

# Enter the Transition Continuum



A Process for Transition Action Planning with the  
Future in Mind

# Outcomes

- Participants will be introduced to a variety of tools to help understand where you are and plan for where you want to be: The Big Picture
- Participants will leave with tools/resources/framework to utilize in your school districts
- Participants will understand how the Transition Network can help facilitate the process.



# Transition Continuum-Where is your district?

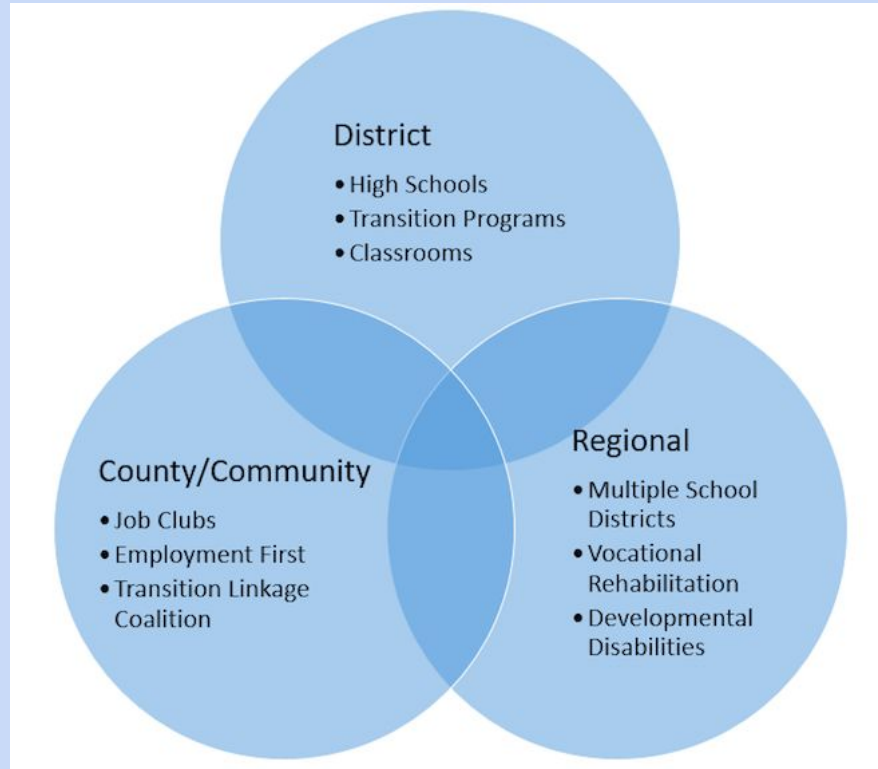


# Transition Technical Assistance Network (TTAN) Vision:



The overall vision of the Transition Technical Assistance Network will support alliances that will shift the perception of society and raise expectations for individuals who experience disabilities so they can live full lives integrated in Oregon communities based on choice.

# TNFs Target Support...



# District Support

## Post-School Outcomes/Predictor Implementation/Informal Self-Assessment\*

District/School/Site: \_\_\_\_\_

Reviewer(s): \_\_\_\_\_

Date(s): \_\_\_\_\_

Predictor Category/Description	Degree of Implementation				Evidence of Implementation			
	1	2	3	4	1	2	3	4
<b>Career Awareness</b> <i>Learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.</i>								
<b>Occupational Courses</b> <i>Courses that support career awareness, allow or enable students to explore various career pathways, develop occupational skills through instruction, and experiences focused on their desired employment goals.</i>								
<b>Paid Employment/Work Experience</b> <i>Work experience pertains to any activities that place the student in authentic workplaces (e.g., job shadows, internships, apprenticeships, paid employment. Paid employment pertains to standard jobs in a company or organization and/or customized work assignments negotiated with the employer; However, these assignments always require competitive pay (e.g., minimum wage) paid directly to the student by the employer.</i>								
<b>Vocational Education</b> <i>Sequence of courses that prepare students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.</i>								
<b>Work Study</b> <i>A sequence of work skills instruction and experiences designed to develop students' work attitudes and general work-related behaviors via integrated academic and vocational instruction.</i>								
<b>Community Experiences</b> <i>Activities occurring outside of the school setting, supported with in-class instruction, whereby students can apply academic, social, and work behaviors and skills.</i>								
<b>Exit Exams/Diploma Status</b> <i>Includes standardized state tests, assessing single content area (e.g., Algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma. Diploma status is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum requirements.</i>								
<b>Inclusion in General Education</b> <i>Requires that students who experience disabilities have access to the general education curriculum and be engaged in regular education classes with peers without disabilities to the greatest extent possible.</i>								

# Activity Time!



# DEEP DIVE...

## Predictor Implementation School/District Self-Assessment

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### *Predictor Implementation School/District Self-Assessment*

National Post-School Outcomes Center  
University of Oregon  
[www.psocenter.org](http://www.psocenter.org)

National Secondary Transition Technical Assistance Center  
University of North Carolina at Charlotte  
[www.nsttac.org](http://www.nsttac.org)

August 2015

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Predictor Category	Operational Definition and Essential Program Characteristics	Degree of Implementation	Evidence of Implementation
<b>Career Awareness</b>	<b>Career Awareness</b> is learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.		
<i>Student Development</i>	1. Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs.		
<i>Program Structures</i>	2. Identify skills and qualifications required for occupations aligned with core content areas. 3. Embed career awareness in the general curriculum to teach about occupations related to the core content areas. 4. Make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes. 5. Provide systematic age appropriate student assessment of career awareness (e.g., interest inventories, aptitude tests) for students to learn about their preferences and aptitudes for various types of career. 6. Provide instruction in how to obtain a job in chosen career path.		
<b>Community Experiences</b>	<b>Community experiences</b> are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.		
<i>Program Structures</i>	1. Allocate sufficient resources to support meaningful community-based experiences. 2. Conduct ecological assessments to determine skills needed for various community environments. 3. Provide instruction on skills needed to safely access community environments as identified via ecological assessments. 4. Conduct transition assessments with students and families to determine appropriate community environments for current and future activities.		

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# Technology Can be Your Friend

<p><b>WORK STUDY</b></p> <p><b>TOTALS</b></p>	<p><b>PRIORITIES FOR:</b>  <b>CPS- Embed employment training into school day (intensive and intentional)</b>  <b>CHS-<u>CERT#3, #5, or #8</u></b>  <b>CTC-</b></p>	<p><b>CPS: _</b>  <b>_12,12_ NOT CURRENTLY BEING IMPLEMENTED</b>  <b>_ _ INTERMITTENT IMPLEMENTATION</b>  <b>_ _ EMERGING IMPLEMENTATION</b>  <b>_1,1_ CURRENTLY BEING IMPLEMENTED</b>  <b>CHS:</b>  <b>_9,9- NOT CURRENTLY BEING IMPLEMENTED</b>  <b>_1,1- INTERMITTENT IMPLEMENTATION</b>  <b>_0,1- EMERGING IMPLEMENTATION</b>  <b>_3,2- CURRENTLY BEING IMPLEMENTED</b></p>	<p><b>CTC:</b>  <b>2-NOT CURRENTLY BEING IMPLEMENTED</b>  <b>0-INTERMITTENT IMPLEMENTATION</b>  <b>2- EMERGING IMPLEMENTATION</b>  <b>7- CURRENTLY BEING IMPLEMENTED</b></p>
<p><b>Vocational Education</b></p> <p><i>Student Development</i></p> <p><i>Program Structures</i></p>	<p><b>Vocational education</b> is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.</p> <p>1. Provide a sequence of entry level and advanced integrated academic and vocational courses designed to improve students' reasoning and problem-solving skills, academic knowledge, work attitudes, specific occupational and/or technical skills, and general skills needed for employment.</p> <p>2. Provide a combination of in-school and community-based academic, competency-based applied, and hands-on learning experiences in the career pathways based on the local labor market.</p>	<p><b>CPS:</b></p> <ol style="list-style-type: none"> <li>1. (standard/modified-1) (cert-1)</li> <li>2. (standard/modified-1) (cert-1)</li> <li>3. (standard/modified-1) (cert-1)</li> <li>4. (standard/modified-4) (cert-4)</li> <li>5. (standard/modified-1) (cert-1)</li> <li>6. (standard/modified-1) (cert-1)</li> <li>7. (standard/modified-2) (cert-2)</li> <li>8. (standard/modified-4) (cert-4)</li> <li>9. (standard/modified-1) (cert-1)</li> <li>10. (standard/modified-1) (cert-1)</li> </ol> <p><b>CHS:</b></p> <ol style="list-style-type: none"> <li>1. (4) (1)</li> <li>2. (1) (1)</li> <li>3. (1) (1)</li> <li>4. (2) (2)</li> </ol>	<p>CPS: #4 - Food Handlers</p>

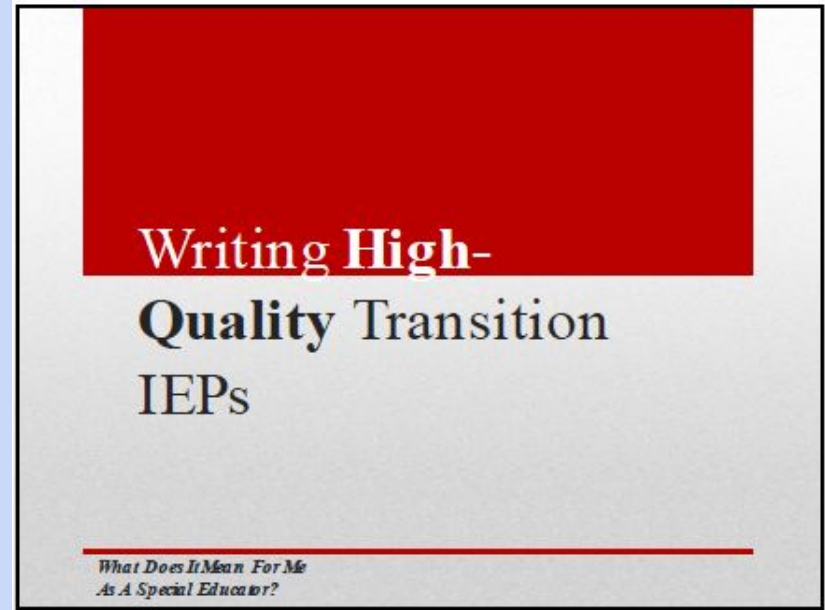
# Professional Development

## Top 10 Ways to Include Students in their IEPs



**i'm deter mine** Your child's involvement in the IEP

- Builds self-advocacy skills and self-esteem
- Gives your child some control over their education
- Builds important social and conversational skills;
- Teaches the processes of decision-making, goal setting and achievement



**Writing High-Quality Transition IEPs**

*What Does It Mean For Me As A Special Educator?*

# District and Regional Support

## MAPS and PATHS

MAPs and PATHs are planning tools that assist people and organizations in creating a vision. This vision incorporates the idea that diversity is necessary, that everyone's gifts can be acknowledged, supported, valued; where everyone is included, belongs and can make valued contributions. Developed by Jack Pearpoint, Marsha Forest and John O'Brien, INCLUSION PRESS

**SISTERS COMMITTEE TRANSITIONING STUDENTS TO SUCCESS**

NOW	ENROLL	STEP UP	FIRST STEPS	JUNE 2015
<p><b>WHO</b></p> <ul style="list-style-type: none"> <li>MRS. CHANDLER</li> <li>MRS. DUNN</li> <li>MRS. HARRIS</li> <li>MRS. JONES</li> <li>MRS. SMITH</li> <li>MRS. WILSON</li> </ul>	<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>ENROLLMENT</li> <li>TRANSITIONING</li> <li>STUDENTS</li> <li>SUCCESS</li> <li>PLANNING</li> <li>TOOL</li> </ul>	<p><b>WHEN</b></p> <ul style="list-style-type: none"> <li>NOV 2015</li> <li>DEC 2015</li> <li>JAN 2016</li> <li>FEB 2016</li> <li>MAR 2016</li> <li>APR 2016</li> <li>MAY 2016</li> <li>JUN 2016</li> </ul>	<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>TRANSITIONING STUDENTS TO SUCCESS</li> <li>PLANNING TOOL</li> <li>MAPS AND PATHS</li> <li>INCLUSION PRESS</li> </ul>	<p><b>WHAT</b></p> <ul style="list-style-type: none"> <li>TRANSITIONING STUDENTS TO SUCCESS</li> <li>PLANNING TOOL</li> <li>MAPS AND PATHS</li> <li>INCLUSION PRESS</li> </ul>

**Timeline:** OCTOBER 2015, NOVEMBER 2015, DECEMBER 2015, JANUARY 2016, FEBRUARY 2016, MARCH 2016, APRIL 2016, MAY 2016, JUNE 2016

**Key Phrases and Drawings:**

- HAPPY** (with a smiley face)
- INDEPENDENCE** (with a star)
- EDUCATION** (with a graduation cap)
- DIPLOMA** (with a diploma)
- TRADING CHANCES** (with a scale)
- LIVING ON THEIR OWN** (with a person icon)
- COMMUNITY** (with a group of people)
- TRANSITIONING STUDENTS TO SUCCESS** (repeated)
- MAPS AND PATHS** (repeated)
- INCLUSION PRESS** (repeated)
- TRANSITIONING STUDENTS TO SUCCESS** (repeated)
- MAPS AND PATHS** (repeated)
- INCLUSION PRESS** (repeated)

Community  
County

# Community/County Partnerships and Outreach

## Clackamas County: TRANSITION-AGE YOUTH AGENCY OVERVIEW

### TRANSITION NETWORK FACILITATORS (ODE)

#### SERVICES OFFERED:

- Offer technical assistance to educators for transition programming
- Work to support the collaboration of community partners (i.e. VR, DD, Brokerage)
- Implement trainings and professional development on policy and systems change
- Provide resources to Local Education Agencies
- Facilitates educational events for staff and families about local community agencies
- PATH facilitation

#### CONTACT INFORMATION:

**Kriss Rita**  
Clackamas ESD  
kerta@clackesd.org  
(503) 675-4163  
Cell (503) 347-3451

#### PRE-ETS COORDINATOR (VR)

Provide information to schools around Pre-Employment Transition Services

- Job exploration and counseling
- Work-based learning experiences
- Transition/Post-secondary education
- Work place readiness
- Self-advocacy

#### **Toni DePee**

Central VR  
toni.m.depeel@state.or.us  
Main Office Phone: (971) 673-3063

### VOCATIONAL REHABILITATION (VR)

#### ELIGIBILITY REQUIREMENTS:

- Documentable physical or mental disability that impacts one's ability to work
- Legal to work in the United States
- Disability is not Blindness or Deaf-Blindness (Commission for the Blind serves these individuals)

#### SERVICES OFFERED:

- Finding and keeping a job that matches one's skills, interests, and abilities (e.g. assessment, counseling, independent living, assistive technology, training, job placement)
- Support is offered in pursuit of ongoing community-based competitive-wage employment options (not volunteer or sheltered work)

#### CONTACT INFORMATION:

**Clackamas Vocational Rehabilitation**  
4328 SE International Way, Suite B  
Milwaukie, OR 97222  
(971) 673.6130

#### ID/DD Specialist: **Derek Hill**

[derek.r.hill@state.or.us](mailto:derek.r.hill@state.or.us)  
(971) 673-6151

#### Commission for the Blind VR Counselor:

**Ashley Morton [jopling](mailto:jopling@commissionfortheblind.org)**  
The Oregon Commission for the Blind  
535 SE 12<sup>th</sup> Ave, Portland, OR 97214  
(503) 720-8871

### DEVELOPMENTAL DISABILITIES (DD) BROKERAGE SERVICES

#### ELIGIBILITY REQUIREMENTS:

- CDDP: information provided by eligibility specialists
- Brokerage: serves individuals 18 years and older and are referred by DD

#### SERVICES OFFERED:

- Case management, crisis intervention, protective service investigation and support, vocational services, residential services, comprehensive in-home supports, supported living, foster care
- May subcontract with community partners

#### CONTACT INFORMATION:

**\*Clackamas County Developmental Disabilities Program (DD)**  
Intake line: 503-557-2824  
Main line: 503-655-8640

**\*Stacie Mullins: Eligibility Coordinator**  
staciemul@co.clackamas.or.us  
503-655-8240

**\*Brokerages Providing Services in Clackamas County:**

Community Pathways 503-935-5243  
Inclusion Inc. 503-232-2289  
Independence NW 503-546-2950  
Mentor Oregon Metro 503-258-2440  
UCP Connections 503-546-2991

**\*Nathan Deeks; DD Employment Specialist**

-Facilitates collaborative practices between DD and community agencies (i.e. LEA, VR)  
-Provides specific DD related information  
[nathan.a.deeks@state.or.us](mailto:nathan.a.deeks@state.or.us)  
503-510-3323



# Questions?



# Transition Continuum: What's your next action?



# Contact us with questions...

Kriss Rita: Transition Network Facilitation

[krita@clackesd.org](mailto:krita@clackesd.org) 503.908.4847

Michael Salitore: Director, Supported Education: Molalla School District

[michael.salitore@molallariv.k12.or.us](mailto:michael.salitore@molallariv.k12.or.us) 503.829.2359 x7475

Denise Wright: Director of Student Services: Centennial School District

[denise\\_wright@csd28j.org](mailto:denise_wright@csd28j.org) 503.762.3630