

High School Transition

ESU 2

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Website & Chrome Extension



Transition 101

Great Websites & Apps

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WEBSITE ~

udltechtoolkit@wikispaces.com - This website has a number of free resources that promote learning for all students based upon principles of UDL(**Universal Design for Learning**). These tools provide improved access and accommodate for learner differences.

Areas included:

- Graphic Organizers
- Literacy Tools
- Study Skills Tools
- Research Tools
- Audio Books
- Math Tools
- Additional Strategies
- Writing Tools
- Multimedia & Digital Storytelling Tools
- Text-to-speech
- Speech-to-text
- Collaborative Tools
- Useful Links



Chrome Extension Tool ~

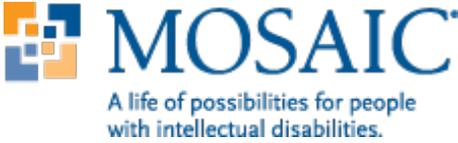
Read & Write – Some of the accessibility options include a picture dictionary and a talking dictionary. It will also read the text of your documents aloud. You can select from nine voices and three playback speeds. Can be used as a proofreader for written assignments.

The Top 5 Things High School Students with LD Should Do Before Graduation

1. Learn about the differences between high school and post-secondary services for students with disabilities. (College is a whole new ball game...and you need to know why!)
2. Become an expert on your own LD.
3. Gather your files.
4. Get in touch with Disability Services at your college or post-secondary program.
5. Be prepared to self-advocate.

<http://www.nclld.org/parents-child-disabilities/teens/transition-top-5-before-high-school-graduation>





Mosaic in Northeast Nebraska provides the following supports:
RESIDENTIAL SERVICES:

Mosaic partners with people with intellectual disabilities to create a meaningful life in a caring community, giving a voice to their needs. Mosaic is in Northeast Nebraska and is in the communities of Columbus, Fremont & Norfolk. Mosaic provides opportunities to nearly 100 people through the support of almost 150 staff members.

- **Assisted Residential Services** – Groups home are available within the community where staff is available to help people become more independent in home management, vocational skills, community mobility & transportation, & recreation activities.
- **Supported Living Services** – Full-time or intermittent support are provided, which may consist of light housekeeping, managing bills & transportation to & from appointments or errands. Individuals live in their own apartments or home, while others with their families.
- **Extended Family Homes** – We match a person with a disability with someone who provides the assistance needed for daily living in a family-like or roommate-like setting. The program is designed to allow an individual to enjoy the benefits of family living while continuing habilitation & personal growth.
- **Intermediate Care Facility (ICF)** – A 6-bed home where staff & nursing care are available 24 hours a day, 7 days a week
- **Center for Developmentally Disabled (CDD)** – a 6-bed home where staff is available 24 hours a day and nursing care is available 8 hours a day.
- **Respite Care** – To offer a break for primary caretakers, Mosaic staff members provide support to a person living at home with their parents or guardians.

DAY SERVICES

- **Assisted Day Services Program** – The opportunity to experience a meaningful day through vocation trainings, social skills development, life skills training & group activities in an on-site daily-supervised program.
- **Work Services** – This program helps individuals meet their goals by providing opportunities to develop job skills. We strive to provide new and innovative work opportunities for people to achieve a sense of worth and accomplishment.

OTHER OPPORTUNITIES

- **Recreational Opportunities** – Community resources for recreation, such as bowling, horseback riding & swimming help meet the social and leisure needs of people.
- **Spiritual Opportunities** – With the assistance of staff, people are encouraged to participate in the religious services of their choice. Mosaic strives to work with all religions to promote inclusion within various faith communities.

Mosaic provides a life of possibilities for people with intellectual disabilities. We help people define their own happiness. We support them and empower the pursuit of their goals. We celebrate their successes, even if that success is as simple as the pursuit itself.

MOSAIC in Northeast Nebraska:

A life of possibilities for people with intellectual disabilities

www.mosaicinnortheastne.org

Mosaic in Norfolk

105 E. Norfolk Ave., Ste. 200
P.O. Box 36
Norfolk, NE 68701-5323
P: 402.379.3888
F: 402.379.8478

Mosaic in Fremont

210 E. 8th St., Ste. B
Fremont, NE 68025-5189
P: 402.753.0671
F: 402.727.7667

Mosaic in Columbus

1615 23rd St.
Columbus, NE 68601-3519
P: 402.564.8212
F: 402.562.8428

SELF-ADVOCACY

What is Self-Advocacy?

- Self-advocacy means speaking or acting for yourself.
- It means deciding what is best for you and taking charge of getting it.
- It means standing up for your rights as a person.
- It teaches others about our rights and responsibilities.

Why is it important?

- It helps us to develop assertiveness skills & good communication skills.
- It teaches us to make decisions and choices that affect our lives so that we can be more independent.
- It helps us to develop confidence about our abilities.

When will I use it (at college)?

- When you need additional accommodations.
- When you don't have access to some activity on the campus and you need to have that barrier removed.
- When you are having disability-related difficulty in a class and need some extra assistance.

How can I practice being a self-advocate?

- Understand what your disability is and how it affects you
- Understand your rights and responsibilities under the Section 504 of the Rehab Act and the ADA
- Use this information to achieve your goals and advocate for yourself.

Information taken from www.LD.org





Dear Abbie,

This section will be devoted to answering questions regarding transition.

"I'm a special ed. teacher who is looking for information on timelines for IEPs. My administrator said we have a "90-day" reprieve on an IEP when a new child moves into the district. I have always tried to hold an IEP meeting within the first week of school with students from out of district. What is the correct timeline?"

On July 1, 2005, the Individuals with Disabilities Education Act of 2004 ([IDEA 2004](#)) went into effect. On August 3, 2006, the U. S. Department of Education published the [IDEA 2004 Regulations](#). The reauthorization of any law brings questions. We now get answers from the IDEA 2004 statutes, IDEA 2004 regulations, and the [Commentary to the Regulations](#) that clarifies portions of the statute.

What the Law Says

There is no provision in the law or regulations that supports your administrator's position, nor was there any such provision in IDEA 97. I'm not sure I understand what your administrator means in saying: "we have 90 days before we need to look at a student's old IEP." In other words, do not flag this student as special education to District officials upon enrollment.

This statement is completely contrary to what the law says.

When children with disabilities move to a new different school district - in the same state or a different state - the new school district **must** provide services that are comparable to the services in the previous [IEP](#). There is no provision in the law to wait one day, one week, one month or 90 days to do this. Congress added this provision to IDEA 04, apparently because they were fed up with administrators who dragged their feet when kids moved - causing harm to the child who is already dealing with issues related to the move and a new school.

Here is what IDEA 2004 says, quoted directly from [Wrightslaw: Special Education Law, 2nd Edition](#), pages 102-103:

Transfer Within the Same State

"In the case of a child with a disability who transfers school districts within the same academic year, enrolls in a new school, and who had an IEP that was in effect in the same state, the LEA (school district) **shall** provide such child with a free appropriate public education, including services **comparable to** those described in the previously held IEP, in consultation with the parents, **until such time** as the school district **adopts** the previous IEP or develops, adopts, and implements a new IEP that is consistent with Federal and State law."

Transfer Outside State

"In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school, and who had an IEP that was in effect in another state, the school district **shall** provide such child with a free appropriate public education, including services **comparable to** those described in the previous IEP, in consultation with the child's parents **until such time** as the district **conducts an evaluation**, if determined to be necessary, and **develops a new IEP**, if appropriate, that is consistent with Federal and State law."

The [Commentary to Regulation 300.323\(f\)](#) states, "the Department interprets 'comparable' to have the plain meaning of the word, which is 'similar' or 'equivalent.'"

Transmittal of Records

The IDEA also states that "the new school shall take steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education and related services to the child..."

Taken from <http://www.wrightslaw.com/info/iep.change.schools.htm>

Upcoming Events



May 9th	How Do I Prepare for My New Student with Autism	Webinar
	1:00 pm – 3:00 pm	FREE
This in-service will include information on the following topics:		
<ul style="list-style-type: none">• Overview of characteristics of Autism and High Functioning Autism/Asperger's Syndrome• Helpful Teaching Tips (structure, visuals, reinforcement, etc.)• Team Communication for a smooth start• Tips for your Para-Educators• Free on-line training resources		
June 4th-5th	Structured Teaching	ESU #3 - Omaha
	8:30 am – 3:30 pm	\$10.00
Presenter: Teri McGill & Melissa Trautman		
Structuring the Environment and Teaching Students with Autism Spectrum Disorders		
The goals of this workshop include learning the basic principles of structures teaching and beginning the application of these principles in designing or re-evaluating a target student's programming. Participants in this workshop should be knowledgeable of the IEP goals and objectives of the student with whom they are using or plan to use structured teaching principles. Maximum of 55 participants at this workshop.		
June 9th	An Introduction to Autism Spectrum Disorders	ESU #3 - Omaha
	8:30 am – 3:30 pm	FREE
Presenter: Teri McGill		
This in-service will be an overview of the following topics:		
<ul style="list-style-type: none">• Characteristics – Definitions, Facts and Myths<ul style="list-style-type: none">◦ Information and examples of social, communication, behavioral, developmental and sensory characteristics, current etiological understandings and prevalence and statistics.• Assessment-Verification/Identification<ul style="list-style-type: none">◦ Medical diagnosis vs. educational verification• An Overview of Evidence Based Practices<ul style="list-style-type: none">◦ How to find out what interventions have evidence base• Comprehensive Program Planning<ul style="list-style-type: none">◦ An overview of what to include in a comprehensive program for students with an ASD		
June 10th	Introduction to High-Functioning Autism	ESU #6 - Milford
	9:00 am – 3:00 pm	FREE
Presenter: Melissa Trautman		
This full-day-in-service will provide an in-depth discussion of the characteristics of students with High Functioning Autism and how it impacts them in the school and home environment. Information on the Rage Cycle and other behavioral supports will be shared. Effective academic modifications, social supports and strategies for successful inclusion will be discussed.		
June 10th-11th	An Intro. To Verbal Behavior and the ABLLS-R	ESU #3 - Omaha
	8:30 am – 3:30 pm	\$40.00
Presenters Deb Rauner & Teresa Schultz		
DAY ONE: Behavioral Teaching Strategies: Reinforcement, Establishing Instructional Control, Discrete Trials, Error Correction, Shaping, Prompts and Fading Prompts		
DAY TWO: Teaching Verbal Operants: Manding, Motor Imitation, Echoics, Receptive Language, Tacting, and Receptive Language by Feature, Function and Class		