

**NC-
DCDT**

LIGHTHOUSE

Volume 3, Issue 2

Winter, 2008



*TOUCH THE
FUTURE
LIGHT THE
WAY*

2008 SPRING CONFERENCE PROMISES TO BE GREAT! April 23rd - 25th, Radisson Hotel, High Point

Join us for some Fun, Professional Development,
Networking, and Cutting Edge Best Practices
All this in the name of TRANSITION

Keynote Address: "Unarmed and Dangerous"
Featuring: Mrs. Tawana Williams

Some Hot Topics and Presenters include:

- "Early Interventions in Transition and Career Development"
Dale Matusovich - Radford University, Virginia
- "Customized Self-Employment: Think Outside the Box:"
David Taylor - Race Car Waterboy
- School Completion and Transition Assessment"
Larry Kortering - Appalachian State University
- Best Practices in Secondary Transition"
NSTTAC Team
- Kids Don't Succeed by Themselves"
Rhiannon Galan - NC Collaborative Youth in Transition

Inside this issue:

2008 Spring Conference Information	1
Transition Assessment: Some Factors	2
NC Policy on Transition & Compliance	2
Identification Changes	2
Regional Happenings	3, 4, 5, 6
Thoughts on Transition Planning	7
Developing Partnerships with Employers	8

Have You ... Registered??

Registration

Members - \$125 / Non-Members - \$150
Deadline: March 31st
Late Registration: Add \$25

NO ON-SITE REGISTRATION

Mail Registration form to: Linda Little
Union County Schools
1121 Skyway Drive, Monroe, NC, 28110

Reserved a Room???

Reservations

Radisson Hotel, High Point
135 South Main Street
Tel. #: (336) 889-8888
State Rates are available until April 7th

Rooms Booked?????
Check website for overflow hotels @
www.ncdcdt.org

Transition Assessment: Some Factors to Keep in Mind

What it is:

- Transition assessment is an on-going and coordinated process that begins in middle school, and helps students with disabilities to identify and plan post-school goals. (Sitlington, Neubert, Begun and Laconte, 2007).

Features:

- It is ongoing and continuous so that students' progress can be measured and compared over time.
- It should focus on the whole child.
- It is very individualized - student centered.
- It should include a range of methods and completed in a variety of natural settings to ensure a broad view of the student.
- It involves other people - for some degree of reliability.
- The information provided must be usable and understandable, and used for the purpose of placement, planning and instruction.
- It must be sensitive to cultural and linguistic issues.
- Data obtained should be summarized into a comprehensive, realistic and understandable transition profile.

When to Assess:

- Assessments done during the middle school years will be crucial to the first IEP meeting when post-secondary goals are to be determined based on age-appropriate transition assessments.
- Prior to the actual development of the transition component of the IEP in order to assist students in achieving the self-awareness needed to establish post-school goals linked to the life-style and interest they want to pursue after graduation.
- Continuously, to keep abreast of changing interests, preferences, needs, strengths, academic and functional growth of students.

Importance for Career Development:

- Helps determine vocational interests and preferences.
- Gathers "employability" information about students.
- Determines work-ability and job readiness status.
- Assists in matching interests and preferences to:
 - i) vocational and functional education programs, and
 - ii) career employment options. (Source: Sitlington, et. al)

Final Regulations and NC Policy on Transition

From a legal and compliance standpoint re IDEA 2004, Transition will be completed before the IEP goal pages.

- Transition should directly relate to IEP goals and objectives.
- Post-secondary goals should be based on a variety of assessments (formal and informal).
- These assessments should come from a variety of people, not just the classroom teacher.
- Assessments should be kept in the confidential folder.

- Post-secondary goals must be measurable and written to show what will be done after HS graduation e.g.
 1. After graduation, Mary will enroll in a four year college to pursue studies in mathematics
 2. After graduation, Mary will obtain part-time employment as a substitute math teacher.
 3. After graduation, Mary will continue to live at home.
- CIPP Indicator 13 evaluates compliance with the transition component of the IEP.

Identification Changes

NC Policy indicates the following changes in student classification:

- Mental Retardation (EMD, TMD, SPMD) will now be Intellectual Disabilities or ID.
- EMD, TMD, and SPMD are now characterized as ID Mild, ID Moderate, and ID Severe.
- BED will now be Serious Emotional Disabilities or ED.
- HI will now be Deafness and Hearing Impaired.

Intellectual Disability or ID

- Means significantly sub-average general intellectual functioning that adversely affects a child's educational performance, existing concurrently with deficits in adaptive behavior and **manifested during the developmental period.**

What are some signs of intellectual disability?

Visit [www.cdc.gov/ncbddd/autism/actearly/](http://www.cdc.gov/ncbddd/autism/actearly/intellectual_disability.html)

[intellectual_disability.html](http://www.cdc.gov/ncbddd/autism/actearly/intellectual_disability.html)

Regional Happenings:

Mountain Region

NC DCDT Western/Mountain Regional Meeting

February 8, 2008

Summary of Meeting

I. Welcome and Spotlight - Buncombe County shared collaboration and meeting for parents with AB Tech disability services and financial aid departments and the beginnings of student led transition plans. Cherokee Central shared their concern about "Non-OCS" students as well. McDowell County shared improved collaboration and coordination with Vocational Rehab. Catawba County shared collaboration with Voc. Rehab and area businesses on their local Transition Council. Cleveland County shared that they had received grants to launch their Employability Seminar. Haywood County shared that they had tapped into their local Rotary Club for support for their school based enterprise.

II. DCDT News – Since there was no state DCDT representative present, Robin Miller, Buncombe County Schools, reviewed the information from the website. Information and registration forms for the Spring Transition Conference were distributed. The membership goal of at least 1 member per system was reviewed and participants were encouraged to join. Grant opportunities and the grant application were reviewed. It was noted that these grant opportunities are another good reason to join NCDCDT. It was mentioned that nominations were being accepted for the Lighthouse award.

III. Western Region Employability Seminar – Sharon Jackson, Cleveland County Schools, presented a short video of their employability seminar. Sharon distributed copies of questions for additional curricular areas (Math and English). Sharon Fish and Robin Miller noted that the differences among the three Employability Seminars were mainly the Scavenger Hunt portion and the focus of the questions in the School Duel. There was a great deal of discussion around how to organize a Regional Employability Seminar. It was agreed that it was important to keep the seminars similar so that all students would be on an even playing field at the regional seminar, but it was felt that the local seminars could have some individual differences. It was decided that the leaders of each local seminar would meet to discuss the logistics and particulars of a Regional Employability Seminar. Robin Miller will email everyone to try to coordinate a date.

IV. CFNC "Bridges" presentation by Laura Misner – Laura presented both the general CFNC website and specifically the Bridges program. She quickly went through all the different parts of the Bridges program (Elementary, Middle School, High School, and Assessment). She stated that she was available for a more in-depth training if anyone was interested.

V. Sharing/Question and Answer Session – The floor was opened for a Question and Answer session. Participants felt that they had already had adequate time for sharing during the Spotlight and the Employability Seminar discussion. With no further business, the meeting was adjourned.

Submitted by Robin Miller, Buncombe County Schools.

*Refer students to VR by the second semester of their Junior Year. ...
earlier, even in Middle School, if the student is "at-risk."*

Make each student's case as specific as possible when approaching VR.

Very often, they can have answers to specific needs.

Regional Happenings:

Piedmont West

EMBRACING

EDUCATION



EMPLOYMENT

RESIDENTIAL

COMMUNITY LIFE

TRANSITION

PARENTS WELCOME

Thursday, April 10th 2008

South Piedmont Community College

(Old Charlotte Hwy., Conference Center)

FOR 11TH & 12TH GRADE STUDENTS WITH DISABILITIES

Morning Session

9:30 am 'til 12:00 noon

(Presenter: Marc Jones, Independent Living)

Evening Session

4:00 pm 'til 6:30 pm

(Presenters: Social Security Benefits Administration; Vocational Rehabilitation)

“Putting You in Touch With Your Future”

Union County Public Schools
Vocational Rehabilitation
South Piedmont Community College
Centralina Workforce Dev. Board, Inc.
The Arc of Union County

Department of Social Services
ESC / JobLink
Piedmont Behavioral Healthcare (PBH)
a.d.e.p.t. Nonprofit Services, Inc.

A result-oriented IEP process begins with the student's vision for the future and focuses on achieving the student's measurable post-secondary goals set.

Regional Happenings:

Piedmont West

Winston-Salem/Forsyth County Schools has been selected as a demonstration site for a Project of National Significance, Youth 4 Advocacy (Y4A). Y4A will provide ongoing, targeted, hands-on technical assistance to develop peer leader teams consisting of Occupational Course of Study (OCS) students.

Peer teams train other students in self-advocacy and leadership tools. Y4A Peer Leaders will provide their fellow students with rehearsal-for-life training using the Speak-Up! Action Manual for Peer Leader Teams developed by Deb Zuver of Project STIR (Steps Toward Independence and Responsibility). Deborah J. Zuver is a registered drama therapist at the University of North Carolina, Chapel Hill Clinical Center for the Study of Development and Learning. The U.S. Administration for Children and Families has designated this site as the University Center for Excellence in Developmental Disabilities in North Carolina.

This manual includes topics such as Knowing Self, Communicating Effectively, Problem-Solving, Rights and Responsibilities, and Self Advocacy and Self Determination. Though the manual is geared toward students in the Occupational Course of Study, it is applicable to any high school student making the transition from school to adult life.

In addition to the enactments, Peer leaders will identify resources in the community and opportunities to participate in activities, volunteer services, and civic events. Another purpose of Y4A is to link youths with developmental disabilities and emerging leaders across North Carolina, empowering youths to transition successfully from school to adult life in their communities.

Y4A is funded by US Administration on Developmental Disabilities. For more information on Project STIR you may contact Deb Zuver at (919)-962-3603.

Piedmont West

Transition Fair 2008

The Exceptional Children Department will host the Eleventh Annual Charlotte-Mecklenburg Schools Transition Fair at the **East Mecklenburg High School Cafeteria on Thursday, April 17, 2008 from 5:00 p.m. to 7:30 p.m.** The purpose of the Transition Fair is to inform parents, students, and educators of the services available in Mecklenburg County for persons with disabilities. There will be representatives from the Occupational Course of Study, as well as approximately 50 agencies displaying information and answering questions about services available to students upon reaching adulthood. School Based Enterprises from the OCS Program will have a craft sale. This year we again have NC Colleges that are responsive to students with disabilities represented and some area businesses that want to meet students whom they could employ.

For answers to questions, please contact **Laura Norris**, Transition Coordinator, Charlotte-Mecklenburg Schools, @ 980-343-2632.

Coastal Region

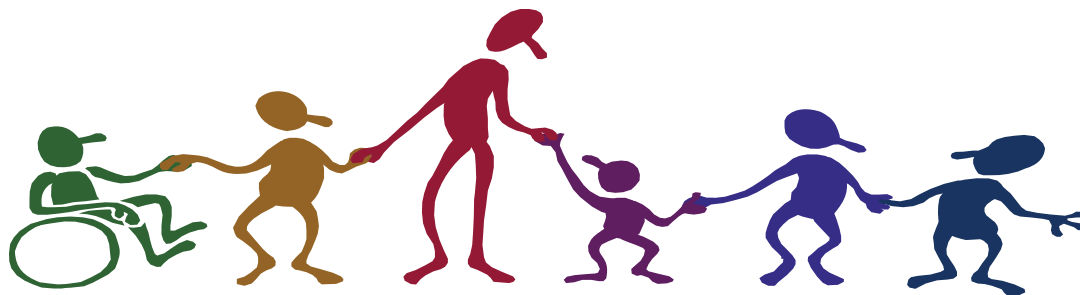
Special kudos to the **EC Department of Brunswick County Schools** for hosting a training session on the LCCE for nearby counties. The informative training session was conducted by: **Freda Lee**, Consultant, with the Department of Public Instruction.

Teach Self-Determination & Self-Advocacy Skills to students with disabilities

Regional Happenings:

Coastal Region

RESOURCE & INFORMATION FAIR
on
Services for Children & Adults with Disabilities



FREE ADMISSION

DEMONSTRATIONS

ASSISTIVE TECHNOLOGY
FOOD CONCESSION STAND
DOOR PRIZES

Representatives of local and statewide agencies and organizations will be on hand to explain their services and how to access them.

TIME

March 18, 2008
9:30 a.m. - 2:00 p.m.

LOCATION

American Legion Building
Onslow County Fairgrounds
146 Broadhurst Road
Jacksonville, NC 28540

*Sponsored by the Mayor's Committee for
Persons with Disabilities and Onslow County Schools*

For more information, contact Brenda Purvis, Onslow County Schools (910) 455-2211 ext 338 or Alexis Anthony, City of Jacksonville (910) 938-5224; TDD (910) 455-8852

Some Thoughts on Transition Planning

The term “transition planning” is traditionally associated with the period of time between age 14 and graduation from high school, when a student with disability and his or her family, school, and community come together to develop a strategy for the student’s entrance into adulthood.

The challenge today should be to look at transition planning more broadly - to look at students throughout their school careers and beyond. In reality, each student—those with or without disabilities—will face several points of transition throughout his or her life.

Empowering them to make their own choices and be their own best advocates will allow them to gain valuable experience in managing life’s challenges, and in realizing their goals and dreams.

When we provide truly individual-

ized support and attention, we are more likely to meet each student wherever he or she **IS** academically, developmentally, socially and emotionally. Look beyond the school years. Look toward post-secondary options in the areas of education or training, employment and independent living, where applicable.

- Encourage students to dream and have a vision for the future..
- Encourage students with disabilities to be involved in their own IEP/Transition planning process.
- Teach students self-advocacy and self-determination skills.
- Teach organizational skills.

Everything a Student does in High School is .. *Transition*

- *Course of Study*
- *Guidance/Counseling*
- *Vocational Assessment*
- *Career-Technical Education*
- *Special Education Support*
- *Career Development*
- *Self-Determination Training*
- *Paid Employment*
- *Behavioral Intervention*
- *Social Interactions & Friendships*
- *Extra-Curricular Activities, etc.*

(From DPI Sponsored Handouts)

NCDCDT Elections - 2008

Lighthouse Nominations

Nominations for balloted positions are being accepted. Please email these to Past President, Teresa Smith @ teresahsmith@wcps.org.

Nominations are open for:

- a) Vice President, b) Secretary, and
- c) Membership Chair

Elections will be held during the business session on Thursday, April 24th, @ 4:00 p.m.

Make your nominations NOW!!!!

Nominations for the Lighthouse Award have been extended to March 31st, 2008. See details for making nominations @ www.ncdcdt.org.

Send nominations to teresahsmith@wcps.org

Membership Drive

Students Members Needed

NCDCDT needs YOU as a member. The goal is ONE NCDCDT member per system. Besides the array of benefits you can receive, YOU can make a BIG difference by serving on committees, bringing your unique expertise to the organization, or sharing your experience. YOU can be an influence on what happens to students with disabilities in NC.

SEE the promotion on our website!!!

*Join CEC ..
Become a DCDT Member
Visit: ncdcdt.org
Click on Link to
CEC...Membership*

Students are particularly invited to become members of NCDCDT. Student membership provides all the benefits of professional membership at a **special student rate**. You must be a full-time student at an accredited college or university; or a part-time student who is not engaged in full-time employment as a certified professional in education. **See the promotion at our website!!!**

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're on the web:
@ www.ncdcdt.org*

NCDCDT Regional Representatives

Coastal Region:

Valerie Neal
(252) 830-3517
Nealv@pitt.k12.nc.us

Donna Mooneyham
(910) 253-2984
dmooneyham@bcswan.net

Sylvia Kirk
(252) 453-0014
skirk@currituk.k12.nc.us

Piedmont East Region

Judy Clendenin
(910) 947-2342
jclendenin@mcs.k12.nc.us

Janie Gonzales
(910)-897-8121
jgonzales@harnett.k12.nc.us

Kathryn Leviner
(910) 997-9812
Karhrynleviner@richmond.k12.nc.us

Piedmont West Region

Mary Todd Allen
(336) 771-4753
mtallen@wsfcs.k12.nc.us

Lavinia Cope
(704) 873-9432
lcope@iss.k12.nc.us

Lora Carpenter
(704) 736-4327
lcarpenter@lincoln.k12.nc.us

Mountain Region

Nellie Aspel
(704) 487-9941
naspel@clevelandcountyschools.org

Sharon Jackson
(704) 476-8330
sjackson@clevelandcountyschools.org

Representative, DPI

Freda Lee
(919) 807-3989

Developing Partnerships with Employers

Initial Steps:

- Understand the system. .
- Generate interest.
- Establish networks
- Understand the needs and concerns of the employer.
- Prepare a community or industry scan - conduct a market analysis.
- Analyze the work environment.
- Market your program. Emphasize the benefits to employers.

Recruiting Business Partners:

Employers get involved because of:

- a concern about the quality of education of young people.

- a commitment to the local community, and the need for higher-skilled entry-level workers.
- the benefits of an employment training system to the economic health of the community.

Approach:

- Have clearly defined roles and responsibilities.
- Target employers that are most likely to participate.
- Establish trust in your approach.
- Maintain and deepen employer participation.
- Emphasize support.
- Provide meaningful follow-up.
Source: Employer Toolkit: NTA Publication

NCDCDT EXECUTIVE BOARD

President:: Karen Abourjilie
Email: abourjk@gcsnc.com

President Elect:: Linda Little
Email: linda.little@ucps.k12.nc.us

Vice Rresident:Kris Stumpf
Email: kris.stumpf@onslow.k12.nc.us

Secretary: Laura Norris
Email: laura.norris@cms.k12.nc.us

Treasurer: Teresa Bruner
Email: tbruner.ls@lee.k12.nc.us

Membership Chair: Winston Dennis
Email: wdennis@wcpss.org

Past President: Teresa Smith
Email: teresahsmith@wcps.org

Make a nomination TODAY!