

ESU 2

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Created by: Leslee
Brenneis, Dan Nelson,
Leah Polacek, Anthony
Ruzicka, Joni Hegge, Bob
Peacock & Kristi Arlt

High School Transition



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Transition 101

Great Websites

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Nebraska Department of Education Transition

-ndetransition.site.esu9.org

-Provides information in assisting students with disabilities as they prepare to transition from school to adult living.

National Secondary Transition Technical Assistance Center (NSTTAC)

-www.nsttac.org

-NSTTAC Objectives

-Assist State Education Agencies in collecting data to improve transition services.

-Generate knowledge that provides a foundation for states to improve transition services that enhance post-school services.

-Build capacity of states and local education agencies to implement effective transition education and services that improve post-school outcomes.

-Disseminate information to state personnel, practitioners, and researchers, parents, and students regarding effective transition education and services that improve post-school outcomes.



Dear Abbie,

This section will be devoted to answering questions regarding transition issues.

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**1.) As an educator, what can I do in the final months prior to graduation to prepare the young adult for adult services?**

The student and family are likely to have many questions and apprehensions as graduation approaches. Since they know and trust you, the best thing you can do is help them find answers to those questions. If this has not already been done, prior to holding the final IEP, talk with the parents about outside agency representatives (such as a DDD Service Coordinator or Vocational Rehabilitation Transition staff) who might be appropriate to invite to the meeting.

**2.) How can educators assist the student & family in applying for Developmental Disability services?**

In order for eligibility for DD services to be determined, the individual and family will be required to compile and submit documentation to DDD. Examples of this documentation include: IEPs, MDT Reports, Psychological evaluations, medical information, etc. This may be an overwhelming task for them, so your assistance in compiling this documentation and guiding them through the process will be helpful.

**3.) Can Vocational Rehabilitation (VR) services continue after high school?**

Some students will require intensive vocational services during their last year of high school and beyond. These students may be served in VR's Employment Program. VR staff will determine the student's eligibility for the program and work with the students, parents, and educators to develop an Individualized Plan for Employment (IPE).

**4.) Can an adult receive both VR and DD (Developmental Disability) Services after high school?**

Yes, adults may be eligible for services from both agencies.

\*Information found online at ready, set, go!

***Nebraska's Service Coordinators are your link to  
Developmental Disability Supports and Services.***

The Developmental Disabilities Services Act requires that service coordination services be provided, directly or by contracted services coordination, to all Nebraska residents found to be eligible for developmental disability services.

Service Coordinators meet with people with developmental disabilities and their families to develop plans for services that can match their needs and reflect individual choices and preferences.

Service coordination not only involves the coordination of developmental disability services, but it also includes assisting individuals and their families in accessing other state and federal benefits and community resources in order to help the individuals we support live the most independent life possible.

Our service coordination team interacts with people receiving our services on a daily basis, and is comprised of compassionate employees who sincerely care about the quality of developmental disability services and those they serve.

In order to better equip service coordinators to support individuals in the community, and to ensure consistency in services being provided across the state, the Division has developed a training program for service coordination.

Not only does this training focus on the core skills necessary, but it also has specialized modules that pin-point certain areas for the coordinators who support individuals with particular needs.

Service coordinators and their supervisors are located in offices throughout the state.

**Contact Us**

Nebraska Department of Health & Human Services  
Division of Developmental Disabilities  
P.O. Box 95026  
Lincoln, NE 68509  
(402) 471-8501  
[dhhs.developmentaldisabilities@nebraska.gov](mailto:dhhs.developmentaldisabilities@nebraska.gov)

\*Information from Department of Health and Human Services Developmental Disabilities Website\*

## Disability Services, The Differences Between High School & College

### HIGH SCHOOL

High school is an entitlement.  
High school is *mandatory* and usually free.  
Others structure your time.  
Permission is needed to participate in extracurricular activities.  
Parents and teachers remind you of your responsibilities and to assist you in setting priorities and goals.  
Day-to-day decisions are made for you, so you have limited moral and ethical decisions to make.

High school days are planned, you proceed from one class directly to another, spending 6 hours each day or 30 hours a week in class.

Most of your classes are arranged for you by teachers and possibly your parents.

You are not responsible for knowing what it takes to graduate.

During your attendance in high school your parents have the right to participate in decisions that affect your learning: IEP and 504 Plan.  
School will make academic adjustments based on IEP or 504 Plans.

High School can change academic requirements for you.  
High School is a guided process and students are told what to do and how to behave.

### COLLEGE

College is a choice, a right to access.  
College is *voluntary* and *costly*.  
You manage your own time.  
The decision to participate in co-curricular or extracurricular activities is yours.  
Balancing your time and setting priorities is now your responsibility.

You will make all your day-to-day decisions and many moral and ethical decisions will be part of those decisions.

In college there are sometimes hours between classes; class times are varied throughout the day and evening and you spend only 12 to 16 hours each week in class.

Your advisor assists you in arranging your own schedule towards degree completion. Schedules tend to look lighter than they really are.

Graduation requirements are complex, and differ from year to year. You are expected to apply for graduation and know when you are eligible.

Once a student turns attends college, parents no longer have legal right to student information, unless they maintain guardianship.

Documentation of your disability is your responsibility. You are required to provide and pay for documentation of your disability. IEP and 504 Plan are not acceptable documentation.

Colleges are not required to reduce or waive essential course requirements.

College is a student's responsibility and students are held responsible for the consequences of their decisions.

\*Information taken from Community College of Allegheny County Website\*

## The Elements of a Positive College Experience

In this *New York Times Education Life* interview, Daniel Chambliss (Hamilton College) reports on his research (with Christopher Takacs) on what makes for a positive college experience. Some excerpts:

- “What really matters in college is who meets whom, and when. It’s the people, not the programs, which make a difference. We found that it only takes two or three close friends and one or two great professors to have a fulfilling college experience.”

- It is best to live in an old-fashioned dorm with long hallways, multiple roommates, and communal spaces, which increases the chances of meeting a variety of people.

- Joining a large, high-contact activity – a sports team or a choir, for example, maximizes the chances of meeting kindred spirits.

- Choose classes by the teacher, not the topic, says Chambliss. “Over and over, we found that contact with one great professor sent students in a new direction.”

- Small classes aren’t necessarily better – and they’re usually hard to get into. Large lecture classes taught by engaging professors can be terrific, too.

- Students should look for opportunities to get detailed critiques of their writing by an instructor.

“What Makes a Positive College Experience?” An interview with Daniel Chambliss in *The New York Times Education Life*, April 13, 2014.

# Upcoming Events



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                        |                         |
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| <b>May 9<sup>th</sup></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>How Do I Prepare for My New Student with Autism</b> | <b>Webinar</b>          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1:00 pm – 3:00 pm                                      | FREE                    |
| This in-service will include information on the following topics:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                        |                         |
| <ul style="list-style-type: none"><li>• Overview of characteristics of Autism and High Functioning Autism/Asperger's Syndrome</li><li>• Helpful Teaching Tips (structure, visuals, reinforcement, etc.)</li><li>• Team Communication for a smooth start</li><li>• Tips for your Para-Educators</li><li>• Free on-line training resources</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                        |                         |
| <b>June 4<sup>th</sup>-5<sup>th</sup></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Structured Teaching</b>                             | <b>ESU #3 - Omaha</b>   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 8:30 am – 3:30 pm                                      | \$10.00                 |
| Presenter: Teri McGill & Melissa Trautman                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                        |                         |
| <b>Structuring the Environment and Teaching Students with Autism Spectrum Disorders</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                        |                         |
| 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.                                                                                                                                                                                                                                                                                                                                                                                    |                                                        |                         |
| <b>June 9<sup>th</sup></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>An Introduction to Autism Spectrum Disorders</b>    | <b>ESU #3 - Omaha</b>   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 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"><li>• Characteristics – Definitions, Facts and Myths<ul style="list-style-type: none"><li>◦ Information and examples of social, communication, behavioral, developmental and sensory characteristics, current etiological understandings and prevalence and statistics.</li></ul></li><li>• Assessment-Verification/Identification<ul style="list-style-type: none"><li>◦ Medical diagnosis vs. educational verification</li></ul></li><li>• An Overview of Evidence Based Practices<ul style="list-style-type: none"><li>◦ How to find out what interventions have evidence base</li></ul></li><li>• Comprehensive Program Planning<ul style="list-style-type: none"><li>◦ An overview of what to include in a comprehensive program for students with an ASD</li></ul></li></ul> |                                                        |                         |
| <b>June 10<sup>th</sup></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Introduction to High-Functioning Autism</b>         | <b>ESU #6 - Milford</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                        |                         |
| <b>June 10<sup>th</sup>-11<sup>th</sup></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>An Intro. To Verbal Behavior and the ABLLS-R</b>    | <b>ESU #3 - Omaha</b>   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                        |                         |