

DOUGLAS SCHOOL DISTRICT



IMPROVING TRANSITION PROCESSES DISTRICT-WIDE

➤ MEMBERS

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Transition Summer Institute 2024: Thursday July 11

DOUGLAS TRANSITION TEAM



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Check-In





**“Transition planning
should be an ongoing
dynamic process designed
to help the student achieve
their long-term goals”**

(Kellems & Morningstar, 2020)



Know, Think You Know, Want to Know

With someone sitting near you discuss:

1. What do you know about transition?
2. What do you think you know?
3. What do you want to know?



LEARNING OBJECTIVES

1

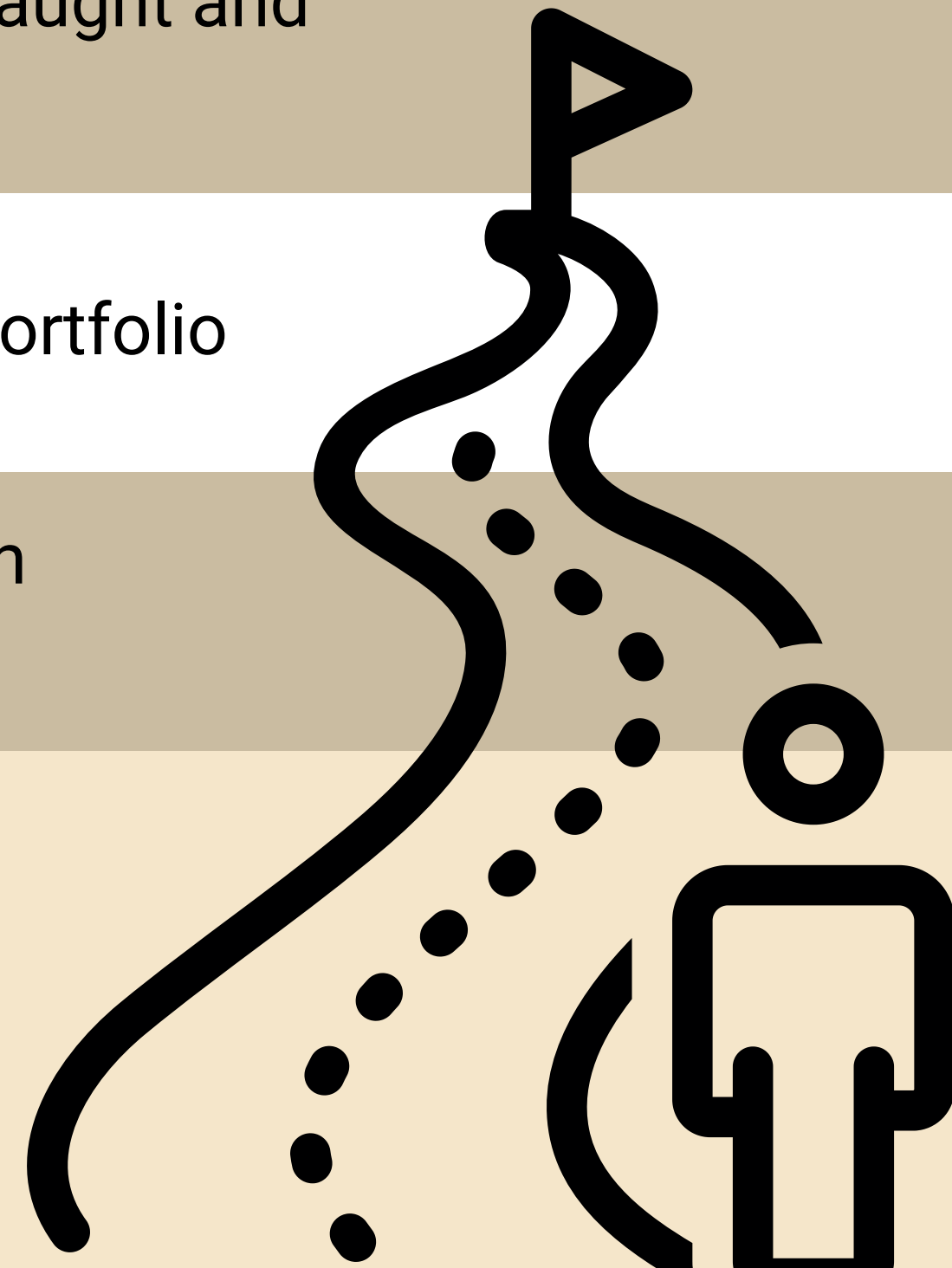
Participants will learn how transition activities can be taught and incorporated across grade levels

2

Participants will be shown an example of a transition portfolio

3

Participants will have access to resources for transition curriculum across the lifespan



Choice Making

The skill of selecting a path forward between two known options.

Cm

Decision Making

The skill of selecting a path forward based on various solutions that have each been thoughtfully considered.

Dm

Problem Solving

The skill of finding solutions to difficult or complex issues.

Ps

Goal Setting & Attainment

The ability to develop a goal, plan for implementation, and measure success.

Gs

Self-Regulation

The ability to monitor and control one's own behaviors, actions, and skills in various situations.

Re

Self-Advocacy

The skills necessary to speak up and/or defend a cause or a person.

Ad

Internal Locus of Control

The belief that one has control over outcomes that are important to his or her own life.

Lc

Self-Efficacy

Belief in one's own ability to succeed in specific situations or accomplish specific tasks.

Ef

Self-Awareness

Basic understanding of one's own strengths, needs, and abilities.

Aw

WHAT CAN WE DO?

PRE-SCHOOL & ELEMENTARY

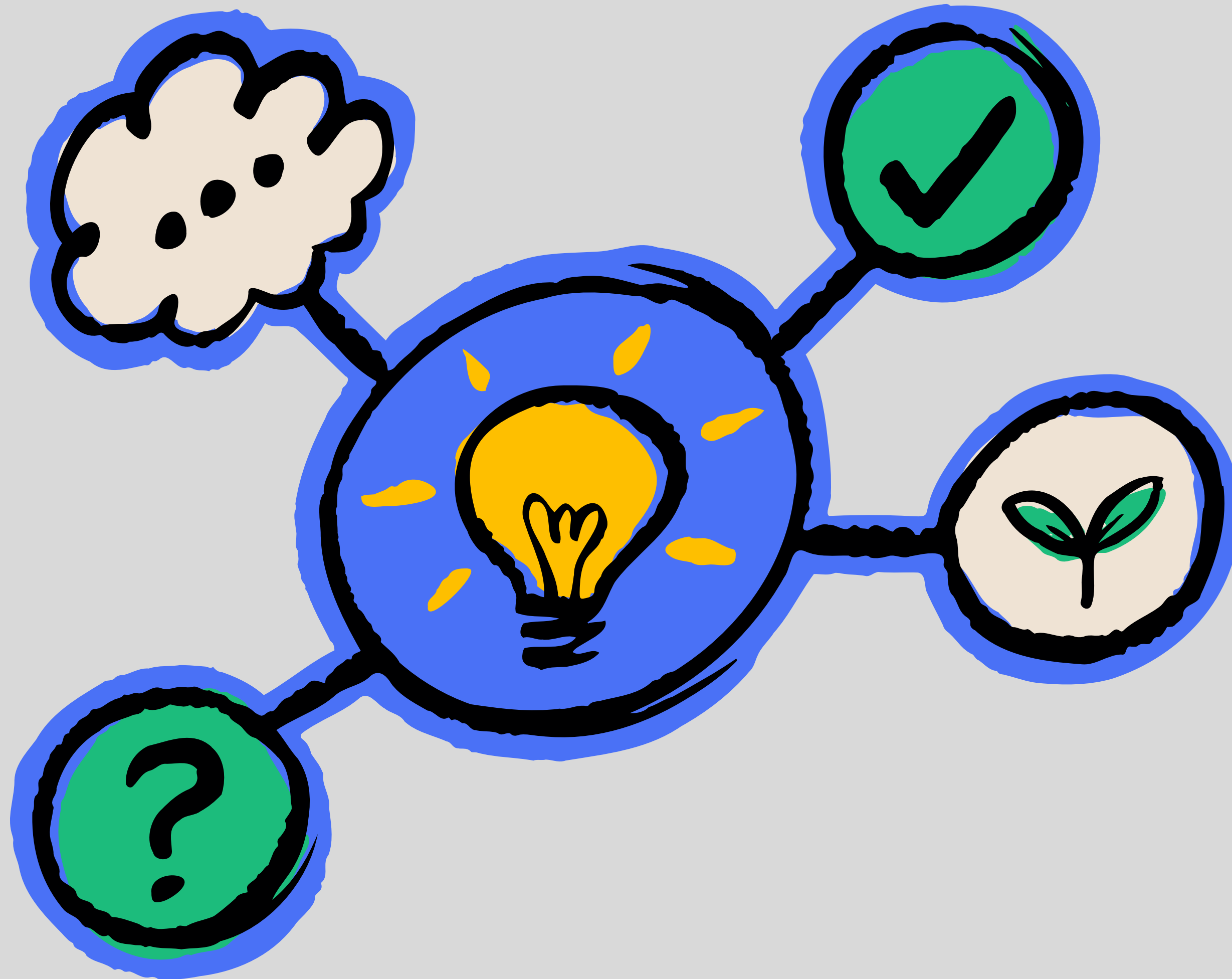
» SKILLS TO WORK TOWARDS

- Build capacity for self-determination and self-advocacy (choice making, student voice)
 - Teach and practice responsibility (class jobs, helping others, etc.)
 - Work ethic
 - Teamwork and collaboration
 - Executive functioning (time management, emotional regulation, sustained attention, etc.)
-



PRE-SCHOOL & ELEMENTARY:

Education	Employment	Independent Living
<ul style="list-style-type: none">• Host a “Career Day”<ul style="list-style-type: none">◦ Students can dress up as future career◦ Parents can come in and talk about their jobs• Field trips to businesses and/or community services• Students complete strengths profile or interest inventory• Transitioning between activities• Build in choice-making	<ul style="list-style-type: none">• Explain what work is and how it can look different in different contexts• Classroom Jobs• Chores• Resolving conflict• How to work well with others	<ul style="list-style-type: none">• Independent self-care skills<ul style="list-style-type: none">◦ Washing, hygiene◦ Table manners and using utensils◦ Preparing easy meals (snacks, sandwiches, toast, etc.)• Being a good friend and responsible citizen• Helping with household chores<ul style="list-style-type: none">◦ Cleaning rooms◦ Making beds



MIDDLE SCHOOL

» SKILLS TO WORK TOWARDS

- Exposure to real-life scenarios and applying what they learn to their future goals
 - Identifying career options and future goals
 - Develop knowledge about their disability and how it affects them in variety of contexts
 - Managing responsibilities (extracurriculars, chores, homework, etc.)
 - Work ethic
 - Teamwork and collaboration
 - Executive functioning (goal setting, time management, emotional regulation, sustained attention, etc.)
-



MIDDLE SCHOOL: 6TH & 7TH GRADE

Education	Employment	Independent Living
<ul style="list-style-type: none">• Host “Career Day”, field trips• Create Transition Portfolio• Teach disability awareness• Gain skills to actively participate in own IEP meeting and goal creation• Take classes that teach self-determination, self-advocacy, and social skills (CTE)• Explore extracurricular social groups/clubs• Assess interests and preference skills• Strengths inventory	<ul style="list-style-type: none">• Continue to talk about work and its different contexts• Assess student career interests• Chores• Resolving conflict• Practice teamwork• Participate in Resource Fairs• Listen to guest speakers of specific jobs or interests• Become familiar with a resume• Volunteer in the community• Know needed information for jobs applications	<ul style="list-style-type: none">• Provide opportunities to practice self-awareness, self-determination, and self advocacy• Practice independent self-care and living skills (hygiene, table manners, cooking, cleaning, etc.)• Practice being a good friend and good citizen• Help with household chores• Assess hopes and dreams for future• Explore community interest groups

MIDDLE SCHOOL: 8TH GRADE

Education	Employment	Independent Living
<ul style="list-style-type: none">• Develop a self-profile• Assess Transition skills• Continue adding to Transition Portfolio• Continue learning about their disability and how it affects them• Complete transition assessment• Actively participate in own IEP meeting and goal creation• Learn about graduation pathways• Take classes that promote self-determination, self-advocacy, and social skills• Explore extracurricular social groups/clubs	<ul style="list-style-type: none">• Assess student career interests• Participate in Resource Fairs• Explore virtual job shadows• Listen to guest speakers of specific jobs or interests• Know needed information for job applications• Become familiar with a resume• Volunteer in the community	<ul style="list-style-type: none">• Provide opportunities to practice self-awareness, self-determination, and self advocacy• Practice independent self-care and living skills (hygiene, table manners, cooking, cleaning, etc.)• Practice being a good friend and good citizen• Help with household chores• Assess hopes and dreams for future• Explore community interest groups



WHAT CAN WE DO?

HIGH SCHOOL

➤ SKILLS TO WORK TOWARDS

- Confidence in knowing their disability and how it affects them in different contexts
- Identify career options and future goals
- Exposure to real-life scenarios and applying what they learn to their future goals
- Managing responsibilities (extracurriculars, chores, homework, etc.)
- Work ethic
- Teamwork and collaboration
- Executive functioning (goal setting, time management, emotional regulation, sustained attention, etc.)



HIGH SCHOOL: FRESHMAN YEAR

Education

- Continue adding to Transition Portfolio
- **Update** self-profile
- **Re-assess** transition skills
- **Build skills to lead own IEP meeting**
- Continue learning about their disability
- **Discuss pathways to graduation (diploma vs. alternate pathway)**
- Take classes that promote self-determination, self-advocacy, and social skills (CTE, Nutrition, etc.)
- Join extracurricular social groups/clubs related to future goals and interests

Employment

- **Update** student career interests
- Explore virtual job shadows
- Guest speakers
- **Connect with Vocational Rehabilitation counselor**
- Volunteer in the community
- **Practice filling out job applications**
- Become familiar with a resume

Independent Living

- Explore community interest groups
- Practice good personal hygiene
- Practice independent living skills (e.g., cooking, cleaning, etc.)
- Provide opportunities to practice self-awareness, self-determination, and self advocacy
- Assess hopes and dreams for future

HIGH SCHOOL: SOPHOMORE YEAR

Education	Employment	Independent Living
<ul style="list-style-type: none">• Continue adding to Transition Portfolio• Update self-profile• Re-assess transition skills• Build skills to lead own IEP meeting• Continue learning about their disability• Discuss pathways to graduation (diploma vs. alternate pathway)• Take classes that promote self-determination, self-advocacy, and social skills (CTE, Nutrition, etc.)• Join extracurricular social groups/clubs related to future goals and interests	<ul style="list-style-type: none">• Update student career interests• Explore virtual job shadows• Guest speakers• Connect with Vocational Rehabilitation counselor• Practice employment soft/essential skills• Practice filling out job applications• Practice interviewing skills• Continue to volunteer in the community	<ul style="list-style-type: none">• Explore community interest groups• Practice good personal hygiene• Practice independent living skills (e.g., cooking, cleaning, etc.)• Practice consumer math skills (budgeting, time management, money skills)• Obtain State ID card• Participate in Driver's Ed• Explore respite care (Family Support 360)• Start discussions about guardianship needs

HIGH SCHOOL: JUNIOR YEAR

Education

- **Update** self-profile
- **Re-assess** transition skills
- Continue adding to transition portfolio
- **Lead own IEP meeting**
- Review HS diploma requirements and class schedule
- **Take classes that tie into post-secondary goals**
- **Take Personal Finance class**
- Take classes that promote self-determination, self-advocacy, and social skills (CTE, Nutrition, etc.)
- Continue to be active in extracurricular social groups/clubs
- **Discuss with counselor about ACT/SAT/ Accuplacer**
- **Considering college attend “ Catch the Wave” event by TSLP**
- **Research colleges and apply**

Employment

- **Re-assess** student career interests
- Explore virtual job shadows or participate in a job shadow in the community
- Guest speakers
- **Obtain a paid worksite independently or Voc. Rehab (Project Skills)**
- Continue developing soft/essential workplace skills
- **Attend “Let’s Talk Work” event by TSLP**
- Continue to volunteer in the community
- **Attend a job fair in your community**
- **Complete job applications**
- **Write a resume**

Independent Living

- Explore community interest groups
- Practice good personal hygiene
- Practice independent living skills (e.g., cooking, cleaning, etc.)
- **Apply for Youth Leadership Forum (YLF) by TSLP**
- **Shopping and preparing healthy meals**
- Obtain State ID card
- **Participate in Driver’s Ed**
- Explore respite care (Family Support 360)
- Continue discussions about guardianship needs
- **Tour 18-21 transition programs**

HIGH SCHOOL: SENIOR YEAR

Education

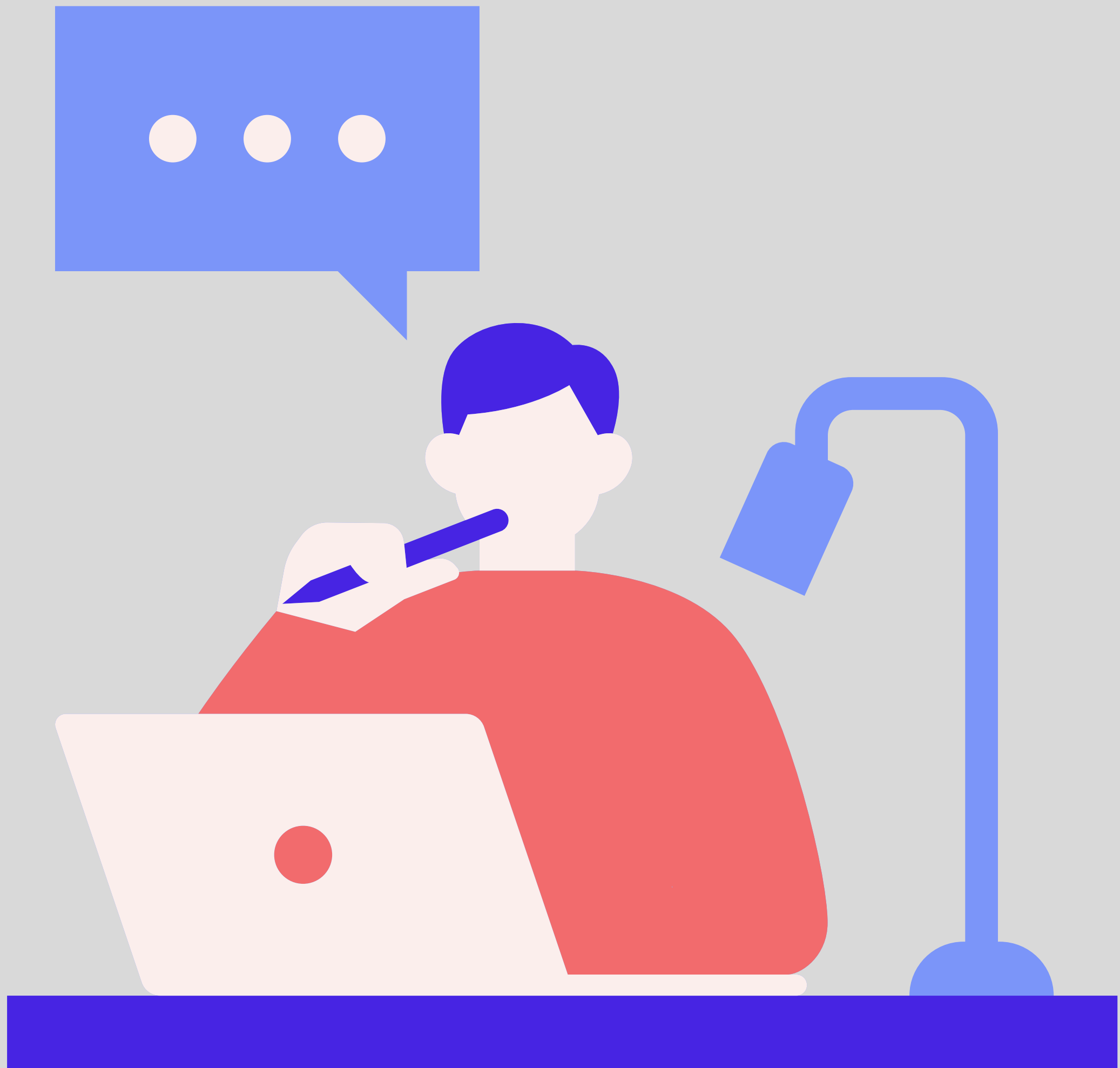
- **Update** self-profile
- **Re-assess** transition skills
- Continue adding to transition portfolio
- Lead own IEP meeting
- Review HS diploma requirements and class schedule
- Take classes that tie into post-secondary goals (**Dual Enrollment Classes**)
- Take classes that promote self-determination, self-advocacy, and social skills (CTE, Nutrition, etc.)
- Continue to be active in extracurricular social groups/clubs
- **Tour or participate day camps at technical college or 4 year colleges**
- Participate in “Catch the Wave” by TSLP
- Research colleges and apply

Employment

- **Re-assess** student career interests
- Explore virtual job shadows or participate in a job shadow in the community
- Guest speakers
- Obtain a paid worksite independently or Voc. Rehab (Project Skills)
- Continue developing soft/essential workplace skills
- Attend “Let’s Talk Work” event by TSLP
- Continue to volunteer in the community
- Attend a job fair in your community
- Complete job applications
- Write a resume

Independent Living

- Involved in community interest groups
- Practice good personal hygiene
- **Master** independent living skills (e.g., cooking, cleaning, etc.)
- Apply for Youth Leadership Forum (YLF) by TSLP
- Shopping and prepare healthy meals
- Obtain State ID card
- Participate in Driver’s Ed
- Explore respite care (Family 360)
- **Guardianship completed**
- **Register to vote**
- **SSI benefits when 18**



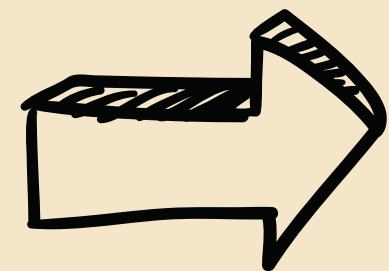
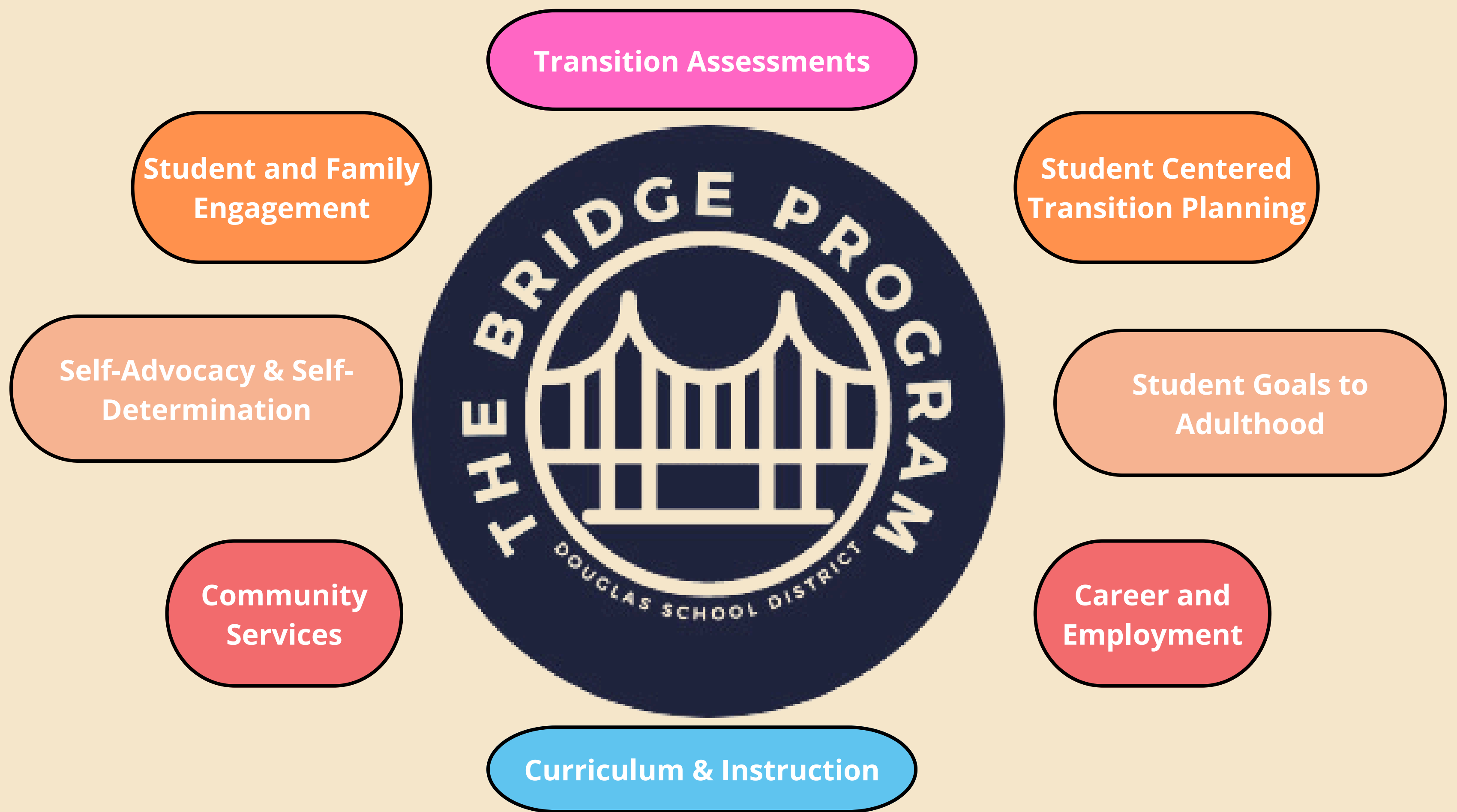
WHAT CAN WE DO?

TRANSITION PROGRAM

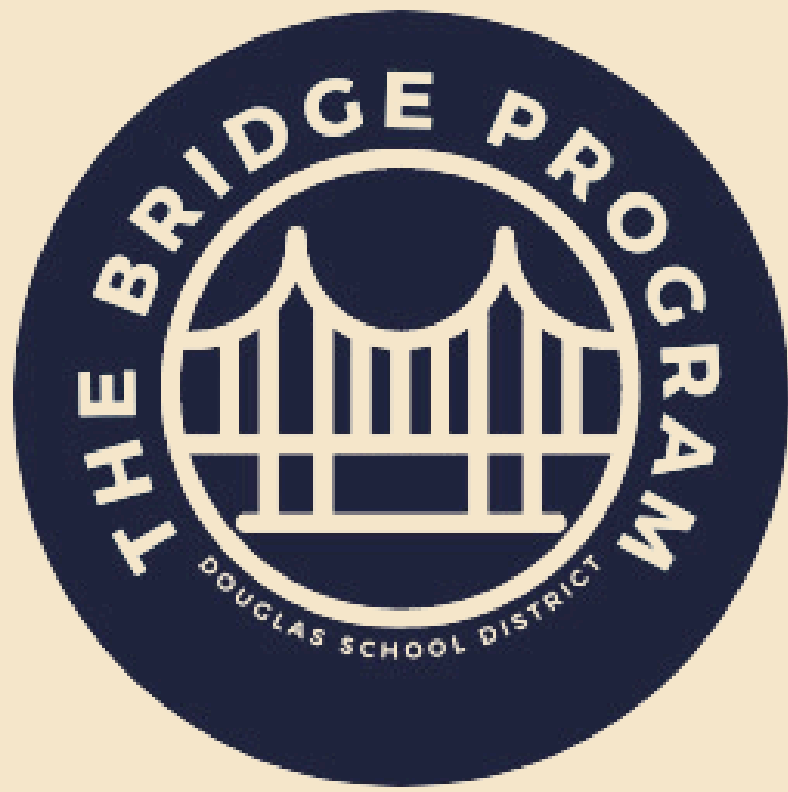
» SKILLS TO WORK TOWARDS

- Be confident in discussing their disability and related needs
- Independence in the work setting and independent living skills
- Knowledge of outside agencies for resources in the future
- Executive functioning (goal setting, time management, emotional regulation, sustained attention, etc.)
- Work ethic
- Teamwork and collaboration
- Participating in community leisure activities and having healthy habits
- Healthy boundaries and personal safety





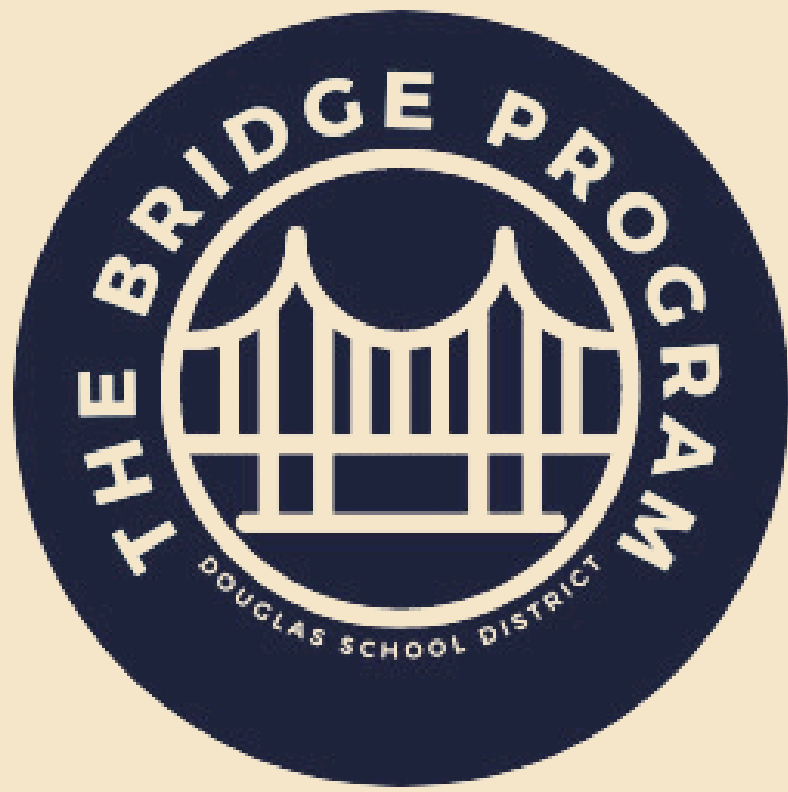
The goal of the Bridge Program is to provide individuals with the knowledge and skills they need in order to make a successful transition to adult life.



THE BRIDGE PROGRAM

HOW IT STARTED

- We applied for a grant from the Department of Human Services-Division of Rehabilitation Services. It is a grant is to help with the costs for either establishing or expanding transition programs for students with disabilities 18-21 years of age.
- The purpose of the grant is to help schools provide strong Pre-ETS services to students to ensure they leave school with strong skills for self-advocacy and enter the workforce to earn gainful employment.
- We were awarded a four year grant to start our new program. More information contact Katie Gran
Katie.Gran@state.sd.us



THE BRIDGE PROGRAM

WHO IS ELIGIBLE FOR THE SERVICE?

- DSD students with a disability age 18-21.
- Students who have completed their academic requirements for graduation on the alternate pathway at their home high school and continue to have unmet IEP transition goals.
- Students who demonstrate significant support and training needs in Career and Employment, Education and Training, and Adult Independent Living
- Found eligible for vocational rehabilitation services through the Division of Rehabilitation Services
- Student plans to attend the The Bridge Program, he/she will receive an “unsigned alternate pathway diploma” from their high school

Our first year at the Bridge Program



The Bridge Program
18-21 Adult Transition



SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Morning <ul style="list-style-type: none">• Clock-in• Hygiene• E-mail/ Typing• Planner activity• Plan lunches/grocery list• Grocery Shop• Cook lunches for the week	Morning <ul style="list-style-type: none">• Clock-in• Planet Fitness• Life Skills Math• Bell Ringers: Math/Self-Advocacy	Morning <ul style="list-style-type: none">• Clock-in• Hygiene• E-mail/ Typing• Life Skill Math• Life Skills Reading (Health, Home, Education, Out & About, Technology)	Morning <ul style="list-style-type: none">• Clock-in• Planet Fitness• Safety & Feelings in the Community/Job• Laundry• Bell Ringers Math/Self-Advocacy	Morning <ul style="list-style-type: none">• Clock-in• Hygiene• E-mail/ Typing• Life Skills Reading• Workplace Readiness: Meals on Wheels• Cooking/Baking
Afternoon <ul style="list-style-type: none">• Indepedent Leisure Time• Book Club reading• Work Readiness: individual work tasks, IEP goal work, employability• Daily Cleaning Chores• Clock-out	Afternoon <ul style="list-style-type: none">• Research an occupation/ virtual job shadow (presentation)• Workplace Readiness: Food Pantry• Daily cleaning chores• Clock-out	Afternoon <ul style="list-style-type: none">• Transition assessments/porfolio• Soft Skills for employment• Daily cleaning chores• Clock-out	Afternoon <ul style="list-style-type: none">• Work Readiness Volunteer at Preschool• Bulletin board activity• Game Day!• Daily cleaning chores• Clock-out	Afternoon <ul style="list-style-type: none">• Book Club Day!• Social Skills/ Self-advocacy• Daily cleaning chores• Clock-out



What are my challenges creating the Bridge Program?

WORKPLACE READINESS:



FUNDRAISER:



Hot Cocoa with Frosty and Friends!



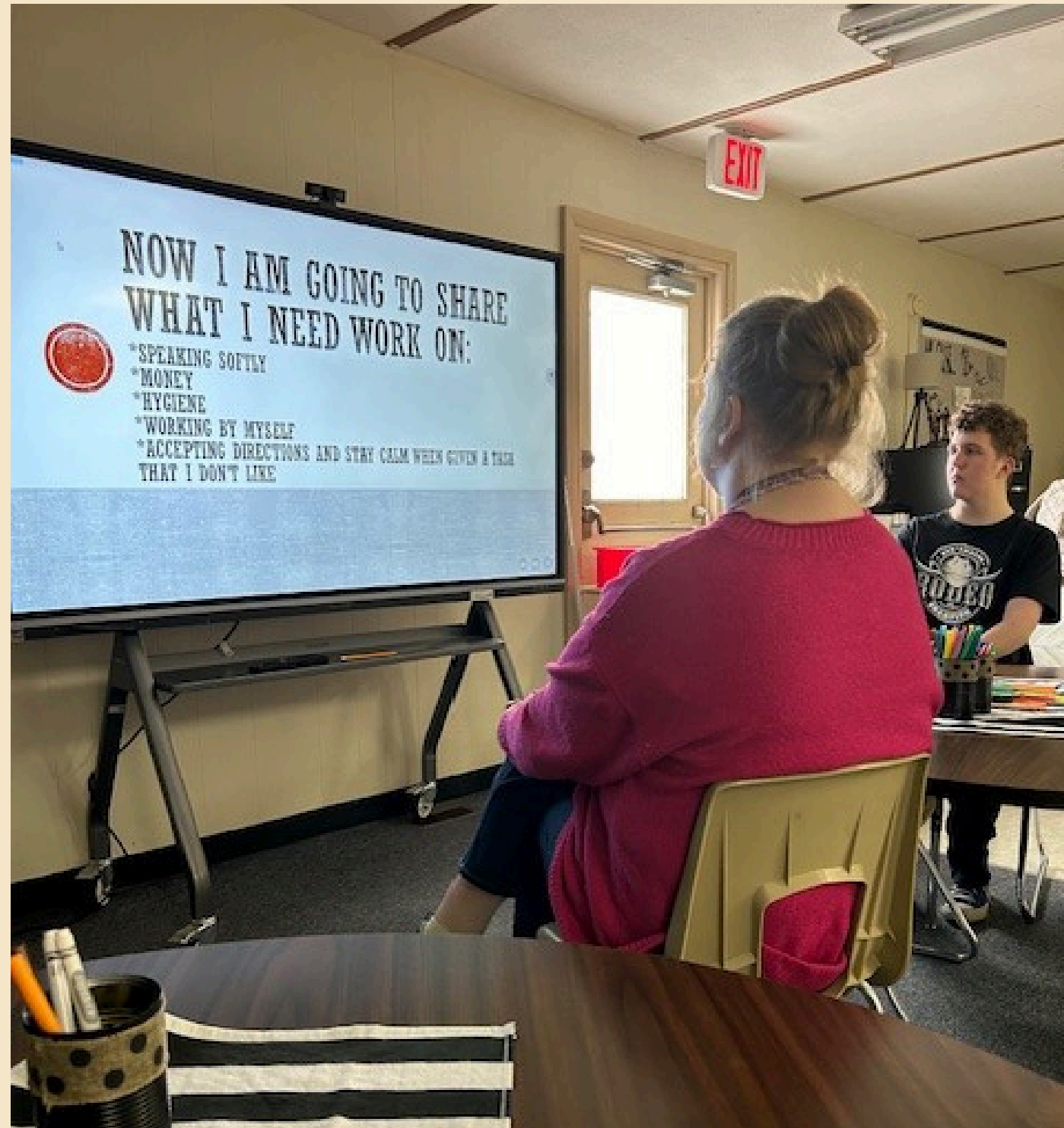
COMMUNITY EXPERIENCES:



LEISURE ACTIVITY:



SELF-ADVOCACY/ SELF-DETERMINATION:



EmPOWER

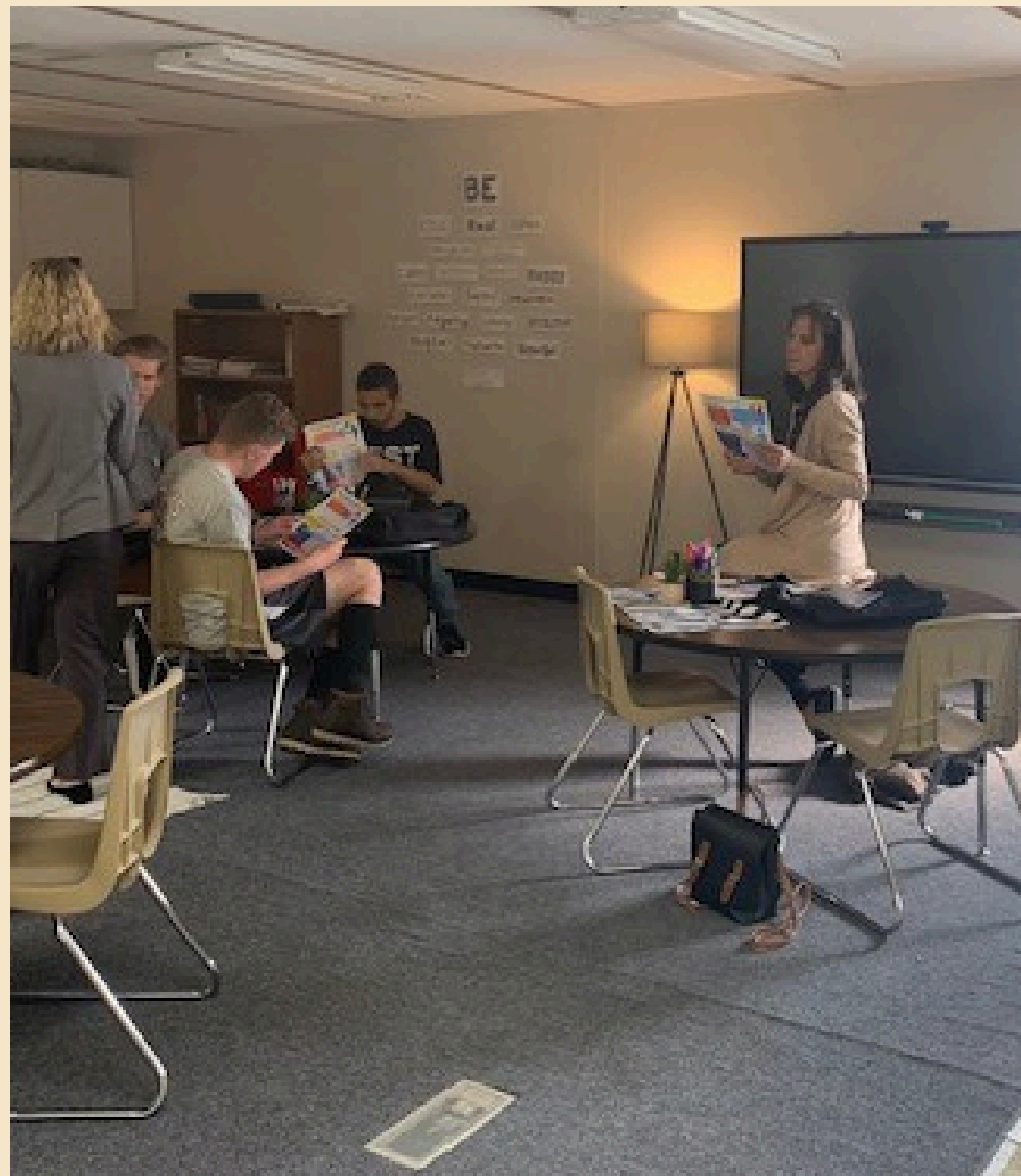
INDEPENDENT LIVING SKILLS:

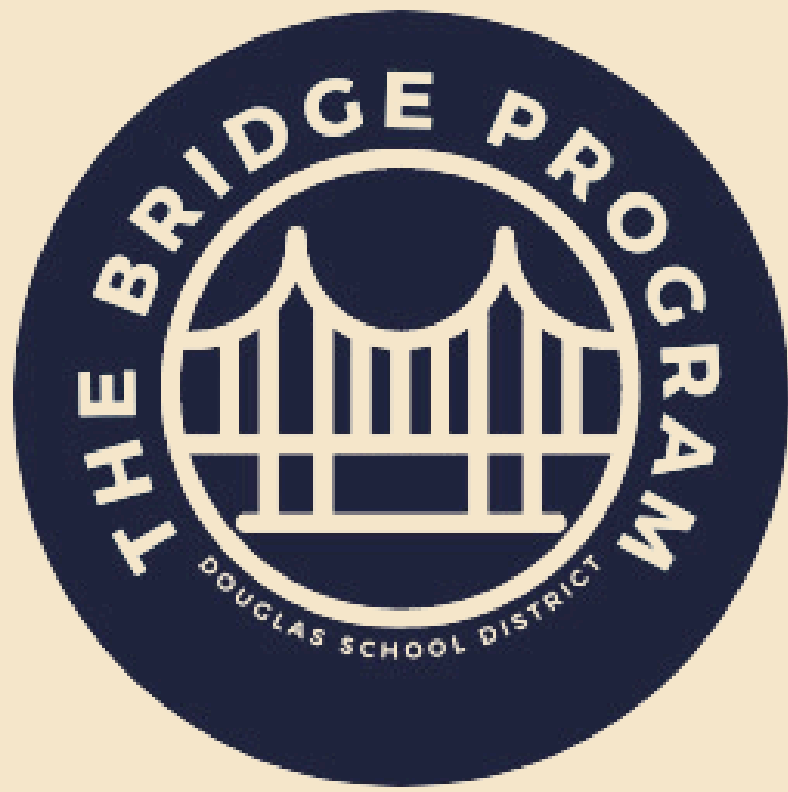


CONNECT WITH OUTSIDE AGENCIES:

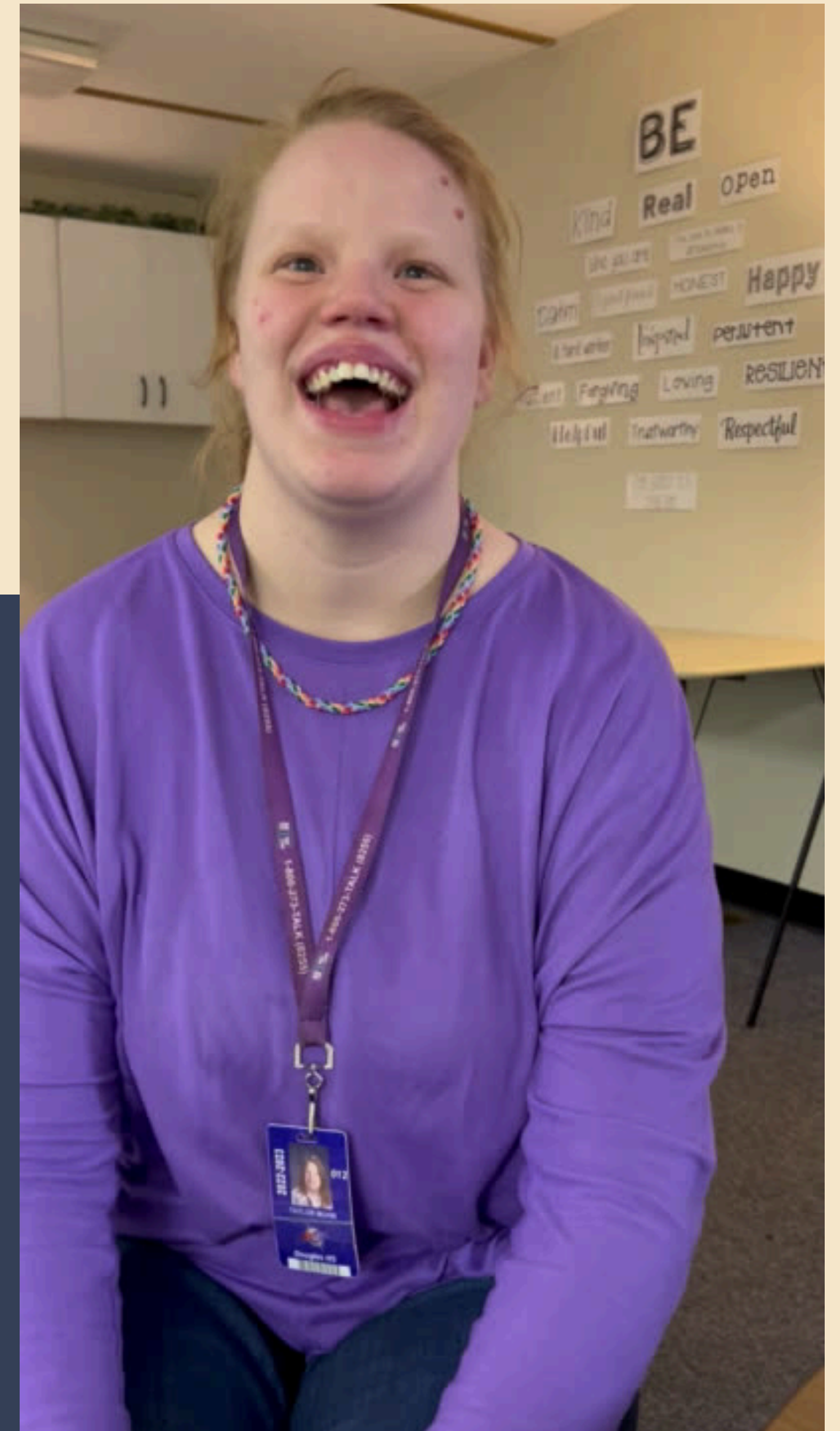


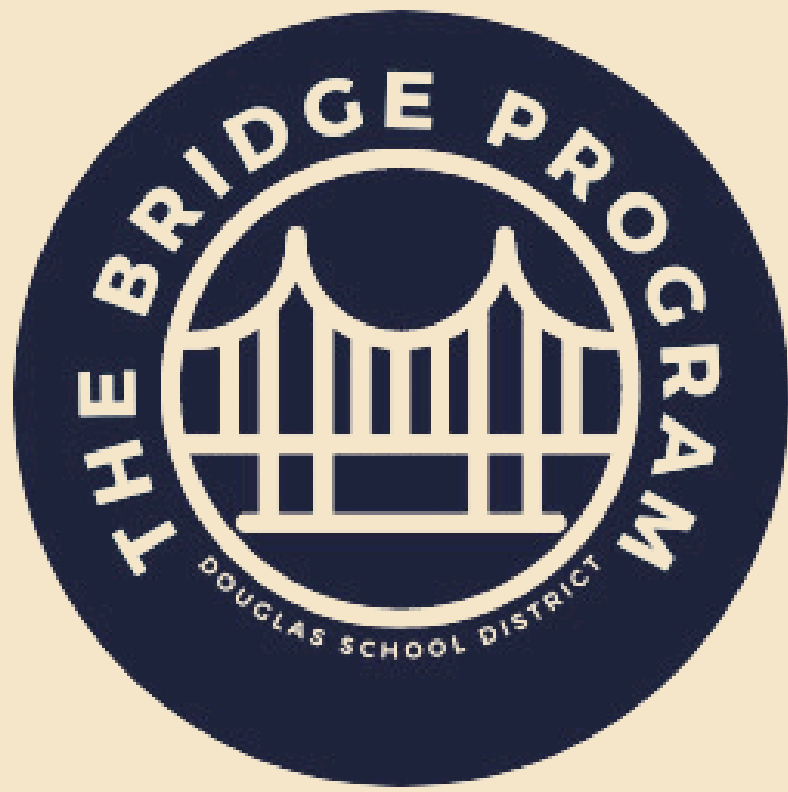
- **Parent Connection:**
Discussions of Guardianship
- **Western Resources of Independent Living:**
Peer Group
- **Vocational Rehabilitation:**
Soft Skills Lessons
- **South Dakota Department of Labor & Regulations:**
Group Tour



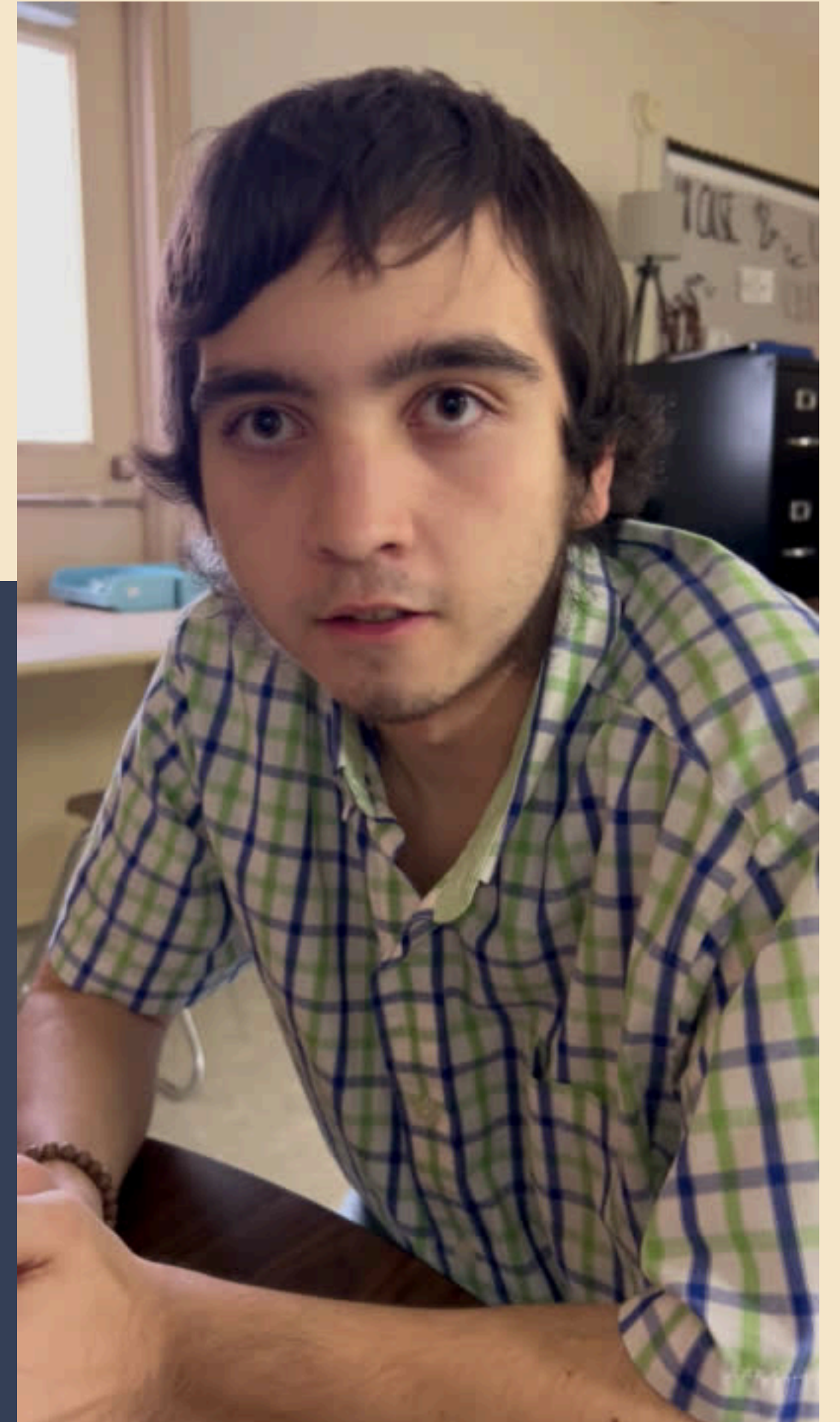


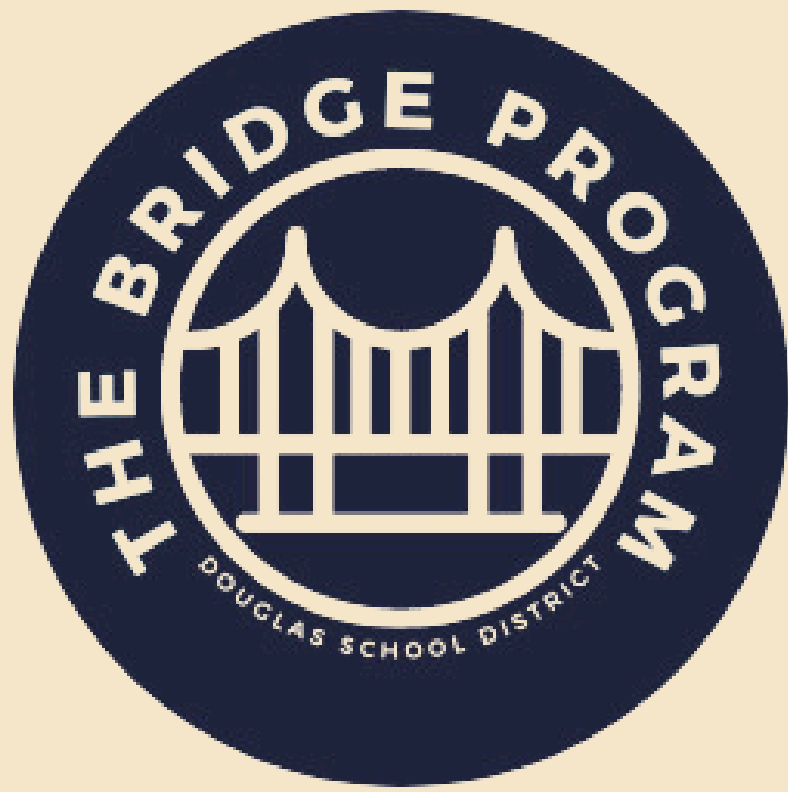
BRIDGE ADULTS' INPUT





BRIDGE ADULTS' INPUT





BRIDGE ADULTS' INPUT



KEY COMPONENTS TO A TRANSITION PORTFOLIO

This is not just the high-needs teachers, special education teachers, transition program teacher, this is all our concern because they are all **our students**.

IEP

RELATED SERVICES

COMMUNICATION/SOCIAL SKILLS

BEHAVIOR

TECHNOLOGY

PERSONAL MANAGEMENT

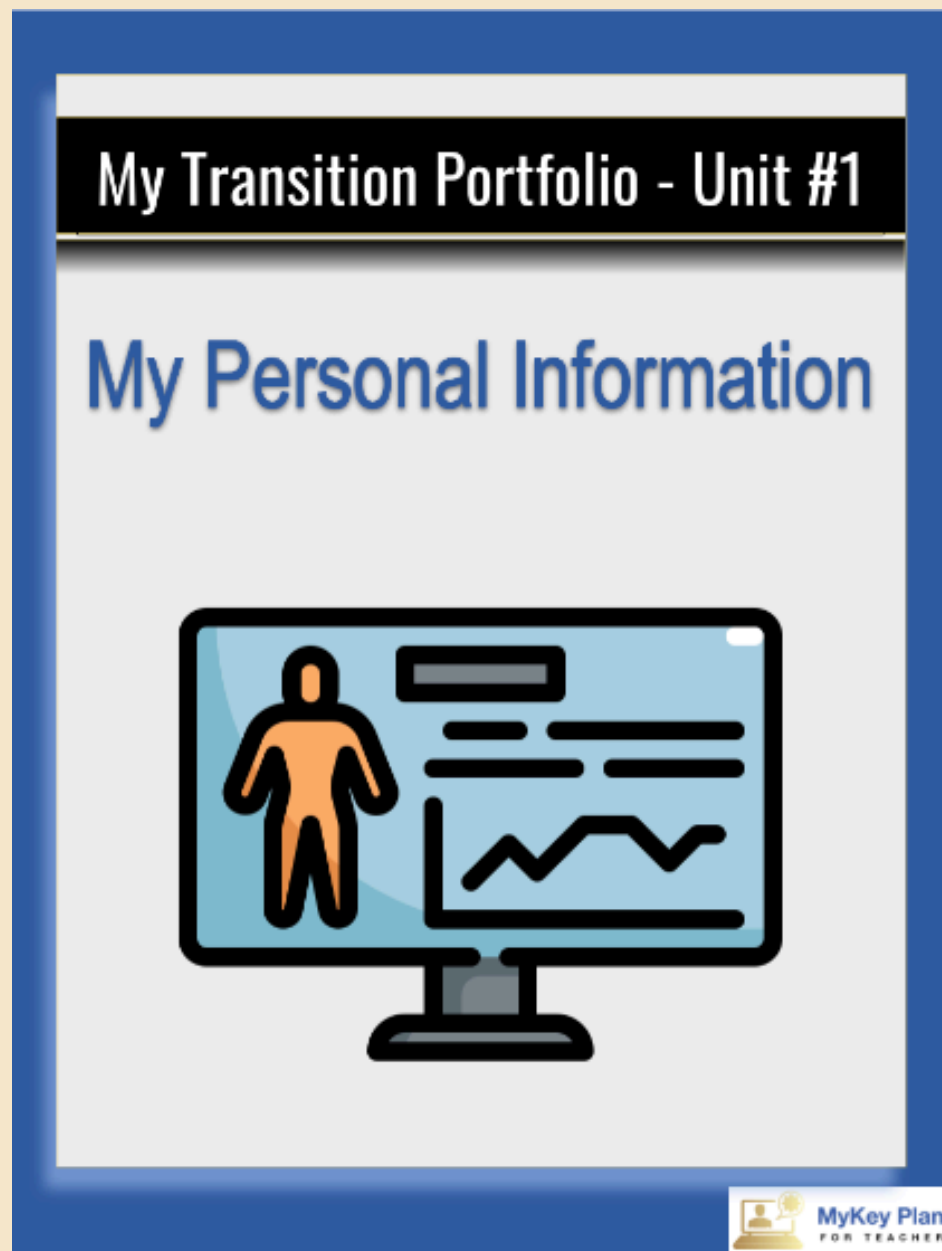
LEISURE/RECREATION

COMMUNITY ACCESS

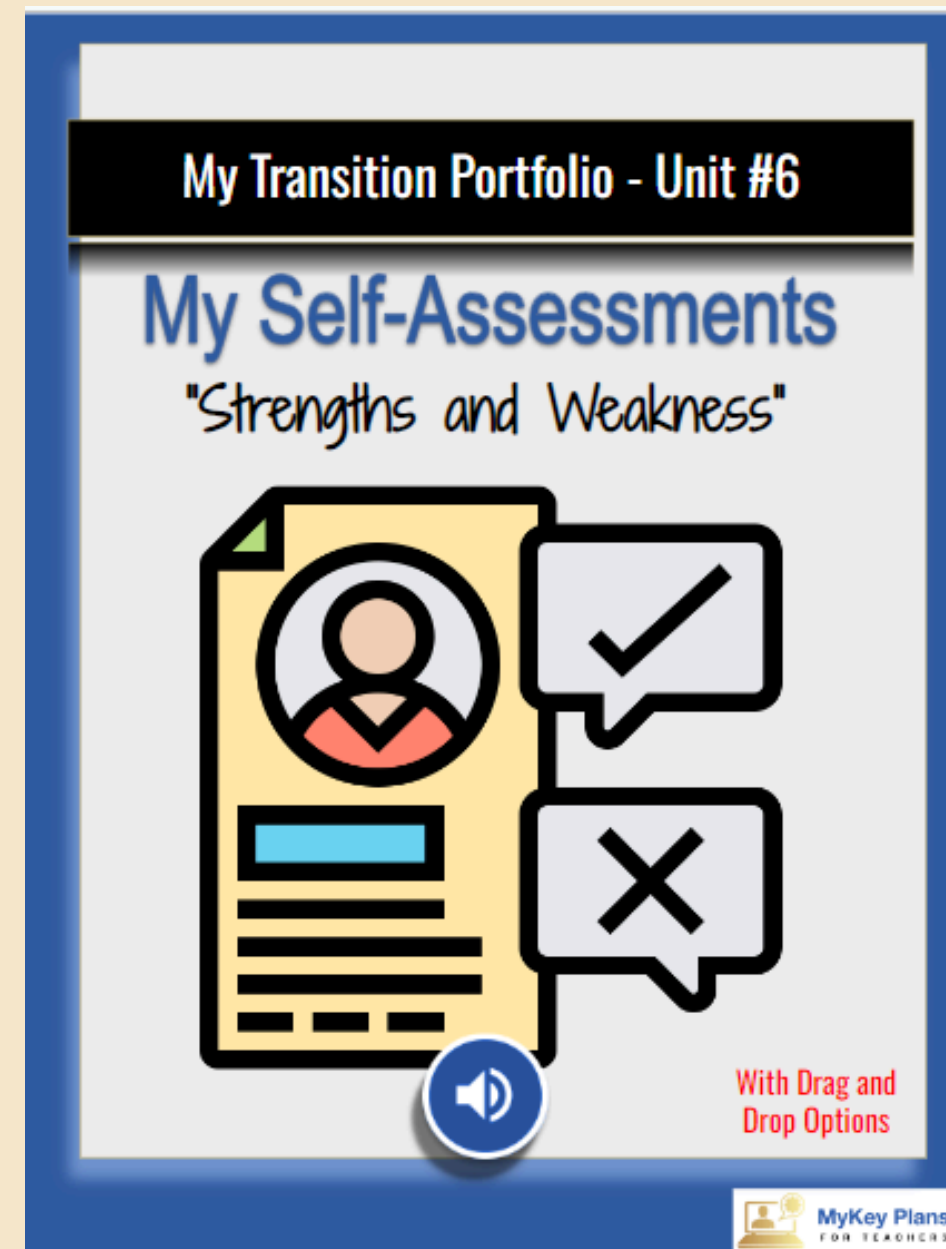
INDEPENDENCE/VOCATIONAL

FUTURE PLANNING

EXAMPLE PORTFOLIO



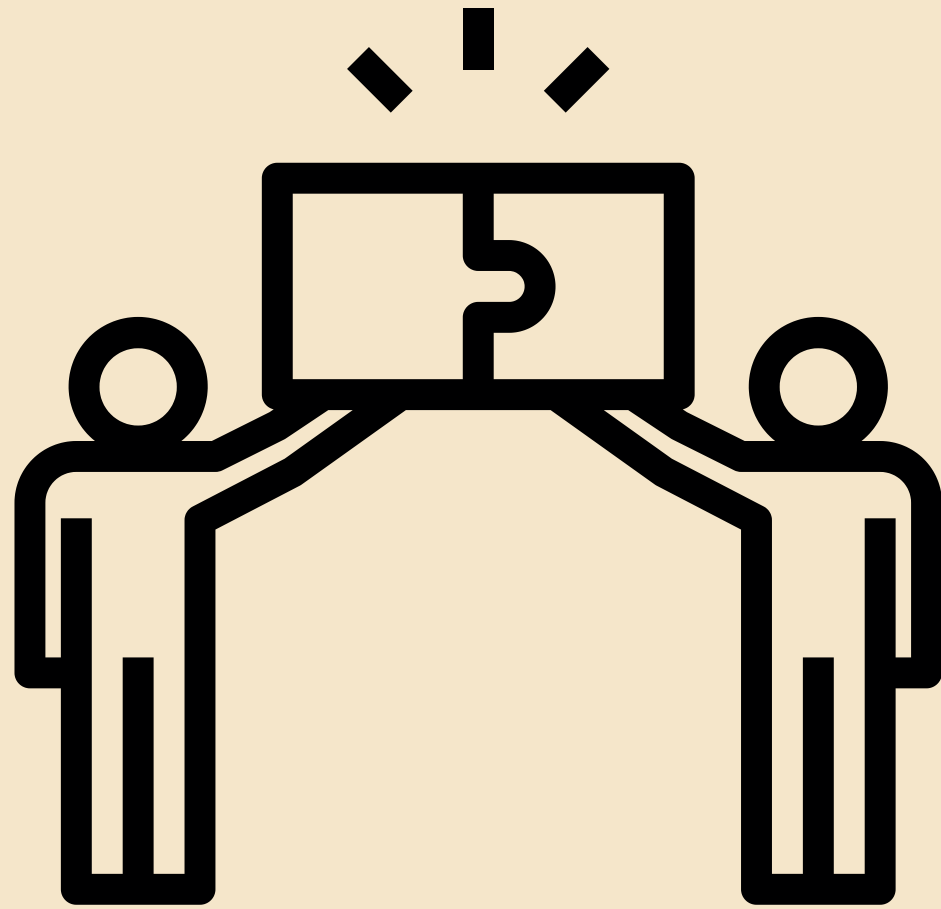
Transition Portfolio



Self-Assessment



DOUGLAS SCHOOL DISTRICT



THE POWER OF COLLABORATION

A VISION FOR OUR DISTRICT

> Collaboration

All stakeholders are equally involved and accountable for students working towards and meeting their goals.



COLLABORATION

WHAT DOES IT LOOK LIKE?

GENERAL EDUCATION	STUDENT	SPECIAL EDUCATION TEACHERS
ADMINISTRATION	PARENTS/GUARDIANS	SCHOOL PSYCHOLOGIST
SPEECH PATHOLOGIST	OT/PT	COMMUNITY RESOURCES
PARAPROFESSIONALS	SCHOOL COUNSELORS	OUTSIDE AGENCIES

PROJECTED OUTCOMES

When we have transition services/supports **and** collaboration in place you will see

- Student-driven IEP meetings
- Specific data to support progress on goals **across all areas of education**
- Relationships
 - Student to student
 - Teacher to student
 - School and parents
 - Student to their IEP and school outlook
- Positive morale and clear expectations for each stakeholder
- Students who are prepared for independent living following their education



Hopes?

FEARS?

Takeaways?

RESOURCES: ELEMENTARY

[Shared Drive](#)



Education	Employment	Independent Living
<p><u>Overcoming Obstacles</u> <u>Imdetermined.org</u> <u>Zarrow Institute:</u> <u>Resources/ME!</u> <u>Successful Transitions for</u> <u>All!</u></p> <p>Interest Inventories (shared drive)</p>	<p>Introducing Elementary Students to the World of Work (shared drive)</p> <p><u>Know it All</u></p>	<p><u>Financial Literacy for Kids</u> <u>Household Chores and</u> <u>Skills</u> <u>Educoot Resources</u></p>



RESOURCES:

MIDDLE SCHOOL

Education	Employment	Independent Living
Overcoming Obstacles Self Advocacy & Self Determination Self-A & Self-D Padlet I'm Determined ITransitionSD Charting the LifeCourse/Portfolio TSLP CSESA Successful Transitions for All! PA Secondary Transition	SD My Life Xello Starting Student Business (shared drive)	Financial Literacy for Kids Household Chores and Skills Goblin Tools Educoot Resources



RESOURCES: HIGH SCHOOL-POST-HIGH

Education	Employment	Independent Living
<u>Self-A and Self-D Padlet</u> <u>I'm Determined</u> <u>Overcoming Obstacles</u> <u>Zarrow: Curriculum</u> <u>-Bell Ringers/ ME!</u> <u>Self Determination & Self Advocacy</u> <u>Educoot Resources</u> <u>Life Skills Curriculum</u> <u>TSLP</u> <u>Indicator 13</u> <u>CSESA</u> <u>NTACT The Collaborative</u> <u>Successful Transitions for All</u>	<u>SD Career Launch</u> <u>Career Readiness</u> <u>Dr. Kit Career</u> <u>Explore Work</u> <u>South Dakota Department of</u> <u>Labor & Regulations:</u> <u>O*Net Assessment</u> <u>CAPE-Youth</u> <u>PA Secondary Transition</u> Starting Student Business (shared drive)	<u>Personal Care:</u> <u>Got Transition</u> <u>Laundry: How to in 16 steps</u> <u>Keeping a clean house</u> <u>Food Preparation</u> <u>Goblin Tools</u> <u>Inter-Agency Postsecondary</u> <u>Transition Collaboration</u> <u>Educoot Resources</u> <u>Hands on Banking</u> <u>Money Smart Curriculum</u> SAFE Curriculum (shared drive)

**WHAT
QUESTIONS
MIGHT YOU
HAVE?**

