466-5023</td>
</tr>
<tr>
<td>Services Include:</td>
</tr>
<tr>
<td><em>Residential Services: Community living, signature services, signature Quality and Training Programs, Rest Assured Telecare, Supported Employment.</em></td>
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<tr>
<td><em>Workforce Services</em></td>
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<td><em>Education &amp; Training Services</em></td>
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<td><em>Pharmacy Services</em></td>
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Online Resources

Think COLLEGE!

Collge Options for People with Intellectual Disabilities

HOME | PUBLICATIONS | TRAINING | TOPICS | ABOUT | CONTACT

For Students
Why Go
Advice From College Students
Think College Island
Find a College

Why go to college?

People go to college for lots of reasons. Some people want to get a job that requires a college education. Other people go to college because they’re not sure what to do next and figure taking classes might help them sort out what to do with their lives. There are some people who go to college because everyone else they know is going and still others go initially to meet new people. Finally, some people go to college because they
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

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Road to Learning and Earning Lesson Plan

**Topic/Title of Plan:** ______________________

**Lesson Developed By:** ______________________

**School:** ______________________

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<thead>
<tr>
<th>Objective Being Taught</th>
<th>RTLE Matrix Objective</th>
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<tr>
<th>Student Audience/Length</th>
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Contact Information

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NCTASH, Chapter President
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rtle.org
up.wcu.edu

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!