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## Terri's Tips

Parent Mentors share ideas and resources with one another on a daily basis.

[Terri Goodridge](#), mom of a young son receiving special education related services and a Bibb County Parent Mentor, files our parents' tips in categories, so she can share information.



**Simply, pick a topic and watch the webinar. Enjoy and share!**

You may have to [download an updated version of Real Player: http://www.real.com](http://www.real.com)

### **Laying the Groundwork for Transition**

*Cathy Healy, Project Director, Katherine Wittig, Transition Specialist*

Katherine Wittig the VCU-T/TAC transition specialist presents the steps involved in developing measurable post secondary goals. Using a case study, the transition expert leads the participants in the development of post secondary goals laying the groundwork for transition planning under the IDEA.

(Length 41:33 minutes) <http://www.worksupport.com/training/freeWebcast.cfm/121>

### **Exploring the Future & Creating a Timeline**

*Katherine Wittig, Erica Lovelace*

The Rehabilitation Act of the Workforce Investment Act is a component of secondary transition planning. Vocational Rehabilitation (VR) representatives want and need to be a part of the transition team but often feel like guests at the schoolroom door. Sometimes, it is the easy things that are the hardest. When should a teacher invite VR into the process and what is the role of the VR counselor?

Using a case study, a transition specialist and a VR counselor will walk through the process of identifying services and the timelines for accessing services. Information regarding the age of majority for students who are about to turn 18 is presented.

(Length 43:33 minutes) <http://www.worksupport.com/training/freeWebcast.cfm/122>

### **Challenging Tradition through Life Long Learning & Economic Empowerment**

*Michael Morris, Elizabeth Getzel*

The importance of post secondary education is undeniable. "The higher the educational attainment is for an individual, the higher the annual income is." (*USDOL*) Emerging models of access to higher

education by students with disabilities are challenging traditional thinking. Hand in hand with life long learning is the concern about economic security. About two thirds of students polled by the NLTS2 study believe that they will definitely be financially independent, yet less than a third of parents believe this will be true. Traditionally people with disabilities have been socialized to be dependent upon social security benefits. Unfortunately living in poverty is a requirement of being eligible for certain public benefits. Some of the tools and strategies that youth with disabilities and families can leverage to make economic security a reality are discussed.

(Length 1:07:53sec) <http://www.worksupport.com/training/freeWebcast.cfm/123>

### **Assistive Technology & Transition: Evaluation, Identification, & Acquisition**

*Dr. Joey Wallace*

Assistive Technology has become the greatest equalizer for people with disabilities in accessing pathways to community living, employment, post secondary education and more. For students with disabilities and families, it may not be clear who has responsibility for selecting, managing, and financing assistive technologies. Once a student leaves the the protection of IDEA mandated services, what happens to their AT needs? For some students, the only thing preventing successful transition is the lack of Assistive Technology.

(Length 29:40 minutes)<http://www.worksupport.com/training/freeWebcast.cfm/138>



### **In Support of Supported Decision-making**

*Lisa Morgan*

For some students with intellectual, developmental, and mental disabilities there is a move to gain legal guardianship over the individual when the young person reaches the age of majority. Other families are taking a less proactive stance and instead are engaging in an activity known as Supported Decision Making (SDM). "It is based on the principle that all individuals have a right to self-determination and respect for their autonomy, irrespective of disability." Open Society Mental Health Initiative determination.

(Length 39:50 minutes) <http://www.worksupport.com/training/freeWebcast.cfm/137>

### **Opportunities Offered through Career Tech Ed**

*Domenic Giandomenico*

Once known as vocational education, today's Career Technical Education programs are preparing students for 21st Century jobs. Green collar jobs will be an important part of the future workforce. Students with disabilities can find opportunities within Career Tech Ed. A recent report from the U.S. Chamber of Commerce finds that "jobs requiring middle and high levels of education and skills will continue to dominate America's economy. These jobs require at least a high school education; more likely, though, they require some level of postsecondary education and/or training, resulting in a two- or four-year degree, an industry-recognized credential, a certification, or some other terminal indication of mastery."



(Length 29:50 minutes) <http://www.worksupport.com/training/viewWebcast.cfm/139>

## **From Segregated to Customized: The Shift to Personalized Employment**

*Laura Owens, Executive Director, APSE*

There is a shift occurring in the way we think about youth with disabilities and their futures. No longer directed into segregated facility based programs, students with disabilities are dreaming of bright futures that include jobs. Employment goals are incorporated into Transition IEPs, but what is really involved in securing and retaining a job? Laura Owens, the executive director of APSE, the Network on Employment provides an overview of options, policies and the strategies to support students with disabilities and their families prepare for employment.

(Length 48:34 minutes) <http://www.worksupport.com/training/freeWebcast.cfm/136>

## **Transition and the Arts: Tapping into Creative Opportunities (NEW)**

*Betty Siegal*

Artistic career endeavors might not be the most realistic dream for a youth with a disability. Performing arts are at the tip of the iceberg when it comes to the arts business world. The John F. Kennedy Center for the Performing Arts is a world leader in providing opportunities for young adults with disabilities. In an attempt to challenge industry leaders the Experiential Education Initiative (EEI) program was launched to develop inclusive opportunities in the arts. A young man with a disability discusses his experiences with the director of accessibility at the JFK Center for Performing Arts.



(Length 35:15 minutes) <http://www.worksupport.com/training/viewWebcast.cfm/140>

## **Straight Talk about Accommodation and Self-Disclosure**

*Marian Vessels, Director DBTAC: Mid-Atlantic ADA Center*

Knowing what to disclose about a disability is as important as knowing when to disclose this personal information. Parents and transition professionals play a key role in preparing students with disabilities for this eventuality. Knowledge about key policies is only a part of the information youth with disabilities need to understand when talking self-disclosure and requesting accommodations.

(Length 39:36) <http://www.worksupport.com/training/viewWebcast.cfm/161>

## **Student Voice: The Transition to College**

*Liz Getzel*

The transition from high school to college is challenging for all students. However, students with disabilities once protected and supported by IDEA policy, may be unaware of the challenges facing them once they enter higher education. Parents also have a new role to play when students with disabilities enter college. Support for students with disabilities on the college campus looks different, feels different, and must be asked for by the student not the parent. College students with disabilities coming into a new level of awareness report the strategies, successes, and the ways that they've learned to navigate higher education. The new website <http://www.going-to-college.org/> is introduced.



(Length 55:32 minutes) <http://www.worksupport.com/training/viewWebcast.cfm/141>

### **Guardianship, Rights, Risks, and Responsibilities**

*Sue Swenson, former Ex. Director, US Arc, and former Commissioner of Administration on Developmental Disabilities.*

Local school divisions must inform parents of the rights of youth with disabilities a full year before the student with a disability reaches the age of majority. State directives about guardianship, conservatorship, powers of attorney and other information are made available to families. However, families should understand the full responsibilities and risks associated with assuming guardianship of their children. Sue Swenson, a parent and long time internationally renowned advocate, outlines the questions parents should ask prior to taking these steps.

(Length 39:53) <http://www.worksupport.com/training/viewWebcast.cfm/163>

### **Don't Leave School Without It-What's in Your Wallet?**

*Stacey Milbern, Community Outreach Director, Ryan Pinion Director of Partnerships and Action, and intern Jessica Smith of the National Youth Leadership Network* present youth perspectives on the important areas students with disabilities should be considering as they leave adolescence and enter adulthood. Choice without information is not really a choice. Community without access is really not community. Listen to how the National Youth Leadership Network is working to ensure that young people with disabilities enter adulthood fully prepared to navigate life.



(Length 39:23) <http://www.worksupport.com/training/viewWebcast.cfm/162>

### **Parents As Essential Partners in Transition**

*Ann Turnbull, The Beach Center, Kansas University*

Parents are looking for options for their young adult children with high support needs as they transition from high school. As partners with adult service providers, parents can be the catalyst to ensure successful employment outcomes. But parents need help from service providers. They do not have access to evidence based practices found in professional journals nor do they have the time to devote to developing employment plans. Ann Turnbull from The Beach Center in Kansas University knows all too well the struggles parents of young adults with high support needs face in staring down convention and identifying alternative employment paths. Prevailing myths about the role parents play in supporting adult children's work opportunities are explored.

(Length 42:26) <http://www.worksupport.com/training/viewWebcast.cfm/164>

### **The New Ticket To Work Program – What's in it for Young People**

*Sallie Rhodes, CESSI Ticket to Work Program Specialist*

The Social Security Administration is serious about ensuring young people with disabilities have the option of embarking upon meaningful careers and life long self-sufficiency. The Ticket to Work program is one tool to support new job seekers. Learn how young people with disabilities can access the array of Social Security work incentive programs and how they can take advantage of the resources Ticket to Work employment networks provide.

(Length 33:01) <http://www.worksupport.com/training/viewWebcast.cfm/165>

## Universal Design for Learning-a Pathway for Lifelong Learning

*Frances G. Smith, Ed.D., CVE, Coordinator of Technology and Distance Learning VCU TTAC*

Technology advances are opening doors for people with disabilities in ways never before imagined. Families and educators can learn how classroom accommodations may be transferred in the transition to post school life. Parents can leverage this information to help their transition age youth with disabilities embrace strategies to help them become life long learners.



(Length 39:30) <http://www.worksupport.com/training/viewWebcast.cfm/166>

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