

High School Transition

Metro Region ~ ESU 2, 3, & 19
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Great Websites & Apps

⇒ youthhood.org

⇒ knowhow2go.org

APPS

⇒ Dragon Dictation - Voice to
Text

⇒ What Color is My Parachute?

⇒ Audio Job Interview

⇒ DMV – Driver’s Manual Test

⇒ My homework – Calendar/
Scheduling



Transition 101

Welcome to our first edition of the Transition Newsletter. We will provide this quarterly with different areas of focus each issue.

Some of the areas we will be including in our newsletters are:

- Upcoming Events
- Great Websites & Apps
- Agency Focus
- Hot Topics/Classroom Discussion Topics
- “Dear Abbie” - Frequently asked questions and sensitive issues
- Cultural and Linguistic Diversity
- Key skills for successful transition

Questions??

If you have questions, sensitive issues, or areas of concern that you would like us to consider and possibly address, please email them to karlt@esu2.org and title it “Dear Abbie”.

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Vocational Rehabilitation Services

Information for Educators

Many educators are familiar with Vocational Rehabilitation (Voc Rehab) and the services available for adults with disabilities. However, Voc Rehab also has a role to play in the provision of transition services for students with disabilities. It is our hope that Voc Rehab and schools can work together to develop a comprehensive transition planning process that will help students move from school to work and adult living. This planning process will help:

- Promote coordinated effort between school, ESU, local Voc Rehab Office, community agencies, students & parents.
- Implement strategies that will facilitate effective transition services & eliminate duplication of services.
- Ensure the development of an effective partnership on behalf of students with disabilities.

Vocational Rehabilitation's Transition Program

The role of Vocational Rehabilitation in the Transition Program is primarily one of planning and helping to identify appropriate post-school goals and needed supports. Our participation begins as early as age 14. Although Voc Rehab cannot spend funds for individual students through this program, Voc Rehab will:

- *Provide outreach and transition information to students and parents*
- *Collaborate with schools to provide opportunities for students to learn from employers*
- *Help guide students toward appropriate employment goals*
- *Consult with educators on individual students and*
- *Develop plans for students in need of post-school services to become employed.*

It is critical that Voc Rehab bring to this process our area of strength - those activities referred to as "extended learning" or community-based activities. We bring to the planning process our connection to the community and, most importantly, connections to the employment community.

Transition opportunities for students & schools:

1. Orientation for students & educators
2. Coordinated transition planning with local schools
3. Opportunities to learn from employers
4. Opportunities to learn about transition resources
5. Coordination with students and parents
6. Schedule of events and contacts
7. Coordinated career development
8. Interaction with students



Upcoming Events



January 17, 2012 Teaching Teens to Manage Their Own Health Care Webinar

Register – jbarber@esu13.org one week prior to event

Presenter: Nina Baker – PTI/Nebraska Teaching self-determination includes preparing students to have a voice and be in charge of their health and health care. Nina will share ideas on beginning steps/strategies as youth gradually assume health care responsibilities.

January 26, 2012 Nebraska Youth Leadership Council

6:30 – 7:30 pm TAC Building Room 5072 Omaha Public Schools

Kristi Berst from the Nebraska Department of Education will be hosting a panel of young adults with disabilities who participate in the Nebraska Youth Leadership Council. Learn about self-determination!

February 21, 2012 Developing Jobs in Tough Economic Times Webinar

Register – jbarber@esu13.org one week prior to event

Darla Wilkerson/CSI Network/Kansas will discuss job development techniques such as job carving, job sharing, and other hallmarks of customized employment. She will also discuss the Alliance for Full Participation and Employment 1st goals in Nebraska.

March 21, 2012 Eastern Nebraska Transition Conference at Midland University Fremont

This conference will provide special education students (11th & 12th grade) with information that will assist with the transition to the workforce or postsecondary education. It will provide information on assistive technology, self-advocacy and planning their future. Contact: krandall@esu2.org

March 30, 2012 Eastern Nebraska Transition Conference at ESU 3 Omaha

This workshop will provide special education students (ages 18-21) exposure to assistive technology products & information for students planning to enter the workforce or attend a postsecondary education program. Contact: joberhauser@esu23.org

April 26, 2012 Vocational Rehabilitation

6:30 – 7:30 pm TAC Building Room 5062 Omaha Public Schools

Cara Ehegartner and her teammates from Vocational Rehabilitation (VR) will provide basic information about VR services and answer general questions.

Classroom Discussion Topic(s)...

This section will be devoted to topics that will provide for engaging discussions with students. Let us know if you have had any topics that have led to eye-opening and informative discussions.

karlt@esu2.org

Here are a few that were found interesting – you will be surprised with the answers:

What is one long-term goal you have set for yourself?

What type of learner are you – visual, auditory, etc.?

Can you name and explain your disability?

What makes a good worker/employee?

What helps you learn best?

What is an IEP?



Dear Abbie,

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

Sample question:

How do you approach personal hygiene issues?

Cultural and Linguistic Diversity & Transition: Did you know?



Did you know that many culturally and linguistically diverse (CLD) transition students and their families place more value on “**collectivism**” than on “**individualism?**” This is a key consideration in effective transition planning for CLD students (National Center on Secondary Education and Transition, 2005). The graphic below illustrates how these two cultural concepts line up on a continuum.

Contrasts in Emphasis between Common Collectivistic and Individualistic Values

Continuum of Values	
<i>Collectivistic</i>	<i>Individualistic</i>
Interdependence	Independence
Obligations to others	Individual rights
Rely on group	Self-sufficiency
Adhere to traditional values	True to own values and beliefs
Maintain traditional practices	Continuously improve practices (progress)
Fulfill roles within group	Pursue individual goals/interests
Group achievement	Individual achievement
Competition between groups	Competition between individuals
Group or hierarchical decision-making	Self-determination and individual choice
Shame/guilt due to failing group	Shame/guilt due to individual failure
Living with kin	Independent living
Take care of own	Seek help if needed
Property shared within group	Strong individual property rights
Elders transmit knowledge (often oral)	Individuals seek knowledge (often textual)
Objects valued for social uses	Objects valued for technological uses

