Strategies and Resources for Students with Complex Support Needs in Distance Learning Environments

Tuesday, April 14, 2020
Presenters

Michael Stoehr – NTACT
Makenzie Allison – Able South Carolina
Leslie Corey – The Watson Institute
Alison DeYoung – Youth Employment Solutions Center
Samhita Ilango - Got Transition™/The National Alliance to Advance Adolescent Health
Linda O’Neal – San Diego State University
Outline of Today’s Webinar

- Welcome, Introductions and Brief Overview – Michael Stoehr
- Supported Decision Making – Makenzie Allison
- Supporting Families During the Pandemic – Linda O’Neal
- Strategies and Reflections from the Field – Leslie Corey
- Employment Preparation and Engagement Considerations – Alison DeYoung – Youth Employment Solutions Center YES
- Health and Secondary Transition Considerations and Resources - Samhita Ilango - Got Transition™/The National Alliance to Advance Adolescent Health
- Additional Resources and Supports
Overview
Michael Stoehr, MS
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Reminders: The PowerPoint and all resources are available at: https://www.transitionta.org/events-details
Use Zoom Q & A Feature for Content Questions and to Share Any Resource Suggestions
Use Zoom Chat Feature for Technology Difficulty
Ask yourself:

What is written in current IEP?
- Present Education Levels
- Transition Plan
- Post Secondary Goals
- Measureable Annual Goals

How can a student work at home on the Measurable Annual Goals and Secondary Transition areas?
What Do You Already Know? What Can You Do Now?

• These are difficult times - take time to stop and think about doing what is age/ability appropriate and reasonable for the young people you work with and for yourself given your time and environment

• Engage the youth as much as possible in decision making

• Keep track of what you are doing (documentation)

• Provide a routine or schedule for learning – maintain considerations for a “Meaningful Day”

• If possible coordinate with other school/agency personnel

• Keep ongoing communication with family/caregivers (Webinar Participant Handout)
# Daily Schedules and Planning

## Planning For the Future - A Week at a Glance

Complete this chart with the activities that the student could do each day based upon their Measurable Annual IEP Goals (MAG) and Post-Secondary Transition Goals.

<table>
<thead>
<tr>
<th>IEP - MAG 1</th>
<th>IEP - MAG 2</th>
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<th>IEP - MAG 4</th>
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<tr>
<th>Post-Secondary Education</th>
<th>Employment</th>
<th>Independent Living</th>
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<table>
<thead>
<tr>
<th>Activities</th>
<th>Supports Needed to Complete Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic, career exploration, working, hobby, recreation, exercising, volunteering, etc.</td>
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</table>

<table>
<thead>
<tr>
<th>Monday Morning</th>
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<table>
<thead>
<tr>
<th>Monday Afternoon</th>
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<table>
<thead>
<tr>
<th>Monday Evening</th>
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<td>Time</td>
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</tbody>
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Free from Teachers Pay Teachers
Supported Decision Making
Makenzie Allison, MA, CRC
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mallison@able-sc.org

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Supported Decision-Making: What To Do Now

- Utilize the extra time you have for these conversations
- Discuss what the future looks like and areas of concern
- Explore your options and educate yourself
  - Alternatives to Guardianship, Full breadth of Guardianship, State laws ([www.supporteddecisionmaking.org](http://www.supporteddecisionmaking.org))
- Develop a supported decision-making network and agreement
- Develop a plan that everyone agrees on
What to Consider: Critical Decision-Making Areas

• Finances
  – Paying bills, Making small purchases, Managing a bank account
• Relationships
  – Understanding personal space, Recognizing abuse
• Education
  – Understanding accommodations, Providing input in my IEP
• Employment
  – Applying/Interviewing for a job, Communicating what I want to do for work
• Health
  – Medication administration, Communicating with healthcare professionals
• Home & Community
  – Emergency plans, Transportation, Cooking and cleaning
### Webinar Participant Handout: Stop, Look, and Listen - Part 1: Assessing Opportunities to Learn and Practice in Areas of Adult Decision Making

**Who is Completing This Assessment?**
- ☐ Decision Maker
- ☐ Parent
- ☐ Teacher
- ☐ Other: _________________________________

#### Stop, Look, and Listen Battery Levels

<table>
<thead>
<tr>
<th></th>
<th>I have had the opportunity to learn and practice this skill a lot.</th>
<th>I have had some opportunities to learn and practice this skill.</th>
<th>I have not had opportunities to learn and practice this skill.</th>
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</thead>
<tbody>
<tr>
<td><strong>Finances</strong></td>
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<tr>
<td>Making small purchases (e.g. lunch, snacks, clothing, etc.)</td>
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<tr>
<td>Keeping track of purchases and bills (i.e. budgeting)</td>
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<tr>
<td>Managing a bank account (e.g. online banking)</td>
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<td>Understanding when someone is trying to take advantage of me financially</td>
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<tr>
<td>Making big decisions about money (e.g. opening an account, signing a lease, or obtaining a credit card)</td>
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<td>☐</td>
<td>☐</td>
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<tr>
<td>Paying bills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td><strong>Relationships</strong></td>
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<tr>
<td>Understanding the personal space of myself and others</td>
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<tr>
<td>Speaking up if something doesn't feel right</td>
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<tr>
<td>Recognizing abuse</td>
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<tr>
<td>Making choices about romantic relationships</td>
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<tr>
<td>Making choices about sex</td>
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Looking Ahead: What’s Next?

• Activities to promote independence:
  – Mock budgeting exercises, Roleplay relationship scenarios, Create an emergency plan, Download an app for medication reminders
• Remember: Independence is rarely all or nothing
• Address areas of concern and connect with sources of support
• IDEA mandates transition planning in the IEP no later than age 16
  – Skill areas needing development can translate directly into goals on the IEP
• With a strong IEP and a home life that promotes independence, incredible things are possible.
Supporting Families During the Pandemic
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Regional Center of Orange County
Chapman University Thompson Policy Institute
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Use Zoom Chat Feature for Technology Difficulty
Issues Facing Families
(Best vs Worse Case Scenarios)

- Socio-economic limitations
- No or limited access to technology/internet
- Disability related accommodation/access needs
- Competing necessities:
  - Multiple children in different grade levels needing instruction & support
  - Disability specific needs
  - Parent “work from home” responsibilities (or)
    “Essential Worker” front line schedule
  - English as a second language/translation needs
  - Financial worries
  - Access to food
  - Caring for other relatives in the home
COVID-19 Family Supports

• Ongoing communication with families
  ✓ Phone (call or text)
  ✓ Email
  ✓ Mailers (Newsletters, flyers, notes, post-cards, etc.)

• Identify free educational & social services resources needed by families of your students
  ✓ Neighborhood food banks & pantries
  ✓ Other social services (help/crisis lines)
  ✓ Financial services
  ✓ Benefits access and planning
COVID-19 Family Supports...continued

Develop/Identify Newsletters/Resource Information Flyers, etc. and distribute through:

- Email
- Social Media Methods (Facebook, Instagram, etc.)
- Paper packet pick-up at “grab and go” school district lunch stations (Keep social distancing requirements in mind)
- Paper packet pick-up at prime community location
- Mail/post cards
- Website
- Home Delivery
- Public Broadcast/Cable TV Stations
COVID-19 Distance Learning Supports

- Use of on-line learning tools (Zoom, Google Classroom, Google Meets, Canvas, Microsoft Teams, YouTube Videos...many have parent/support person access, for student progress check-in)
  - Provide coaching for families to learn how to use these tools to promote student progress monitoring)
  - Many students do not know how to use these new on-line tools including, monitor their progress...parents can assist with this
- While planning target IEP Goals & Objectives
- Utilize your Instructional Assistants to help provide individual and small group instruction
- Assist with setting up an individualized daily student schedule including breaks, lunch and physical activity)
- In working with families, keep learning strategies short and sweet (There are a lot of learning levels in our families)
- Plan for translation & literacy needs
Best Support Practices for Educators & Service Providers

• Plan & deliver individualized distance educational services for each student and family... help families connect to free internet services
• Provide consistent check-in with Families
• Arrange Teacher/School Counselor Office Hours for parent call-in/virtual appointments
• Individualize delivery of information on needed resources & services, including benefits information
• Offer technical assistance for accessing educational & social services
• Share resources and creative ideas among educators & service providers (school, district, community, state and national)
• Start/continue planning for post COVID-19 catch up learning opportunities (Summer 2020 & School year 2021)
Promoting Financial Health and Resiliency for People with Disabilities and Their Families During the COVID-19 Pandemic

The novel coronavirus, or COVID-19 pandemic, has created uncertainty for Americans' physical, mental, and financial health. During this time, we must be vigilant in promoting healthy habits and resiliency. The Center for Disability-Inclusive Community Development (CDICD), managed by National Disability Institute (NDI), has developed five strategies and resources to assist you in taking steps to maintain your financial health.

Assess Your Financial Health

Assessing your financial situation and creating a plan for your financial health is an important part of preparing for and managing through a crisis.

- Create or update a spending plan: catalog.fdic.gov/system/files/4_P5.pdf
- Develop a spending plan to understand your financial situation.
- Look closely at your expenses. Identify any items that can be eliminated during this crisis.
- Look at your bills and prioritize which to pay. Call about bills that cannot be prioritized and ask what your options are during this crisis: consumerfinance.gov/about-us/blog/protect-yourselffinanciallyfrom-impact-of-coronavirus/

Find Community Resources

Municipalities and community-based organizations are working to meet the needs of the disability community during this time.

- 2-1-1 assists individuals who are looking for resources within their community: 211.org
- Feeding America is the nation's largest domestic hunger relief organization. Locate a food bank in your area: feedingamerica.org/find-your-local-foodbank
- The Disaster Distress Helpline is available 24 hours a day offering free support to people experiencing emotional distress: samhsa.gov/find-help/disaster-distress-helpline
- The Administration for Community Living (ACL) has guidance for people with disabilities and caregivers, which includes connections to state and local resources at: acl.gov/COVID-19

Questions? Send an email to ask@ndi-inc.org.

Be Informed About Benefits

This is a critical time to understand the benefits you receive or your eligibility for benefits:

- If you receive a Social Security Administration benefit, you can access resources at: https://choosesocialsecurity.gov/
- If you have lost a job, you can determine eligibility and apply for unemployment benefits at: careeronestop.org/Work/Reemployment/UnemploymentBenefits/unemployment-benefits.aspx
- Supplemental Nutrition Assistance Program (SNAP) provides assistance for food. Learn how to apply for SNAP benefits at: benefits.gov/benefits/snap
- Consider applying for help with utility bills. Explore your options: liheapchat.act.hhs.gov/help
- The IRS has extended the federal tax filing due date from April 15, 2020 to July 15, 2020. Federal income tax payments can also be deferred to July 15, 2020, without penalties or interest, regardless of the amount owed: irs.gov/newsroom/tax-day-now-july-15-treasury-irs-extend-filing-deadline-and-federal-tax-payments-regardless-of-amount-owed

Connect with Your Financial Service Providers

Many financial service providers are providing updates and support to their customers.

- Create a list of each of your financial service providers. This may include banks or credit unions, credit card companies, mortgage lenders or other loan providers.
- Get updates on what providers are offering their customers during this time by reviewing their specific websites.
- Sign up for online or mobile banking with your financial service provider. Learn more: fdic.gov/consumers/consumer/news/cnw18/mobilebanking.html
- Explore FDIC-insured AIRE account savings options: abener.org/state-plan-search/

Stay Connected in a Virtual World

Identifying ways to stay connected to family, friends, colleagues and others can help reduce feelings of isolation during this period of social distancing.

- Learn about low-cost Internet offers: everyoneon.org/find-offers
- Stay connected with others by using video chat (skype.com/en/ or group chat (whatsapp.com)
- Keep it simple – pick up the phone and call someone you care about.
- Talk to a stranger through a new app called Quarantine Chat that lets you talk to someone else who is quarantined: quarantinetchat.com/
Plain Language Materials

- [Plain Language Booklet on Coronavirus](https://thearc.org/covid/) – created by the Self Advocacy Resource and Technical Assistance Center
- [Información de COVID-19 Por y Para Personas con Discapacidades](https://thearc.org/covid/)
- [Important Things to Know About COVID-19](https://thearc.org/covid/) – created by the Lurie Institute for Disability Policy
- [Coronavirus: What Is It and What Can I Do?](https://thearc.org/covid/) – created by The Arc Maryland
- [Coronavirus Prevention Flyer](https://thearc.org/covid/) – created by the New Jersey Self-Advocacy Project
The 2020 CARES Act
(The Corona Virus Aid Relief and Economic Security Act)

• Recipients are Eligible for Stimulus Rebate Checks
• April 1\textsuperscript{st}, 2020, the IRS announced that filling a tax return would not be required
• The IRS will use the information on the Form SSA-1099 and Form RRB-1099 to generate $1,200 payments to Social Security recipients who did not file tax returns in 2018 or 2019. They will receive these payments as a direct deposit or by paper check.
Supplemental Security Income (SSI)

Individuals who are receiving SSI need to be aware of several key elements related to the stimulus payment:

1. Stimulus payments are NOT taxable.

2. Stimulus payments received by the individual that are initiated through the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) will not count as income in the calculation of the individual’s SSI amount for that month (26 U.S. Code § 6409).

3. Stimulus payments will not be counted as “resources” for a twelve-month period following the receipt of the funds (26 U.S. Code § 6409).

Webinar Participant Handout:
Cornell on COVID-19 and Social Insurance and Benefit Programs
Webinar Participant Handout

Strategies & Resources in Distance Learning for Individuals with Disabilities with Significant Needs
Strategies and Reflections from the Field
Leslie Corey
The Watson Institute
lesliec@thewatsoninstitute.org

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Key Points

• Don’t feel you can do everything!
  – We are all on this unprecedented crazy time together

• Communication
  – Reaching out to your students and their families – checking in regularly goes a long way!!!
  – Asking them what they need most from you.
  – Asking what are their resources to providing instruction at home virtually that are reasonable and reliable. (internet access, computer – laptop, printer, household items)
  – Touch base with student’s outside school supports – OID supports coordinator, VR counselor, in-home support services, post –school placements
Ways We Are Delivering Instruction

• Each teacher-therapist communicates weekly with families and students (social workers, transition coordinators, special teachers set up times to touch base)
  – Help them set up a daily/weekly schedule that works for them
    • Review goals, lessons plans, making sure they are accessing information
    • Brainstorm household items they have on hand to make materials (jigs)
  – Provide resources
    • Sharing materials - via teacher’s/main school pages, emails, and hard copies mailed home if necessary. Think about what you use in the classroom, visuals, assistive technology.
    • Videos –live group and 1:1 chats, recorded videos on lessons (keeping them short 10-15 minutes)
    • Subscription access – lots of free, but also may be able to give out passcodes or set up link through your schools home/teacher pages
Transition Related Activities

• **Life skills** – Cooking, household chores (cleaning room, dishes, laundry, taking out garbage, setting table, etc.), money skills, developing a grocery list, taking inventory of household supplies, working on the importance of good hygiene.

• **Job readiness/ exploration** – Job readiness curriculums - ex. Unique Learning Curriculum- Transport Passport Curriculum, YouTube videos- possibilities are endless – applying and interviewing techniques, asking for accommodations, researching jobs etc.

  * Contact your local state VR office/ Counselor and see what they can do remotely through Pre-Employment Transition Services (Pre-ETS)

• **Transition Assessments** – Student and parent transition surveys, PICS & Picture Interest Inventory, Vocational Skills Checklists & many on-line assessments for self-determination, career, values, personality, etc.

• **Social Skills** - practice using various media to keep in contact with family and friends – phone calls, text, FaceTime, social media (safely), zoom, etc.
Transition Related Activities

Even though this is a scary time, for some this is an opportune time to do some in-depth person-centered transition planning with your students, their families, and other IEP team members.

• Discuss what a meaningful day / week will look like
  – Work, learn, play and healthy living
• Discussing what supports the students (and their families) will need post-school
• What agency linkages do they want information on
Watson Resource Links

The Watson Institute LIFE Resources

Webinar Participant Handouts

- Pictorial Interest Inventory
- N2Y- Unique Learning System - Transition Passport Curriculum Example
- Phones, Texts, & Video Chat-Communication
- Chores Activities & Visuals
- First-Then Pix Board Example
Employment Preparation and Engagement Considerations
Alison DeYoung
Youth Employment Solutions Center YES
adeyoung@yestoemployment.org
www.yestoemployment.org

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Core Belief: All people have the right to live, love, work, play and pursue their life aspirations in their community.

Free tools for students, families & professionals

All available online - lifecoursetools.com
Charting the Life Course

Life Trajectory Worksheet

Everyone wants a good life. The bubbles on the right help you think about what a good life means for you or your family member, and identifying what you know don’t want. You can use the space around the arrow to think about current or needed life experiences that point you in the direction of your good life.

Developed by the UMKC Institute for Human Development, UCEDD.

More materials at www.lifecoursetools.com
Support student in creating a website portfolio which can include:

- Photos
- Interests
- Internship Experience
- Blog
- Education Experience
- Support Team
- Work Experience
- Resume

Thank you for checking out my page! My name is Kyle McGee. I am 19 years old. I just finished my first year at Samford University. I currently work at St. Vincent’s 119 Health and Wellness where I have been working for the last 3 years.

It's important for you to know that I was born with some significant challenges. I was diagnosed with congenital hydrocephalus and a gene mutation called LICAM. I use a power wheelchair and an augmentative communication device called ACCENT 1400. If you are interested, please google it to find out more!
Great tool to help youth express their goals, strengths, & accomplishments

Can double as a resume
Now is a great time to focus on life skills in the most NATURAL environment - at home!

- Household chores
- Build functional skills employers are looking for
- Setting a routine/schedule
- Personal Responsibility
Additional Ideas

- Increase technology skills
- Positive Personal Profile
- Great time to bring in partners creatively:
  - Could VR do virtual Pre-ETS activities?
  - Could a CIL do virtual self-advocacy work?
  - Could a parent center do consultations with families?
Things to Remember

• Focus on the outcome - what can be done so the student is ready for community-work experiences when this is over?
• Families will need support with employment activities
  • simple, individualized, and weekly (if possible)
• Age-appropriateness
Health and Secondary Transition Considerations and Resources

Samhita Ilango

Got Transition™/The National Alliance to Advance Adolescent Health

silango@thenationalalliance.org

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• DC Health under grant number, CHA.PSMB. NAAAHH. 122015. The contents are those of the author(s) and do not necessarily represent the official views of nor an endorsement by DC Health.
Importance of Health Care Transition

• Health Care Transition (HCT) is important in areas of post-secondary education, employment, and independent living.

• However, little attention has been directed at helping students learn about their own health needs and medicines, how best to manage their own health, how to use health care, and how to plan for transfer to adult health care.
Including HCT in the IEP Transition Plan

Got Transition, in partnership with DC’s Community of Practice on Secondary Transition and with extensive input from special educators, city officials, and families, created the following two tools for students with an IEP and special educators:

1) Health Care Transition Readiness Assessment *(Participant Handout)*
   - Completion of Got Transition's Health Care Transition Readiness Assessment for Students with an IEP will reveal student knowledge about their health and using health care and areas they need to learn more about.

2) Health Care Transition Sample Goals *(Participant Handout)*
   - Practical, achievable, and measurable sample goals based on the results of the assessment can be used by IEP team to develop transition plan goals.
# Health Care Transition Readiness Assessment for Students with an IEP

This health care transition readiness assessment is intended for students and their family/caregivers to complete as part of IEP transition planning meetings. If a student is unable to fill out this form, the student can complete it with the help of their family/caregiver.

**Directions:** Please check the box next to the answer that best applies to you right now. This helps us see what you already knew about your health and using health care and areas that you need to learn more about.

<table>
<thead>
<tr>
<th>Personal Care (related to dressing, eating, bathing, and moving)</th>
<th>Use of Communication Supports</th>
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<tbody>
<tr>
<td>• I am able to care for all my needs</td>
<td>• Text-to-speech technology</td>
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<tr>
<td>• I need a little bit of help to care for my needs</td>
<td>• Assistive listening systems</td>
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<tr>
<td>• I need a lot of help to care for my needs</td>
<td>• ASL/Interpretation technology</td>
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<tr>
<td>• I need help to care for all my needs</td>
<td>• Other technology</td>
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<tr>
<td></td>
<td>• I do not use communication supports</td>
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**Transition Importance & Confidence**

On a scale of 0 to 10, please circle the number that best describes how you feel right now.

*The transition to a doctor who cares for adults usually occurs between ages 18-22.*

**How important is it to you to move to a doctor who cares for adults by age 22?**

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**How confident do you feel about your ability to move to a doctor who cares for adults by age 22?**

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<th>0 (not)</th>
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<th>5 (neutral)</th>
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## My Health

Please check the box that applies to you right now.

- I can name my learning differences, disability, medical, or mental health diagnosis (e.g., diabetes, depression).
- I can name 2-3 people who can help me with my intellectual differences, disability, medical, or mental health needs in an emergency.
- Before a doctor’s visit, I prepare questions to ask.
- I know how to ask the doctor’s office for accommodations, if needed.
- I have a way to get to my doctor’s office.
- I know the name(s) of my doctor(s).
- I know where I can find my doctor’s phone number.
- I know how to make my doctor’s appointments.
- I carry my health information with me every day (e.g., insurance card, emergency phone numbers).
- I know my medical allergies.

## My Medicines

Please check the box that applies to you right now.

- I know the name of the medicines I take.
- I know the amount of the medicines I take.
- I know when I need to take my medicines.
- I know how to read and follow the directions on my medicines.
- I know what to do when I run out of my medicines.
- I know my medicine allergies.
Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP

If a student has responded “No” or “I want to learn” to any of the items on the Health Care Transition Readiness Assessment, please use the following sample goals as a guide when creating goals in the IEP transition plan.

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<thead>
<tr>
<th>HCT READINESS ASSESSMENT ITEM</th>
<th>SAMPLE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can name my learning differences, disability, medical, or mental health diagnosis (e.g., diabetes, depression).</td>
<td>By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the name(s) of their medical or mental health diagnosis(es), with ___% accuracy.</td>
</tr>
<tr>
<td>I can name 2-3 people who can help with my intellectual differences, disability, medical, or mental health needs in an emergency.</td>
<td>By the end of the IEP cycle, student will input their emergency contacts’ information on their phone and name and identify the contacts in their phone when asked, with ___% accuracy.</td>
</tr>
<tr>
<td>Before a doctor’s visit, I prepare questions to ask.</td>
<td>By the end of the IEP cycle, student will prepare and practice asking a few questions to their doctor before their next appointment, with ___% accuracy.</td>
</tr>
<tr>
<td>I know to ask the doctor’s office for accommodations, if needed.</td>
<td>By the end of the IEP cycle, student will identify which accommodations they need to request at a doctor’s office, with ___% accuracy.</td>
</tr>
<tr>
<td>I have a way to get to my doctor’s office.</td>
<td>By the end of the IEP cycle, student will plan transportation to their doctor’s office ahead of time, with ___% accuracy.</td>
</tr>
<tr>
<td>I know the name(s) of my doctor(s).</td>
<td>By the end of the IEP cycle, student will input their doctor’s contact information on their phone and name and identify their doctor in their phone when asked, with ___% accuracy.</td>
</tr>
<tr>
<td>I know or I can find my doctor’s phone number.</td>
<td>By the end of the IEP cycle, student will name and identify their doctor in their phone when asked, with ___% accuracy.</td>
</tr>
<tr>
<td>I know how to make my doctor’s appointments.</td>
<td>By the end of the IEP cycle, student will know how to call their doctor’s office or use an online portal to schedule a future appointment, with ___% accuracy.</td>
</tr>
<tr>
<td>I carry my health information with me every day (e.g., insurance card, emergency phone numbers).</td>
<td>By the end of the IEP cycle, student will keep their insurance card safely in their wallet/backpack or take a photo of it and store it on their phone and be able to retrieve the insurance card when asked, with ___% accuracy.</td>
</tr>
<tr>
<td>I know my food allergies.</td>
<td>By the end of the IEP cycle, student will be able to say aloud and/or spell out and/or enter into their cell phone the name(s) of the foods they are allergic to, with ___% accuracy.</td>
</tr>
</tbody>
</table>
Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP

<table>
<thead>
<tr>
<th>MY MEDICINES</th>
<th>SAMPLE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the name of the medicines I take.</td>
<td>By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the name(s) of their medicines, with ___% accuracy.</td>
</tr>
<tr>
<td>I know the amount of the medicines I take.</td>
<td>By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the dosages of their medicines, with ___% accuracy.</td>
</tr>
<tr>
<td>I know when I need to take my medicines.</td>
<td>By the end of the IEP cycle, student will identify at what time to take their medicines, with ___% accuracy.</td>
</tr>
<tr>
<td>I know how to read and follow the direction labels on my medicines.</td>
<td>By the end of the IEP cycle, student will identify, read, and follow the directions on their medicines, with ___% accuracy.</td>
</tr>
<tr>
<td>I know what to do when I run out of my medicines.</td>
<td>By the end of the IEP cycle, student will call their doctor’s office or pharmacy to ask about medication refills, with ___% accuracy.</td>
</tr>
<tr>
<td>I know my medicine allergies.</td>
<td>By the end of the IEP cycle, student will say aloud and/or spell out and/or enter into their cell phone the name(s) of the medicines they are allergic to, with ___% accuracy.</td>
</tr>
</tbody>
</table>
### Example Goal Setting

---

**Pediatric to Adult Health Care Transition Tool**

**Health Care Transition Readiness Assessment for Students**

This health care transition readiness assessment is intended for students and their family/caregivers to complete as part of IEP transition planning meetings. If a student is unable to fill out this form, the student can complete it with the help of their family/caregiver.

**Directions:** Please check the box next to the answer that best applies to you right now. This helps us see what you already know about your health and using health care and areas that you need to learn more about.

**Student Name:**

**Student Date of Birth:**

**Completed By:**

**Date Completed:**

<table>
<thead>
<tr>
<th>Personal Care (related to dressing, eating, bathing, and moving)</th>
<th>Use of Communication Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I am able to care for all my needs</td>
<td>- Text-to-speech technology</td>
</tr>
<tr>
<td>- I need a little bit of help to care for my needs</td>
<td>- Assistive Listening Systems</td>
</tr>
<tr>
<td>- I need a lot of help to care for my needs</td>
<td>- ASL/Interpretation technology</td>
</tr>
<tr>
<td>- I need help to care for all my needs</td>
<td>- Other technology</td>
</tr>
<tr>
<td>- I do not use communication supports</td>
<td></td>
</tr>
</tbody>
</table>

**Transition Importance & Confidence:** On a scale of 0 to 10, please circle the number that best describes how you feel right now.

*The transition to a doctor who cares for adults usually occurs between ages 18-22.*

- **How important is it to move to a doctor who cares for adults by age 22?**
  - 0 (not) 1 2 3 4 5 (neutral) 6 7 8 9 10 (very)

- **How confident do you feel about your ability move to a doctor who cares for adults by age 22?**
  - 0 (not) 1 2 3 4 5 (neutral) 6 7 8 9 10 (very)

**My Health**

<table>
<thead>
<tr>
<th><strong>Please check the box that applies to you right now.</strong></th>
<th><strong>Yes</strong></th>
<th><strong>I want to learn</strong></th>
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<tr>
<td>I can name my learning differences, disability, medical, or mental health diagnosis (e.g., diabetes, depression).</td>
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<td>I can name 2-3 people who can help me with my intellectual differences, disability, medical, or mental health needs in an emergency.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Before a doctor's visit, I prepare questions to ask.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know to act the doctor's office for accommodations, if needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a way to get to my doctor's office.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the name(s) of my doctor(s).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know or I can find my doctor's phone number.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to make my doctor's appointments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I carry my health information with me every day (e.g., insurance card, emergency phone numbers).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know my food allergies.</td>
<td></td>
<td></td>
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<td>I know the name of the medicines I take.</td>
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Example Goal Setting

Student marked “no” on “I know or I can find my doctor’s phone number.”

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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diagnosis (e.g. diabetes, depression).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can name 2-3 people who can help me with my intellectual differences,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disability, medical, or mental health needs in an emergency.</td>
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<td></td>
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Example Goal Setting

“By the end of the IEP cycle, student will name and identify their doctor in their phone when asked, with __% accuracy.”
Example Goal Setting - Ideas to achieve this goal

“By the end of the IEP cycle, student will name and identify their doctor in their phone when asked, with __% accuracy.”

A few ideas...

- Work with your youth or young adult to add their doctor’s name and phone number into their phone contacts
- Use Got Transition’s Medical ID resource to follow steps to add health and medical information, including emergency contact information, into their smartphone
- Practice!
Additional Resources for Youth, Young Adults, and Families

TRANSITION TIMELINE: Know where you are before you can plan where you’re going! Find out where you are in the transition to adult care by reviewing the Transition Timeline for age-specific milestones.

HCT READINESS ASSESSMENTS: Find out what you already know about your health and health care by filling out our Transition Readiness Assessment. Family members: fill out this version for Parents/Caregivers and compare your answers!

GOAL SETTING: Setting goals is an important part of helping you reach independence in your medical care. Fill out this helpful one-pager from Children’s Mercy Kansas City to set your health goals.

TAKE YOUR HEALTH INFO WITH YOU: A smartphone is a great place to keep important health information. Fill out the Medical ID on your smartphone, which can be accessed by anyone in the case of an emergency.

ONLINE QUIZ: Are you ready to transition to adult care? Take our online quiz to find out now!

Click here for the full tip sheet: “5 Steps to Prepare for Health Care Transition”
Want more information? Visit us at www.GotTransition.org
Additional Resources
Disability Specific Resources

**Autism**
*Supporting Individuals with Autism through Uncertain Times*

[Autism Society - Coronavirus: Response & Resources](#)

[MN Low Incidence Projects Helping Your Child with ASD Learn at Home During Covid19](#)

[Autism Society of Florida](#)

**Mental Health**

[NAMI COVID-19 - Information and Resources](#)

[Iowa - Mental Health & COVID-19 - It's OK to not be Ok](#)
Disability Specific Resources

**Intellectual and/or Developmental Disabilities**

- The ARC - COVID-19 Resources for People with Intellectual and/or Developmental Disabilities
- Distance Learning for Special Education Resources for Significant Disabilities

**Sensory Impairments**

- Virtual Activities for Teachers and Families - TX Sensory Support Network
- Blindabilities.com
- The National Homework Hotline
- Deafverse: Online American Sign Language (ASL) Accessible Game for Teens
- Described and Captioned Media Program
Continue Today’s Discussion and Follow Up
Online Discussion and Share Resources

Strategies & Resources for Students with Complex Support Needs in Distant Learning Environments

Providing educational and employment in virtual and distance learning environments for students with complex support needs is extremely challenging. NTACT and partner organizations provide guidance, examples and assistance for transition-focused instruction and other activities for students with complex support needs.

Put your slippers on and join us! Live captioning provided.

LIVE EVENT: April 14, 2020 12 noon ET REGISTER HERE
ONLINE CHAT: ONGOING!

Join the Discussion!
What questions, ideas, resources or strategies do you have for supporting transition for students with complex support needs in distance learning formats?
POWERPOINT, RECORDINGS, and CREDITS

• This webinar is being recorded.

• The PowerPoint can be found at www.transitionTA.org – under “Events”

• The recording of today’s webinar will be available at www.transitionTA.org by Monday, April 20, 2020

• A captioned recording will be available at www.transitionTA.org by Friday, April 24, 2020

• CRC credits will be provided through WINTAC following this webinar by completing the post-event evaluation process. All participants will receive a "Certificate of Attendance" from NTACT following the webinar.
Transition Resources During COVID-19 Outbreak

Transition Services and COVID-19

NTACT is an information, training, and resource center that has been created to help educators and service providers to effectively serve students with disabilities during the COVID-19 pandemic. The center provides resources and support to help schools and districts implement essential services and supports for students with disabilities.

Resources and Strategies for Competency-Based Instruction

The center provides a variety of resources and strategies for competency-based instruction, including lesson plans, instructional materials, and professional development opportunities.

Transition to the Common Performance Accountability System

The center provides resources and guidance for transitioning to the Common Performance Accountability System, including information on how to implement the system, how to measure performance, and how to use the data to inform instruction.

The Career Index Plus - Labor Market Information

The center provides information on labor market data and career planning resources, including information on job openings, industry trends, and workforce development initiatives.

Welcome to WINTAC

Follow us on Twitter, Facebook, and LinkedIn.

WINTAC Responds to COVID-19

- Resources for Distance Service Delivery
- COVID-19 Resources
- Working and Providing Services by Distance Forums

In response to the need for ongoing and frequent communication between VR agencies, their partners and stakeholders at the national level during the COVID-19 crisis, the WINTAC developed discussion forums on a wide variety of topics related to teleworking and providing services by distance. We encourage you to participate in the discussion forums to ask questions, share information, and support one another. You can log in and participate in the discussion forums. (If you have not registered with WINTAC yet, click here to register.)

What's New

COVID-19 Resources and Information Distribution to Students and Stakeholders

The WINTAC has created a variety of resources and information to help VR programs that are operating by distance and providing services remotely during the COVID-19 crisis. The center provides information on best practices, distance learning tools, and other resources to help VR programs provide effective services remotely.

Calculating VR Performance for MSB Tool - RSA TAC 20-02

The WINTAC has developed the (Calculating) VR Performance for Measurable Skill Gains (MSB) Tool to demonstrate how VRSA will calculate performance for each Program Year. The tool includes two examples that show how VRSA will use negotiated levels of performance, the Statistical Adjustment Model’s (SAM) estimated levels of performance, and the State VR programs actual level of performance to calculate the individual indicator score for MSB. This tool allows the SAM to calculate the expected levels of performance and also perform for Program Years 2017 and 2018 for each state VR program. These tools and RSA TAC 20-02- Negotiating and Sanctions Guidelines are available on the Transition to the Common Performance Accountability System Page.

Case Service Report (RSA-091) Training Series

The Rehabilitation Services Administration (RSA), in partnership with the WINTAC, has completed the Production of a Case Service Report (RSA-091) Training Series.

http://www.wintac.org
Upcoming Events

WINTAC/Cornell University: COVID-19, Public Benefits and the CARES Act
Register to Join our Zoom Meeting:  https://zoom.us/meeting/register/vpAofuygrj4r-2Ly0dxkotdF0c-P53-2kg
DATE: Thursday, April 15, 2020
TIME: 1 p.m. (EST)
This live webinar will focus on helping stakeholders better understand how social benefit programs (i.e. SSI/SSDI/Medicaid etc.) may be impacted by the Coronavirus Aid Relief and Economic Security (CARES) Act.

Y-TAC Webinar: Locating, Serving, and Supporting Youth with Disabilities Involved in the Justice System
Register to Join our Zoom Meeting:  https://zoom.us/webinar/register/WN_ROGoD472T2CmUWvea6ubog
DATE: Thursday, April 16, 2020
TIME: 2 p.m. (EST)
This webinar will feature best and promising practices for service delivery, outreach, and support of youth with disabilities who are involved in the justice system or multiple systems.

Instagram, Snapchat, TikTok and Beyond – Using Social Media for Peer to Peer Engagement
Register Now
DATE: Tuesday, April 21, 2020
TIME: 12:00 p.m. (EST)
How are teenagers and young adults connecting and supporting one another during the COVID 19 crisis in our country? This session, presented by youth engagement and leadership professionals, will explore effective practices and resources that can promote and enhance communication and engagement of students and youth with disabilities.
YOUR FEEDBACK

Take 5 minutes to tell us what you think.....

Watch for a follow-up email tomorrow

With this link to Survey

THANK YOU
for joining us!

STAY Healthy
Websites:
www.transitionta.org
www.wintac.org

Contact us:
ntactmail@uncc.edu
http://www.wintac.org/request-ta
Find us on:

#transitionta
Sign up for our listserv

www.transitionta.org
ntactmail@uncc.edu