

# We Will Begin Shortly!

Please remain muted, with your camera off

This presentation will be recorded and emailed to all participants

## Follow TransitionTN on Social Media



@TransitionTN



@tn\_transition

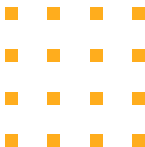




@Transition\_TN



# Supporting Tennessee Students Remotely

**Dr. Erik Carter, Shimul Gajjar, Erin Maves- Vanderbilt University**  
**Dr. Dawn Rowe- East Tennessee State University**  
**Blake Shearer- Vocational Rehabilitation**  
**Douglas Whitcomb- Vocational Rehabilitation**





**How can we address  
transition skills while  
students are at home?**

## Fostering Self-Determination Among Children and Youth with Disabilities—



Ideas from **PARENTS**  
for **PARENTS**



Katie Weir, Molly Cooney, Martha Walter, Colleen Moss,  
Waisman Center, University of Wisconsin-Madison  
Erik W. Carter,  
Vanderbilt University

## Foster choice making \*1\*



Choice making is the ability to show a preference among two or more available options. Choice-making skills allow children to gain increasing control over their immediate environment. For children and youth with developmental disabilities, being able to express preferences and make choices has been shown to decrease challenging behaviors and increase engagement in appropriate tasks.<sup>1\*</sup>

### Parent-suggested strategies

- **Model a choice making process for your child.** When you have a choice to make, think aloud about the information you are considering and why you chose a specific option. This will enable your child to hear how you navigate your own choices. For example, when choosing whether to wear pants or shorts for the day, say "It's not very warm today and it's windy, I think I will be too cold if I wear shorts. I'll wear pants today." By explicitly talking through this process, your child will build a foundation for independent making choices.

"In order to make choices, a person needs to be given choices. I give my son choices over issues both big and small that affect his life."  
—Parent

- **Provide opportunities for your child to make choices throughout the day.** Give your child choices as often as possible and appropriate. Ask your child which clothes she would like to wear each morning and what she would like to eat for a snack in the afternoon. Have your child choose an activity for the family, or allow your child to pick out a toy with which to play. By providing opportunities to make choices, your child will see that she has control over many parts of her life. This may help your child develop confidence and become more comfortable making her own choices.



- **Expect and encourage your child to make choices.** When there is an opportunity for your child to make a choice, anticipate that she will do so. When it is time for your child to do homework, expect her to choose which subject area to do first, rather than waiting to be told. If your child sees that you expect her to make choices, it may become more routine for her.
- **Use visuals such as pictures, icons, or words to help your child make choices.** For many children, visuals are an effective way to process and understand information. By pairing visuals with language, your child may find it easier to understand the choices being offered and to make her own choice. Show your child pictures of different dinner foods from which to choose or write down the names of activities she can do after school.

<sup>1</sup> Shapiro, Foggella, Early, Bae, and Wehmsayer (2009)  
Wehmsayer et al. (2007)

## Promote goal setting and planning \*4\*



Goal setting refers to identifying an achievable objective and developing a plan to reach that objective. Learning goal setting helps people to identify what is important to them and gives them a sense of direction and purpose. Children with disabilities who set their own goals may become more independent and proactive.

### Parent-suggested strategies

- **Set short-term goals with your child.** Set goals that can be accomplished within the same day or over the course of a few days. For example, set a goal that he will work on homework for 15 minutes tonight or will brush his teeth for three nights in a row. Developing short-term goals allows your child to practice goal setting and feel successful when he reaches a goal.
- **Let your child provide input on his goals.** Give your child the opportunity to contribute ideas to what his own goals should be. For example, if you want your child to participate in an extracurricular activity to support his social development, allow your child to choose the club or activity. Your child may be more motivated to achieve these goals if he provides input on them.
- **Write down goals and create a step-by-step plan with your child for how a goal can be reached and what resources might be needed.** If your child has a goal to be in a play, brainstorm a list of associated tasks: find out when auditions will be held, practice lines, and role-play an audition. To learn more about the specific play, he could refer to various resources like a movie or book version.

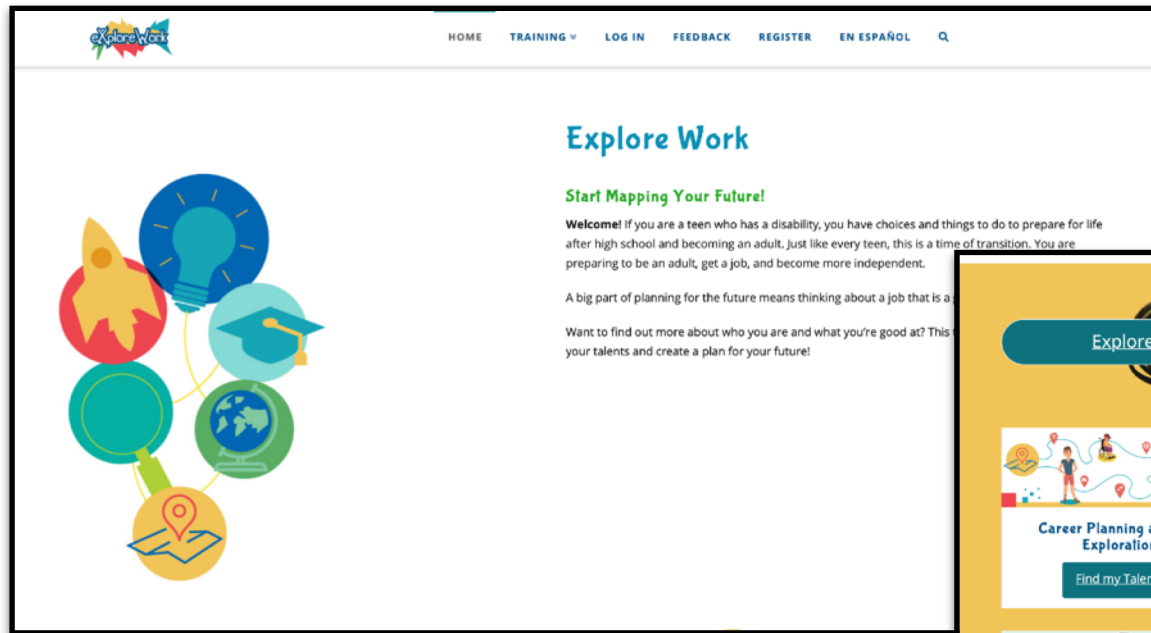
- **Use visuals to help your child see progress toward goals.** Use a chart, graph, or other visual to help your child see the progress he is making toward his goals. For example, write down your child's goals for the week and place a sticker of your child's choice next to each goal when it is completed. Seeing progress made may push your child to reach his goals.
- **Post goals in a location where everyone will see them each day.** Write down your child's goals or help him to write down his own goals, and post them in a location where they will be noticed, such as on the refrigerator or next to the front door. This may help your child and other family members maintain focus on his goals and incorporate them into daily life.
- **Encourage your child to ask for help reaching his goals.** Let your child know that it is okay to ask for help if he needs assistance to reach a goal. Talk about people he knows who would be available to help. Consider giving your child examples from your own life when you asked someone for help related to a personal goal. This may help your child see that people in his life are supportive and ready to help.



Help your child to set realistic goals. As all children set goals for their future, they often choose hard-to-reach goals that will be very difficult to attain, such as becoming a professional athlete or a famous singer. This can also be true of children with disabilities. For example, if your child has the goal to play professional football, encourage him to work on the steps leading to that, such as starting an exercise routine and joining or managing the football team at school. Do not guarantee that your child will reach the ultimate goal. Consider saying, "That may be a goal for some day, but let's figure out what parts of the goal you can work on right now." Setting realistic goals may help your child focus his energy and increase the chances of reaching the goal or a similar, easier-to-reach goal.



https://explore-work.com




The screenshot shows the top navigation bar with the following links: HOME, TRAINING, LOG IN, FEEDBACK, REGISTER, EN ESPAÑOL, and a search icon. The main heading is "Explore Work" in blue. Below it is the sub-heading "Start Mapping Your Future!" in green. The main text reads: "Welcome! If you are a teen who has a disability, you have choices and things to do to prepare for life after high school and becoming an adult. Just like every teen, this is a time of transition. You are preparing to be an adult, get a job, and become more independent." Below this is a paragraph: "A big part of planning for the future means thinking about a job that is a..." and another paragraph: "Want to find out more about who you are and what you're good at? This your talents and create a plan for your future!" To the left of the text is a cluster of colorful icons: a rocket, a lightbulb, a graduation cap, a globe, a location pin, and a magnifying glass over a document.



The screenshot shows a yellow navigation menu with a dark blue button labeled "Explore Your Options...". To the right of the button is the text "... or Choose a Topic Below". Below the button are six topic cards, each with an illustration, a title, and a button:

- Career Planning and Job Exploration**: Illustration of people on a path. Button: "Find my Talents".
- Your First Work Experiences**: Illustration of hands holding up a house. Button: "Explore Work".
- School Beyond High School**: Illustration of a graduation cap, a magnifying glass, and a book. Button: "Training and Education Options".
- Workplace Readiness**: Illustration of various tools and equipment. Button: "Get Skills for Work".
- Self-Advocacy**: Illustration of a target, a checkmark, and a globe. Button: "Improve my Self-Advocacy Skills".


https://www.mynextmove.org



o-net  
in-it

HOME SEARCH HELPED INTEREST

## What do you want to do for a living?



"I want to be a ..."

"I'll know it when I see it."

"I'm not really sure."

**Search careers with key words.**

Describe your dream career in a few words:

Examples: doctor, build houses

**Search** ➔

**Browse careers by industry.**

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

**Browse** ➔

**Tell us what you like to do.**

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

**Start** ➔

MY NEXT MOVE

O\*NET Interest Profiler

O-net  
Interest Profiler


Welcome to the O\*NET Interest Profiler. The O\*NET Interest Profiler can help you find out what you like to do.

The O\*NET Interest Profiler helps you explore careers you might want to explore.

On each screen, click the **Next** button to continue. You can use the **Back** button at the bottom to read the instructions or change your answers.



O\*NET Interest Profiler is sponsored by the U.S. Department of Labor, Employment & Training Administration, and developed by the National Center for O\*NET Development.




o-net  
in-it

HOME SEARCH HELPED INTEREST

Print Share

## Art Therapists

Also called: Art Psychotherapist, Art Therapist, Counselor/Art Therapist, Group Therapist



Art therapy combines psychotherapy

Produced by LarsonShelton

John Davison

**What they do:**

- Plan or conduct art therapy sessions or programs to improve clients' physical, cognitive, or emotional well-being.
- Conduct art therapy sessions, providing guided self-expression experiences to help clients recover from, or cope with, cognitive, emotional, or physical impairments.
- Design art therapy sessions or programs to meet clients' goals or objectives.

**On the job, you would:**

- Talk with clients during art or other therapy sessions to build rapport, acknowledge their progress, or reflect upon their reactions to the artistic process.
- Conduct art therapy sessions, providing guided self-expression experiences to help clients recover from, or cope with, cognitive, emotional, or physical impairments.
- Design art therapy sessions or programs to meet clients' goals or objectives.

**KNOWLEDGE**

- Health**
  - therapy and counseling
- Math and Science**
  - psychology
  - sociology and anthropology
- Arts and Humanities**
  - music, dance, visual arts, drama, or sculpture
  - English language
- Business**
  - customer service

**SKILLS**

- Basic Skills**
  - listening to others, not interrupting, and asking good questions
  - talking to others
- Social**
  - understanding people's reactions
  - looking for ways to help people
- People and Technology Systems**
  - thinking about the pros and cons of different options and picking the best one
  - figuring out how a system should work and how changes in the future will affect it

**ABILITIES**

- Verbal**
  - communicate by speaking
  - listen and understand what people say
- Ideas and Logic**
  - use rules to solve problems
  - make general rules or come up with answers from lots of detailed information

**PERSONALITY**

People interested in this work like activities that include helping people, teaching, and talking.

They do well at jobs that need:

- Self Control
- Careless for Others
- Integrity
- Stress Tolerance
- Adaptability/Flexibility
- Dependability

**TECHNOLOGY**

You might use software like this on the job:

- Graphics or photo imaging software
  - Adobe Systems Adobe Illustrator
  - Adobe Systems Adobe Photoshop
- Spreadsheet software
  - Microsoft Excel
- Electronic mail software
  - Microsoft Outlook

https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx

The screenshot shows the top portion of the CareerOneStop website. At the top left is the CareerOneStop logo with the tagline "your source for career exploration, training & jobs" and "Sponsored by the U.S. Department of Labor. A proud partner of the ameriCorpsJobcenter network." To the right is a search bar labeled "Search CareerOneStop" and a language selector for "Español". Below this is a navigation menu with links: "Explore Careers", "Find Training", "Job Search", "Find Local Help", "Toolkit", and "Resources For". The main heading "Interest Assessment" is displayed in a blue box. Below the heading, there are social media icons for Facebook, Twitter, and LinkedIn. A sidebar on the left contains the following text: "Interest Assessment", "30 quick questions", "About 5 minutes", "Learn about careers that might be best for you", and a "Learn More" link. The main content area contains the text: "Tell us what you like to do.", "And what you don't like to do.", and "We'll show you careers that fit your interests." At the bottom of this section is a large blue button labeled "START ASSESSMENT". At the very bottom, it says "Powered by O\*NET® Interest Profiler™".

This screenshot shows the activity selection portion of the Interest Assessment. It features a table with 10 activities and five response options: "Strongly Dislike", "Dislike", "Unsure", "Like", and "Strongly Like". Each cell in the table contains a checkmark, indicating that all activities are selected. Below the table are "Back" and "Next" navigation buttons. The page number "Page 1 of 3" is also visible.

Activity	Strongly Dislike	Dislike	Unsure	Like	Strongly Like
1. Build kitchen cabinets	✓	✓	✓	✓	✓
2. Develop a new medicine	✓	✓	✓	✓	✓
3. Write books or plays	✓	✓	✓	✓	✓
4. Help people with personal or emotional problems	✓	✓	✓	✓	✓
5. Manage a department within a large company	✓	✓	✓	✓	✓
6. Install software across computers on a large network	✓	✓	✓	✓	✓
7. Repair household appliances	✓	✓	✓	✓	✓
8. Study ways to reduce water pollution	✓	✓	✓	✓	✓
9. Compose or arrange music	✓	✓	✓	✓	✓
0. Give career guidance to people	✓	✓	✓	✓	✓



<https://nces.ed.gov/collegenavigator/>  
<https://bigfuture.collegeboard.org/college-search>

The screenshot shows the College Navigator search page. At the top left is the 'COLLEGE Navigator' logo. Below it are search filters for 'Name of School', 'States' (with a map), 'ZIP Code', 'Programs/Majors', 'Level of Award', and 'Institution Type'. A 'Show Results' button is prominent. The main content area features a large banner with the text 'Find the right college for you' and a 'Guide Me' button. Below the banner are several informational sections: 'Refine your search with More Search', 'Build a list of schools using My Favorites for side-by-side comparisons', 'Pinpoint school locations with an interactive map', 'Export search results into a spreadsheet', 'Save your session including search options and favorites', and 'Add College Navigator to your browser search bar'. There are also links to 'College Affordability and Transparency Center' and 'Additional Resources'.

The screenshot shows the BigFuture search page. At the top is the 'BigFuture' logo and navigation links like 'Get Started', 'Find Colleges', 'Explore Careers', 'Pay for College', and 'Get In'. Below the logo is a 'College Search' section with a 'SELECT FILTERS' dropdown menu. A large green callout bubble is overlaid on the page, containing the text: 'You have 3,696 college options. Choose a category on the left to find the right ones for you. We'll help along the way.' A smaller pink bubble next to it says: 'Not sure where to start? Go to College Search Step-by-Step an interactive guide.'

<https://www.collegefortn.org>

COLLEGEFORTN.ORG Sign Up Log In

Career Planning | College Planning | Money for College | Path To College | TN FAFSA Frenzy

Click here for COVID-19 updates and resources

## Path to College

Explore free resources and ideas on how to expand your school community's college and career culture!

Elementary School Middle School High School Parent Adult Learner Educator

### Tennessee Colleges

LANE COLLEGE THE UNIVERSITY OF TENNESSEE KNOWLEDGE CAMPUS MOTOR COLLEGE OF THE SOUTH COLUMBIA STATE COMMUNITY COLLEGE

#### Student Stories

Joy Weathers

"If you're thinking about [going back to college], and like I said, I thought about it for two years, and I came up with every excuse in the book not to go. But if you're willing and that's what you want to do, you should go for it."

Watch Video

## Find a Career!

"I don't know what I want to do." Sound familiar? Don't worry, we have you covered. Search for careers in high demand, research salaries, and take inventories to learn about what makes you unique and valuable to our world.



### Career Clusters

Tennessee's career clusters are organized into 16 broad categories that encompass virtually all occupations from entry through professional levels and are aligned with the U.S. Department of Education's structure of career and technical education (CTE). Career clusters identify the knowledge and skills needed to follow a pathway toward career goals and provide a context for exploring the many occupational options available. Note that each cluster is divided into different pathways that are grouped by the knowledge and skills required for occupations in these career fields.

Learn More

### Tennessee Occupational Projections

Occupation	2014 Estimated Employment	2022 Projected Employment	Total 2014-2022 Employment Change	Total Percent Change
Community and Social Services	46,950	54,980	8,030	17.10%
Education, Training, and Library	160,570	186,950	26,380	16.40%
Healthcare Practitioners and Technical	191,500	225,810	34,310	17.90%
Legal	15,400	20,450	5,050	33.00%
Protective Service	64,600	74,760	10,161	15.70%

For the full list, [click here](#). Visit [Jobs4TN.gov](http://Jobs4TN.gov) to learn more.

### Learn About Yourself

Explore your interests, values, skills, learning styles, and your personality traits. All of these exercises are not only an interactive way to learn more about yourself, but will help you with your career search. The more you learn about yourself, the better you will be able to map out a path for your future.

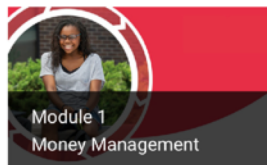
- **What are your Interests?**  
This self-inventory allows you to explore how much you like or don't like various activities and work habits.
- **What are your Values?**  
Take this inventory to discover what you value and how that applies to your professional future.
- **What are your Skills?**  
This inventory helps you explore your skills and how they relate to possible career options.
- **What is your Learning Style?**  
Figure out how you best learn and remember the information you're receiving.

Create An Account Now

<https://www.hsfpp.org/students/student-lessons.aspx>

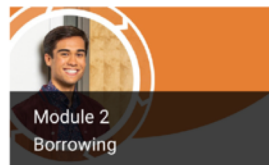
## Select Your Lesson

Your financial plan will contain many different topics and components. The 'Challenge' included with each lesson provides you with a component of your plan that you can update as your values and life situations change.



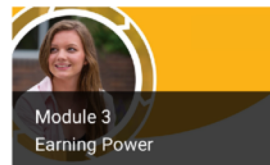
### Lessons:

- [1-1 Money Habits](#)
- [1-2 Goals](#)
- [1-3 Decisions](#)
- [1-4 Spending Plan](#)
- [1-5 Cash Flow](#)



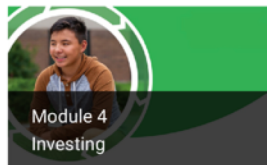
### Lessons:

- [2-1 Using Credit](#)
- [2-2 Credit Costs](#)
- [2-3 Credit Rating](#)
- [2-4 Rights and Responsibilities](#)
- [2-5 Identity Fraud](#)



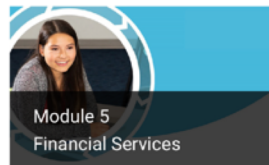
### Lessons:

- [3-1 Invest in Yourself](#)
- [3-2 Job Benefits and Costs](#)
- [3-3 Pay and Taxes](#)
- [3-4 Lifestyle](#)
- [3-5 Plan for Change](#)



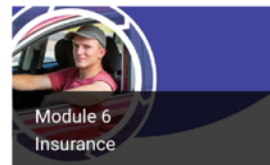
### Lessons:

- [4-1 Put Savings to Work](#)
- [4-2 How Investing Works](#)
- [4-3 Choosing Investments](#)
- [4-4 Investment Strategy](#)



### Lessons:

- [5-1 Checking Accounts](#)
- [5-2 Financial Tools and Technology](#)
- [5-3 Financial Fraud](#)
- [5-4 Financial Service Providers](#)



### Lessons:

- [6-1 Manage Risk](#)
- [6-2 How Insurance Works](#)
- [6-3 Selecting Insurance](#)
- [6-4 Auto Accidents Happen](#)

<http://www.nclد-youth.info/index.php?id=43>

<https://www.disabilitymuseum.org>

<http://ngsd.org/people-disabilities>

<http://sproutflix.org/browse/genre-free/>

**NCLD Youth** Home About NCLD Contact Us Search

## Timeline

Youth Development & Leadership Disability History Disability Movement Resources News & Events

This guide is designed to assist youth with and without disabilities to learn about the rich history of people with disabilities. Although designed primarily for youth and emerging leaders with disabilities, the guide can be used in multiple ways to educate a broader audience as well. Starting shortly before the United States was founded, the guide features examples of the remarkable diversity, creativity, and leadership that have shaped the disability community and American culture. Included is an interactive activity for use with groups to demonstrate societal and statutory events that have contributed to and continue to contribute to the true integration of people with disabilities in society. This guide is a new resource for the growing national movement to have disability history taught in the public schools and community-based organizations.

To begin, simply click on the century markers below, and then the decade markers that will appear. You can also expand the entire timeline. Alternatively, you can view the PDF version of the timeline.

- 1700s** Early Progress
- 1800s** Continued Progress and Human Rights
- 1900s** Modern Advancements and Civil Rights
- 2000s** Paving the Way for Future Progress

**dhm** disability history museum about library education exhibits feature blog

CONTACT US SUMMER 2017 HOME

### Library Collections

The Disability History Museum hosts a library of virtual artifacts, Education curricula, and Museum exhibits. These programs are designed to foster research and study about the historical experiences of people with disabilities and their communities. [About Us](#)

View past and present instruments, books, American Foundation blind, 1895

Letters, memoirs, Bentley School chapbooks, postcards, photos, annual reports, cartoons, and more! [Search](#) or [Browse](#) our library collections.

### Education Programs

**C'ELERY** AMERICAN AND INTERNATIONAL HISTORY OF THE INSANE

US Census 1870. Chart shows approximate number of insane population, 1870-1895.

Bring disability history into US History course work. Teach with primary sources. [Browse](#) the lessons.

### Exhibits

**Pluck, Luck and Sorrow: Anne Sullivan's Massachusetts, 1870-1918**

Immigrant, impoverished and impaired, "questioned" in her day, Anne Sullivan's parents would be called "undocumented" in our time. Follow the parallels and differences, then and now, as her family navigates the 19th century safety net. Then see how Anne and others seek independence as adults. In an age of inequality, Sullivan and her fellows blaze a path toward our present. [Available in Development.](#)

### Feature

**We know her name. The legend. The jokes. Her story is bigger.**

**Becoming Helen Keller**

a two hour documentary film

About the Film

**sproutflix** making the invisible visible

Login | My Cart Search

Homepage About All Films Playlists Film Programs

The only distributor of films exclusively featuring people with intellectual and developmental disabilities.

## FREE STREAMS

### FIND BY GENRE

- ACTION
- ACTING
- ANIMATION
- COMEDIES
- CONSUMER-FRIENDLY
- DOCUMENTARIES
- DRAMAS
- EXPERIMENTAL
- FEATURE LENGTH
- FILMMAKER WITH I/DD
- FOREIGN LANGUAGE
- MUSIC VIDEOS
- NARRATIVE
- ROMANCE
- SHORT FILMS
- SPROUT MAKE-A-MOVIE
- SILENT/NO DIALOGUE
- SUBTITLED

### FIND BY THEME

- ADVOCACY
- ART
- AUTISM SPECTRUM
- BRAIN INJURY

**100% MYSELF**  
DIRECTED BY EUAN RYAN  
6 % MIN / DOCUMENTARY / 2017 / SCOTLAND



Climbing has helped Georgia, a young woman on the autism spectrum, to confront her issues and realize that, for her, "normal" just isn't. [PREVIEW & MORE INFO](#)

**33 GIRL**  
DIRECTED BY RICCARDO DI GERLANDO  
13 MIN / NARRATIVE / 2014 / ITALY

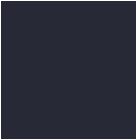


A man with Down syndrome dreams of reviving his dead mother. [PREVIEW & MORE INFO](#)

**3RD SON, FOURTH BROTHER**  
DIRECTED BY CAM LASLEY  
2.5 MIN / MUSIC VIDEO / 2009 / USA

Cameron Lasley was born in 1982 with Down syndrome, and in those first days, pediatricians didn't know whether he would walk or talk or do anything other than sit. These days, "Lax D" does more than walk and talk. He struts and raps. [PREVIEW & MORE INFO](#)



**What are some  
suggestions  
for providing assistance  
to families/students with  
no internet access,  
computer, or cell phone?**





**What is the process for getting online service delivery plans approved?**

**Can you provide examples of transition services that providers have been able to do remotely?**



What are the expectations for providers and TSW staff?

- What are pre-ETS services looking like across the state both for TSW grantees and CRPs?



How can we meaningfully  
engage students with more  
complex needs?



<https://tiescenter.org>



**TIES**  
Center

- Home
- Students
- Parents/Family
- Resources
- About
- Educators
- Systemic Change

**Home**

The most recent resources at TIES Center

Article

**TIES Distance Learning #5: Reflections About Individualizing Supports for Children and Families: Olivia's Story**

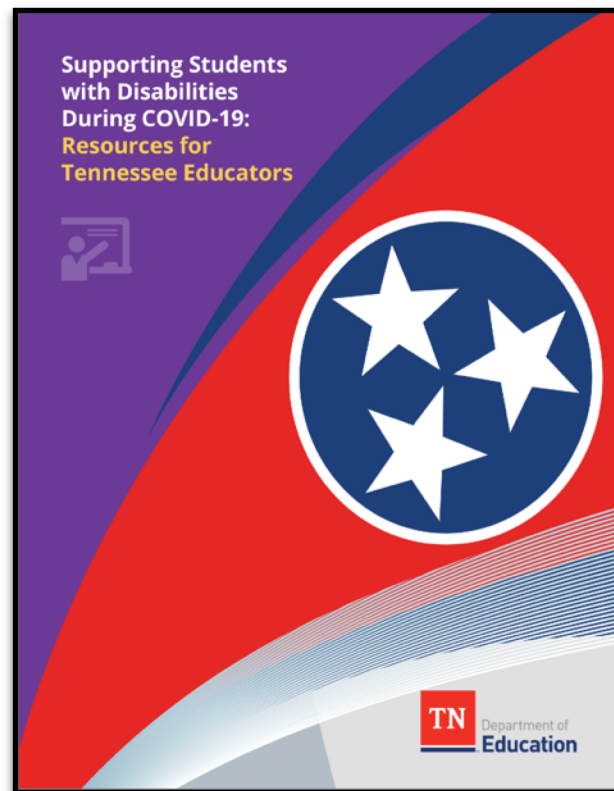
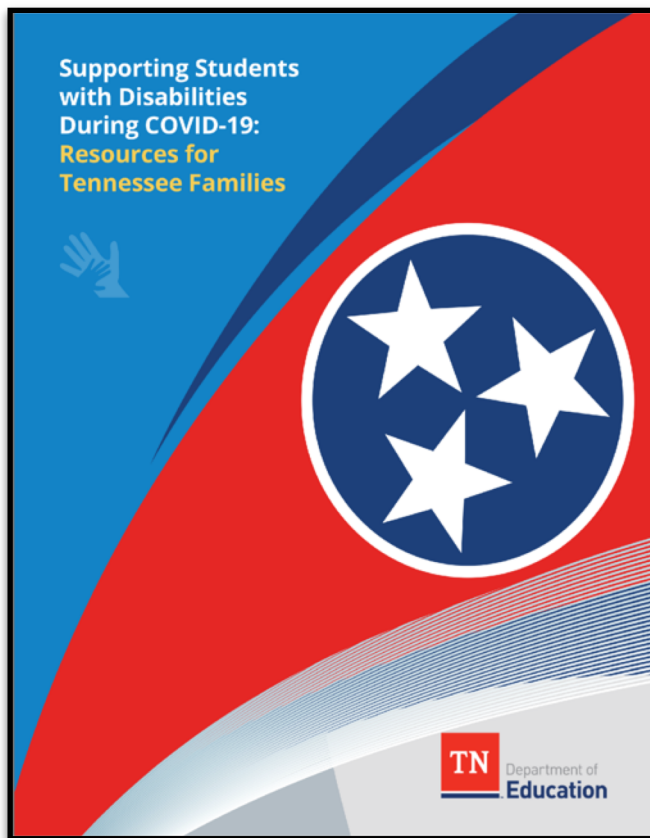
TIES Center is the national technical assistance center on inclusive practices and policies. Its purpose is to create sustainable changes in kindergarten–grade 8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same instructional and non-instructional activities as their general education peers while being instructed in a way that meets individual learning needs.



**TIES Center announcements**

**TIES Center Launches New Distance Learning Series**



[Lake Washington School District in Washington was selected as a TIES Center intensive technical assistance district.](#)



<https://vkcvumc.org/vkc/specialpopulations>






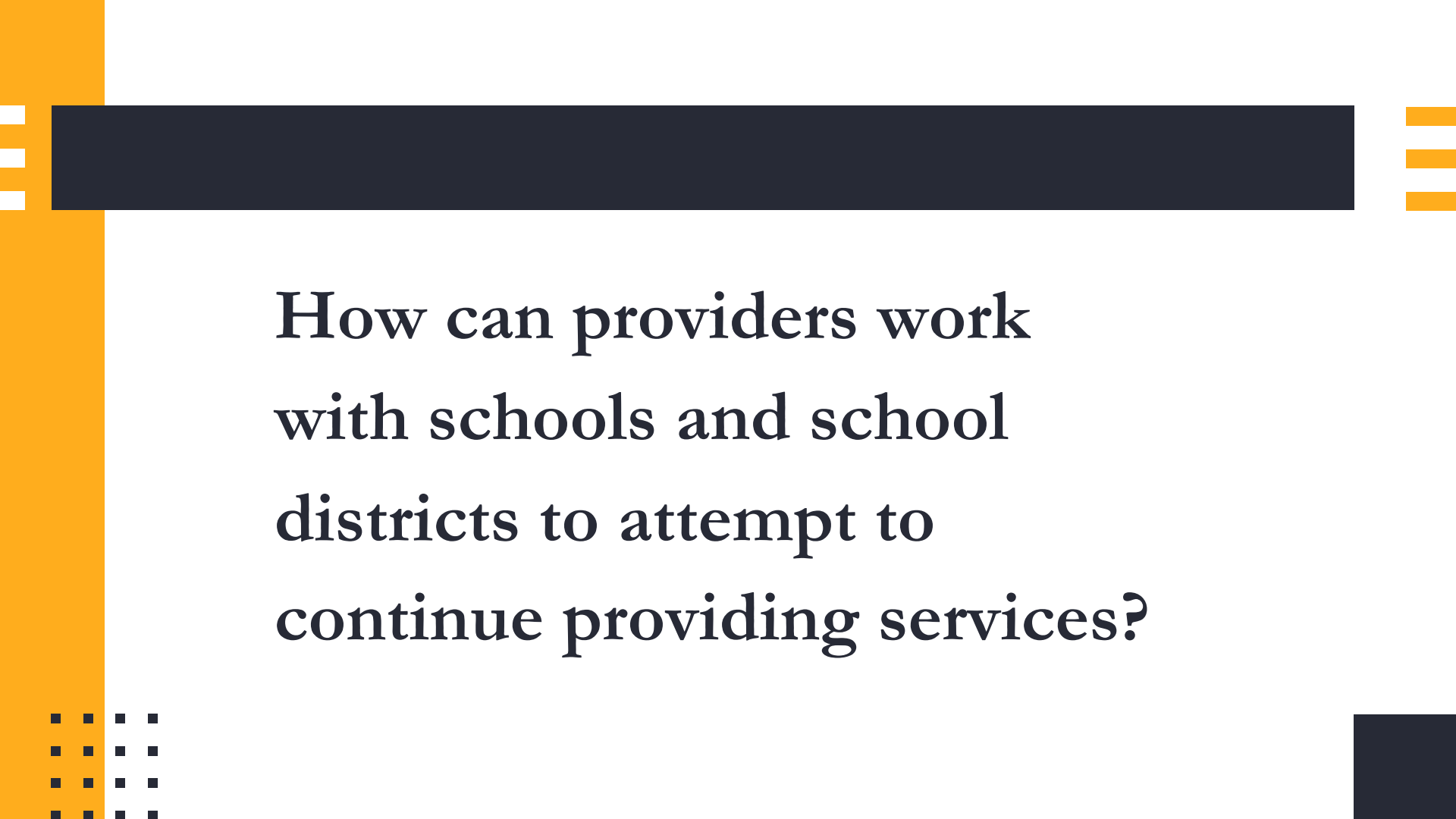
How can we motivate  
parents and students to  
follow through with  
learning at home?





How are pre-ETS providers tracking and reporting student participation and attendance in virtual pre-ETS activities?





How can providers work  
with schools and school  
districts to attempt to  
continue providing services?

**If there are barriers to internet access and computers, can we mail physical materials/curricula to students and count it as a direct service?**

Resource:



**Self-Determined Learning  
Model of Instruction**



<https://selfdetermination.ku.edu/homepage/intervention/>

# Resource: Dr. Kit

- Success in School
- Success at Work
- Success in Parenting

<https://www.drkit.org/>

Hi guys! You've come to the right place. Let me help you find a cool career!





## Resources and ideas shared in chat during forum

ASCA—upcoming webinars for school counselors:

<https://www.schoolcounselor.org>

National Association of School Psychologists-- has good resources on special education: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>

Providers should tap into the online learning system teachers are already using with their students.

For students moving to a new building (MS to HS)—consider making a video of the HS they'll be moving to so they can get acquainted, even if not physically able to tour. Create visuals.



# Thanks!

**Any questions? Contact us!**

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