

# *A Guide for Wisconsin CCoTs*

Wisconsin County Communities on Transition – Statewide Activities and Events



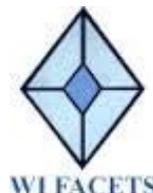
# A Guide for CCoTs

Compiled by:

**Transition Improvement Grant Staff**

*Thank you to all the Wisconsin CCoT's.*

*You make a difference!*



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## Forward

Over the years the County Transition Action Councils (TACs) in Wisconsin have evolved into the County Communities on Transition (CCoTs).

**A County Community on Transition (CCoT) is a regional community that comes together (networks) regularly to identify issues, barriers, supports and solutions to assisting students with disabilities make a successful transition based on student postsecondary goals related to training or education, employment and independent living. The key to CCoT success is sharing the work, establishing effective communication and new relationships to better work together.**

The outcomes of the shared work of these collaborative groups are as unique and varied as the communities they live in.

This guide is a start and shares the collaboration that is occurring in CCoTs statewide. This is a work in progress and only scratches the surface of the wide variety of events and activities across the state. Please join us in keeping this guide up to date and as complete as possible. Contact a member of the Transition Improvement Grant Staff at <http://www.wsti.org/contact-us/> to share the collaborative work of your local CCoTs.

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## Calendar of Social Events

### **Purpose:**

The Calendar of Social Events is a combined effort by multiple districts in a CCoT to provide recreation and leisure activities for students in the participating districts. These events give students an opportunity to create friendships outside of their own district and develop recreation and leisure skills. The activities target 8<sup>th</sup>-12<sup>th</sup> grade students with moderate to significant disabilities.

### **Description:**

The CCoT organizes a social event each month for students in their county. Most events occur during the school day with school providing transportation to and from the event and staff staying at the event to chaperone.

### **Activities:**

- ◆ Tour and lunch at local points of interest
- ◆ Holiday party
- ◆ Movie
- ◆ Swimming party and lunch
- ◆ Prom
- ◆ Triathlon
- ◆ Shopping trip to a local shopping center/mall
- ◆ Attendance at a theater stage show or musical event

### **Planning for the Event:**

CCoT members take turns in planning events. The person responsible for an event plans the event, sends out the invitations and takes care of all the coordination for the event.

### **Handouts:**

- ◆ Flyer explaining the event
- ◆ Permission slip from each participant

### **Materials:**

- ◆ Varies by event

### **County and Event Title:**

Shawano/Menomonie County

### **Resources:**

See Appendix A

## Career Exploration

### **Purpose:**

This type of event engages students in career readiness through making school-to-work connections along with gaining insight into students' strengths and interests.

### **Description:**

Students with disabilities from multiple school districts participate. This event is generally open to students in grades 10 – 12. Students explore career options based upon personal talents and interest through on-site or hands on experiences in their communities.

### **Options for Structure:**

- 1- *Students explore possible career choices based on age appropriate assessments and PTP goals. Career tracks are incorporated into the event*

### **Activities:**

Track 1 – Post-secondary college track for career readiness. This track involves a career field that requires a higher education degree from a technical or two to four year college.

Track 2 – Certification track for career readiness. This track involves visiting businesses that may require completion of some certification or official state level training or short course. For example, a volunteer fire fighter certification requires a high school diploma and some state level training courses such as Fire Fighter I / II.

Track 3 – Entry Level career readiness. This track involves visits to local businesses that have skilled labor positions that involve on-the-job training. No higher education degree or certification is required

- 2- *Based upon career interest results, students are paired (small groups) with a mentor who they shadow throughout the day to see, first-hand, how the skills and knowledge obtained in the classroom are applied to the real world. Host districts rotate on an annual basis between multiple school districts in the county.*

### **Planning for the Event:**

CCoTs share setting up sites within their communities. Individual districts are responsible for preparing students through career assessments before the event. There is shared responsibility for supervision and transportation during the event.

### **Handouts and Materials:**

- ◆ See specific CCoT activities in Appendix B

**County and Event Title:**

Lafayette-Iowa Counties "Career Exploration Day"

Sauk County Transition Team-- "Job Shadow Day"

*This event was fashioned after National Groundhog Job Shadow Day. Students are placed individually or in small group settings. For further information:*

<http://www.bostonpic.org/sites/default/files/2012-job-shadow-host-packet.pdf>

**Resources:** See Appendix B

## Champion Games

### **Purpose:**

To bring together students with disabilities along with students without disabilities to participate in an interactive physical activity experience. Research shows that physical activity and social interaction from these types of events helps to develop positive self-esteem that comes from recognizing students in positive settings.

### **Description:**

This daylong event is open to all students in grades 4k-12. The Champion Games event is a unique opportunity for special education students and non-special education peers to come together. It is an opportunity for education professionals, and community members to collaborate and provide an interactive physical activity experience for all students. The participating school districts arrive at the designated school district. Once everyone has arrived, they participate in an opening ceremony that includes a parade of the school districts. Following the opening ceremony, the students are free to go to as many of the activities as they are able during the period allowed. A mid-morning snack and lunch are provided to each of the students, chaperones, teachers and volunteers. Champion Games wrap up after the relay event, which allows enough time for all districts to travel to their home district before the end of the school day. Each student receives a medal for participating. An emcee is needed for the event.

### **Activities:**

- ◆ Opening ceremony
- ◆ Running events
- ◆ Wheelchair races
- ◆ Inflatable jumpers
- ◆ Relays
- ◆ Wide variety of field events
- ◆ Lunch and snack provided

### **Planning for the Event:**

A sub-committee coordinates the planning and communication logistics for the event. Many of the above listed activities such as rental of inflatable jumpers can have significant costs. Costs not covered by school districts can be covered by community-based donations.

### **Materials:**

- ◆ Permission form to participate
- ◆ Snack
- ◆ Lunch
- ◆ Participation medal, 1 per participant

### **County and Event Title:**

- ◆ CESA #3 "Champion Games"
- ◆ Columbia County—Track and Field Day

## **Disability Services Mapping**

### **Purpose:**

Disability Services Mapping is a way for CCoTs to get information out to their communities. All versions contain information on county services available to students with disabilities. This is a resource for teachers, students, and families to use when navigating disability services as students transition from high school to adult life.

### **Description:**

Agency names, contact information, and a summary of services offered are researched in a CCoT. The resource information is compiled in a way that makes the most sense for the CCoT and is distributed in the most effective way to teachers, students, and families.

### **Activities:**

CCoT members gather each participating agency's contact information and a summary of services offered. Other agencies and resources are researched and contacted for inclusion in this resource book or in other ways to get the information out to the communities.

### **Planning for the Event:**

The CCoT develops a timeline for this activity. An electronic or hard copy form is used to gather information on disability service providers and relevant contact information. The information is pulled together in a format that best suits the members of the committee.

### **County and Title:**

Jefferson County "Roadmap of Resources"

### **Resources:**

See Appendix C

## Full-Day Student Conference

### **Purpose:**

This event brings together students with disabilities in grades 9-12 from an entire county. The county CCoT coordinates the event. The objective is to have students have exposure to and gain knowledge of transition services and activities available to them at a local level.

### **Description:**

This daylong event is open to all high school students in special education programs in a county. It is designed to give students information about making the transition into the “real world” and meet many of the transition goals in students' IEPs. The event is organized and ran as a conference for students.

### **Options for Structure:**

*A. Students spend the morning in the community visiting various agency sites. Two tracks are made, one for students who will be living independently in the future and another for students who will require more supports to live and work in the community. Information on how to purchase a vehicle, how to open a bank account, how to apply for services through the county, what DVR can do for you, and programs available through the technical college are provided by each of the participating businesses, departments, and agencies. The day concludes with a panel discussion presented by area community members who were past graduates of the county special education programs. A fun way to wrap up the day is to give out door prizes. This event can be planned once every four years so that students have the opportunity to attend once while in high school. Each district provided a bus and driver.*

#### Activities of the Event:

- ◆ Keynote speaker
- ◆ Sectionals off-site or on-site
- ◆ Lunch
- ◆ Panel of speakers
- ◆ Door prizes
- ◆ Vendors
- ◆ Demonstration of appropriate/inappropriate attire and attitudes for a variety of employment situations

*B. Create an event with just one transition based focus each year and rotate the focus every four years in a one day-long location: employment, housing, courthouse, and transportation/health care.*

#### Activities of the Event:

- ◆ Transportation and health care
- ◆ Tour car dealership, learn about new vs used cars; what to look for when buying a used car; auto insurance; auto maintenance, financing purchase
- ◆ Presentation by a police officer on what to do if pulled over

- ◆ Area health care professionals discuss: when and how to call 911; dealing with stress; calling a doctor (what to say); essential First Aid supplies; HIPA laws

#### Court House

- ◆ Tour of courthouse
- ◆ Attend court session-a judge speaks on process, bailiff and court reporter discuss their roles in judicial system
- ◆ Presentation by Correction Officers on the county jail and rules/policies for inmates
- ◆ Demonstration of a working drug dog
- ◆ Voting procedures

#### Housing

- ◆ Landlord presentation on leases and rights/responsibilities of renters and landlord
- ◆ Insurance agent presentation on renter's insurance
- ◆ Presentation on county and city housing
- ◆ Presentation by on how to choose a roommate
- ◆ Presentation on getting/keeping good credit (landlords often do credit checks)

#### Employment

- ◆ Presentation of Teen Workers in Wisconsin – laws, rights, responsibilities.
- ◆ Area employers panel discussion
- ◆ Presentation on dressing appropriately for the employment interview  
Demonstration of appropriate/inappropriate attire and attitudes for a variety of employment situations

### *C. Employer Interviews as supplemental option*

#### Activities of the Event:

- ◆ CCoT contacts local employers to participate in “screener interviews.”
- ◆ Employers agree to do 10 minute open interviews for the day
- ◆ All students fill out the same generic application for the event
- ◆ Students are scored on their interview, and if the business believes there is a fit, they let the coordinator know who should proceed with the full application process
- ◆ Each school assists students with completing the formal application and contacting the employer when a fit is found.

**D.** Plan a full-day conference with the exception that only students present at it. In this style conference, students plan for a keynote speaker and choose and prepare in their classroom topics around transition that they are doing well at or that they feel themselves and other students need to learn more about.

#### Activities of the Event:

- ◆ Ice breaker
- ◆ Keynote speaker
- ◆ Sessions presented by students and facilitated by educators/agencies members
- ◆ Lunch
- ◆ Afternoon sessions
- ◆ Wrap up session with all students

**Planning for the Event:**

CCoT members brainstorm locations that are big enough to host the event. Many facilities do not charge for room rental if food is purchased through them. Possible events dates are chosen based on each school's calendar and the availability of the hall. Each district contributes their special education staff including teachers and paraprofessionals to chaperone the event.

**Handouts:**

- ◆ Permission form per student
- ◆ Release to have pictures taken
- ◆ Agenda/program booklet
- ◆ Maps
- ◆ Employer Schedule for Interviews

**Materials:**

Ask local businesses for donations to contribute to the gift bag each student receives for participating in the event. Pens, mini flashlights, mouse pads, ice cream coupons, candy, are examples.

- ◆ Schedules
- ◆ Name tags with lunch choice coded on it; if needed
- ◆ Bus tags color coded
- ◆ Master schedule (including employer interviews)
- ◆ Gift cards for the speakers on the panel (optional)
- ◆ Technology for presenters
- ◆ Thank you cards for students to complete after interviews
- ◆ Thank you cards for the presenters
- ◆ Survey of participants following the event

**County and Event Title:**

Calumet County "Real World Day"

Eau Claire County "The Real World Series

La Crosse County "The Next Step: Employment and 'I'm Outta Here but Where am I Going?'"

Pierce County "Real World Pierce County"

CESA #2 "Student Leadership Conference"

**Resources:** See Appendix D

## **Job Fair**

### **Purpose:**

This half-day event brings students with disabilities and area employers together for job interviewing. Area employers can interview students for actual open positions that they have or are expecting to have in the near future or employers can run mock interviews with students or participate in a combination of both. Students are able to practice work related skills such as interviewing, handshaking, and appropriate dress during the event. Targeted group for this event: 10th -12th grade students with disabilities.

### **Description:**

The CCoT contacts local employers to participate in the job fair. Employers agree to do 10-minute interviews for the duration of the event. All students bring along multiple copies of their resume to give to the employer at the beginning of the interview. Students rotate through multiple interviews with different employers. Each school assists their students with recording which employer they had an interview with and then assists with following up with the employer and sending thank you notes.

### **Activities:**

- ◆ Completion of a job application
- ◆ Greeting of employer
- ◆ Multiple interviews
- ◆ Writing of thank you notes

### **Planning for the Event:**

The CCoT develops a letter that is mailed to local employers to solicit managers and human resource staff to participate in the event. A location is selected that can accommodate all the employers that respond with enough space to allow for individual interviews. Districts provide transportation for their students to and from the event. Staff from the district chaperone the event. CCoT representatives coordinate the activities, provide the welcome for the businesses, and manage the flow of students throughout the day. A master schedule is developed, flyers sent to schools noting the requirement that students bring along multiple copies of their resume, event evaluations, and thank you notes for students to complete as needed.

### **Materials:**

- ◆ Generic employment application
- ◆ Thank you notes
- ◆ Listing of employers for students to check off those with whom they interview

### **County and Title:**

Manitowoc County "Job Fair"

## Job Olympic Events

### Purpose:

These events give students a “hands on” career exploration opportunity. Students can try out actual “jobs” or show their proficiency at certain tasks. Students also get the chance to practice work related skills such as interviewing, role modeling, and appropriate dress. Teachers can even use the event as a curriculum for teaching employment skills. The targeted group is 8<sup>th</sup> - 10<sup>th</sup> graders with moderate to significant disabilities.

### Description:

Job Olympics is set up with different job related events that students can be part of. The events content, events and location vary from year to year. Students usually participate in three to four events along with other job related activities. The amount of time for each event varies. Each event has an adult who completes a prepared evaluation or feedback rubric for the student on their performance. There is usually a culminating event with recognition through medals or certificates.

### Possible Activities:

See Appendix for information from specific CCoTs.

- ◆ Job interview simulation
- ◆ Bed making
- ◆ Housekeeping
- ◆ Money/time management
- ◆ Concierge with role play
- ◆ Beverage set up
- ◆ Greenhouse
- ◆ Host/Hostess
- ◆ Silverware rolling
- ◆ Laundry
- ◆ Room service
- ◆ Bussing
- ◆ Assembly construction
- ◆ Grocery bagging
- ◆ Work site role plays
- ◆ Car detailing
- ◆ Thank you notes

### Planning for the Event:

CCoT members or schools share responsibility for these events, i.e. scheduling, event planning, and supervision. The CCoTs often pull from the community for the adult supervisor in events. These can range from retired teachers, business leaders, agency employees, to administrators.

### County and Event Title:

Sauk County Transition Team “Job Olympics” and “Job-R-Tunities”  
LEAPP in Waukesha County “Job Olympics”

### Resources:

See Appendix E

## **Let Us Do the Talking: Agency to Teacher Transition Talks!**

### **Purpose:**

This event brings agencies and updated transition related information to all special education teachers, Directors of Special Education, and school counselors. The purpose of getting everyone together is so they all have the most accurate and up-to-date agency information to increase communication and appropriate transition services planning for students and their families.

### **Description:**

Two, half-day, information sessions are offered to special education teachers, Directors of Special Education, and school counselors. A diverse number of local agencies are pulled together to bring their agency information to a central location to share with school transition stakeholders. Agencies each present a five-minute informational update, after which time is given for questions. Then educators have the opportunity to browse agency booths, gather materials, and ask more specific student related questions. Two, half-day sessions are offered to increase attendance and to allow school districts to retain some special education staff in their buildings while ensuring each teacher attends one session.

### **Activities:**

- ◆ Agency presentations
- ◆ Question and answer segment
- ◆ Vendor fair

### **Planning for the Event:**

The CCoT schedules the two dates for the event, shares that information with Directors of Special Education for administrative planning, and creates a flyer for the event. A central location needs to be established and contact needs to be made with each agency. The CCoT teacher representatives communicate the event date and details with their colleagues who will be attending. Teachers create specific questions to share with the agencies ahead of time to assist them in catering their presentation to current needs.

### **Handouts:**

- ◆ Flyer

### **Materials:**

- ◆ Agencies provide door prizes for participants.

### **County and Event Title:**

Polk County Transition Talks “Let Us Do the Talking: Agency to Teacher”  
Langlade County “Transition Meet and Greet”

### **Resources:**

See Appendix F

## On Campus Conferences

### **Purpose:**

The location of this event is on a two-year college campus or technical college campus. This allows students to have a chance to get a feel for what it is like to attend an institute of higher education. Students receive information about post-secondary education options and any other information on transition related topics that organizers plan into the day. This event targets students in grades 10 and 11 with mild to moderate disabilities.

### **Description:**

On college campus experiences are held every few years to allow students the opportunity to participate once or twice during high school. The event is held at the local two-year or technical college campus during their break, either winter or spring. The purpose of this conference is to share transition information with students as they prepare for life after high school. The conference has sessions that focus on the needs students with disabilities have as they transition to post-secondary options, including education, training, workforce and life. A highlight of this event is a tour of the campus.

### **Activities:**

Sessions can vary from conference to conference. The students choose three to four to attend based on the master schedule for the event. Session presenters are local representatives of post-secondary institutions and other agencies that students will be part of after high school.

- ◆ Staying safe on the internet
- ◆ Post-secondary education: two and four year colleges
- ◆ Adult responsibilities and rights
- ◆ Differences between accommodation in high school and college
- ◆ Money management
- ◆ Team building
- ◆ Future career trends
- ◆ Apprenticeships

### **Planning for the event:**

Each district splits the planning tasks from scheduling the day, to developing a student evaluation, to contacting speakers for the sessions. Lunch can be purchased on campus, catered or lunches can be brought with students from their home district. Many times the local UW or technical college campus waives the fee for use of room space.

### **County and Event Title:**

Jefferson County "Moving Forward"

Sauk County "Tools for Success"

Waukesha County "Take Charge of Your Future"

### **Resources:**

See Appendix G

## Reality Fair©

### **Purpose:**

This event provides students with an opportunity to experience real life situations, money management and budgeting skills, goal-setting, and tough decision making using simulation by integrating with community and local business personnel.

### **Description:**

By the time students come to the Reality Fair©, students have chosen a career and know the expected monthly salary for their profession. Salaries are researched ahead of the event and must be an entry-level salary rather than median or veteran salary. All students are informed that they are between the ages of 22 and 25, out of school, and living independently. Some higher-level careers (i.e., doctors, lawyers, CEOs) have salaries that are capped as the intent is not to give students the impression they are making their “millions” right out of high school or college. For instance, a student who chooses “doctor” as his/her future career selects “intern physician” and makes “\$45,000 rather than \$125,000. Limiting salaries makes this experience more challenging and realistic for students.

Just prior to attending the Reality Fair, students are randomly assigned a “life status” which identifies them as single, married or divorced, with or without children, number of children and their ages, and if divorced the amount of monthly child support either receiving or owing.

Armed with this information, students enter the Reality Fair©. A high school gymnasium is appropriate and spacious to conduct the Reality Fair©. The facility is populated with tables (booths) that represent a service or commodity adults have to acquire and pay for on a monthly basis. Representatives of the local business community are at the booths counseling students on their options and trying to convince students to buy their service or commodity.

Students receive their monthly paychecks, and then visit the Uncle Sam booth to pay their taxes based on their salary and their life status. With the net amount, students visit the bank, set up a checking account, and receive a checkbook to use for purchases.

There are over 30 booths representing all the items and services students must consider while living independently. They must visit each booth, but are not required to make purchases at all of them. The booths that seem to affect students most are the Bank/Uncle Sam (taxes), Fate, Child Care, and Insurance booths.

Of course, as life would have it, a few glitches are thrown in. At the Fate booth, which each student must visit twice, students may find out that their furnace has broken down or their tires need to be replaced on their car and they have to pay for those items. They may find that they received a monetary gift for their birthday and they will have that amount deposited into their checking accounts. To further complicate their lives, students randomly receive Police tickets for various infractions that must be paid for or defended at the courthouse booth.

**Activities:**

1. Students research the salary of their chosen career using WorkNet ([www.worknet.wisconsin.gov](http://www.worknet.wisconsin.gov)) – see WorkNet Instructions sheet.
2. Permission slips are signed by parents and students for participation at the event and photography.
3. Pre-instruction time focuses on basic financial literacy such as writing out checks, entering debits and deposits into the checking register and balancing; credit and debit cards; and budgeting. The budgeting sheet is recommended to be used at the event and students need to have the sheet filled out ahead of time.
4. Staff should arrange for substitute teacher(s) if necessary and transportation with their administrators prior to the event.

**Day of the Event:**

1. Each student is given their life status sheet, a name badge that lists pertinent information regarding their Life Status (for the booth volunteers), a reality fair checklist, clipboard, pen, and calculator (discourage using personal cell phones).
2. Students must start at the Bank/Uncle Sam booth and present their life status sheet and in return receive a checkbook with a starting balance AFTER taxes have been taken out of their check.
3. Students roam from booth to booth and make either required purchases with the choices that have been given at the booth, or listen to the volunteer talk about options for purchasing if it is an optional purchase booth (i.e., vacations) or if it does not apply to the student (i.e., child care if the student's life status is childless).
4. Once a student has completed all obligations and completed the checklist, s/he must go to the Exit Interview to answer questions about their participation in the event.
5. The very last booth is the Check Out booth at which the volunteers will look over each student's checklist to make sure the student has (a) stopped at each booth; (b) listed all checks in the check register and that the checkbook is balanced; (c) less than \$200 balance in the checking account (if more, they are encouraged to go back to the Investment booth and invest or to Charitable Contributions and make more donations); (d) return materials (clipboards can be reused; checklists are kept and returned to respective districts; student keep the pen, calculator, and checkbook)

**Planning for the Event:**

1. Depending on the number of times this event has been held will determine how much time is needed during the planning stages. Generally, about six to seven months of planning is appropriate given that five to ten people are involved.
2. List of contacts should include area business representatives whose occupations are similar to the booths (i.e., realtors cover the Housing booth; car dealers represent the Transportation booth). Community volunteers work in booths that do not have local business representatives (i.e., Exit Interview, Check Out, Fate). Volunteers are encouraged to dress in their work attire and to bring props that would spruce up their "business" (i.e., realty signs, groceries, phones). Annual events could include a "Save the Date" postcard six months out and a follow-up call two or three months prior to the event.
3. Determine the types of booths and the number of each. Some booths such as Housing,

Transportation, Bank, Uncle Sam, Part-Time Jobs may require more than one person working while some booths such as Vacations, Dining Out, and Dental Insurance may require only one volunteer to run it.

4. Contact businesses and/or community organizations for donations to fund the event. Sponsorship may be offered.
5. Inform students of the event and have them research their chosen careers, salaries, and Education requirements at least one month prior to the event so that information can be prepared and ready for them the day of the event. Permission slips will need to be sent home as well as the WorkNet guide.
6. Gather enough tables and chairs for the booths needed – long tables are recommended with two to three people assigned per table.
7. Copy necessary documents. For students participating from more than one school or grade, color coding is recommended. Reproduce necessary consumable materials for booths.
8. Arrange food for volunteers – if it is an all-day event, provide a light breakfast, lunch, and afternoon snack with beverages available throughout the day.
9. Determine how life status sheets will be designed for students. Once that has been determined, print a life status sheet for each student as well as a name badge including family and income demographics on it.
10. Arrange for publicity – newspapers, radio/TV stations.
11. Send information to volunteers. This could include a sample life status sheet, booth descriptions, specific information about their booth, information pertaining to time, date, location, and any other housekeeping items of importance.
12. Plan for the set-up of the booths and create a map – have maps available the day of the event.
13. Purchase necessary supplies.
14. Set-up the event the day prior. Have booths set up, supplies on them as necessary for each booth, and signs for each booth posted. Include a food table area.
15. Have name badges for the volunteers.
16. Arrange a brief student orientation in a separate location to welcome students and inform them of the day's events. Plan approximately two to three hours for students to go through the event from start to finish – especially if there are large numbers (i.e., 150+ individuals) participating.
17. Send thank you cards to the volunteers after the event. Include thank you cards to any donors of money and/or supplies.
18. Pay bills to vendors as necessary.

**Handouts:** There are numerous handouts for this event. A helpful resource which includes start up information and handouts is found at

[www.schenectadybpw.org/attachments/001\\_Reality%20Store.pdf](http://www.schenectadybpw.org/attachments/001_Reality%20Store.pdf).

**Materials:** Clipboards, pens, checkbooks, calculators, spelling cheat cards (for check writing), paper – various colors, rubber stamps or marking pens (1 or 2 per volunteer to stamp students' checklists when they have visited the booths), deck of cards, dice, large calculators for booths that need to do math calculations, lists of prices for various items to be available at necessary booths, thank you cards and envelopes, postage stamps, manila envelopes, legal-sized

envelopes, table cloths, tables, and chairs, food table, charts for booths (as necessary – not all booths have informational charts), lamination of charts (optional), fate cards, nurse tickets, police tickets, stapler, dot stickers – multiple colors, name badges with lanyards (optional).

**County and Event Title:**

Juneau County “Reality Fair”

Taylor County “Reality Fair”

Waukesha “Game of Life”

Rock County “Reality for Life”

**Resources:**

See Appendix H

## Ropes Course Event

### Purpose:

The purpose of this event is threefold:

- 3- Engage students in ice breaker and basic trust building activities
- 4- Engage students in low ropes related activities (low ropes elements and initiatives that relate to trust, communication, self-determination and problem solving are some examples).
- 5- Finish the day with high ropes elements – 2-3 elements where students will leave the ground and negotiate obstacles to increase self-confidence, resiliency and follow through.

### Description:

To engage students with disabilities in ropes course type events.

### Options for Structure:

- A. The students attending this event are all in need of a modified ropes course experience to include use of accessible ropes course events.
  - a. Example: Special Rock Wall with specialized pulley system to help students up the wall/tower.
  - b. Zip Line with special basket to replace wheelchair.
- B. The students attending this event are all students who are either at-risk identified students or students with IEP's for EBD and can navigate a traditional ropes course without accommodations.

### Activities:

- ◆ Ice Breakers
- ◆ Energizers
- ◆ Low Ropes Initiatives
- ◆ High Ropes Elements

### Planning for the Event:

Step 1: find a ropes course in close proximity that will contract with your students to either come to their course OR bring their course to you. Listed on the appendix are courses in WI that are handicap accessible.

Step 2: create a permission slip and include all liability and release forms that the ropes course requires.

Step 3: arrange transportation to and from the event and begin to communicate with schools involved regarding dress code, times, lunches and other important details of the event.

**Handouts:**

- ◆ Copy of the challenge / ropes course rules and the fact that it is challenge by choice.
- ◆ Once students arrive, they are to sign a form stating they agree and choose to be an active participant.
- ◆ Agreements for the course are as follows (ground rules) – explain this in advance to students and stress importance of each one of these agreements.
  - 1- Mutual respect
  - 2- Right to pass on activities
  - 3- Attentive listening
  - 4- Active participant having fun

**Title and County:**

Columbia County “Ropes Course Event”

**Resources:**

See Appendix I

## Scavenger Hunt

### **Purpose:**

A community scavenger hunt brings students from various schools together to participate in a training session on using public transportation as well as familiarizing themselves with local resources.

### **Description:**

Students from local school districts team up in a race to understand how to navigate public transportation, find a variety of local resources, and spend time in a vendor fair visiting with local agencies and disability related organizations. Students are split into teams and each given a poster board to keep track of the highlighted “hot spots” along the way. Teams gain points for locating the resources and seeking out information from local businesses. The team with the most points, wins!

### **Activities:**

- ◆ Use the public transportation system
- ◆ Read a bus map
- ◆ Locate community resources
- ◆ Access a vendor fair

### **Planning for the Event:**

The planning committee determines the best method for having multiple groups access public transportation in a community. The key parts of the event are the bus scavenger hunt, teaching bus etiquette and planning the vendor fair.

### **Handouts:**

- ◆ List of locations
- ◆ Bus schedule

### **Materials:**

- ◆ Students bring sack lunches
- ◆ door prizes were donated by community and vendors
- ◆ name tags
- ◆ scavenger hunt posters to document places for points

### **County and Title:**

La Crosse County “Transportation Scavenger Hunt”

### **Resources:**

See Appendix J

**Other:** Incorporate taking location pictures with the iPad. Contact local media (newspaper and television) for coverage.

## Transition Fairs

### **Purpose:**

This event brings together service providers and other adult service agencies to allow for a dispersing of information to interested parties on services available to adults with disabilities in a county.

### **Description:**

Student with disabilities (IEP or 504), their parents, and other interested parties are invited to one location to find out about services available in their county and the surrounding area. Tables are set-up in an accessible location to allow for service providers, agencies, educational facilities that provide assistance to people with physical/sensory, mental, educational, or developmental disabilities to have a representative attend and have information available. Representatives answer questions from students and their families and provide brochures, business cards, handouts, etc. One way to organize the list of agency representatives is by the Transition Services areas as listed in the PTP: Post-Secondary Education, Vocational Education and Training, Employment and Integrated Employment, Adult Services, Independent Living/Post High School Adult Living/Acquisition of Daily Living Skills, Community Experience/Participation.

### **Options for Structure:**

- A. The fair is held during the day with transportation and staff provided by the local districts. The schools arrive and depart on a rotating basis.*
- B. The fair is held after school hours and is open to students and their families with families providing transportation to and from the event.*
- C. Optional inclusion: Presentations, guest speakers, or a panel of speakers are included as part of the event. Set times for the formal presentations allow for students and families to choose when to visit the resource tables and/or to attend the formal presentations.*

### **Activities:**

- ◆ Agency tables with representatives available to answer questions
- ◆ Evaluation of the event
- ◆ The students and families have time to circulate through the representatives
- ◆ Possible presentation on post-high school transition topic
  - Guardianship
  - Independent Living Options
  - ACT Accommodations
  - Financial planning: trusts

### **Planning for the Event:**

The CCoT coordinates a date, time, and location for the event. Agency representatives are contacted to determine if they will have representation at the event. The CCoT covers the cost of snacks and sodas and a light lunch or dinner for the agency representatives.

**County and Event Title:**

Brown County "Transition Fair"

Eau Claire County "Parent Transition Resource Fair"

Manitowoc County "Transition Tree"

Marathon County "Transition Night"

Oneida/Vilas/Forest County "Navigate Your Future"

Shawano County "Transition Fair for Students"

Taylor County "Transition Night"

**Resources:**

See Appendix K

## Wellness Days

### **Purpose:**

To expose students to a variety of life-long wellness activities and information on health that assist in creating and maintaining healthy lifestyles.

### **Description:**

The activities for this event target students with disabilities who need adaptive activities so they may participate more fully in healthy physical activities on a regular basis. During the event, varied modified games and activities are available for participation. Nurses from school districts attending volunteer their time to do blood pressure and vision screenings throughout the day. Health professionals talk to students about healthy food choices. Each student leaves with donated items and a health care toolkit.

### **Activities:**

- ◆ Volleyball
- ◆ Badminton
- ◆ Video Dance
- ◆ Wii
- ◆ Blood pressure screening
- ◆ Vision Screening

### **Planning for the Event:**

The CCoT schedules a date, time, and location with their representative school districts. Coordination with school district nurses and other health professionals is completed for informational sessions for the event.

### **Handouts:**

- ◆ Permission slips
- ◆ Flyer explaining the event

### **Materials:**

- ◆ Work with Adaptive P.E. teachers on securing video dance games and other adaptive P.E. equipment

### **County and Event Title:**

Sauk County "Wellness Day"

### **Resources:**

See Appendix L

## What Not to Wear

### **Purpose:**

This event gives students concrete examples of do's and don'ts when it comes to attire and behavior during the interviewing process. The target audience is students with disabilities who will soon be entering the workforce.

### **Description:**

This event can be a standalone event or it can be incorporated into a larger event. Students with disabilities, students without disabilities, college students, community members, or a combination of people can serve as the actors.

### **Activities:**

- ◆ Fashion show with emcee who describes what each model is wearing and the appropriateness of the model being ready for a job interview.
- ◆ Scripted interview scenes written by students with and without disabilities and portrayed by the same students to peer groups. Examples of appropriate dress and behavior are modeled in contrast to examples of inappropriate dress and behavior.

### **Planning for the Event:**

The CCoT coordinates the date, time, and location for this event. Coordination of models, assistance with expectations and scripts, and recruitment of audience members are part of the planning process. Ask students for recommendations of songs to use during the modeling show.

### **Handouts:**

- ◆ Map of stage with directions for participants
- ◆ Flyer advertising the event
- ◆ Permission slip/photography release form

### **Materials:**

- ◆ Stage
- ◆ Variety of clothing items

### **County and Title:**

Sauk County Transition Team—What Not To Wear part of the Job-R-Tunities  
Wisconsin Transition Conference-What to Wear, Not to Wear Fashion Show

### **Resources:**

See Appendix M

## **Appendix**

The appendix for the CCoT Guide is located at the following URL:

[http://www.wsti.org/wstidata/resources/Appendix\\_CCoT\\_Guide\\_03\\_2014.pdf](http://www.wsti.org/wstidata/resources/Appendix_CCoT_Guide_03_2014.pdf)