Transition Services in the Time of Remote Learning

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Transition Services

• The purpose of special education is to prepare students for further education, employment and independent living.

• IDEA requires transition assessment, goals, and services in each of these areas.
Assessment

• Age-appropriate assessment to:

1. Discern student’s goals,

2. Gain an understanding of needs, strengths, preferences, and interests, and

3. Measure performance

http://www.doe.mass.edu/sped/advisories/2014-4ta.html
Formal and Informal Measures can be Administered Remotely

- Adaptive behavior/Life skill questionnaires
- Rating scales
- Interest inventories
- Personality/Learning style assessments
- Self-determination scales
- Vocational skills tests*
- Skill Inventories
- Work readiness checklists
- Person-centered planning activities
- Transition planning assessments
- Structured interviews and surveys
Independent Living

• Hygiene
• Dressing and clothing care (laundry)
• Medical/Healthcare transition
• Budgeting and money skills
• Grocery shopping/Food preparation
• Taking inventory of household supplies
• Chore instruction
Community Engagement

- Recreation and leisure (Virtual field trips, Exercise and fitness classes, Using technology and social media to connect)
- Community resources (law enforcement, library, post office, retail)
- Travel planning/Driver’s education
- Volunteering and service opportunities
- Independent Living Centers
- Adult Human Service Agencies
Employment

• Interest Inventories and career research
• Job application and interview skills
• Job shadowing and worksite tours
• Informational Interviews
• Maintenance of pre-vocational and vocational skills
• Pre-employment Transition Services (Pre-ETS; Massachusetts Rehabilitation Commission)
Postsecondary Learning/Training

Enrollment in one or more of the following:

- College/University (4-year)
- Community college (2-year)
- Vocational technical school
- College preparatory program
- Adult/Continuing education or certificate class
- Short-term education or job training (Job Corps, Vocational Rehabilitation, Military...)
- Apprenticeship/On-the-job training
- Life skills program
Postsecondary Learning/Training

• Guidance curriculum/Course sequencing
• College/Program searching
• Exploring schools online and Remote/virtual tours
• Learning about ADA, Section 504, and Accommodations
• Building disclosure skills
• Investigating financial aid/scholarship opportunities
• Take practice entrance exams
• Complete applications/essays
• Dual enrollment
Self-Determination

• Engage the student as much as possible in decision-making

Communities Choice Board

Directions: Choose an activity to complete. When you’re finished, color in the box.

<table>
<thead>
<tr>
<th>MY COMMUNITY</th>
<th>GAME TIME</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture of your community. Write a paragraph explaining whether you live in a rural, urban, or suburban community and tell how you know.</td>
<td>Create a game to practice community vocabulary words. Include the directions and all necessary materials. Play it with some classmates.</td>
<td>As a citizen in your community, you have certain responsibilities. Create a poster telling at least 5 responsibilities you have to make your community a nice place to live.</td>
</tr>
</tbody>
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<th>HELPERS</th>
<th>STUDENT CHOICE</th>
<th>COMMUNITY TYPES</th>
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<td>There are many types of community helpers who do things for our community. Make a list of 10 community helpers and tell how they help us.</td>
<td>Choose an activity that will help you learn more about communities. Write about what you did.</td>
<td>Make a book about the 3 types of communities. Make a page for rural, urban, and suburban. Tell at least 5 things you’d find in each type of community.</td>
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<th>LIVE, WORK, PLAY</th>
<th>QUIZ TIME</th>
<th>MAP PLAN</th>
</tr>
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<td>People live, work, and play in their community. Write a play script showing how people do these three things in one day.</td>
<td>Create a quiz for your classmates about communities. Include at least 10 questions and an answer key.</td>
<td>Think about all the things your community has. Draw a map of a community. Make sure it has everything people will need, like grocery stores, a police department, and houses.</td>
</tr>
</tbody>
</table>

| 1. Locate specific information about your career on the job card and fill in the career description form.  
2. Make a trading card for your career using the trading card template.  
3. Make a fortune teller to explain your career using the template provided.  
4. Create an employment ad for your specific career. Include skills, experience, salary.  
5. Pretend you are a journalist. Write an article “The Day in the Life of” describing what a typical day would be like in your career.  
6. Create a brochure about your career using the brochure template.  
7. Write up questions that could be used in an interview for your career.  
8. Make a slide show presentation explaining your career.  
9. Design an exhibit to showcase your career at a college and career EXPO.  |  
| Name: ___________________  |

Mass Advocates 4/30/2020
Considerations

- Reading Levels
- Age appropriate materials
- Clarity of directions/instructions
- Shorter activities with clear endpoint
- Cues or prompts
- Parent training
- Physical assistance
QUESTIONS
Contact Information

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