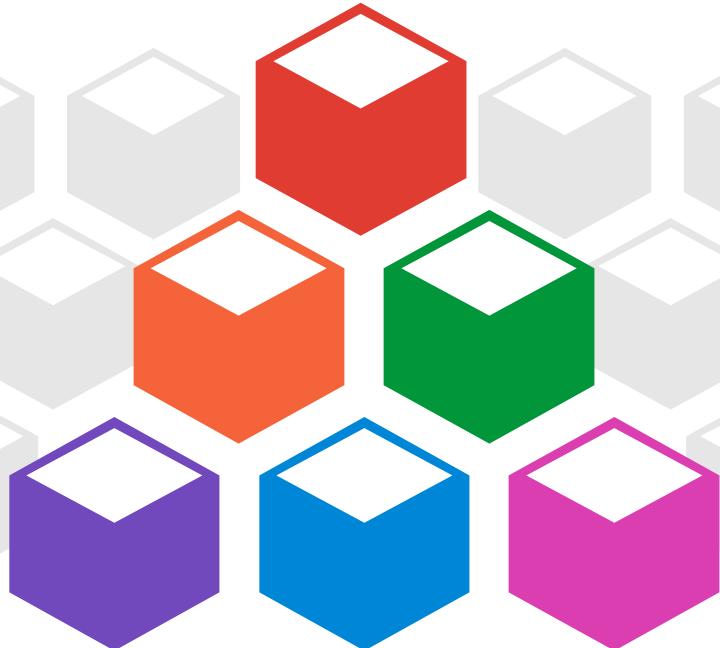




NTACT

National Technical Assistance Center on Transition



THE NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION

ACCESSING QUALITY TRAINING AND RESOURCES

David W. Test, UNC Charlotte

Mary Morningstar, University of Kansas

Paper presented at the CEC Convention and Expo, April 14, 2016, St. Louis, Mo.

NSTTAC, NPSO, NDPC-SW
are gone!





NTACT

National Technical Assistance Center on Transition

But, they have been replaced by...

**THE NATIONAL TECHNICAL
ASSISTANCE CENTER ON
TRANSITION (NTACT)**

<http://www.transitionta.org>



Partners

- University of North Carolina at Charlotte
- University of Oregon
- Western Michigan University
- University of Kansas
- TransCen, Inc.
- ...and a cast of many content expert advisors
- The Center is funded for \$2.5 million per year as a collaborative effort with OSEP and RSA beginning January 1, 2015 and ending December 31, 2019.



Purpose

- To assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers to implement evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.



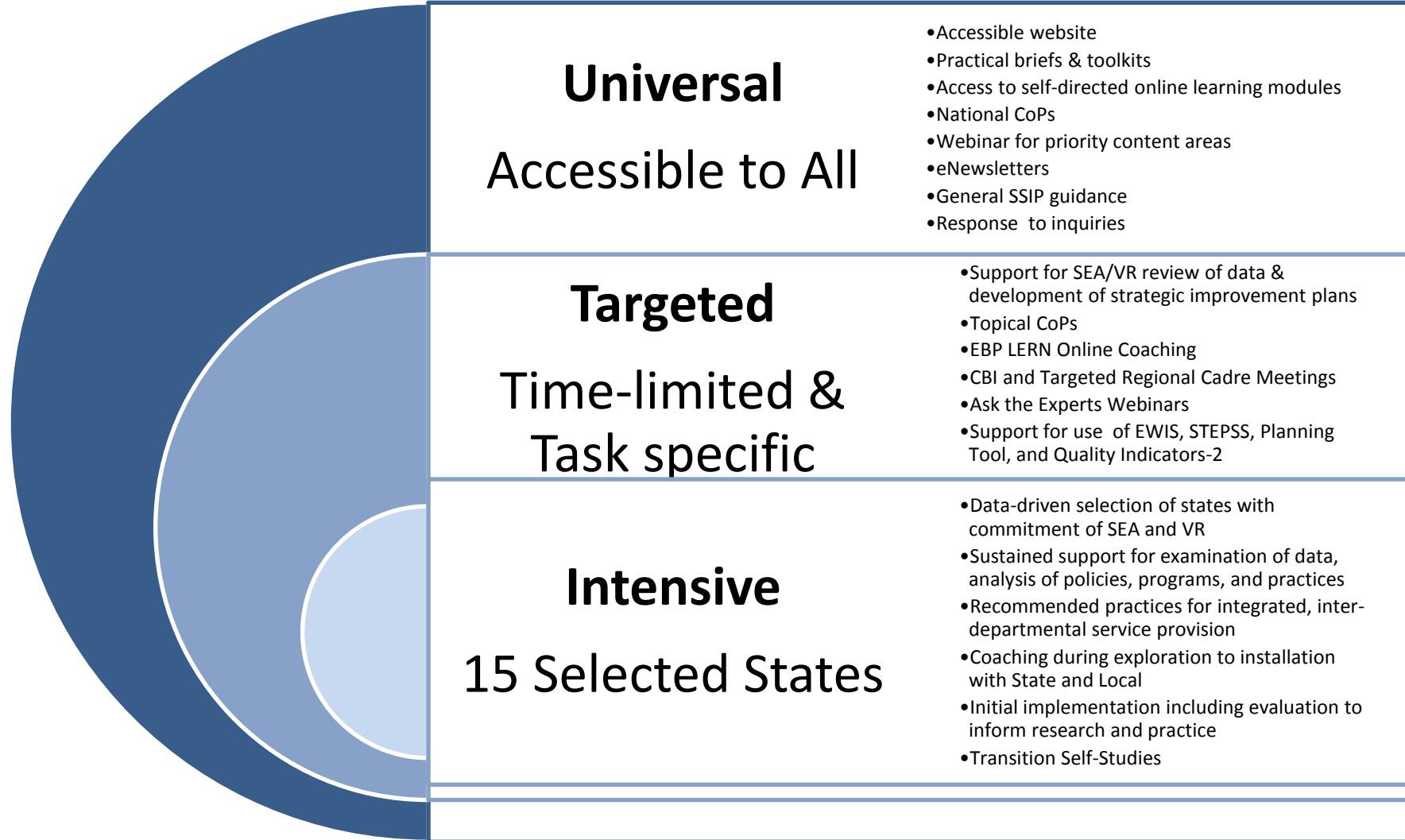


Outcomes

- Increased access/participation in rigorous academic preparation so students are prepared for success in postsecondary education
- Increased access/participation in career-related curricula so students are prepared for post-secondary employment and careers
- Improved quality of secondary transition services
- Increased use of data-driven decision-making
- Increased knowledge/implementation of strategies, including early warning and intervention systems, to reduce drop out and increase graduation



Levels of TA





Accessible to All:

- Accessible website
- Practical briefs, print materials, and toolkits
- Access to self-directed online learning
- National online learning forum and CoPs
- Webinars for priority content areas
- Guide to Collaboration and Coalition Building
- eNewsletter (NTACT Notes)
- General SSIP guidance
- Response to inquiries





Resources & Guidance

NTACT provides resources and guidance in the following areas:



Transition Planning

Guidance for student-centered transition planning, education, and services. Resources include online modules, toolkits, checklists, practice descriptions, lesson plans, work-based learning experience guidance, and resources for students.

[VIEW RESOURCES](#)

Graduation

Effective practices for keeping students with disabilities engaged in school, on-track for graduation, and for re-engagement. Resources include practice guides, research syntheses, and data collection tools.

[VIEW RESOURCES](#)

Post-school Success

Practices, programs, and skills for success in college, careers, and community. Resources include program assessments, guidance for collaboration, and practice descriptions.

[VIEW RESOURCES](#)

Data Analysis & Use

Collecting quality data for meaningful program improvement focused on secondary education and services for students with disabilities. Resources focus on both federal data collection and reporting requirements and school, program, and community data use.

[VIEW RESOURCES](#)



Resources for Transition Planning



Transition Planning

Guidance for student-centered transition planning, education, and services. Resources include online modules, toolkits, checklists, practice descriptions, lesson plans, work-based learning experience guidance, and resources for students.

[VIEW RESOURCES](#)

- **Quality Transition Planning**
- **Indicator 13**
- **Effective Practices**
- **Additional Resources**



Resources for Transition Planning

1. Quality Transition Planning =Taxonomy 2.0 & student case study examples
2. I-13 all the forms and checklists
3. Effective Practices, links to Matrix
4. Additional Resources =
 - Transition Fair toolkit
 - Academic, Employment, and Life Skills materials
 - Self-determination and Youth Leadership links
 - Collaborative Planning and Services = “School Community Business Partnership Guide”
 - Family Engagement = “A Parent’s Guide to Age of Majority” materials





Resources for Graduation



Graduation

Effective practices for keeping students with disabilities engaged in school, on-track for graduation, and for re-engagement. Resources include practice guides, research syntheses, and data collection tools.

[VIEW RESOURCES](#)

- **Effective practices (for retention, reentry, and school completion of youth with disabilities)**
- **Additional Resources**





Resources for Graduation

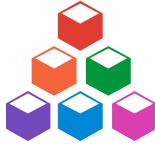
1. Effective Practices =

- [Effective Practices in School Completion and Dropout Prevention](#)
- [Report on Minority Male Youth and Dropout Prevention](#)
- [Research Synthesis of Cognitive Behavioral Interventions in Dropout Prevention](#)
- [Literature Map of Dropout Prevention Interventions - Wilkins & Huckabee, 2014](#)
- [Dropout Prevention Practice Guide](#)

2. Additional Resources =

- [Reentry Options: Need](#)
- [Reentry Options: Strategies to Locate](#)
- [Reentry Options: Program Characteristics](#)
- [Reentry Options and Resources: Summary](#)





Resources for Post-school Success



Post-school Success

Practices, programs, and skills for success in college, careers, and community. Resources include program assessments, guidance for collaboration, and practice descriptions.

[VIEW RESOURCES](#)

- **Effective Practices and Predictors**
- **Additional Resources**





Resources for Post-school Success

1. Effective Practices and Predictors

- PISA
- Matrix
- Predictors of Post-School Success
 - Linkable List of Predictors of Post-School Success
 - Predictors Correlated with Post-School Outcome Areas
 - Predictor Implementation Self-Assessment (fillable form – Word)
 - Predictor Implementation Self-Assessment (print version)
 - Aligning EBPs and Predictors
 - NLTS2 Secondary Analyses Annotated Bibliography





Resources for Data Analysis and Use



Data Analysis & Use

Collecting quality data for meaningful program improvement focused on secondary education and services for students with disabilities. Resources focus on both federal data collection and reporting requirements and school, program, and community data use.

[VIEW RESOURCES](#)

- **SPP/APR Part B Indicators 1,2, 13. 14 information**
- **What is the SSIP?**
- **Data Analysis and Use for Program Improvement**





Resources for Data Analysis and Use

1. Core Data Tools for Dropout Prevention

- Discussion Guide for the Dropout Data Tools
- Core Dropout Data Tool
- Academics Tool (Middle School)
- Academics Tool (High School)
- Attendance Tool (Middle School)
- Attendance Tool (High School)
- Discipline Tool (Middle School)
- Discipline Tool (High School)
- Graduation & Dropout Data Tool (Middle School)
- Graduation & Dropout Data Tool (High School)

2. Vocational Rehabilitation Data = ExploreVR



Resources for Data Analysis and Use

3. Evaluation Toolkit

4. transitionprogramtool.org

5. QI-2 self-assessment instrument; available at www.transitioncoalition.org under "Tools".

6. State Toolkit for Examining Post-School Success (STEPSS)





http://www.transitionta.org/effectivepractices Effective Practices | transitionta.org

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RESOURCES EFFECTIVE PRACTICES EVENTS ABOUT

Effective Practices and Predictors

NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Throughout the website and other resources from NTACT, effective practices and predictors have been evaluated regarding the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently NTACT is not identifying "unestablished" practices, but recognizes that there is a body of practices in the field for which there is not yet evidence of effectiveness. These designations indicate the confidence one can have in the likely effectiveness of the intervention, when implemented as defined and recommended. Please see our [descriptors](#), [definitions](#), [criteria](#), and about NTACT's levels of evidence, if you are interested. Additionally, if you have questions about our ongoing process of reviewing the literature in the field of secondary special education and transition including transition planning, academic instruction, employment and life skills preparation, school completion, and vocational rehabilitation, please contact Dr. David Test, dwtest@unc.edu.

NTACT has developed Practice Descriptions and Lesson Plan Starters for many of the Effective Practices and Predictors. Additionally, NTACT will link users to outside sources, such as the Rehabilitation Research and Training Center on Evidence-Based Practices for Vocational Rehabilitation (RRTC on EBPs for VR) for more detailed explanations of practices identified through other sources. In each of the Effective Practice Descriptors, the evidence for the practice will be indicated.

Effective Practices and Predictors Matrix

[Effective Practices and Predictors](#)
[Effective Practices and Predictors - Printable List](#)

EVIDENCE	RESEARCH	PROMISING	UNESTABLISHED
Evidence-Based Practices <ul style="list-style-type: none">demonstrates a strong record of success for improving outcomesuses rigorous research designsadheres to indicators of quality	Research-Based Practices <ul style="list-style-type: none">demonstrates a sufficient record of success for improving outcomesuses rigorous research designs	Promising Practices <ul style="list-style-type: none">demonstrates some success for improving outcomesmay use rigorous research designsmay adhere to indicators of quality	Unestablished Practices <ul style="list-style-type: none">demonstrate limited success for improving outcomesis based on unpublished research, anecdotal evidence, or



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http://www.transitionta.org/sites/default/files/EBPP_Matrix_Links_3.16.pdf Effective Practices | transitionta.org transitionta.org



Effective Practices and Predictors Matrix

Level of Evidence	Relevant Outcome Area	Practice
 Evidence-based Practices	Education	<ul style="list-style-type: none">○ Student-focused Planning Practices<ul style="list-style-type: none">■ Published curricula to teach student involvement in the IEP○ Student Development (Academic, Employment, and Life Skills) Practices<ul style="list-style-type: none">■ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment
	Employment	<ul style="list-style-type: none">○ Student-focused Planning Practices<ul style="list-style-type: none">■ Published curricula to teach student involvement in the IEP○ Student Development Practices<ul style="list-style-type: none">■ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment
	Independent Living	<ul style="list-style-type: none">○ Student-focused Planning Practices<ul style="list-style-type: none">■ Published curricula to teach student involvement in the IEP○ Student-Development Practices<ul style="list-style-type: none">■ Constant time delay to teach food preparation and cooking skills■ Response prompting to teach food preparation and cooking skills■ Response prompting to teach home maintenance skills■ Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment■ Simulations to teach purchasing skills■ System of least-to-most prompts to teach functional life skills
 Research-based Practices	Education	<ul style="list-style-type: none">○ Predictors of Postsecondary Education<ul style="list-style-type: none">■ Inclusion in general education■ Occupational courses



Effective Practices and Predictors

Additional Background Resources

- Predictors Correlated with Post-School Outcome Areas
- NSTTAC Executive Summary Evidence-Based Practices and Predictors
- Literature Map of Dropout Prevention Strategies
- RRTC-EBP VR
- Dropout Prevention Practice Guide
- Predictors Correlated with Post-School Outcome Areas
- Quality Checklist - Correlational Research
- Quality Checklist - Group Experimental Research
- Quality Checklist - Single Case Research
- Quality Checklist - Qualitative





Effective Practices and Predictors

Annotated Bibliographies

- **Family Involvement Annotated Bibliography**
Annotated bibliography of resources on guidance and issues regarding parent and family involvement in the transition planning process.
- **Health Issues and Transition Planning Annotated Bibliography**
Annotated bibliography regarding research and guidance for health issues and the transition planning process.
- **Sexuality and Transition Planning Annotated Bibliography**
Annotated bibliography regarding sexuality and young adults with disabilities.
- **National Longitudinal Study - 2 Secondary Analyses Annotated Bibliography**
Annotated bibliography of articles published from 2011 - 2015 using the National Longitudinal Transition Study-2 data set.





Effective Practices and Predictors

Quick Guides

- [Competitive Integrated Employment](#)
- [Tier 1 Positive Behavior Interventions and Supports](#)
- [Tier 2 Positive Behavior Interventions and Supports](#)
- [Response to Intervention](#)





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TC WEBINARS



Learn something new today!

Got resources? We do!



Are your students career ready?
Take the Enhancing Employment Outcomes online module [MORE...](#)



Access 50+ peer-reviewed transition assessments!
[MORE...](#)



Team-based professional development. Learn about TC Self-study options. [MORE...](#)

SAVVY SOLUTIONS!



We can jump start your:
– Grant writing
– Professional development
– Program development
– Program evaluation

Let's talk

Professional Development through Self-Study

"Thanks again for the wonderfully organized and executed and immensely valuable Self-Study experience."

– Steve, Interrelated Teacher

Enhance your transition program

- Online learning
- Group discussions
- Applied learning activities
- Data driven analysis of your current practices
- Action planning and implementations

[Find out more!](#)

News and Noteworthy



The Amazing Race to Employment Jun 3, 2015

"The Amazing Race to Employment" is an organized effort aimed at uniting students with disabilities with local employers in Manitowoc, WI.



ONLINE MODULES

- Best Practices in Planning for Transition
- Transition Assessment: The Big Picture
- Secondary Transition and Cultural Diversity
- Working with Families
- The Essentials of Self-Determination
- Enhancing Employment Outcomes
- Transition for Youth with EDBD

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MY PORTFOLIO

- My Modules
- My Pinned Items
- My Surveys
- My Discussions

Online Modules

Our modules are developed using up-to-date research in transition, effective practices in professional development, and materials and resources for implementation.



Get an overview of the transition requirements of IDEA and best practices in planning. Participants will practice using the major components required in transition IEPs and access materials and information to use for planning.



Complete this module to identify various types and approaches to transition assessment and understand the steps of the assessment process. Critical elements of the assessment process and information about the use of various formal and informal assessments are provided.



Move beyond awareness and understanding of stereotypical cultural differences when working with families from culturally and linguistically diverse backgrounds during transition. Utilize information and activities on how culture influences people and systems, and how the differences in values and perceptions of disability can affect families' access to services.



Explore some of the unique strengths and challenges encountered when working with families and use a framework for supporting collaboration, and increasing mutual understanding in parent-professional partnerships.



Gain general knowledge of self-determination and a framework for providing self-determination instruction to students. Information about numerous curricula and instructional resources and links to them are provided.



Receive an overview of career development as a critical aspect of vocational training and employment experiences for students with disabilities. Information and resources are provided for teachers to use with students in employment and school settings.



Learn the transition supports needed for students with emotional and behavioral disabilities. Participants will be able to identify the critical features of successful transition programs for adolescents with ED/BD, describe the transition specialist's role in the process, and apply models of job and support.



NTACT

National Technical Assistance Center on Transition

Assessment Review

Assessment Reviews

Here is a list of many transition assessments.

Please review any that you use and suggest others that we should include.

Click the title or the image to read reviews or get the assessments.

(Rating) High-Low ▾



C.I.T.E. Learning Styles Instrument.

Average Rating ★★★★★ (7 ratings)

Babich, A.M., Burdine, P., Albright, L., & Randol, P. 1976

Free Resource



SUGGEST AN ASSESSMENT!

Click to recommend an assessment
that you like to share with other
transition professionals.

C.I.T.E. Learning Styles Instrument.

Average Rating ★★★★★ (11 ratings)

Babich, A.M., Burdine, P., Albright, L., & Randol, P. (1976)

Wichita, KS: Murdoch Teachers Center. Republished 2003 by WVABE.

Get this assessment!

Free Resource!

Description

The Center for Innovative Teaching Experiences *C.I.T.E. Learning Styles Instrument* helps educators determine their students'

learning styles. Students rate themselves on 45 items, total their score, and come up with a major and minor learning style. Descriptions of each learning style are given to help understand a student's preferred mode of learning. This is also a great tool for teachers to know the major learning styles of their students. FREE.

Write a review!



brindell@hotmail.com May 9, 2014 at 5:15 pm (Edit)

I found the CITE Learning Styles Instrument to be a very easy instrument to administer and score. I liked how the instrument is very student oriented – the student must rate each statement on a 4 point rating scale. They do not have the option of stating I do not like or do not know – they are forced to make a choice.

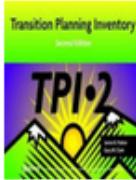
The definitions and teaching techniques of the learning styles was beneficial. It defines the learning styles and while it may seem simple, clearly states how the student may learn best. It allows the students to take the basic knowledge of how they learn best with them. This knowledge can be applied to their lives in education and employment. The teaching techniques also state how to provide the information to the student and gives multiple suggestions for each learning style. This instrument is easy to understand, administer, score and implement the recommended techniques.

★★★★★



ramarlowmnu-edu May 9, 2014 at 5:15 pm (Edit)

Although this assessment is not directly related to transition services, I believe that the information gathered from this assessment is beneficial when going through the



Transition Planning Inventory- Second Edition (TPI-2)

Average Rating ★★★★★ (4 ratings)

Clark, G. M., & Patton, J. R. 2014





Transition Tips

These tips are from practitioners describing helpful transition practices and resources.
Please review any that you use and suggest tips that might be helpful to others.
Click the title or the image to read tips , or filter your results below.



SUGGEST A TIP!
Send us information about an assessment that you like.

Category:

Student Involvement ▾

State:

All ▾

Keyword:

Summary:

Results: 134 tip(s).

Search



10 Steps Toward Transition from School.

No ratings yet! Be the first to rate this tip!

Step #1 : Person Centered Planning: Give students a chance to share their dreams for the future. ...



A Way to Expose Families to their Choices and Help Facilitate Early Linkages is to Host a "Meet & Greet" for Families and Adult Agencies.

No ratings yet! Be the first to rate this tip!

This is not your typical transition fair. ...



After Giving Functional Transition Use a Picture Based Speech Program for Students with Significant Disabilities.

No ratings yet! Be the first to rate this tip!

Narrow down their interest areas using assessments such as the Transition Planning Inventory (TPI) and Your Employment Selection and by interviewing them. ...



Arrange Classroom Visits to Discuss Transition Options with Students.

No ratings yet! Be the first to rate this tip!

This year, I arranged classroom visits so that agencies can educate students with significant disabilities about transition and postsecondary options. ...





NTACT

National Technical Assistance Center on Transition

Additional Tools & Resources: Universal Level

- Products – reproducible brochures, NSTTAC toolkit, parent survey, etc.
- Tools – Tips for Transition, Assessment Review
- Mini-modules





QI-2

- **Universal**– *Anyone* creates account > QI-2 > summary of his/her responses only
- **Intensive** - Intensive TA state works with TC > multiple stakeholders take QI-2 > TC creates report (district, region, state, or stakeholder role)





NTACT

National Technical Assistance Center on Transition

From TransCen.org

http://www.transcen.org/

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TRANSCEEN inc.
career and workforce development

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TransCen, Inc. is a non-profit 501(c)3 organization dedicated to improving educational and employment outcomes for people with disabilities. Our work is driven by the belief that there is a job for everyone who wants one, regardless of the nature of their disability, or other barriers to employment, their need for workplace support and accommodation, or economic circumstance. Our associates develop, implement, and research innovative practices regarding school-to-adult life transition, career and workforce development, and inclusive community participation.

The Way to Work in Action

Meet Luis Fanzeres, TransCen's intern from Braga, Portugal

Luis is a special education teacher, and a doctoral student in the Children's Studies Program - Special Education at the Universidade do Minho in Portugal.

Read more...

Seamless Transition
Self-advocacy skills, work experiences, and linkages aid transition to post-secondary education.

Job Development
Matching a job seeker's skills with an employer's needs.

Postsecondary Ed.
Students with intellectual disabilities experience life on campus.

Customized Employment
Combining creativity and observed needs.

Show Cart
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Highlighted Publication

...easily the most practical how-to book available for transition specialists."

Paul Wehman, Ph.D., Virginia Commonwealth University.

Laura Owens to lead TransCen, Inc.

The Board of Directors is happy to announce that Laura Owens has been selected to be the new President of TransCen. She succeeds Rich Luecking who has held that position since 1987 and who is stepping down in January of 2015.

Laura brings a strong background as a national leader in the disability employment field, serving most recently as

Accessibility

TransCen, Inc. is committed to and is making every possible effort to ensure that all electronic and information technology developed, procured, maintained, or used by us is accessible to people with disabilities.

100%





Time-limited and Task Specific:

- Support for SEA/VR review of data and development of strategic improvement plans
- Topical CoPs
- Time limited coaching
- CBI and targeted regional cadre meetings
- Support for use of EWIS, STEPSS, Planning Tool, and Quality Indicators
- Access to EBP online learning platform + coaching for implementation of practices
- Participation in relevant state and national meetings



Implementing Peer Assistance Strategies: Questions/Concerns about involving peers

[Subscribe](#)

Watch the webinar that goes with this discussion.

CT

March 9, 2016 at 11:47 pm

What concerns or questions do have about involving peers in providing this type of support to students with severe disabilities?



Started by: Erik Carter

[Reply](#) | [Report](#)

March 16, 2016 at 6:10 pm

[Trash](#) | [Reply](#) | [Report](#)



Bradley-stevenson

I often work with students with severe disabilities. However, the population I work with often engage in disruptive and/or dangerous behavior (e.g., aggression, self-injury, property destruction). Therefore, I would like to hear your thoughts on how to utilize peer supports with this population, given the fact that it may be exposing the peer to potential harm.

March 23, 2016 at 2:22 pm

[Trash](#) | [Reply](#) | [Report](#)



Erik-carter-2

In all cases, it is important to identify what factors underly the challenging behaviors you are seeing. In some cases, it may be that the constant presence of an paraprofessional and the manner in which support is being provided is a trigger for those behaviors. If so, the fading of support and more opportunities to work with peers in typical ways might address those behaviors. We've also seen situations where peers can be helpful in redirecting students when they are getting frustrated (by pointing them to a visual schedule or reminding them to ask for help). This too can diminish challenging behaviors.

You should never put peers in situations where there is a good likelihood of harm. But likewise, the occurrence of challenging behaviors should not preclude students from having opportunities to work with peers. Figure out the function and put in supports to address the behaviors you are seeing.

In some cases, we have begun peer-mediated supports in special education classrooms, so peers have a chance to get to know and work with the student under the closer supervision of special educators. And then as that relationship is formed and skills taught, it becomes easier to envision how the students might work together in a general education classroom.

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NTACT

National Technical Assistance Center on Transition

A screenshot of the NTACT website's user interface. At the top, there is a navigation bar with links for 'elition' (likely a typo for 'Edition'), 'Usernoise', a comment count '0', a '+ New' button, and 'Edit Post'. Below this is a large graphic featuring a stylized 'C' shape composed of red, orange, and blue segments, with the words 'TRANSITION COALITION' written across it. A green swoosh graphic is positioned above the 'C'. Below the graphic is a dark blue navigation bar with white text containing links for 'HOME', 'TRAINING ▾', 'TOOLS ▾', 'RESOURCE HUB ▾', 'NEWS', 'MY PORTFOLIO ▾', and 'ABOUT ▾'. On the far right of this bar are 'Logout' and a magnifying glass icon for search.

LERN

Launch, Engage, Reflect, Network

A screenshot of a page titled 'LERN - Creating Social Capital for Youth'. The page features a header with the 'LERN' logo (a circular icon with two people and the word 'LERN' in blue) and the subtitle 'Creating Social Capital for Youth'. To the right of the logo is a 'PIN AS FAVORITE' button. Below the header, a sub-header reads 'Learn strategies relating to developing social capital for your students.' To the right of this text is a small box with a scooter icon and the text 'Let's go!' and 'WORK ON THIS THEME'. The main content area includes a profile picture of Coach Dana Lattin and the text: 'COACH DANA LATTIN, Research Project Director, Transition Coalition. I am eager to share this LERN content with you. Strategies for helping students develop social capital is critical for improving life for all of us! You will learn strategies and methods you can apply immediately with your students.' Below this is another section with the text 'Feel free to take a look at the following guide to become familiar with the content of this theme.' and a link 'Introduction/Guide | '. On the left side of the page, there is a sidebar with sections for 'WELCOME, DANA LATTIN' (with a profile picture), 'Dashboard', 'Profile', and 'Log Out'. Another sidebar on the left lists 'MY PORTFOLIO' items: 'My Modules', 'My Pinned Items', 'My Surveys', and 'My Discussions'. At the bottom of the page, there is a footer with a statement about non-discrimination and contact information: 'The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of the Office of Institutional Opportunity and Access, IOA@ku.edu. 1200 Sunnyside Ave. | Room 3109, Lawrence, KS, 66045 | 785-864-0686.'



LERN Creating Social Capital Your Progress

(green items are completed)

LERN: CREATING SOCIAL CAPITAL FOR YOUTH

- Launch
- Engage
- Reflect
- Network
- Satisfaction Survey

The survey is disabled until you complete all the items.

Powered By WP Courseware

COACH'S CORNER

See student progress

WELCOME, DANA LATTIN



- Dashboard
- Profile
- Log Out

Launch

Watch the video below to learn about the requirements and process for completing this theme.

Please, share something about yourself in the area on the right.

- Content & application Coach
- Engagement with specific evidence-based content
- Reflect learning & application to practice
- Network with Coach & others to identify specific application strategies
- 2 weeks per topic
- 20 people per topic
- LERN Series = multiple related topics

0:00 / 3:24

BEFORE YOU START!

This document gives you an overview of this LERN topic.

[Introduction/Guide](#) |

You have completed this item.

[Previous](#) [Next](#)

Your group:



COACH DANA LATTIN: I work at the Transition Coalition, an NTACT partner. Married to a recovering house restoration addict, have 2 children who keep me driving too much, and a dog (Minnie) who is a purebred Heinz57. I enjoy reading, music, travel and hiking/camping.

Please take a moment to get acquainted and type something about yourself. Thanks.

Type something about you:

About me!



Amy: I take each day as it comes and try not to indulge too much in junk food.



Amanda: I am looking for some tools to help me with students. I am a new teacher.



dana: Nothing yet!



Ashley: I recently attended a conference on this theme and would like to get some hands on ideas about how to implement the core ideas.



Yvonne: I like to surf and watch old movies.



zach: Nothing yet!



Errin: Nothing yet!



Anne: I am interested in marine biology and have recently learned to scuba dive. Our district is hoping all teachers will investigate social capitalism for our students



LERN Creating Social Capital Your Progress

(green items are completed)

LERN: CREATING SOCIAL CAPITAL FOR YOUTH

- Launch ✓
 - Engage ○
 - Reflect ✓
 - Network ○
- Satisfaction Survey**
The survey is disabled until you complete all the items.

Powered By WP Courseware

COACH'S CORNER

See student progress

WELCOME, DANA LATTIN



- Dashboard
- Profile
- Log Out

Engage

1. Watch the content video below to learn about this topic. You may want to take notes.
2. Respond to the 3 questions.
3. After you answer each question, you will be asked to review a rubric and identify your level of mastery of that information.
4. You can see how the level of mastery activity works by watching the video on the right side of your screen.



Library Resources

- Frontline Initiative | [Download](#)
- Accessing Social Capital | [Download](#)
- Presentation Slides, Dr. A. Trainor | [Download](#)



i ENGAGE

1. Respond to the content questions below.
2. Review the rubric and identify which response is most similar to yours.
3. Identify your level of mastery by indicating which section of the rubric is most similar to your response.
4. Continue for each of the content questions.

Your self-graded responses:

Q1: How does the concept of social capital relate to secondary transition?

Your answer: Testing tEsting 123

Best answer: Lorem ipsum dolor sit amet, prompta ornatus in vis, per nemore facilisi et, pri quot laoreet facilisis an. Quo minim sapernet evertitur ei. Ius in elitr laudem, placerat expetenda sed ex. Nuntas salutandi qui. Te nec nibh signiferumque, est suas copiosae ei, id vix movere volent. Has puto nobis delectus ex, et oratio tollit nonumy mea. Eos et everti oportere repudiare, eos vidit soleat molestiae te. Sit nulla pericula te, mei ex legimus perfecto, aperian consetetur sit ex. Sed in diam tota liber, ex meis delectus pro, populo feugiat partiendo qui ne. Sit at menandri reprehendunt, duo id zril soleat iudicabit.

Need More Practice

Q2: How would having your students complete a sociogram help them build social capital?

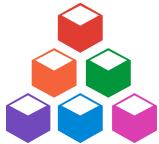
Your answer: This is the answer to uestion 2

Best answer: Mel ad eius ponderum platonem, cu quem aliquip duo, ex nisl idque congue sit. Cu vel facilisi perpetua. Legere

coalition Usernoise 0 + New Edit Course Unit



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LERN Creating Social Capital
Your Progress
(green items are completed)

LERN: CREATING SOCIAL CAPITAL FOR YOUTH

- Launch
- Engage
- Reflect
- Network

Satisfaction Survey
The survey is disabled until you complete all the items.

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COACH'S CORNER

See student progress

WELCOME, DANA LATTIN



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Reflect



REFLECT

Think about the concepts presented in the video and your answers in the Q/A section and answer the following questions.

What do you think about the concept of "social capital" for students with disabilities?

How do you currently enhance social capital for your students?

Do you use strategies other than those included in the video to increase social capital?

LERN Creating Social Capital
Your Progress
(green items are completed)

- LERN: CREATING SOCIAL CAPITAL FOR YOUTH**
- Launch 
 - Engage 
 - Reflect 
 - Network** 
 - Satisfaction Survey 
- The survey is disabled until you complete all the items.

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COACH'S CORNER

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Network



PARTICIPATE AND SHARE!

Your input is a valuable part of this learning process ~ don't be shy!

Check this discussion daily to see how you can contribute. Every LERN participant should engage in the discussions to receive coaching and learn from each other.

 **DISCUSS NOW:** Creating Social Capital for Youth

The item cannot be marked as complete until everyone has participated in the discussion.

Have you finished this item? Mark it as completed before going on. Thanks!

[Go back to previous page](#)

February 22, 2016 at 1:28 pm

The video included 6 strategies for increasing social capital for students. Which of these do you already use? Which ones are you planning to implement?



Started by: Dana Lattin

[Reply](#) | [Report](#)

March 21, 2016 at 1:16 pm



Amy C

[Reply](#) | [Report](#)

I am already involved with employers in my community (Demand Side), but I need to figure out how to connect students with them on a more personal level. Any ideas?

March 21, 2016 at 1:17 pm



Anne-p-2

[Reply](#) | [Report](#)

I've been really interested in developing Peer Networks for my students. I get them involved with the clubs I sponsor, but that hasn't been the best situation. I'd like to connect them with the clubs they are interested in. Has anyone worked with other teachers to teach them how to support these students so it's a good experience?

March 21, 2016 at 1:19 pm



Dana-lattin

[Reply](#) | [Report](#)

13588 This is sometimes difficult. Consider starting small and making sure that the student has identified that club/interest themselves, then connect them with another student in that club to get things started. Also, talking with the club sponsor to explain the situation as well as ways that he/she and the peer can support the student during the club activities.

March 21, 2016 at 1:24 pm



Errin-h-2

[Reply](#) | [Report](#)

We've had really good experience with this! Sometimes the student or the student's family or siblings can help identify another student in that club who will help engage them in activities. Also, we've gone to some of the peer support leaders in our school to ask them to help, and this has worked out really well. ☺

Reply To: Creating Social Capital for Youth

Visual

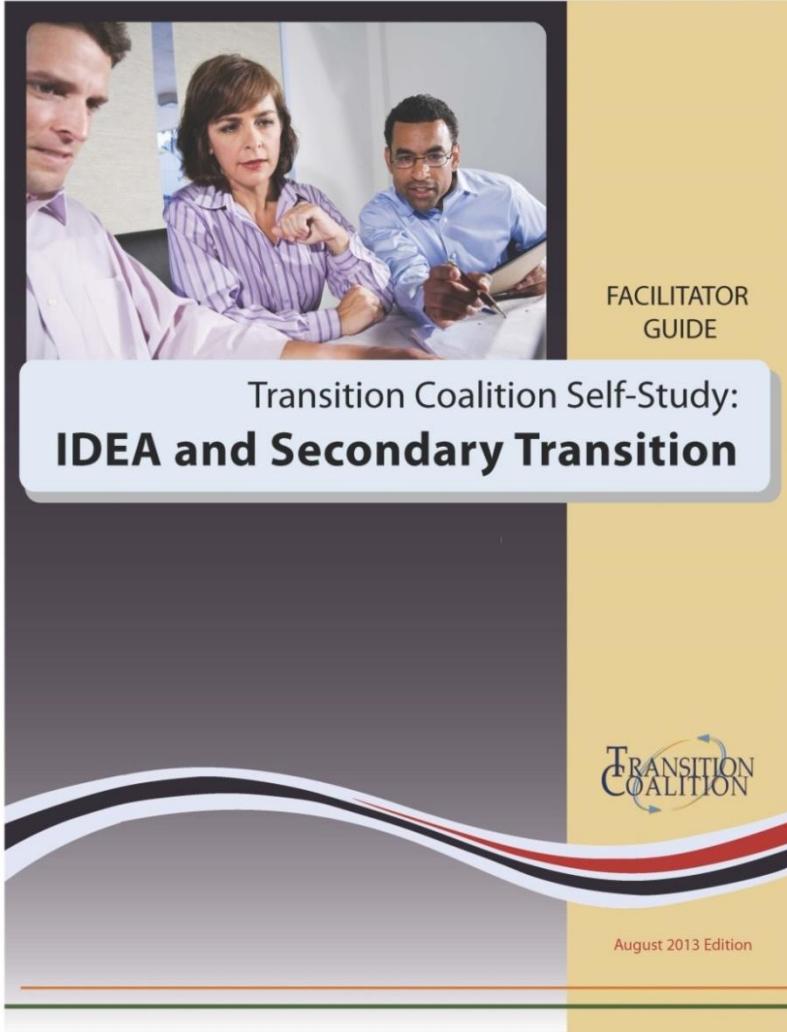
NTACT Intensive TA

15 Selected States:

- 3 states year 1 (AK, NV, ND), 7 states year 2 (AZ, AR, DE, NH, MD, OR, WV), 5 states year 3
- Data-driven selection of states with commitment from SEA and VR
- Sustained support for examination of data, analysis of policies, programs, and practices
- Recommended best available practice(s) for collaborative service provision
- Coaching during exploration to installation with state and local teams
- Initial implementation including evaluation to inform research and practice
- State involvement in team-based professional development units (including on-line) leading to local changes in practice



Transition Coalition Self-Study



Self-paced PD for building teams

- Learn content
- Apply new learning
- Identify needs
- Develop & implement action plans

Multiple Units

- IDEA & Secondary Transition
- Transition Assessment
- Self-Determination

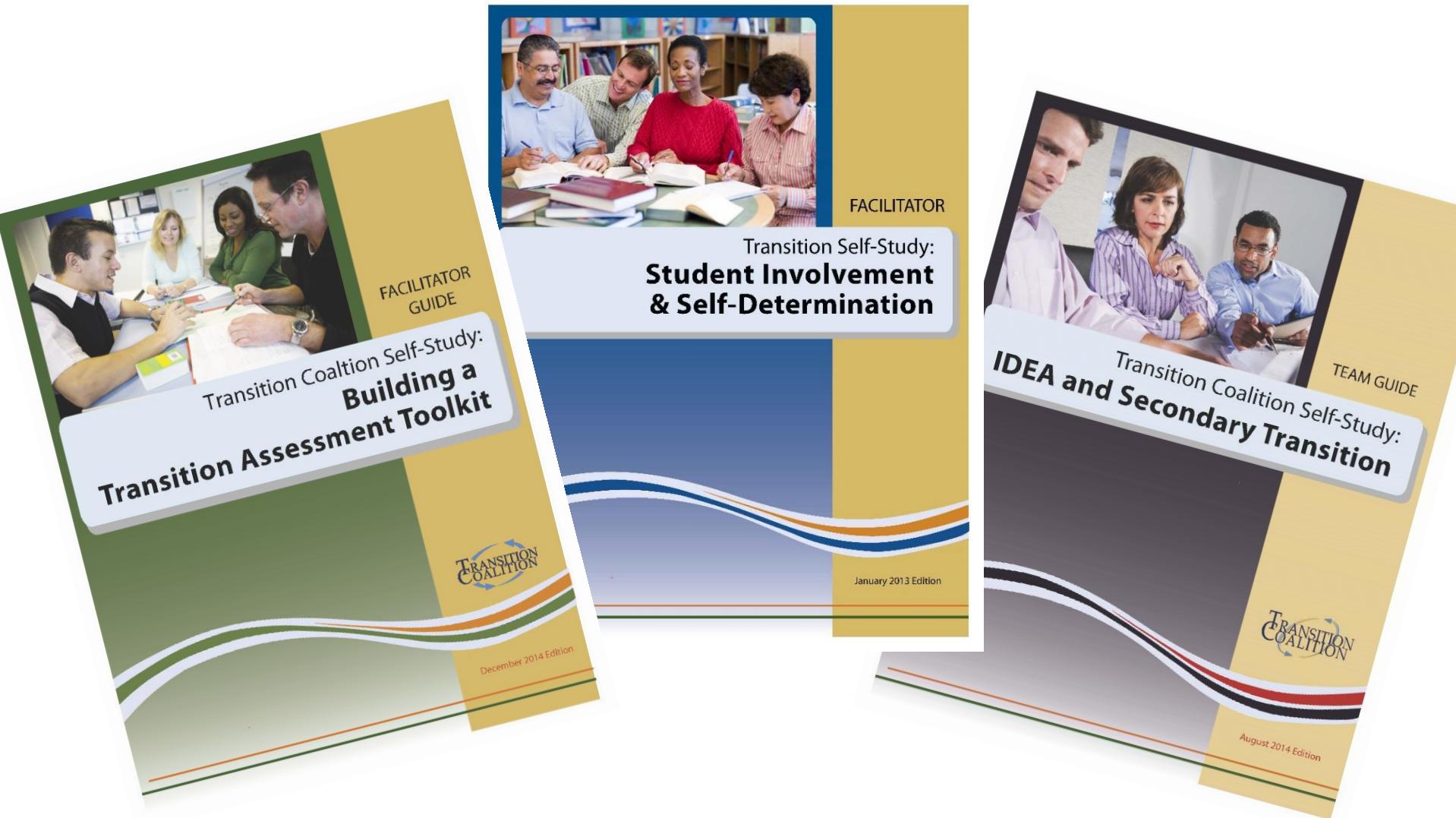
Support for Team Facilitators

- TC staff
- Georgia CCaRS
- SS Facilitator Community
- Email/phone call support
- Video presentations/tutorials

Embedded evaluation

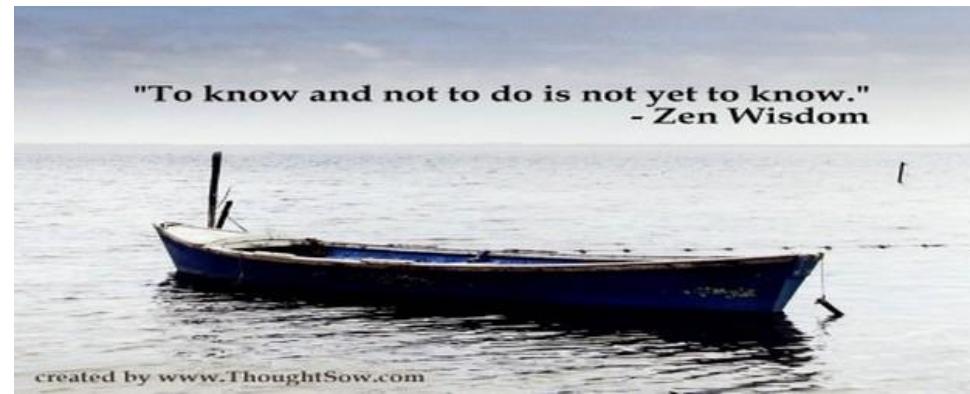
"We gained a wealth of knowledge allowing us to see the purpose of the transition plan and how to develop an effective one. What we accomplished has changed our way of thinking and provided us with a new way of approaching the development of transition plans."

Self-Study Units



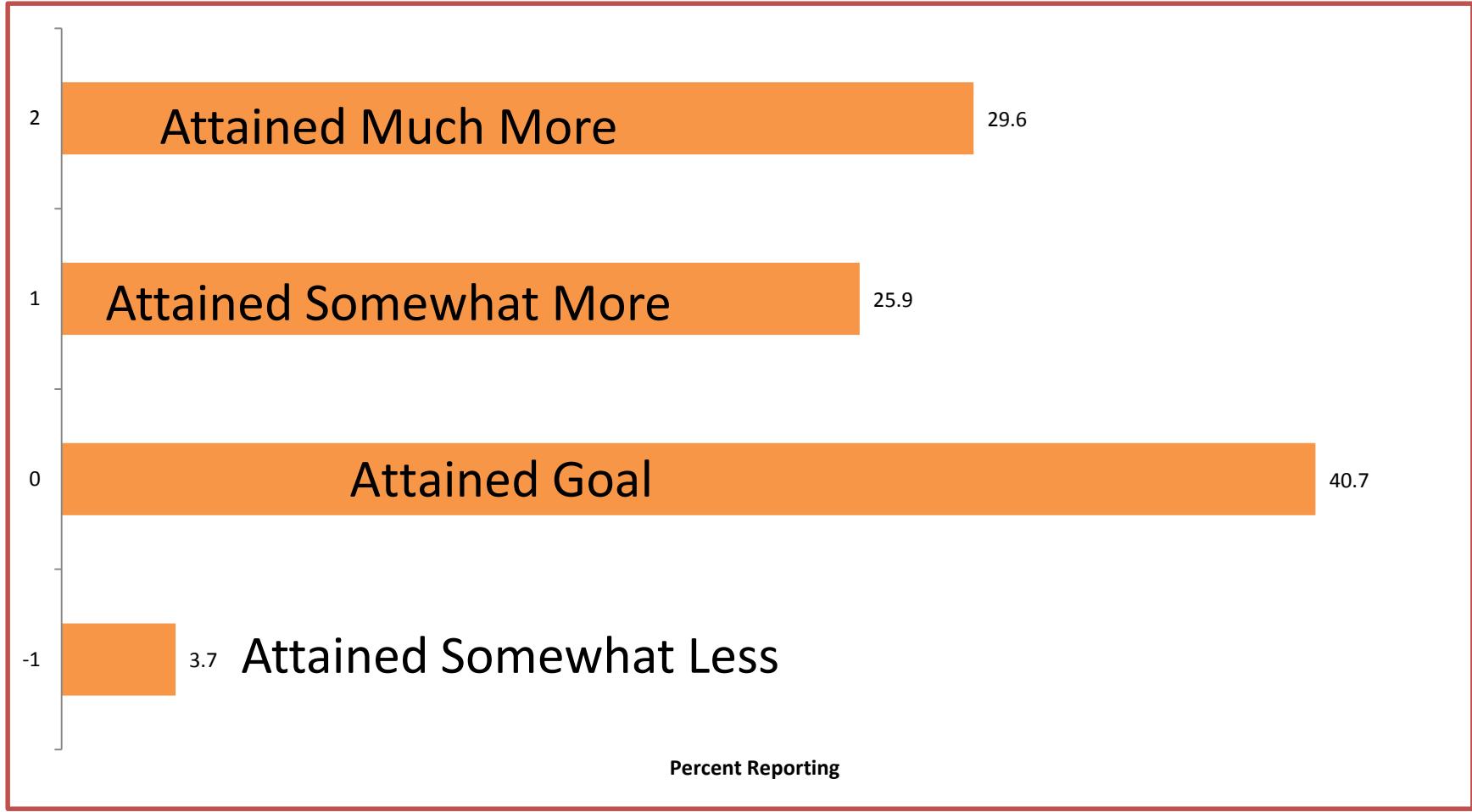
Self-Study Process

- Weekly assignments for 6 weeks
- One week: Independent work. Next week: Team work
- Learn & Reflect on content & practices
- Collect & Reflect on data
- Plan for “do-able” (6 week) goal
- Implement action plan as a team
- Accountable: each other and Transition Coalition
- Ongoing Support & Feedback





Goal Attainment (N=27)



For Questions or More Information:

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 - Mary Morningstar: mmorningstar@ku.edu
- OR
- Project Coordinator:
Catherine Fowler: chfowler@uncc.edu

