Minnesota Transition Guide for Teachers of the Deaf/Hard of Hearing

Presentation
Charting the C’s Cross Categorical Conference
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Committee Members

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• Jayne Spain, MDE
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Why Do TDHH Need A Guide?

• Need for a consistent process that could be used statewide.

• Need for an easy way for teachers to look at transition. (checklist format)

• Needed for disability specific considerations for D/HH.

• Great follow-up to Minnesota Secondary Transition Compliance Toolkit training.
Rationale for Use

• Why is this important?
• Mandated by Office of Special Education (OSEP)
• States need to develop plan on 20 indicators of success/outcomes
• One stop shop to find practical resources quickly
Indicator 13

- Indicator 13 measures
  - the percent of youth with IEPs aged 16 and above with an IEP
    - Appropriate measurable postsecondary goals that are annually updated
    - Based upon an age-appropriate transition assessment, transition services, including courses of study
    - Enable the student to meet those postsecondary goals and annual IEP goals related to the student’s transition services needs.
Four Main Areas Identified in the Guide

1. Self Advocacy and Hearing Loss

2. Employment

3. Postsecondary Education and Training

4. Independent Living  (*Home Living, Community Participation, Recreation/Leisure*)
Each Section Includes:

• Explanation of the Content

• Competency Checklist (PDF)

• Teacher Resources (Links and PDF)
Other Content Includes

• Introduction – *Transition Due Process Basics*

• Transition Timeline – *What needs to be done? When?*

• Records to Keep – *Important paperwork and records to be kept in a transition portfolio*

• Additional Considerations – *Issues involving guardianship, selected service registration, etc.*
# Transition Competency Checklists

*Please select either N, W or M for each of the questions below in each section*

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### Career Exploration/Work Experience

- **Identifies career interests and skills, completes interest and career inventories, and identifies additional education or training requirements**
  - N

- **Matches career interests and skills with academic coursework**
  - W

- **Uses a career planning process (e.g., assessments, career portfolio, eFolio, employment folder) incorporating their career goals, interests, and abilities.**
  - M

- **Demonstrates a positive attitude toward work**
  - M

- **States how community resources, non-work experiences, and family members/friends can assist them in their role as workers**
  - M

- **Identifies and applies (if applicable) for employment information and support**
  - M
Teacher Resources for Each Section

Hearing Loss Advocacy

- About My Hearing (PDF)
- Web links to “Relationship of Hearing Loss to Listening and Learning Needs”
- 411 on Disability Disclosure
How Did We Do It?

✓ MDE gathered members from: Teachers, DEED, Higher Education

✓ Committee looked at what was already created

✓ Selected model that was easy to use (Transition Guide for Students Who are Deaf-Blind, South Dakota Department of Education)

✓ Created and evaluated documents

✓ Created a Wiki to work remotely
Using a Wiki to Get the Work Done

Welcome to the DHH Transition Work Group Wiki home page

UPDATE - December 4, 2012
We are finishing up with the final stages of the work on the MN Transition Guide. I have attached our meeting minutes from our November meeting and the new "final" draft. The latest draft has an introductory paragraph written by Mary Cashman-Bakken. It will also have a link to our "feedback" form on the website. In addition, the Teacher Resources have been updated with web links instead of PDF formats in some of the transition areas. The new revised competency checklists are added to this site in the Hearing Loss, Employment, Postsecondary, and Independent Living sections. U of M will be posting our work on their DHH Teacher website soon, and I will post the link on this page when that is completed.

Greta

MN Transition Guide November 2012.doc
Details Download 143 KB

Transition Workgroup Meeting Minutes 1...
Details Download 55 KB

UPDATE - September 1, 2012
Here is the "final" draft of our transition guide with all of the corrections that were submitted. This is our latest version, so please delete your previous version. It is now on the welcome page here: [Transition Guide](#).
Spreading the Document Across the State

- DHH Listserve
- State Network Meetings
- Regional Low-Incidence Meetings
- State Conferences
- Directors of Special Education

Document posted:
- U of M Website
- MDE Website
Currently Hosted on the U of M Website

Education Resources for Teachers of Deaf/Hard of Hearing Students
CEHD | College of Education + Human Development

Transition Guide
- Introduction
- Self Advocacy and Hearing Loss

Employment
- Postsecondary Education and Training
- Independent Living
- Transition Timeline
- Records to Keep
- Additional Considerations
- Assessment and CEU credits

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Employment

Employment Teacher Resources (PDF):
1. Employment Competency Skills Checklist
2. Personal Information Sheet (for job applications)
3. D/HH Workplace Accommodations Checklist
4. Work Readiness Skills - SCANS

One of the most important goals of transition planning is preparing for future employment and career opportunities. Unfortunately, people who are deaf or hard of hearing experience higher rates of unemployment and underemployment over a lifetime. Employment challenges, usually based on communication issues, can include difficulty obtaining, performing, and retaining a job, as well as advancing in a career. However, much can be done to help youth who are deaf or hard of hearing reach their employment potential while still in middle school or high school.

Searching for a job requires an awareness of a variety of occupations. At the same time, students need to explore their interests, preferences, learning styles, abilities, and skills. Through this process, students should identify specific skills they bring to the job market and other skills that may need further education and training. Education is an important predictor of future employment and can be
U of MN Website


- Website navigation demonstration
2012-2013 Pilot Process

• This Guide is a pilot for the school year 2012-13.

• Feedback survey being collected by teachers and collected by Mary Cashman-Bakken at MDE.
• Email: Mary.Cashman-Bakken@state.mn.us

• These documents can be found at the U of MN website.

• When this document is final it will be on the MDE website.