

Follow Up Notes for Transition Networking Calls
4/9/2020 and 4/15/2020

How is your district supporting Family Engagement for all families?

- Providing updates for families weekly
- Sharing resources through Google Classrooms:
 - Google Classrooms by grade level, sending out grade level specific transition information.
- Sending daily lessons through Google Slides using [Pear Deck](#)
- Staying engaged with families:
 - ZOOM, Google Hangouts, WebX, emails, phone calls
 - Paras are meetings with students over Google Hangout
- Working with families to see practical things students can be doing at home
 - I.e. Raking, dishes, laundry, etc
 - How to videos shared with families
- Hosting IEP Meetings via Google Hangouts, use of Google Voice
- Sending home paper packets (US Postal) 2x/week for families
- Developed postcards to mail home to continue connection with families
- Reached out to local CCoT and then shared out resources with families
- Facebook Page - Closed - just for families:
 - resources, newsletters, photos of successes from all the grades, students engaged - by posting success stories others (families/students) are inspired by
- Family and student virtual scavenger hunt on Transition Information
- Documentation on Google Docs of contact with families, focusing on families that are not having contact made.
- Supporting Confidentiality:
 - Google Classroom is closed - can participate only by invite
 - Group Google Hangouts - Camera's need to be off
 - Some districts are being told not to worry about confidentiality issues as students, parents have the right to deny their child to participate-Check with your District Administration
 - District created permission form/getting consent from each family
 - Consent forms shared through CESA

Interagency Collaboration

- Information about ongoing general collaboration:
 - Engaging with outside agencies virtually
 - Skype, ZOOM, phone
- Engaging with Division of Vocational Rehabilitation (DVR):
 - DVR Representative Indicated: Wellness Checks with our consumers and identifying virtual services
 - Encouragement to keep monthly meetings scheduled with teams (i.e., parents, students, DVR counselors, voc providers, etc.) especially those students who will be exiting at the end of the school year.
- Collaboration with Vocational Rehabilitation for Native Americans (VRNA):
 - [VRNA](#): If anyone has a child in transition, who is an enrolled member of a tribe in a service area(On or near a reservation) VRNA covers, we can partner with DVR for additional support to the child and family.
 - Discussion about late summer jobs for students

Follow Up Notes for Transition Networking Calls
4/9/2020 and 4/15/2020

- County Communities on Transition (CCOT) Collaboration:
 - Continue meeting virtually
 - Continue to be in direct contact with day providers, IRIS consultants, transportation providers, DVR and the agencies that support students in employment through phone calls, email, and texts. As a group, in contact with employers.
- Collaboration with Independent Living Centers (ILCs):
 - Collaboration with ILC for Self-Advocacy Instruction
- Collaboration with Higher Education Institutions (HE):
 - Many of the WTCS schools and UW system schools are doing virtual tours for students interested in learning more about postsecondary options. This is really important since face to face tours are not options at this point. Contact your postsecondary partners for more details.
- Supporting Seniors:
 - Collaboration with Higher Education Agencies Seniors will be attending
 - We continue to keep zoom meeting with the entire team with our exiting seniors

Delivery of Pre-Employment Transition Services (PreETS)

- General Information about engaging students in Pre-ETS:
 - Lesson plans sent home two times a week focusing on Pre-ETS in student's PTPs
 - Holding zoom meetings with the family, student and several outside agencies- not holding as an IEP but getting together to keep connected and change as we need to.
 - Students exiting due to age, both in very different family situations. Including them in Google Hangout Meetings to discuss what supports they are needing and also sending home links to career exploration as well as ULS lessons for students to complete
 - Continuing with the activities that are part of our 18-21 y/o curriculum, so money activities; cooking assignments (creating grocery lists from given recipes), etc..
 - Offering online office hours daily for students
- Job Exploration Instruction:
 - Having students research jobs they are interested in www.mynextmove.org
 - Xello: <https://xello.world/en/> They don't have specific tours, but they have a google map option.
 - Have students interview professionals via a technology platform because many private sector employees may have more free time than normal.
 - Interview family members about their jobs
- Higher Education Related Services:
 - UW Stevens Point Tour: <https://www.uwsp.edu/admissions/Pages/Visiting/default.aspx>
 - UW Whitewater Tours: <https://www.uww.edu/admissions/campus-tour>
 - UW River Falls put together a webinar that is usually shared at parent nights to share with families too.
 - Check out with Higher Education agencies your students are interested in for virtual tours
- Workplace Readiness Instruction:
 - Sending assignments incorporating the Project Search Job Prep Plan in collaboration with our Instructor. (i.e. templates and guides for Cover letter, Resumes and References)

Follow Up Notes for Transition Networking Calls
4/9/2020 and 4/15/2020

- Skills to Pay the Bills and Relationships - In the process of setting up finishing where students left off via virtually
- Have students record daily job tasks and send to teacher
- Through email and also Facebook an account just for my Project Search Group and have had good success with messenger. At least with the students that have FB
- Project SEARCH - teacher is using FACEBOOK messenger with students because they tend to feel more comfortable using their smartphones
- Social and Independent Living Skills Instruction:
 - Our district tries to deliver groceries once a week with a recipe for them to make, and then they can post pics.
 - A teacher videotaped her grocery shopping and walked students through it. The video was posted on Seesaw
 - Grocery shop for a recipe each week with my students. The students have to shop from their list, and ask grocers if there is something in particular they need. They also handle checking out the groceries independently.
- Delivering Self-Advocacy Instruction:
 - Embedding in current work they are doing
 - Unique Checklist - Parents have a set of self-advocacy skills to work on with their children (Making their bed, getting up and washing face, brushing teeth, recipes) The kids are doing well with this and sending pictures of what they are doing ex. Working with dad in the garage on a project) Depends on the family
 - Reach out to DVR they have Self-Advocacy Instruction options
 - Becoming a Self-Advocate curriculum
 - WiTransitionApp: Website: www.witransition.com
 - Pushed it out as an assignment to students in my 18-21 as well as added in on a Choice board
 - My students and parents complete it and email the report to me!
 - Students use the information from the Transition App to develop a PowerPoint presentation to use during their IEP meetings.
 - Created a Google Form like the app for parents to fill out. It's great to compare their answers to their child's, and then we talk about it at IEP.
 - Send out a paper copy of the app to families

Supporting Social Emotional Learning and Mental Health Needs

- General Information:
 - Key has been to call and talk with students. Sending videos help the students hear a familiar voice and/or see a familiar face. We also share videos about mindfulness, drawing activities, suggestions for exercise, crafts, and cooking
 - Our administration checks attendance weekly and reaches out to those who aren't engaged.
 - Sending cards- just emailing/calling to check in- no school academics related
 - show what you are doing at home for them to see as well!
 - SEL Instruction 1x per week for all students

Follow Up Notes for Transition Networking Calls
4/9/2020 and 4/15/2020

- Paraprofessionals for daily check-ins, assisting in classes, doing daily jokes, reading stories, chapter books with questions and how to draw.
- Sharing funny brain breaks with students:
 - if you go to YouTube and type in funny videos, you can pick what is appropriate for your class.
 - My students like funny pet; we've also put clips like Paul Blart: Mall Cop 2 Big, black banana scene
- Teaching Mindfulness Strategies to Students:
 - Express our own anxieties and fears openly with our families, it opens the space for understanding and increased empathy.
- Teen Compass Curriculum online:
 - Encompasses eight different areas relating to vocation organization, rest and play, resilience, and relationship emotions.
 - Virtual discussions, emails, and other methods.
 - Student workbook and Teacher Workbook
 - Teen Compass: <https://www.samaritanfamilywellness.org/>
 - Teen Compass Zoom Q & A
4-16-20 (12:00 PM) <https://www.samaritanfamilywellness.org/zoom-qa>
- Yoga:
 - I do a chair yoga google hangout class once a week.
 - Sharing out of weekly yoga guide from a local yoga studio
- Helping students set up a daily routine
- Build in Social Time for Students:
 - Weekly social hours for students to connect virtually, teacher monitor of the chat
 - Friday Fun Game virtually

General Questions

- Support for Students with High Needs?
 - News2You and Unique Curriculum: <https://www.n2y.com/>
 - [NTACT Webinar working with Complex Students](#)
- What happens if a student doesn't do a transition assessment because you can't get them to do it virtually?
 - Teacher made a Google Form (Informal Assessment) with questions and sent home
 - Enderle-Severson's Assessment via telephone
 - Use to develop goals and objectives for students
- Transition Readiness Grant Updates:
 - Application deadline extended to 5-1-20
 - To learn more about the Transition Readiness Grant
visit: <https://dpi.wi.gov/sped/topics/transition/transition-readiness-grants>

General Resources

Wisconsin Transition Improvement Grant (TIG): www.witig.org

- **TIG Supporting Transition for Youth Using Online Platforms Padlet Link:**

Follow Up Notes for Transition Networking Calls
4/9/2020 and 4/15/2020

<https://padlet.com/bkenney3/yemjwnt2r53>

- **TIG Google Community:**
<https://plus.google.com/communities/104748767881783335374?sqinv=c0NjaUZ6WEhLRnYzVEY2Q2FZRC1qMTIYQWJRWXJ3>
- **TIG Facebook:** https://www.facebook.com/Transition-Improvement-Grant-TIG-198895280286812/?eid=ARBZcg7DBuvjnEnJMMEiqimWT3UQBbrYh9B_Melw1uWk3DQ3oHRZ6vXHsemVTfOOdFHeoPezyyacEjyC
- **TIG Livebinder:** <http://www.livebinders.com/play/play?present=true&id=1811368>
- **Para LiveBinder** <https://www.livebinders.com/b/2576501>

DPI has offered guidance on virtual learning. It is addressed in question 1 on electronic signatures and confidentiality:

https://dpi.wi.gov/sites/default/files/imce/sped/pdf/Extended_School_Closure_due_to_COVID.pdf

My Next Move:

Offers videos and labor market info along with training requirements, interest inventory etc.

www.mynextmove.org

Virtualjobshadow

<https://www.virtualjobshadow.com/>

Inspire, Connect, Succeed:

<https://inspiresheboygancounty.org/virtual-job-shadow/>

Let's Get To Work WI:

www.letsgettoworkwi.org

Virtual Job shares on the Career One stop Website.

www.careeronestop.org/videos/careervideos/career-videos.aspx

Wisconsin Office of Children's Mental Health- Mental Wellness During Covid-19:

<https://www.chawisconsin.org/download/wisconsin-office-for-childrens-mental-health-resources/?wpdmdl=6029&ind=1586178012993>

Mental Health Wellness During Covid-19

<https://www.chawisconsin.org/download/wisconsin-office-for-childrens-mental-health-resources/?wpdmdl=6029&ind=1586178012993>

NACT website - www.transitionta.org

<https://www.transitionta.org/webinar-details#>

The Down Dog app is offering free access to students and teachers until July 1st. This app offers yoga and other personalized exercise routines. Go to: www.downdogapp.com/schools

Telehealth <https://www.telehealth.com/>

Follow Up Notes for Transition Networking Calls
4/9/2020 and 4/15/2020

TeachTown - (FREE- right now) <http://web.teachtown.com/> virtual vocational skill lessons platform in which they have a section called **Transition to Adulthood** - A comprehensive curriculum designed to teach students with disabilities in secondary and post-secondary programs critical skills to increase independence, community access, and employability

A Web Whiteboard: is a **touch-friendly** online whiteboard app that makes drawing, collaboration and sharing easy.

<https://awwapp.com/#>