

NC-
DCDT

The LIGHTHOUSE

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Fall, 2008



*TOUCH THE
FUTURE
LIGHT THE
WAY*

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The President's Message

Greetings!

It's a new year with new challenges and new stories developing to be told.

It has always been the mission of DCDDT to improve the quality of and access to career/vocational and transition services, increase the participation of education in career development and transition goals and to influence policies affecting career development and transition services for persons with disabilities.

As NCDCDDT approaches this year, we do so with the drive to continue this strong mission. So, to pursue the mission, we march on with the following goals:

1. *Increase membership by 20% in numbers & with diversity.*
2. *Enhance & expand our website—www.ncdcdt.org*
3. *Develop professional activities to collaborate with Vocational Rehabilitation, DPI & CTE.*
4. *Implement a Transition Forum/ Summer Institute*

5. *Continue to improve relationships with DCDDT on all levels.*

With your passion and dedication to students with disabilities we can accomplish these goals.

It is with much pride that I encourage you to continue to attend NCDCDDT functions, share ideas about transition and most of all continue to lift up the voices of our students as their stories unfold daily.

As was stated before

It's a new year, with new challenges, and new, developing stories to be told.

Best Wishes. Let's get started!

Humbly submitted,

Linda Little,

NCDCDDT President

What Should We Expect of Schools?

This was the question posed by the editorial board of the LA Times. **Note the answer.**

*Ever since public education became compulsory, its goal has shifted from producing literate citizens to well-rounded citizens (thus the focus on arts appreciation) to science-oriented, physically fit citizens and then to intellectually able thinkers. **In this era of***

the globalization of employment, the overriding though officially unacknowledged goal is to produce workers who can compete for jobs. Necessary as this is, it often means the diminishment of the arts, physical education and other areas of instruction.

From CEC Smartbrief of Sept. 11, 2008.

Improving Post School Outcomes for Students with SED

This is one of the most difficult populations to support since their problems and issues are so diverse and emotionally and behaviorally entrenched. Success involves much assessment and diagnoses using a variety of techniques at an individual, group and system level. Areas that impact the success of students with SED include:

- psychological and social competence,
- personality and emotional development,
- learning environments and school climate related to health behaviors and barriers to learning, and
- the need for school-based or community mental health services.

Special education services should be specifically tailored to meet individuals needs in **real** ways.

Intervention/treatment should guide individuals to:

- work face to face with students and families to address life stressors and barriers that interfere with positive adjustment;
- help students learn to solve conflicts and problems independently;
- ensure psychological counseling for students and families.
- provide social skills training, behavior management and coping strategies for students;
- Help families, schools, and communities deal with crises as separation, loss, etc.
- Work with students and families to provide integrated (wraparound) services focusing on psychosocial wellness and other health-related issues. (Source)

State Superintendent Encourages Graduation from HS

State Superintendent June Atkinson wants to ensure that everyone gets the message: **graduate from high school and prepare for success in life**. That was the theme for today's kickoff event for Graduation Awareness Week, Sept. 7-13, which featured awards to 10 school districts and 17 high schools with high graduation rates. In addition to the awards ceremony, key leaders representing education associations, community groups, business and industry and the faith-based community signed a Call to Action and

*Graduation from H.S. –
a major milestone for
students and their future.*

and pledged to work throughout North Carolina to raise awareness of the importance of high school graduation.

"High school graduation is a minimum goal today," Atkinson said in a news conference. "It's the basic level of education that adults need, but too many of our young people are not getting that minimum. My message to students is simple. Graduate from high school and be ready to chart the course you want for your life."

DPI News Release, Sept. 8, 2008.

Employability Bowl

The employability bowl was the creation of **Sheila Carter** of Buncombe County Schools. It was designed as a culminating activity to put to the test the knowledge and skills acquired by students enrolled in the Occupational Course of Study. Several teams are drawn from different schools to compete for the championship. There are different aspects of the competition including: a) a face off lightening round where the first to hit the buzzer answers the question; b) a scavenger

hunt; and c) an interactive session with employers. It has been truly a challenge for students as they have to draw upon knowledge and experiences gained over three to four years in the program. The bowl has been very successful in the Mountain Region. The goal is to replicate as closely as possible such success in other regions. Further details about the employability bowl will be posted on the website, along with briefs in other issues of *The Lighthouse*.

Regional Roundup: Piedmont West

Greensboro TEACCH Awarded Grant to Support Transition in Guilford County Schools

Thanks to a grant from Autism Speaks, the Greensboro TEACH Supported Employment program will be working with the Guilford County school system on a joint project to improve programming for high school students with autism spectrum disorders. Guilford County schools and Guilford TEACCH will work together on developing new strategies to evaluate and improve students' skills within supported work settings. The basis for this joint project will be the TEACCH Transition and Assessment Profile (TTAP).

TTAP is a new tool, the aim of which is to improve evaluations of students' skills - vocational, independent functioning, communication, and interpersonal skills. The use of this tool is part of ongoing efforts to provide a strong foundation for transition planning and vocational training.

The grant will fund training that will allow educators and professionals to better support students who have autism beyond high school,

as well as to establish nurturing contacts with area businesses as possible employment sites for these students. This joint project will allow for improved supported employment opportunities and will increase students' abilities to live as independently as possible.

For more information about Guilford TEACCH, visit the TEACCH website @ www.teacch.com

To learn more about the Autism Speaks grant and training project with Guilford County schools, contact:

- Glenda Osborne at 336-334-5773
- Sara McGarth at semcgarth@email.unc.edu or
- Karen Abourjilie at abourjk@gcsnc.com

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Piedmont West

Career Fairs in Charlotte-Mecklenburg Schools

Charlotte Mecklenburg Schools which is in the Piedmont West Region, has started with some great plans to include a career fair called In-S.Y.N.C (*Strategies You Need for a Career*) Expo. It is sponsored by *Projects with Industry* and will be held Sept. 27th at the University Hilton. Students with disabilities and their parents are invited to attend. The event conducted by individuals with many, many years of human resource and employment training experience, will include employers, employment workshops for youth and adults, and mock interviews. The underlying goal of this strategy is to help students sharpen their interviewing and job-seeking skills. Hopefully, this will facilitate greater success on

Mountain Region

Christmas Card Sale

North Shelby School will again be selling Christmas Cards for our school fundraiser this year. Please go to the link below to vote for the cards that you like the best. You can vote as many times as you like. If at all possible please help us get the word out about voting by sending this email to your contacts in your directory. Thanks bunches! If you are interested in ordering cards, contact ggbettis@clevelandcountyschools.org. An order form with four designs (the 2 winners from this year and the previous year's winners) will be available soon.

[http://www.shelbystar.com/news/cards_33489__article.html/school_students.html
] http://www.shelbystar.com/news/cards_33489__article.html/school_students.html

Student Involvement in the IEP/Transition Planning Process

Are students with disabilities actively involved in the development of their IEPs? Student involvement is not only important for student success in the classroom, but also knowing and understanding themselves, and how to navigate and succeed in life beyond the classroom. The publication by NICHCY will help to answer many questions about involving students in planning their own education. Involvement leads to vested interest and “buy in” as well as to an anticipation of success at the end.

Students have much to gain from being involved: During the process they can:

- learn more about their strengths and skills and be able to share this with others;
- learn more about their disability, including how to talk about and explain the nature of their disability to others;
- learn what accommodations are, and what types of accommodations might help them succeed in the classroom;

- learn how to speak up for themselves;
- develop some of the skill necessary for self-determination and independent decision-making;
- learn more about the goals and objectives that form the basis for their education, and why these goals and objectives are important for them; and, ultimately,
- become more involved in their own education.

Hopefully, the process will also lead to the achievement of established post-school goals and the enjoyment of a satisfactory quality of life through active community participation, and a responsible and productive adulthood

Main points were taken from and added comments made to the publication by NICHCY titled “**Helping Students Develop their IEPs**”. Read

www.familytogetherinc.org/PDF%20FILES/NICHCYhelpingstudentsdevelopanIEP.pdf

Regional Roundup (cont'd)

Piedmont East

Wake County Hones Job Coaching Skills

Job coaches in Wake County are receiving intensified, ongoing training to improve the quality of training provided to students. Two factors are being stressed: a) Job coaching is for **ALL** students with disabilities who need and can benefit from such training. b) The increased quality of training aims at better preparing students with disabilities for obtaining as well as maintaining employment. The driving theme is that students should be as well prepared for employment as they would be for postsecondary training.

Focus will be on understanding career pathways, market analysis, job analysis, job development, job carving, strategic job searching, placement and follow-up. Job coaches will also spend more time understanding student characteristics, student strengths and how to market these, as well as how to address skill deficits.

Functional Roles of The Transition Training Facilitators (Job Coaches - Wake County)

1. Market Analysis and Alignment with Career Pathways
2. Program Marketing, Jobsite Identification and Development.
3. Business Agreement and Jobsite Training Opportunities; Jobsite Analysis; Task Analysis Development
4. Pre-Coaching Observations; Student Characteristics; Performance and Interest Assessments; Training Plan Development.
5. Jobsite Coaching; Skill Acquisition Monitoring; Data Recording.
6. Job Performance Assessment; Post-Coaching Feedback and Skill Deficit Identification (to students).
7. Data Analysis, Post-Coaching Feedback, Skill Deficit Identification, Remediation Discussion (with teachers).
8. Employability Skills and Job Readiness Skills Assessment/Training (Specific to employment).
9. Career Interest Assessment, Employment Options, Job Search (with Job Carving), Interview Preparation.
10. Job Match, Placement and Follow-Along; Transition to Successful Employment (Early Employment Issues).

Call for Presentations NC-DCDT Spring Conference

April 29th – May 1st, 2009

North Raleigh Hilton Raleigh, NC

Deadline for Submission Postmarked by December 31, 2008

The North Carolina Division on Career Development and Transition (NC-DCDT) invites all interested persons to submit proposals for presentations for the 2009 Spring Transition Conference.

Please send **one original** and **five copies** of the proposal to the Selection Committee. You must complete the information below and return the form with your proposal. Excluding any information may cause your proposal to be discarded. Presentation selection is based on the following criteria: innovation and creativity to the transition field, audience appeal, clarity of organization and presentation, and overall balance of topics. The Selection Committee will review each proposal and notify potential presenters on or before January 30, 2009.

**Mail Proposals to: Kris Stumpf, White Oak High School, 1001 Piney Green Road
Jacksonville, North Carolina 28546**

The result-oriented IEP Process begins with the student's vision for the future.

Preventing Teacher Burnout

Some facts about teacher burnout:

- Stress was more prevalent in larger systems.
- Rural teachers felt greater stress from time demands; urban teachers attributed stress to discipline and behavior problems.
- Elementary teachers reported less stress than secondary teachers, females less than males.
- Higher burnout in schools serving minorities.
- Younger teachers report greater stress.

Systems can minimize burnout in these ways:

- a) Offer professional development activities;
- b) Set up strong mentoring programs;
- c) Conduct stress management workshops;
- d) Provide training in relaxation techniques;
- e) Improve working conditions;
- f) Ensure positive classroom environment;
- g) Accommodate cultural differences;
- h) Address salary and promotional issues;
- i) Provide coping skills training; and
- k) Support religious events/holidays.

Note: Teacher who exhibit burnout characteristics are not effective in the classroom.

Adapted from Teacher Burnout by WikEd.

Grant Information

NCDCDT is inviting members and non-members to submit applications for competitive **mini-grants through March 16, 2009.**

For further information contact Karen Abourjilie at (336) 335 - 6025 OR Email: abourjk@gcsnc.com. For details and applications visit our website

@ www.ncdcct.org.

Membership

Are you a CEC Member? Are you a NCDCDT Member?

Join NOW and enjoy the Benefits....

www.ncdcct.org

Lighthouse Award

Nominations for the NCDCDT **Lighthouse Award** to recognize individuals for outstanding service in the field of transition are being accepted through **March 16, 2009.** For further information please contact Karen Abourjilie at (336) 335 - 6025 OR Email: abourjk@gcsnc.com.

For details and applications visit our website @ www.ncdcctorg.

NORTH CAROLINA DIVISION ON CAREER DEVELOPMENT AND TRANSITION

The **LIGHTHOUSE**, the newsletter of the North Carolina Division on Career Development and Transition, is published three times per year - Fall, Winter and Spring. The aim is to inform and educate special educators of North Carolina. We welcome information about what is **HOT** in your school or region. We believe that **QUALITY** Transition Education & Services can only occur through an informed and educated people.

Please submit contributions to wdennis@wcpss.net



NCDCDT - MAIN EMPHASIS

Empowering students with disabilities through self-determination, self-advocacy and student involvement in the IEP/ITP process

We are on the web:
www.ncdcdt.org

Save the Date Save the Date
April 29 - May 1

**North Carolina
Division on Career Development &
Transition
Council for Exceptional Children
Spring Transition Conference
2009**

North Raleigh Hilton
3415 Wake Forest Road
Raleigh, NC 27609
(919) 872-2323

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REGIONAL MEETING DATES

From October 27, 2008 - February 20, 2009

Fastest Growing Occupations in NC

(Projected from 2004 - 2014)

Entry-Level Positions

- Retail Salespersons
- Registered Nurses
- Food Preparation and Servers
- Home Health Aides
- Waiters and Waitresses
- Truck Drivers - Heavy /Trailers
- Customer Service Representatives
- Janitors and Cleaners
- Nursing Aides, Orderlies, Attendants
- General and Operating Managers
- Cashiers
- Personal and Home Care Aides
- Landscapers and Groundskeeping workers
- Team Assemblers
- Teacher Assistants
- Executive Secretaries and Administrative Assistants
- Elementary School Teachers (Except Special Education)

- General Maintenance and Repair Workers
- Office Clerks, General
- Sales Representatives, Wholesale and Manufacturing
- Maids and Housekeepers
- Truck Drivers, Light and Delivery Services
- First-Line Supervisors/Managers of Retail Sales Workers.

The above information could be useful as teachers explore the employment horizon, as well as for preparing students for entry level jobs. The source of this information can be an invaluable resource as students are trained for specific occupations.

Source: NC career Outlook Handbook, 2007

*Build NC's Special Ed. Capacity -
Use **Communities of Practice**
for Knowledge, Information and
Strategy Sharing*

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!!!!!! CONGRATULATIONS !!!!!!!