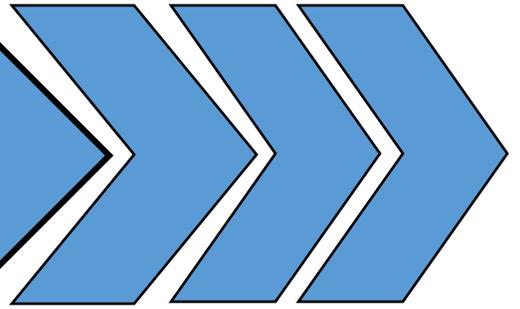




# Adult Transition

A Newsletter for Teachers Working With High School and Transition Age Students 18-22  
Educational Equity for All  
June 2020



## 6 strategies to continue postsecondary transition services during COVID-19

Twinking transition planning and services in this time of social distancing

Ivester and Rowe offer the following advice for the continuation of transition services during extended school closures:

1. Help families with basic needs.
2. Open up lines of communication with educators.
3. Coach families on skill building.
4. Stay true to proven practices.
5. Get creative with providing employment skills.
6. Focus on interests and expectations.

<https://districtadministration.com/6-strategies-to-continue-postsecondary-transition-services-during-covid-19/>



## Special Education Guidance for COVID-19

### Transition Tuesdays Webinars

Summary of Performance: [Webinar Presentation](#)  
 Transition Activities Online: [Webinar Presentation](#)  
 Transition Assessments  
 Online: [Webinar Presentation](#)  
 Transition Assessments & MPGs for Complex Support Needs: [Webinar Presentation](#)  
 Transition Activities for Complex Support Needs: [Webinar Presentation](#)

### Transition Talks: Online Resources

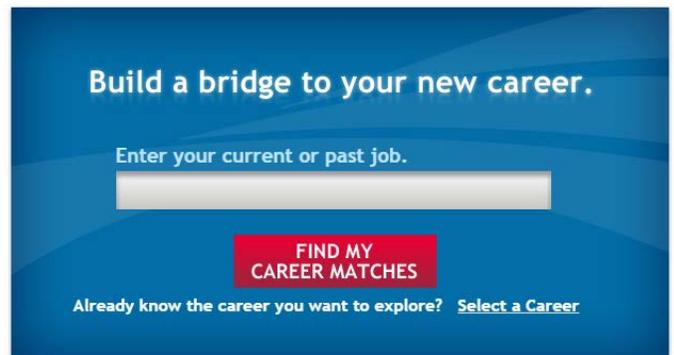
Employment: [Webinar Presentation](#)  
 Education/Training: [Webinar Presentation](#)  
 Independent Living: [Webinar Presentation](#)  
 For questions please [contact us at the ESS Transition inbox](#).  
[Transition Tuesday Q&A Padlet](#)  
<https://www.azed.gov/specialeducation/transition/>

## EMPLOYMENT



<https://www.myskillsmyfuture.org/>

- 1 Tell us a job you've had.
- 2 We'll find careers with similar skills.
- 3 Pick a career and explore!



<https://www.mynextmove.org/>

## TRAINING

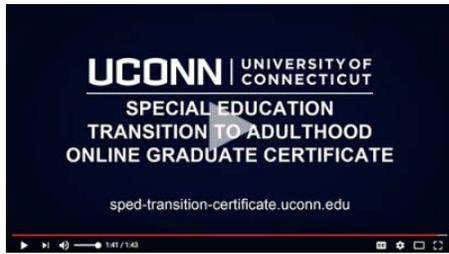
Post-Secondary Education and Training The Big Ideas:

- Post-secondary education and training
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act
- Reasonable accommodations:
  - Two year colleges
  - Four year colleges and universities
  - Vocational schools

“Post” means after and “secondary” school is high school. So postsecondary education and training is where you go to keep learning after high school.

<http://rwjms.rutgers.edu/boggscenter/projects/documents/Chapter07-1.pdf>

## FEATURED IDEA OF THE MONTH



**12-Credit Online Graduate Certificate Program in Special Education Transition to Adulthood**  
<https://sped-transition-certificate.uconn.edu>

## WEBSITES AND RESOURCES

<https://school-connect.blog/eq-in-your-pjs-2/>  
<https://getyouredge.org/>  
<https://www.pathwaysrtc.pdx.edu/pathways-transition-video-briefs>

## INDEPENDENT LIVING SKILLS



How Self-Determined Are You? A  
Toolbox of Resources to Help  
Build Self-Determination Skills

What do the Core Components of Self-Determination Mean?

Choice making: The skill of making a choice between two known options. • Decision making: The skill of choosing between more than two known options. • Problem solving: The skill used when a solution is not readily known; decision-making and choice making are part of process. • Goal setting & attainment: The skill of determining how you are going to accomplish what you want (setting the goal, plan for implementation and measuring success). • Self-regulation (skills include self-observation, self-evaluation, self-reinforcement): The process of monitoring one's own actions. • Self-instruction: Skills that assist the student in using his own verbal prompts for solving problems. • Self-advocacy: Skills necessary to be able to speak up or defend a cause of person. • Internal locus of control: The belief that one has control over outcomes that are important to life. • Self-efficacy: The conviction that one can successfully execute the behavior required to produce a given outcome. • Efficacy expectations: The belief that if a specific behavior is performed, it will lead to anticipated outcomes. • Self-awareness and self-knowledge: The skills of knowing one's own strengths, weaknesses, abilities, and limitation, and knowing how to use these unique attributions to beneficially influence one's own life.

[http://www.doe.virginia.gov/special\\_ed/transition\\_svcs/toolbox\\_for\\_self-determination.pdf](http://www.doe.virginia.gov/special_ed/transition_svcs/toolbox_for_self-determination.pdf)



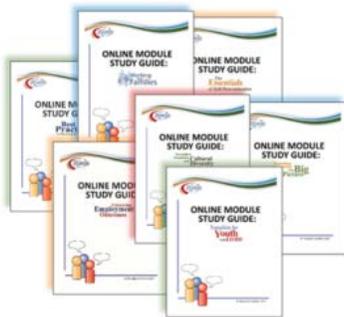
## The Transition Career Exploration Workshop (TCEW)

Transition Career Exploration Workshop

- Help students discover employment possibilities in an interactive team environment
- Offered in modules that make it flexible for delivery in schools, adult education,
- Provide instruction on topics including: disability disclosure; requesting accommodations; learning styles at work; work values, abilities and aptitudes; interest inventories, self-management skills, occupational exploration and more
- Provide numerous assessments that can support student transition planning

<https://www.nd.gov/dhs/dvr/individual/tcew.html>

## Module Study Guides



TC modules are **comprehensive, free, and research based**. Our *Module Study Guides* can help you learn the content more deeply and apply the concepts to your work!

Organized around each module, the study guides are intended to help you further harness the concepts. **Do better!** Use these guides individually or as professional development with a group.

### STUDY GUIDES HELP YOU TO:

- Reflect on your practices
- Apply module content to enhance your practices
- Identify strengths and areas of improvement
- Make plans for school/district improvement

<https://transitioncoalition.org/blog/module-study-guides/>



DCDT WEBCAST  
RESOURCES COVID-19

[Click here to access Webinars & Materials](#)

[Transition in the Cloud:  
Supporting practitioners taking  
transition on-line](#)

## Transition Resource Guide

The [Transition Resource Guide](#) contains frequently used low-cost/no-cost web-based transition resources available to professionals, students with disabilities, and their families. The guide contains resources for professional development, teacher use, student use, and parent/family use. This resource guide will be updated on a yearly basis to ensure all information is up-to-date and current.

<https://community.cec.sped.org/dcdt/home>