



Transition e-News

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If you would like to submit an article or information on an upcoming event for future newsletters, please contact Lori Turim at lturim@cesa1.k12.wi.us.

Three more issues are scheduled for March, April and May, 2010.

Spotlight News

Mark your calendars!

The 7th Annual Wisconsin Transition Conference will be held at the Kalahari Water Park and Resort in Wisconsin Dells on Thursday, February 18th and Friday, February 19th, 2010. The pre-conference will be held on Wednesday, February 17th with an afternoon session. Registration is now available at <http://www.wsti.org>.



Invited presenters include: Dr. Temple Grandin, Dr. Hewitt “Rusty” Clark, Dr. Mary Morningstar, Dr. Bill East, Dr. David Test, Dr. Cinda Johnson and Linea Johnson. Also, Erin Riehle and Susie Rutkowski will be back by popular demand! Click here to view the conference brochure: http://www.wsti.org/documents/2009/WTC_brochure.pdf

If you have any questions, please contact Linda Maitrejean at lindam@cesa11.k12.wi.us.

Wisconsin Department of Public Instruction: Autism Resources

by Brian Johnson, DPI Autism Consultant

As the education consultant for students with autism at the Wisconsin Department of Public Instruction, I am excited to be a partner with the Wisconsin Statewide Transition Initiative (WSTI). I am very excited for the upcoming Wisconsin Transition Conference with the guest speaker being Dr. Temple Grandin. Dr. Grandin’s firsthand experience, her visual way of thinking (as a person with autism), and how her thought processes are different when compared to those of people who think in language will be valuable for all attendees.

As the year progresses, I would like to share valuable information and some resources that are available free to educators, parents, and students.

- **Community of Practice of Autism Spectrum Disorders and Other Developmental Disabilities (CoP ASD/DD):** This group is led by a steering team which includes parents, researchers, physicians, and many others. The CoP ASD/DD gathers stakeholders from throughout Wisconsin three times a year. More information can be found at: <http://www.waisman.wisc.edu/connections/Community.php>

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Spotlight News

Wisconsin Department of Public Instruction: Autism Resources

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There are specific practice groups that are subject-specific subsets of the larger CoP ASD/DD, whereby each participant brings his/her work to the table and everyone looks for ways to get their work done through this group. One of the practice groups is focusing on school-age issues and youth transitions. This group is working to identify priority areas for youth transition and young adult issues related to ASD and other developmental disabilities and looking at ways to promote equal access to quality transition for all youth in Wisconsin. More information on specifics of this group is available at:

http://www.waisman.wisc.edu/connections/youth_transition.php

- **Evidence Based Practices:** The No Child Left Behind Act defines Evidence-Based Practice (EBP) as "the use of practices, interventions, and treatments which have been proven, through data based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity." *No Child Left Behind Act of 2001*.

The National Professional Development Center on Autism Spectrum Disorders (NPDC-ASD) leads a multi-university project with the goal to promote the use of EBP's for children and adolescents with autism spectrum disorders. The NPDC-ASD partnered with the Wisconsin Department of Public Instruction and Wisconsin Department of Health Services. The goals for these groups are to promote EBP for individuals with ASD, increase the number of highly qualified personnel serving children with ASD, and increase the professional development capacity of states. Wisconsin has model sites that participate in this project: Dover Elementary School (Milwaukee Public School District), Somerset Elementary School (Somerset School District), Bonduel Elementary, Middle, and High Schools (Bonduel School District), Verona Area High School (Verona Area School District), and Waisman Early Childhood Program (Madison Metropolitan School District).

Evidence Based Practices Briefs were developed for all of the 24 EBPs. The briefs were developed to provide content to states while modules are still under development. All briefs contain: evidence base supporting effectiveness of the practice, overview describing the practice, steps for implementation, and a fidelity implementation checklist. The briefs are available at:

http://www.fpg.unc.edu/~autismPDC/resources/resources_public_ebp.cfm#2

Autism Internet Modules (AIM) are available and include pre-tests/post-tests, contextual information, step-by-step instructions, case examples, video examples, implementation checklist, summary of evidence base, and additional resources. The modules are available at: <http://www.autisminternetmodules.org>

- **Webinars:** The Department of Public Instruction is providing four webinar presentations free of charge. These webinars are available to anyone. Links to the trainings are located under the subheading of "Webinars" on the department's autism webpage: <http://www.dpi.wi.gov/sped/autism.html>. (Just click on the topic you are interested in hearing about.) Two of the webinars have been completed and are available for viewing: *The Stigma of Autism*, Morton Ann Gernsbacher, Ph.D., and *Addressing Challenging Behaviors and Sensory Integration*, Kate McGinnity, M.S. Two additional webinars are available for live viewing: On February 8, 2010: *Functional Behavior Assessment and Effective-Practice Management Strategies for Children and Youth with Autism Spectrum Disorders* and on April 12, 2010: *Educating Students with Autism in the General Education Classroom*. These webinars will be recorded and archived after the live presentation.
- **Trainings:** DPI still has two remaining statewide autism trainings for school personnel during the 2009-10 school year. Basic level training will provide an introduction to effective educational programming for students with autism. Advanced level training will focus on addressing challenging behavior exhibited by students with autism. Both trainings will take place at the Jefferson Street Inn, Wausau: January 27-28 - Basic Level and March 9-10 - Advanced Level, Addressing Challenging Behavior.

DPI will also be participating in the Autism Society of Wisconsin's spring conference. DPI will be presenting with the NPDC-ASDs on evidence based practices.

Please feel free to contact me at: brian.johnson@dpi.wi.gov or 1-800-441-4563.

Articles of Interest

Customized Employment and the Discovery Process

by Lori Turim, CESA #1 Transition Coordinator



By now I hope that you have heard about the regional trainings called “Effective Transition Planning for Students with Moderate to Severe Disabilities” that my co-worker, Cheri Sylla and I have completed around the state in the past calendar year. Cheri is the Parent Education Consultant at CESA #1 and we are thrilled to announce that we have had over 200 participants attend our trainings made up of collaborative teams that include educators, parents and agency representatives.

The teams will be attending 1 of 2 summit meetings offered this coming Spring in which they will have the opportunity to showcase the work they have been doing with at least one student. They will also hear from employers and experts in the area of customized employment.

The following links will take you to two documents that we use in our trainings which explain Customized Employment and the Discovery Process. After reviewing them, please consider the possibilities that this team approach can bring to you as an educator, parent or agency rep that works with students with more significant disabilities. You can find our complete presentation and all the handouts that we use at:

http://www.wsti.org/transition_planning_for_students.php

To read more about Customized Employment and the Discovery Process, click on the following links.

http://www.cesa1.k12.wi.us/cms_files/resources/CustomizedEmploymentFeatures.pdf

http://www.cesa1.k12.wi.us/cms_files/resources/cse1.pdf

Wisconsin Community on Transition

by Beth Swedeen, Waisman Center

The Wisconsin Community on Transition is a statewide group of educators, parents, community providers, and representatives from leadership of more than 35 organizations in the state that are involved in transition of youth with disabilities.

The mission of the Community on Transition is to build and support sustainable community partnerships that ensure youth and young adults with disabilities and special health care needs will transition successfully to adult life, including:

- Competitive employment
- Education
- Training and lifelong learning
- Community participation
- Healthy lifestyles

The current practice groups within the Community on Transition include youth leadership/youth development; post-secondary education; health transition; employment; and family involvement. Anyone who has an interest in transition can be part of the statewide group and/or join a practice group. Statewide meetings are three times per year (usually in January, June and October). Practice groups usually meet by teleconference every other month.

The Community on Transition uses this model for addressing issues of transition:

- Focuses on a set of issues with a common set of challenges
- Shares experiences
- Unites groups to problem solve, plan, and share experience with a common set of challenges
- Provides structure for people to communicate and interact
- Constructs a mindset about how people can accomplish large tasks by sharing work and coordinating resources
- Creates an inclusive framework to dialogue about what is known, as well as what people need to know

To join the Community on Transition statewide listserv and begin learning more about Community on Transition, send an email to Beth Swedeen at swedeen@waisman.wisc.edu.

Articles of Interest

Shawano and Menominee Counties Fourth Annual Transition Fair

by Dave Nass, CESA #8 Transition Support

Shawano and Menominee Counties' school districts sent Juniors and Seniors to their 4th annual Transition Fair on October 8th. It was an opportunity to bring their students to one place to find out about services available in Shawano and Menominee Counties and the surrounding area. School districts that participated were Bonduel, Bowler, Gresham, Marion, Menominee Indian, Pulaski, Shawano, Tigerton, and Wittenberg-Birnamwood.

The transition fair was an opportunity for students to develop a coordinated set of activities and strategies to help improve their academic and functional movement to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

Prior to attending the fair, students and their teachers reviewed the list of agencies and businesses available at the fair and determined which ones would be most important for them to visit. They also discussed questions they would ask each agency or business provider. This process prepared students to engage in a productive and insightful discussion at the fair in order to gain information that would be helpful as they prepare to graduate from high school and become more independent.



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Student and Parent Involvement in Transition Planning: A Parent's Perspective

by Cheri Sylla, CESA #1 Parent Education Consultant

Just as students are in transition while in high school, so are their families. In order for students to successfully transition to life after high school, they have to have the support and involvement of their families. So the question is: How do schools engage families in preparing their transition-aged youth for the adult world? Parents or guardians have always been a part of the IEP team, however their role, often times, has not been an active one. But the wind is changing, and the student is now moving toward unfamiliar waters. Parents / guardians and students need teachers and other school staff to help them learn about self-advocacy, adult services, and that eligibility is the new game in town. Families must be encouraged to take time to become familiar, chart a course for exploring, and begin to learn how to navigate this new world - the adult world of disability and disability-related services. The map that the IEP team uses is developed through a collaborative transition planning process where all members need to take an active role. The result is a multi-year plan that contains goals, a course of study, and strategies that will guide the student in preparing for life after high school.

The following are transition tips that will help schools, students, staff, and parents develop, write, and implement a transition plan:

- ***Students should participate in their IEP meetings as much as possible and should be able to talk about the dreams and goals through self-determination and transition assessments.*** Have students develop their own IEP report to share with the IEP team that includes information about what they like about school (classes and extra- and co-curricular activities), what they do in their free time (sports, hobbies, jobs both at home and outside the home), and what their strengths, interests, and preferences are. Students should also include what they would like to do after school in the areas of employment, education or training, and independent living. When at the IEP meeting, start the meeting with the student's report - it places a whole new focus and perspective on everything else the team discusses from that point forward.

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Articles of Interest

Student and Parent Involvement in Transition Planning: A Parent's Perspective

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- *Encourage parents to begin asking questions about their student's transition needs in middle school and to share their hopes and dreams for their child's future before, during, and after the IEP team.* Parents want to see their children succeed and be as independent as possible after high school. For years, the focus has been on the child's weaknesses and goals were written to address weaknesses. In transition planning, parents are now asked to think about a future and many find it difficult to do just that. Give parents a list of questions to consider before coming to their child's IEP meeting. Besides asking about their child's strength, interests, and preferences, ask questions about where they see their child working and living after high school. Will their child go on to school or begin working a job? Ask parents what they think their child will do during the day when not at work or in the evenings and weekends - in the community and for recreation and leisure activities. Invite input from parents, and staff will see families more willing to engage in the transition process.
- *Write measurable post-secondary goals which express what the student wants to do after they leave high school based on their strengths, interests, and preferences. Develop a course of study (a multi-year plan of courses) that will assist the student in reaching his/her measurable post-secondary goals.* Parents have a tough time understanding the purpose of these goals, but when done in conjunction with a multi-year plan of coursework, it all starts to make sense. Starting each goal statement with "After high school" helps everyone understand and makes the conversation about what courses and experiences are necessary to reach the goals a lot easier.
- *Plan, develop, and write a transition services plan that includes a variety of activities to help the student prepare for life after high school.* Preparing students and their families to know about the services and supports they will need after high school to help them reach their goals is key. This can be achieved by developing a transition plan which addresses the following seven areas: Instruction, Community Experiences, Employment, Related Services, Adult Living and Post School, Daily Living, and Functional Vocation Assessment. Activities may include: collecting information on colleges and post-secondary institutions, visiting college campuses, enrolling in adult living courses or self-advocacy courses, participating in extra-curricular activities, learning about financial management, and getting a driver's license or state ID. These are all activities that families can engage in to help their child prepare and learn about life after high school. Listing activities in the plan that will give all participants a role is the best way to approach this process. It truly becomes a team effort!

Involving families in the transition process is a must if schools are to see successful transition and post-school results for students with disabilities. The successful journey begins and ends with a collaboratively-developed transition plan that helps guide the student toward their post-secondary goals. Traveling into a whole new world requires an "all hands on deck" attitude where everyone assists in keeping the ship on course.

Cheri Sylla, Parent Education Consultant
CESA #1
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csylla@cesa1.k12.wi.us

Cheri is the parent of a nineteen year old young man who has a moderate/severe cognitive disability and epilepsy. She has spent the last five years navigating the transition process with her son and helps families and staff in Southeastern Wisconsin understand the purpose of transition planning and how families and staff must be partners in the process.

Articles of Interest

Procedural Compliance Self Assessment Preparations - Opinions of a Participant

by Dave Nass, CESA #8 Transition Support

The following article is from an interview with a Director of Special Education, December 16, 2009, shortly after the initial filing of the Procedural Compliance Self-Assessment [20 Indicators].

A heads up . . .

She greeted me at her office in the Elementary School and we talked at her conference table. She laid down a 3" ring binder nearly stuffed to the max and ornamented with colored tabs. She began her comments on the forms, how the items are not numbered according to the 20 Indicators. She continued explaining that the online manual is useful if you print out the slides with notes from the PowerPoint. The webcasts really give a lot of information, but they require several hours of viewing, which may be challenging for some people. She preferred the slides with the notes as a good alternative. Another helpful resource is the WCASS website, <http://www.wcass.org>. It has forms that can be adapted to district size. She admitted that her "time needed" to get this review accomplished was two to three times more than she estimated and recommends people start the process sooner than later. She was glad that she kept "pushing" all seven Indicator 13 questions to her secondary staff and requiring them to write IEPs with these transition components. She also said that the ITV training helped those that attended. She was fortunate that her sample size was only 12 and she started in mid-September. Her advice to larger districts is to start earlier.

About specifics . . .

The "E" series of items is straight forward, however the "I" series is not. "I-2" has a lot of directions within the directions themselves to check for parent participation. "I-6" and "I-17" caused some confusion, some placement notices sent out with reviews were missing a date because of a snow day which caused an error "exception" to go against the district. "I-10" is open to interpretation; answering it is difficult to know as a stranger to any particular child. Another area that was more time consuming than expected was the parent interviews; did the parents understanding the questions correctly?

Item "D-1" the Discipline Indicator check that districts' attendance systems are an accurate record of tardies, absences, etc. Unfortunately, our systems do not ask "How many students met their goals?" Encourage staff to take the extra minutes per day to document when goals are completed. This will make this review easier to complete as the information will be in the records. Good luck!

Learning Through the Art of Hip Hop

by Pam Jenson, CESA #2 Transition Consultant

Did you know Hip Hop is officially the most popular music in the world right now for youth? According to the PBS documentary entitled "The Merchants of Cool" teens are more influenced by its trends than any other culture. With that being said, what better way to teach non-engaged students how to learn leadership, empowerment, and citizenship skills than through Hip Hop. The *Fulfill the Dream* curriculum does just that. The *Fulfill the Dream* curriculum is a student centered curriculum focused on engaging youth with empirically proven principles of empowerment. It is unique in that it encourages youth to set goals and increase academic achievement and social responsibility through the art of Hip Hop. I decided to explore this venture after meeting Roberto Rivera of the Good Life Organization and creator of the *Fulfill the Dream* Curriculum. The CESA #2 Transition Program received a Medicaid Infrastructure Grant (MIG) for the 2009 year with a goal to improve student academics and create and sustain change at a community level. Several steps were taken to ensure success.



Step 1- Engaging the Educators

The CESA #2 Transition Program and the Good Life Organization began the program by providing a two-day training with twelve educators on the *Fulfill the Dream* curriculum. Reluctance ran high as many educators were not familiar or necessarily comfortable with Hip Hop or the idea of teaching using such a curriculum. Teachers would later see the difference the curriculum made in their students, and gain a better understanding of their students and their methods of teaching.

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Articles of Interest

Shawano and Menominee Counties Fourth Annual Transition Fair

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More than 40 agencies and business representatives participated, including the following: Army, National Guard, Division of Vocational Rehabilitation, Vocational Rehabilitation for Native Americans, Office for the Deaf and Hard of Hearing, Youth Apprenticeship, Wisconsin Job Center of Shawano, Workforce Investment Act Older Youth program, College of Menominee Nation (including their TrANS workforce program, Outreach/Extension Office, and Learn and Earn programs), Northcentral Technical College (including the SPARK program), Fox Valley Technical College, Northeast Wisconsin Technical College, NWTC Shawano Learning Center, UW-Oshkosh, UW-Marathon, Gill-Tech Academy of Hair Design, Officer Jody Johnson and District Attorney Gregory Parker (spoke about students' rights and responsibilities upon turning 18 years old), W-Extension 4-H Youth Development Agent, Department of Natural Resources (spoke about being a responsible

hunter and fisherman), Swedberg Funeral Home (including ROADS—Reaching Out About Depression and Suicide), M&I Bank, Randy Paiser of Edward Jones, CoVantage Credit Union, Menominee Tribal Clinic, Thedacare, Planned Parenthood, UW-Extension Family Living Educator, Wisconsin FACETS, Insurance Company Representative, Social Security Administration, Shawano Area Food Pantry and Resource Center, Maehnowesekiyah Treatment Center, Options of Independent Living Inc., Northeastern Children with Special Health Care Needs Center, Safe Haven, N.E.W. Curative Rehabilitation, Inc., Shawano County Social Services, Stockbridge-Munsee Behavioral Health, Department of Community Programs (including both Vocational Services and Mental Health Services), Youth Programs through the Menominee Community Resource Center, Employment Options, Inc., and Joseph Gellings (regarding volunteering in the Shawano area and how that is beneficial to both the individual and the community).

Evaluations completed by both students and agency and business providers indicated that all felt the fair was beneficial and worthwhile. The Gathering and its staff were extremely helpful with planning and providing meals and setting up the facility. The organizers would like to thank the businesses and agencies that attended. If you are interested in sponsoring this event in 2010 to defer school district costs, or if you have any questions about this event, please contact Jennifer Kamke Black at Shawano Community High School (715-526-2175 x1106) or David Nass at CESA 8 (920-855-2114 x250).

Wisconsin Post High School Outcomes Survey: At-A-Glance

by Mary Kampa, Project Director

The Wisconsin Post High School Outcomes Survey / Indicator 14 assesses the outcomes of youth with disabilities one year after leaving high school, and considers outcomes of employment and participation in postsecondary education or training. The At-A-Glance Report further describes the post high survey and Indicator 14, and provides information on the major outcomes, state targets, and levels of engagement for the first three survey years, and can be viewed at http://www.cesa1.k12.wi.us/cms_files/resources/AtAGlancePostHigh.pdf.

Please visit the Wisconsin Post High School Outcomes Survey (<http://www.posthighsurvey.org>) for past survey reports, survey tools, and transition-related resources.

Articles of Interest

Learning Through the Art of Hip Hop

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Step 2- Engaging the student.

A student workshop was arranged with music, food, and fun. Sixty-four students from six schools attended this event to learn about the Fulfill the Dream curriculum and the student journals they would be writing in. They were given workshops on beat production, dance, lyrics and poetry that focused on the positives of life versus the protracted needs, wants and desires hip hop music as a whole provides. The Parents Choice Award Winning Hip Hop group, the Figureheads, led the workshops as well as Ben Zastrow, Nahum Diaz and dancer LaCuir Yancy. Students were excited and ready after this workshop to begin the class back at school.



Step 3-Implementation of the Curriculum

After the workshop, educators continued or began the curriculum in their classrooms. Schools counted this class as an English, history or elective class for school credit. Students were expected to participate whole-heartedly in the class as well as the writing in their individualized journals. Artists from the student workshop visited the schools on a weekly basis to enhance each lesson as well as assisted in the final performance we called "Sparks". Students who previously refused to participate, began to raise their heads from their desk and became engaged in classroom studies. Classrooms began to work as a team. Students who did not talk in class, now were expressing themselves with confidence. Educators were amazed at how students "broke out of their shell" and became leaders in the classroom. Students were opening up to their feelings and beginning to heal which in turn gave them the confidence they needed to have hope for their futures.

Step 4- Demonstrating the Program

On December 11th, 2009 students from Beloit Memorial, Beloit Eclipse Center, Beloit Fresh Start program, Janesville Rock River Charter, Milton High School, and New Glarus Middle and High School participated in the "Sparks" performance. They prepared and performed skits, poems, and raps that demonstrated better days are to come. Their performances demonstrated goals for their futures that included going to college and obtaining professional careers, becoming a leader in their schools and communities and mentoring younger students to become positive role models in their communities. There were a total of 250 people in the audience at the final performance. The audience was made up of educators, students, parents, family, friends, and the general public. The students performed on the stage of the Janesville Performing Arts Center. The students, along with Larry Schultz, a local artist, created an amazing backdrop to electrify the performance. Student's adrenalin ran high after the performance as they now realized they were leaders in their schools and communities. They had earned a level of respect they had not experienced before. It was now their time to make a difference and let their youth voices be heard.

If you would like more information on the *Fulfill the Dream* project or curriculum, contact Pam Jenson at pamjenson@cesa2.k12.wi.us or Roberto Rivera at thegoodlifeorganization@gmail.com.

Upcoming Events

Special Needs Resource Fair

April 24, 2010

Where: Burlington High School

400 Mc Canna Parkway

Burlington, WI 53105

(located near the Wellness Center and Burlington Gateway Campus)

From 9:00-12:30

From the Birth to Three program up to age 21 and through adulthood- Come and gather information to assist you and your family with current and future needs.

Upcoming Events

College Goal Sunday

February 20 and 21, 2010

College Goal Sunday is a national event that provides free information and assistance to families who are filling out the FAFSA (Free Application for Federal Student Aid), the federally required form for students seeking financial aid, such as grants and loans. Completing the FAFSA is the first and most important step in qualifying for aid.

Click on [locations](#) to find out where it's being held throughout the state.

Click here for more information: <http://www.wicollegegoalsunday.org/>

Effective Transition Planning for Students with Moderate to Severe Disabilities

March 17th - Ramada, Stevens Point

April 26th - CESA #1, Brookfield

May 5th - Gateway Technical College, Kenosha Campus

Educators, Parents and Agency Reps are invited to attend in teams. Please contact Lori Turim, lturim@cesa1.k12.wi.us or Cheri Sylla, csylla@cesa1.k12.wi.us or call CESA #1 at 262-787-9500 for more information.

Youth Updates

Youth Strand at WI Transition Conference

by Jen Ledin, CESA #12 Transition Coordinator

This year, scholarships will be provided for 20 youth with disabilities to attend the WI Transition Conference on February 18-19, 2010. These youth will participate in a strand of sectionals assembled and facilitated by the WSTI Youth Leadership Council (YLC).

Youth will learn about self-advocacy by participating in their first session presented by Linea Johnson. Linea is an advocate on behalf of youth with mental health concerns in the transition process. She is now in college and writing a book about her experiences. Linea will talk to the youth about how to tell their story and advocate for themselves in different situations, including education and the workplace. Employment will be the focus of the next session, as Sherry Gundlach and Patti Brandt present an interactive session on employability skills for youth. The YLC will present the final session for Day One of the conference. This session will be about youth participation in the IEP process. The YLC presentation will include the video they have developed on youth-directed IEPs.

On Day Two, youth will learn the "411 on Disability Disclosure." This session will be presented by members of a group from Maine who took the book "411 on Disability Disclosure" and modified it with a "by-youth, for youth" approach. The students will learn when, how, and why to disclose their disability in different situations. The final session of this year's conference youth strand will be focusing on community involvement, with Stefanie Primm. Stephanie will talk to the youth about a program in Dane County that helps youth and adults with disabilities get more involved in their communities.

Other Resources

Transitioning from High School to College for Students with Disabilities - Interviews are conducted about facts, myths, and tips for students with disabilities transitioning from high school to college. The podcast is available in two parts: <http://dll.ada-podcasts.com/shownotes/DLLPod35.php> & <http://dll.ada-podcasts.com/shownotes/DLLPod36.php>.

Identifying Students Eligible for SSI Pass Plans at IEP Meetings - SSI has several Work Incentive programs that could provide resources to eligible students to assist them in obtaining, advancing, or maintaining employment. Plans for Achieving Self Support (PASS) plans are one such work incentive program. This podcast is available at http://ruralinstitute.umt.edu/training/publications/fact_sheets/student_eligibility.asp.

"The Best Journal to Adult Life" - a model that represents the dynamic and ever-changing developmental process of a young person's life course, with the transition to adulthood depicted as an important 'journey'. Best Practice Guidelines are organized into six main themes: Collaboration, Capacity-building, Navigation, Education, Information, and Research. For more information go to <http://transitions.canchild.ca/en/OurResearch/resources/BestPractices.pdf>

Other Resources

Health Care Training Kits

The Wisconsin Community on Transition Health Practice Group has developed a set of health-related training materials that can be used with schools, health providers, families and directly with youth to help youth with disabilities learn to more effectively manage their health care concerns. The health care training kit is available for \$35, which includes shipping and handling. Materials also can be downloaded for free at:

<http://www.waisman.wisc.edu/wrc/pub.html>

The kit includes:

- **Health and the IEP CD:** 3 PowerPoint presentations and handouts on how medical and health transition issues can be addressed in the IEP process. These presentations can be used as individual trainings or slides can be used in other agencies' trainings with credit to the Wisconsin Children/Youth with Special Health Care Needs Program and Waisman Center.
- **Transition to Adult Health Care: A Training Guide in Three Parts Second Edition:** This training guide explains how to conduct a health training and options for using the workbook and pocket guide.
- **The Workbook for Youth:** This content focuses on helping youth develop and practice the skills needed for managing their own health care, such as talking to their doctor and refilling prescriptions.
- **My Health Pocket Guide:** This portable pocket guide can help youth keep track of health care information. Youth can use the tips and reminders as a guide when meeting with health providers.
- **The Transition to Adult Health Care Checklist: Preparing for Life as an Adult:** This booklet provides an overview of the knowledge, skills and actions that need to be addressed as part of transition for youth with special health care needs.

Additional copies of the following materials may be purchased singly: The Workbook for Youth: \$5 each; My Health Pocket Guide: \$1 each; The Transition to Adult Health Care Checklist: Preparing for Life as an Adult: \$5 each.

Autism Spectrum Disorders Guide Now Available

A new Autism Spectrum Disorders (ASD) Guide has been developed by a workgroup consisting of disability services representatives from the technical colleges, the Autism Society of Wisconsin and the WTCS Office. Staff from the Wisconsin Department of Public Instruction and others also provided expertise and assistance for the Guide.

The purpose of this Guide is to provide the staff and others at Wisconsin Technical Colleges with useful tools and strategies for the increasing number of students on the autism spectrum on campuses, so they can offer a positive educational environment. **This document is a guide, not state policy or procedure. The individual postsecondary institutions are responsible for establishing and implementing their disability services, accommodations, and instructional strategies for persons with Autism Spectrum Disorders (ASD).**

The Guide is available for download at:

<http://systematic.wtcsystem.edu/Studentserv/virtualresource/AutismSpectrumDisordersGuide.pdf>

If you have questions or need additional information, please contact:

Tom Heffron
Education Director-Disability Services/Financial Aid
Wisconsin Technical College System
608.266.3738 or tom.heffron@wtcsystem.edu

WSTI Website Resources

Transition Resource Directory

Transition Services are provided by local and statewide agencies and are listed by County. Check it out at

http://www.wsti.org/resource_directory.php

Transition Topics A-Z

A complete list of transition topics can be found on the WSTI website at http://www.wsti.org/transition_topics.php.

Disclaimer: All views and opinions expressed represent the authors and do not necessarily reflect the views and opinions of the Department of Public Instruction, The Wisconsin Statewide Transition Initiative and the Statewide Personnel Development Grant.