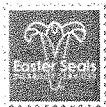


Development of the Transition Portfolio


Presented by

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Director of Transition Services




## Easter Seals

*Mission Statement:* "Easter Seals provides services to ensure that children and adults with disabilities have equal opportunities to live, learn, work, and play."




## Easter Seals

*Vision:* "That all people with disabilities are empowered to reach their full potential."



## Agenda

- The need for the Transition Portfolio
- Components of the Transition Portfolio
- Transition Portfolio Cycle
- Portfolio Excerpts
- Questions




## The need for planning...

- 64.0% graduation rate for students with disabilities who earned their diploma. *DESE 2010*
- 21.2% people with disabilities were in the labor force. *US Bureau of Labor Statistics, 2011*
- Unemployment rate for people with disabilities was nearly 2 times as high (16.8%) as the unemployment rate for people without disabilities. *US Bureau of Labor Statistics, 2011*


70%  
reun normal

8%



## Why the Transition Portfolio?

- Actively involves the student in their own transition
- Documented history of the process for a student with a disability preparing for post-secondary living
- A practical tool as service providers change



Students ~~to~~ not getting 'soft skills' at school.  
MRC budget cuts.  
Soft skills needed for employment.

*kids don't know who they are.  
eg disability, accommodations etc*

### Why the Transition Portfolio?

- Self Determination Skills
  - A person's awareness of strengths and weaknesses
  - Learn to set appropriate goals
  - Allows one to be assertive when needed
  - Decisions based on the individual's ability to make decisions while collaborating with others



### Why the Transition Portfolio?

- Self-Advocacy
  - Articulate how the disability effects post-secondary living
  - know how their accommodations assist in skills acquisition and learning



### Why the Transition Portfolio?

- Further coordinates training and education with evolving interests *anchors for discussions*
- Becomes a resource identifying skills related to achieving and retaining employment
- A living collection that documents a student's preparation for post-secondary living.

*Bradyantz live skills inventory.*



### Why the Transition Portfolio?

- A vocational development tool used to negotiate customized employment
- To introduce a student at an IEP meeting
- A resource for cataloguing healthcare information when transitioning to adulthood.



### Why the Transition Portfolio?

- Presents a person in a respectful, positive manner
- Visual images of individuals with disabilities demonstrating vocational skills



### Who is involved in developing the Transition Portfolio?

- The Student
- The family
- Special Education Teacher
- Vocational Teacher
- Councilors
- Everyone who is familiar with the student's abilities and interests




*can be done electronically*

### Supplies

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- 3-Ring presentation binder
- Sheet protectors
- Computer
- Digital Camera
- MS Office/PowerPoint




### Components of the Transition Portfolio

## ACTIVITY

“What do you feel are the components of the transition portfolio?”


### Components of the Transition Portfolio

- Personal \_\_\_\_\_
- H \_\_\_\_\_
- P \_\_\_\_\_ S \_\_\_\_\_ O \_\_\_\_\_
- Age \_\_\_\_\_
- IEPs  
– \_\_\_\_\_
- \_\_\_\_\_ Planning \_\_\_\_\_  
– Transition Planning \_\_\_\_\_




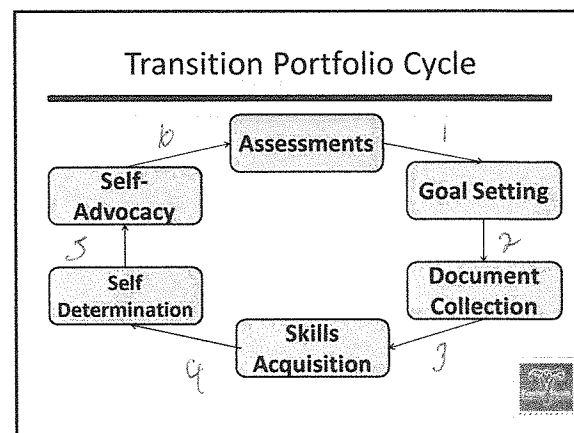
### Components of the Transition Portfolio

- G \_\_\_\_\_ R \_\_\_\_\_  
– Proposed \_\_\_\_\_  
– Skills-Based \_\_\_\_\_  
– T \_\_\_\_\_
- Self Advocacy \_\_\_\_\_
- A \_\_\_\_\_ T \_\_\_\_\_ (When Appropriate)  
– Yearly AT Management Guide
- Acquisition of D \_\_\_\_\_ L \_\_\_\_\_ S \_\_\_\_\_  
(When Appropriate)  
– Planning



### Components of the Transition Portfolio

- Pre-Employment T \_\_\_\_\_  
– R \_\_\_\_\_
- Community \_\_\_\_\_
- Related Services  
– Age of Majority Letter  
– 688 Referral
- Awards / Scholarships
- S \_\_\_\_\_ of P \_\_\_\_\_
- Diploma/Certificate

### Healthcare information

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- Assists in development of healthcare needs
- Self-determination and self-advocacy of health care needs
- Facilitates communication of healthcare needs
- Ease the transition of handling one's healthcare needs
- Describes impact of disability



### ACTIVITY

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In preparing for an IEP Transition TEAM meeting, prior planning is essential. Every year, take the time to complete this worksheet as the student's interests, strengths and goals will continue to evolve as s/he gets closer to transitioning to post-secondary living....

**What are the questions students should be prepared to answer before their IEP meeting?**



### Pre-IEP Questions

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### Pre-IEP Questions

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### Pre-IEP Questions

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### Using the Transition Portfolio

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- Portfolios share a vision of the student at their best
- Portfolios can aid greatly in introducing the student to new schools
- Portfolios can introduce students to adult agencies and further support the transition process



## Portfolio Examples

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- The following slides are examples of suggested areas of focus when beginning the portfolio process.

## Community Experience

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### Easter Seals Massachusetts Assistive Technology Evaluation

**Student:** [redacted]  
**School:** [redacted] Public Schools  
**Date of Evaluation:** November 22, 2011  
**Date of Report:** December 1, 2011

**Background Information:** [redacted] is a nearly 16 year-old student with a diagnosis of a learning disability and speech/language impairment. This evaluation was requested to determine if there are assistive technology solutions available that would assist [redacted] especially in the areas of reading, writing and communication.

[redacted] receives instruction in a self-contained classroom. [redacted] receives speech and language services.

**Current Assistive Technology:** computer, AlphaSmart portable note-taking device.

It is also noted that [redacted] does not like to use the AlphaSmart.

**Initial Observation:** I worked with [redacted] in a quiet room at his school where there were no distractions. He appeared comfortable throughout the time we worked together, and was easily engaged in the tasks that made up the evaluation. At all times he appeared to give his best effort towards these tasks.

The computer portion of this evaluation was completed using a Dell laptop with a standard mouse attached. No visual enhancements were made to the display. [redacted] is motor skills and eye-hand coordination did not warrant the use of any adaptive pointing devices or need to address alternative access to the computer.

### Transition Planning Worksheet

Name: [redacted] Date: [redacted]

In preparing for an IEP Transition TEAM meeting, prior planning is essential. Every year, take the time to complete this worksheet so your interests, strengths and goals will continue to evolve as you get closer to transitioning to post-secondary living. Use the information you put in this worksheet to assist you in advocating for yourself during your IEP/Transition TEAM meetings. Remember, you are the most important part of the TEAM!

My greatest strengths and abilities are:	Date:
<i>strengths</i>	
My greatest challenges are:	Date:
<i>challenges</i>	
I describe myself as:	Date:
<i>Self description</i>	

*I describe*

Name: [redacted] Date: [redacted]

### Acquisition of Daily Living Skills

Activities of Daily Living are instructional based, skill building initiatives that will assist a student with a disability to develop the skills relating to academic study, independent living and vocational preparation. Please utilize the check-list below as a reference to ensure a well rounded preparation, through formal and informal instruction, is taking place. Please add this list as appropriate.

Community Services / Experiences	
<input type="checkbox"/>	Demonstrate understanding of relevant community signs: restrooms, classrooms, traffic signs, ticket booths, crosswalks, exits, fire alarm, warnings/danger.
<input type="checkbox"/>	Locate, travel to and utilize community resources (bank, grocery store, hospital, post office, library, Laundromat, church, restaurant, school, service agencies)
<input type="checkbox"/>	Demonstrate the ability to read a community street map
<input type="checkbox"/>	Order an appropriate meal in a restaurant
<input type="checkbox"/>	Demonstrate the ability to navigate the community to home
<input type="checkbox"/>	Demonstrate ability to make appointments for social services and adult agencies
<input type="checkbox"/>	Demonstrate ability to attend appointments on time
<input type="checkbox"/>	Understand dangers of some strangers
<input type="checkbox"/>	Properly respond to emergency situations within the community
<input type="checkbox"/>	Properly respond to being lost
<input type="checkbox"/>	Understand section 504 of the Rehabilitation Act
<input type="checkbox"/>	Understand the Americans with Disabilities Act
<input type="checkbox"/>	Understand the differences between checking and savings accounts
<input type="checkbox"/>	Understand proper use of the debit card

## VOCATIONAL

### "What I can do for your business."

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- Conduct survey
- Answer phone
- Take messages
- Promote products
- Mailings
- Pass out information
- Food service
- Janitorial
- Sales
- Facilitate activities
- Recruit volunteers
- Read to others
- Fold laundry

*Positive impression*

*ADL skills*

**VOCATIONAL**  
*Images*



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**VOCATIONAL**  
*Images and bullet points*

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- ServSafe Certified
- Neat/Clean appearance
- Organizes for display
- Maintains adequate quantities

*Pictures help communication*

**VOCATIONAL**  
*Images*



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**VOCATIONAL**  
*Images and bullet points*

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- Computer literate
- Organized workspace
- Professional appearance
- Strong typing skills

Jesse  
*"I like problem solving and being part of a team."*



Subeemrret

"People go out of the way for Jesse because he goes out of his way for them. He's dependable, cooperative, quick and productive. He gets along well with customers and takes his job seriously. He's a great person!" - Supervisor

As a volunteer, Jesse offers to help his manager learn sign language to better communicate with blind customers and employees who are deaf or hard of hearing. Jesse continues to develop his leadership abilities and skills he uses today in his job at the Subeemrret.

Jesse has a wide range of duties and has gained the respect of his fellow employees. "I like problem solving and being part of a team. My goals are to do the best I can, learn to do things differently and make a difference."

**ACTIVITY**

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- Developing the Student's Age-Appropriate Transition Checklist.
- This checklist is a guide to assist students with disabilities and their adult supports to track activities related to the student's personal wellness, readiness and preparation for post-secondary living.

### ACTIVITY

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- Our target age is 17-19. An example of a targeted age-appropriate checklist for Transportation is below.

Transportation	
Strengthening pedestrian safety	
Utilize public transportation safely	
Arrange for and utilize taxi service	

### ACTIVITY

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- Create a student transition checklist based upon the topic heading your group is issued.
- *-Remember, we often take the items in our checklists for granted.*

### Questions?

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