**NTACT**
National Technical Assistance Center on Transition

# Tech and No-Tech Resources for Transition/Pre-ETS

As new school years begin across the nation in 2020 teachers, Vocational Rehabilitation (VR) Agencies and other service providers must explore new methods to deliver transition services to students with disabilities remotely.  To assist in this process we have included some general information to help build supports for teachers, VR staff, providers, and families on options to incorporate secondary transition services and Pre-ETS into scheduled activities.

Considering students will have different needs and abilities to access information and activities, presenting a computer, smart phone, or no technology option is important when setting up delivery of your services.  Having different content and delivery method options increases the chance that each student will have the opportunity to access curriculum, individualized to align with their unique learning and technology access.  The ability to gather some basic information on technology access for each student and family, can assist the teacher and others in customizing learning packets for individual and groups of students.

## Distant Delivery Formats and Considerations

- What type of packets would work best for the family and student? Gather some basic technology access information to assist you in customizing your student packets to align with technology access of student and family
    - Student has access to internet (with appropriate bandwidth)
    - Student has access to a computer or tablet
    - Student can use a flash drive
    - Student can participate in a virtual meeting ( i.e. Zoom, Google Hangout, Microsoft teams)
    - Student has a phone or access to a phone
    - Student can download and use apps on phone
    - Student can text
    - Student can receive phone calls
    - Student can use printed materials mailed home
- Schedule regular times to connect directly with each student/family and identify a timeframe you can respond to email or voicemail questions
    - Determine what students' and families' particular needs are.
    - Connect via phone or digitally with small groups, or one-on-one, if possible.
    - Communicate consistently and constantly, preferably once a week.
    - Schedule "office hours" (via phone, etc.).
    - Provide translated versions of communications for students and families who need that support.
- What are students/families comfortable doing at home in terms of:

- o   Academics
- o   Physical activity
- o   Enrichment opportunities
- o   Self-care
- How can the teachers/districts help support students/families?
  - o   Look at non-digital materials you currently have access to that support students' learning.
  - o   Consider making short tutorials for using the non-digital resources for students and families
  - o   Give explicit instructions and time expectations
  - o   Give explicit instructions and time expectations
  - o   Consider making short tutorials with step-by-step instructions for accessing digital resources (e.g., how to login, troubleshooting tips, download instructions, submission instructions)
  - o   Set up opportunities for collaboration among your students.
- Examples of offline resources include:
  - o   Printed copies of materials, such as photocopied packets of work
  - o   Distribution and use of existing textbooks
  - o   Distribution and use of existing trade books
  - o   Printed copies of articles
  - o   Providing manipulatives, including pencils, pens, glue, paper
  - o   Educator-produced, televised instructions via public broadcasting
  - o   Educator check-ins with all students, individually or in groups, including those not able to join online (i.e. phone calls, Facetime etc.) to review assignments, provide individualized instruction, check in on progress, maintain connections
  - o   Mail letters to students' homes
  - o   Mail home computer flash drives that are preloaded with messages and learning expectations
  - o   When sending home any written communication, check out the readability of your message to make sure you are using plain language. The website Readable is a resource https://app.readable.com/text/

## How to Use this Document

The resources and tips below may be provided online or on paper. The options are indicated in parentheses for each resource or tip as:

- **Online/App-based** (internet access on a computer, tablet, or phone is necessary)
- **Low/No Tech** (paper or phone [no internet]; some of these may require a school or service provider to download and print a resource)
- **Hybrid** (mixture of online and printable resources, or may require electronic device; but not internet for student to engage)

Please view the table at the end of the lists of resources below, "Example Activities Aligned with Transition Planning Tools". Technology-based and technology-free resources are suggested to address specific skill areas. Extension activities ("supporting work") and additional supports for families are provided for each example.

## General Resources for Planning Distant (No-Tech to High Tech) Transition-Focused Learning

**Teach from Home:** A temporary hub of information and tools to help teachers during the coronavirus (COVID-19) crises. Supported by Google, the United Nations, UNESCO
https://teachfromhome.google/intl/en/

**Checklist for Teaching Deaf Students Online**
https://www.nationaldeafcenter.org/sites/default/files/asset/document/Checklist_TeachingDeafStudents%20(2).pdf

**Podcasts (Online/App-based)**

There are a variety of podcasts that can be accessed using apps or downloaded from the internet. They have been created to provide information about a variety of careers and career development. You can search by career or job type to locate one that 'fits' a student's selected career.

**Organizing Student Learning**

It is important to provide structure to the student's day and/or week. This can be done in a way that provides flexibility and choice to the family about when things occur at the same time accomplish activities that support the student's goals on the IEP, IPE or general student life and academic learning.

**Choice Boards (Low/No Tech)** - Examples were shared as a part of the first NTACT webinar and include activities in Employment, Post Secondary and Independent Living. Included in each Choice Board are examples of low tech or no tech options. You can find these at the NTACT COVID-19 web page. https://transitionta.org/covid19 in the Transition Focused Instructional Resources

**Daily and Weekly Schedules (Hybrid) -** There are a variety of ways you can design the schedule you create for students. You may decide that a daily, weekly or a combination works best for a student. Free templates can be found on Pintrest and Teacher Pay Teachers websites. A weekly format has been created that aligns each day's activities with the student's IEP can be found on the NTACT COVID-19 webpage listed below.

- A Week at a Glance (Low/No Tech) - https://transitionta.org/covid19  in the Transition Assessment and Planning Resources

- Suggest adaptations for weekend or partial week schedules, as well (Given demands of work or caregiving responsibilities, a daily Monday – Friday schedule may not be feasible for many families)
- Consider assisting families with schedules for "chunks" of the day or weekends

## Documentation Student Learning: Transition Planning Tools

The selection and use of a Transition Planning Tool will help to both organize your delivery of distance learning and capturing completed student work. Below are a few options below for you to consider, with links to where you can find information about each one. Each of the tools listed below will assist in gathering information needed for ongoing transition assessment and identification of student strengths and needs necessary to developing instruction and activities to support their post school goals. They can provide the structure necessary in designing learning packets regardless of the amount of technology used to deliver the content.

**Charting the Life Course (Online/App-Based)** The Charting the Life Course Framework was created by families to help individuals and families of all abilities and all ages develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live. You can find information and training on how to utilize this framework to gather information and plan for transition at https://www.lifecoursetools.com/

**EnvisionIT  (Online/App-Based)** Guides students in the development of a comprehensive Transition Portfolio which includes age-appropriate transition assessment results, measurable postsecondary goals, career research, and career development tools (e.g., resume, cover letter) Curriculum can be found https://nisonger.osu.edu/research/envision-it/.  Sample student transition portfolios, grading rubric, and template files **(Low/No Tech)**: https://drive.google.com/drive/folders/0B-1fYtMRn4_qTHJWYWU0N1Rmd1U

**Positive Personal Profile (Low/No Tech)** is a tool to document and organize student attributes that are relevant to planning for transition and post-secondary goals. You can find information about how to develop and use the PPP at https://employmentfirstma.org/files/PositivePersonalProfile_Transcen.pdf  A form to use in developing the PPP is located at http://www.ric.edu/sherlockcenter/integratedemployment/ppp3.pdf

**T-Folio (Hybrid)** was developed by the Center for Change in Transition Services and the Washington Division of Vocational Rehabilitation. It is a free transition portfolio tool for high school age youth with disabilities. It is designed to guide youth in exploring, identifying, and planning for their desired post-school goals. This tool represents a compilation of activities and products showcasing each youth's ongoing transition process. It is their individual story of who they are, where they have been, and where they are headed after high school. The T-Folio can be completed either using the website then printing the completed documents and saving

them in a portfolio. A second option is to print the Units and documents to be completed offline and stored in a portfolio. https://www.cctstfolio.com/#/

## Developing Transition-Focused Activities

We gathered a few resources from across the transition areas of employment, post-secondary education and training and independent/daily living. If you haven't already viewed the NTACT/WINTAC/Y-TAC sponsored webinars developed to address distance learning, this would be a good place to start. You can find the webinars along with additional materials on the NTACT COVID-19 webpage at https://transitionta.org/covid19

- Providing Transition-Focused Activities Online and at Home – This will provide an overview along with resource suggestions
- Employment Preparation and Work Based Learning Experiences in a Virtual World- Provides additional information specific to Work Based Learning and collaboration between Education and VR in providing services. This webinar was provided in partnership with WINTAC
- Strategies and Resources for Students with Complex Support Needs in Distance Learning Environments- National and local practitioners share resources that support students across the post school goals and PreETS. Several additional resources shared in the webinar are available at the NTACT COVID-19 website.
- Instagram, Snapchat, TikTok and Beyond - Using Social Media for Peer to Peer Engagement – Youth engagement and leadership professional explore effective practices and resources that can promote and enhance communication and engagement of students and youth with disabilities.

Many federal, state, and local school districts have created resources that are rich with materials that can be used to create distance learning experiences. The resources below include options to print materials that can easily be provided students with little or no access to technology or the internet.

**Indiana Secondary Transition Resource Center** works closely with transition educators and teams throughout the state, providing technical assistance, troubleshooting challenges, and assisting schools as they collaborate with state agencies and organizations to build seamless transitions for their students**.** The developed resource collections and the Transition Assessment Matrix provide a variety of assessments and materials that can be printed and paired with other resources to be used as part of transition activities you deliver.

o Resource Collections **(Hybrid)** https://instrc.indiana.edu/resource-collections/index.html These collected resources represent suggestions for some of the most-used, most needed secondary transition resources and assessments.
o Transition Assessment Matrix **(Online/App-Based)** provides access to many assessments and curriculums across post school goal areas. The Matrix provides a feature that allows you

to sort by post school goal area and student level of need. Many of the tools and documents are printable and could be used as part of transition assessment or a larger activity. https://instrc.indiana.edu/transition-resources/transition-matrix.html

o   One example of how to use Matrix comes from the South Bend Indiana SD. They created a table of resources from the Transition Assessment Matrix that are printable and organized by grade level and transition goal areas. **(Low/No Tech)**

**Transition TN Curriculum Database (Hybrid)** Finding appropriate curricula and lesson plans that cover areas related to transition for students with disabilities can be difficult. Especially if you are looking for materials that can be used offline. To make this easier, Transition TN developed this database of curricula based on feedback they received from providers and educators who work with transition-aged students. This database is searchable by the following filters: the Pre-ETS area(s) addressed, accessibility options, price, or curriculum name. Once you select your filter options click "Sort." Then, the database will sort by what you selected. You'll find many free and printable materials already developed that you can use to provide offline instruction and activities.   https://transitiontn.org/vr/curriculum-database/

Transition TN has also put together a list of resources to support the move to online learning due to COVID-19 that includes several that can be printed and sent home. **(Hybrid)** https://docs.google.com/document/d/1cFDSkmtwbFMXSmUZmTBlDBGKsxIC6PrrYJpR8xLIsVw/edit

# Transition Content Resources

Below you will find resources and materials organized around the three post-secondary goal areas of Employment, Post-Secondary Education and Employment, and Independent and Daily Living. Each address multiple transition skill areas with resources to develop activities for specific transition needs of students. They also align nicely with the use of one of the transition planning tools as you structure the delivery of distance learning.

## Post-Secondary Education and Training

**Khan Academy** (**Online/App-Based**) – The 'College, Careers and More' section has many good, in-depth videos that help answer student questions and provide information about a variety of careers beginning with entry level. Also, includes sections on College admissions and Personal finance. These videos would be great to include in activities for students who have access. https://www.khanacademy.org/college-careers-more

**Mapping your Future (Hybrid)** https://www.mappingyourfuture.org/index.cfm  Mapping Your Future is a national collaborative, public-service, nonprofit organization that provides career, college, financial aid, and financial literacy services to students, families, and schools. The information and tools help provide effective service to your students and families, especially as they explore higher education as a means to a better future.

- The Guide to Life after High School **(Low/No Tech)** program is a free service for students, schools, and educators. It includes Printable guides that would be useful for providing activities offline. https://www.mappingyourfuture.org/guidetolife/
- Mapping your Future **(Hybrid)** student webinar downloads in multiple formats that could be loaded onto a flash drive or device- https://www.mappingyourfuture.org/services/webinararchive.cfm

**Think College (Hybrid)** is a national organization dedicated to developing, expanding, and improving inclusive education options for people with intellectual disability. The website has a variety of resources to use to build student and family understanding as well as information about the process of preparing and attending a college program. https://thinkcollege.net/

## Employment

**Career Cruiser: Career and Education Planning Guide (Low/No Tech)** The Career Cruiser is a career exploration resource used to promote career development for students. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. This resource includes a teacher's guide and is also available in Spanish and Creole. http://www.fldoe.org/academics/college-career-planning/k-12-schools/career-resources.stml#cruiser

**Career One Stop (Hybrid) -** a great resource that can be used on a computer or through a downloadable app that is easy to use on a smartphone. Provides resources that can be used across the continuum of career readiness skills. Also includes a student specific section, **Get My Future** with tools organized for youth that can be accessed through the CareerOneStop website. Available in English and Spanish  https://www.careeronestop.org/

**Employment Support Indicators (Low/No Tech)** This guide is to assist self-advocates, families, and professionals in their planning. This guide aims to help gain access to a person's preferences and support needs to help identify potential support needs in the working environment and to promote employment. Available in English and Spanish https://ouhsc.edu/thecenter/Publications/Publication-Details/personal-preference-indicators

**Explore Work Series (Online/App-Based)** WINTAC has worked with Employment Resources, Inc. (ERI), the University of Wisconsin-Madison, and the University of Wisconsin-Stout Vocational Rehabilitation Institute (SVRI) to design a series of web-based modules that align with the five required WIOA Pre-Employment Transition Services activities for use with students with disabilities. The modules build on each other and create a student portfolio that can inform IEP and IPE development  Available in English and Spanish  https://explore-work.com/

**Khan Academy (Online/App-Based)** – College, careers and more section has many good, in-depth videos that help answer student questions and provide information about a variety of

careers beginning with entry level. Also, includes sections on College admissions and Personal finance. The videos would be great to include as part of activities for students. Available in multiple languages https://www.khanacademy.org/college-careers-more

**Mock Job Interview Booklet (Low/No Tech)** (Crook County HS, OR)  A printable lesson plan and student guide to applying and interviewing for a job. Includes tips and information for the student along with practice forms. Available at http://cchs.crookcounty.k12.or.us/files/2012/11/Mock-Interview-Senior.pdf

**MyMnCareers (Hybrid)** Developed by Minnesota State it includes lessons and activities for learning about careers and setting goals. Each page of the web-based materials offer a printable format and could be done without internet access. Additional resources and website links are provided that supplement the curriculum documents. While there are references and resources related to MN, the materials could be modified to include references to other states or communities.  https://careerwise.minnstate.edu/mymncareers/finish-school/index.html

**Occupation Nation Podcast (Online/App-Based)**  Interviews with actual workers asking questions about a normal day, likes and dislikes, what it takes to be successful. Available on multiple apps including RadioPublic that is free, allows for download and is available on iOS and Android. Learn more at https://radiopublic.com/occupation-nation-GABjYp/episodes

## Independent and Daily Living Skills

**Accessible Chef (Hybrid)** - recipes that are printable with pictures to guide each step in the recipe. There is also a template to create your own visual recipe. Includes a section called 'pre-cooking skills' that provides ideas to teach basic cooking skills and techniques. You can use recipes already available or create one specific to your students. Can be printed and included in a packet. Information about adaptive cooking tools is also included. https://accessiblechef.com/

**Financial Education: Cents and Sensibility: A Guide to Money Management (Low/No Tech)** Provided by the Pennsylvania Assistive Technology Foundation, to assist in developing financial literacy for people with disabilities. This is a great resource that is presented in an easy to follow format. A student and educator manual are both available to download with the student manual in both English and Spanish. https://patf.us/what-we-do/financial-education/

**Got Transition (Hybrid) -** Provides great information about health care transition. Includes checklists that can be completed by families and students as a part of distance learning activity https://www.gottransition.org/index.cfm

**Personal Preference Indicators (Low/No Tech**) A guide to learning about (and with) a person with disabilities. The guide services as a conversation starter and tool to think about the needs

and preferences of a person to best support them in multiple settings. Available in both English and Spanish.
https://ouhsc.edu/thecenter/Publications/Publication-Details/personal-preference-indicators

## Other Resources for Families During Distant Learning

**Center for Parent Information & Resources (CPIR)** is the 'hub' that provides information and connection to federally funded Parent Centers across the country. Each state's Parent Center has information and resources focused on COVID-19 specific to your state that will be helpful in working with your student's families. You can find information about your state's Parent Center's website at https://www.parentcenterhub.org/find-your-center/ **(Hybrid)**

**Mental health resources for youth, young adults and their families (Hybrid)** are located at Transition to Adulthood Center for Research with a web page of COVID-19 resources which is updated regularly https://www.umassmed.edu/TransitionsACR/coronavirus/

**Preparing Your Child with Disabilities for Distance Learning (Low/No Tech)**
https://www.pacer.org/pdf/ge/GE-14.pdf

**Supporting Your Child's Mental Health and Emotional Wellness During COVID – 19 Outbreak (Low/No Tech)**  https://www.pacer.org/pdf/ge/GE-18.pdf

**Supporting Families with PBIS at Home (Low/No Tech)**
https://www.parentcenterhub.org/wp-content/uploads/repo_items/supporting-families-pbis-at-home-final.pdf

**Tools for Teaching Life Skills at Home (Low/No Tech)**  Seven teaching tips and tools used by teachers and therapists. Printable formats provided on the following website.
https://www.verywellfamily.com/teach-self-care-skills-to-children-with-special-needs-4128821

IDEAs that Work
U.S. Office of Special Education Programs

# Example Activities Aligned with Transition Planning Tools

**NTACT** National Technical Assistance Center on Transition

## Supporting Employment Goals

| Skill Area | Internet Connected Activity | | Technology Free Activity | Supporting Work | Supplemental Information for Families |
|---|---|---|---|---|---|
| Career Exploration | Go on a virtual field trip at the Ford Motor Company in the AG Explorer. | Download the podcast to a device that the student can listen to The Humble Mechanic podcast: How I'd become a Mechanic Today! | Print An Automotive Success Story<br><br>Print the CareerOneStop career profile from the website for Automotive Body and Related Repairers | Complete the first section of the Career Comparison worksheet<br><br>The student adds the information learned into their Transition Planning Tool | Review worksheet with your student and discuss their interest in auto |
| Career Awareness | Complete the Photo Career Quiz Interest Inventory and choose two careers to learn more about. | Download the OneStopCareer app to a cell phone or tablet. Have them complete the Interest Assessment to identify careers the student can explore further. | Make a copy of the Career Clusters Interest Survey and have the student complete. | Based on the information from the interest survey complete the Personal and Professional Goals Worksheet<br><br>The student includes the information learned in their Transition Planning Tool | Discuss with your student the results of their survey. What were their top careers? Does this match what kind of job they want? |
| Career Preparation | Complete the 'Navigate Your Career' topic on the website for Khan Academy Careers Videos<br><br>Complete the Mock Interview Guide. Practice interviewing with a family member acting as the employer. | Download the Khan Academy App. Complete the 'Navigate Your Career' topic.<br><br>Complete the Mock Interview Guide. Practice Job Interviewing Skills in person with a family member or online with a friend. | Complete the Mock Interviews Guide The student can choose to have a family member act as the employer in a mock interview using the questions and rubric in the guide. This could be done in person or by phone | Have the student add the completed Student Self Evaluation in the Mock Interview Guide to their Transition Planning Tool | Act as the employer in the Mock Interview with your student or you can have a friend play that role through a phone call or video chat. |

| Supporting Independent and Daily Living Goals | | | | | |
|---|---|---|---|---|---|
| Service Learning | Explore other ideas: Youth Service America: to identify and select ways they can help their community<br><br>Create a plan to carry out a volunteer activity | Video chat with seniors or neighbors to share you day and hear how theirs was.<br><br>Create a plan to carry out a volunteer activity | Write letters to seniors or neighbors<br>OR<br>Mow the neighbor's lawn<br><br>Create a plan to carry out a volunteer activity | Complete the Evaluate Your Project Outcomes page in the Youth Changing the World Toolkit | Help your student to identify a project that fits their skills and interests.<br><br>Have them share their reflection of the project. |
| Meal Preparation | Accessible Chef – Make peanut butter dip and cut fruit<br><br>Ask your family to rate the prepared dish. Would you do anything differently next time? | Select a favorite family meal. Use the Accessible Chef to create recipe sheets to follow. Prepare a main dish for one meal (breakfast, lunch or dinner)<br><br>Ask your family to rate the prepared dish. Would you do anything differently next time? | Have your student and family member identify a favorite food. Develop and print recipes of the selected food.<br><br>Ask your family to rate the prepared dish. Would you do anything differently next time? | Have the student add the recipe with family rating to their Transition Planning Tool. | Complete the suggested activities in the Pre-Cooking Skills section of the Accessible Cheff<br><br>Support your student as needed to complete preparing the selected food item. |
| Financial Literacy | Complete the Saving and budgeting: Tips for tracking and saving money from the Khan Academy Develop a personal savings plan | Take the JumpStart Reality Check<br>Write a reflection answering the following questions; What did you learn about your budget needs? Will this match with your career choice? | Provide printed copy of Cents & Sensibility. Complete the Chapter 1 including each of the activities | Student adds information learned to their Transition Planning Tool. | Watch the videos in Perspectives for families with your student and discuss what you learned |

# Example Activities Aligned with Transition Planning Tools

| Supporting Post-Secondary and Training Goals | | | | | |
|---|---|---|---|---|---|
| **Skills** | **Virtual Activity** | | **Technology Free Activity** | **Assessment** | **Supplemental Information for Families** |
| Understanding College Requirements | Compare 2 Colleges Which one fits your goals the best? Worksheet: College Comparison Useful Websites: Think College- inclusive higher education options for people with intellectual disability Off to College- College Search | Complete the Applying to College and College Application Process lessons on the Khan Academy Create a personal timeline to apply to the colleges you've selected. | Review Voices of Experience: Students Share College Search Advice Have you identified schools you want to investigate? Call the Admissions office of schools you're interested in and request printed information about the school be sent to you. | Complete the questions in each section of Conducting a College Search: Questions to Ask College Programs Add this information to your Transition Planning Tool. | Have your student share what they learned about selecting a college or training program. What are the pros and cons of each they investigated? |
| Requesting Accommodations

Identifying skills needed in college | Choose 3 videos to watch from the Do-IT Scholars website. What accommodations did they need in college? What are their goals for after they graduate? | Learn strategies to help you advocate for accommodations you need in the classroom and on campus by watching the videos created by Temple University Disability Resources and Services. Identify accommodations you need in the classroom and discuss with your teacher how you will request what you need. | Review the information in Foundational Skills for College and Career Learning Plan. Complete Sections 1 and 2 to create your plan for achieving the skills you will need. | Document your accommodation needs for Post Secondary Education or Training programs in your Transition Planning Tool | Review the docuement Help Your Young Adult Learn About Accessing Accommodations After High School |

# Example Activities Aligned with Transition Planning Tools

| Supporting Post-Secondary and Training Goals | | | | | |
|---|---|---|---|---|---|
| **Skills** | **Virtual Activity** | | **Technology Free Activity** | **Assessment** | **Supplemental Information for Families** |
| NTACT | Complete the Introduction: Paying for College from the Khan Academy After reviewing the Timeline: Paying for College, create a timeline for yourself. | Complete Step 1 in the Success in College Guide: Step 1 of 9 including the Calendars for junior and senior years. Create a calendar of important dates for yourself. Share this with your family. | Review the 12 Step Guide to Financial Success with your parents and develop a plan to fund your college or training program. | Include your funding plan in your Transition Planning Tool | Review with your student the information that they have been provided on financial support for college or training programs

Review the information in Financial Aid Planning Tips for High School Students Affected by Coronavirus

Explore the website Scholarships & Financial Aid for Students with Disabilities |

IDEAs that Work
U.S. Office of Special Education Programs