



Kentucky Transition News: Moving to Success!

*Information about moving from high
school to postschool environments*

Summer 2012

Volume 6, Number 2

Welcome to ***Kentucky Transition News: Moving to Success!*** quarterly electronic newsletter. We provide information on transition from high school for students with disabilities, professionals, and parents. If you have transition news you would like to share in the newsletter, contact Kathy Eversole, at kathy.eversole@kedc.org.

For more transition information, visit www.transitiononestop.org

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New Publication!

To view or download, click on:

[Journey to Adulthood](#)
[A Transition Travel Guide](#)

Transition in Kentucky – Operation Preparation Week a Success!

College and Career Advising – Operation Preparation Week a Success!

Across the commonwealth, thousands of 8th and 10th graders met with volunteer advisors from their local communities to discuss their plans for life after high school during the first Operation Preparation (OP) week. Operation Preparation was designed as a single activity of the Academic and College Advising Strategy in the College and Career Readiness Plan. Promising practices in implementing OP week can be found on the KDE website by clicking the link below.

Already, KDE has seen an increase in parent involvement as a result of this one week focused on college and career advising. The parent log-ins for 8th grade and 10th grade Individual Learning Plans (ILPs) increased by 114 percent and 112 percent respectively as compared to the 2010-11 school year. Many more parents are aware of the ILP, and many more parents are engaged in their child's college and career planning.



<http://www.education.ky.gov/kde/instructional+resources/operation+preparation/>

The use of the ILP is a major component in academic and career advising; however, the use should be supported by other related structures aimed to assist students to persist to graduate college and career ready. Academic and career advising is highly connected to lowering dropout rates, raising four-year graduation rates and improving the trajectory for students to continue academic pursuits and postsecondary training after high school.

KDE, in collaboration with various stakeholders, has published an **Advising Toolkit** and a **Transitions Toolkit**. These toolkits are designed to provide guidance and structure to either implementing a new advising program or enhancing a current program. The framework for the toolkit is based on the American School Counselors Association standards. By aligning to these standards, districts/schools can ensure a focus of activities targeting three domains of advising: Academic, Career and Personal/Social for use in grades 6-12.

Click below to download both toolkits.



For more information about Operation Preparation, contact Sharon Johnston at sharon.johnston@education.ky.gov.

Transition in Kentucky – Accessing Your Power: A Celebration of the ADA and Your Voting Rights

The passage of the Americans with Disabilities Act (ADA) in 1990 paved the way for other civil rights laws, including the Help America Vote Act (HAVA) of 2002. This year marks the 10th anniversary of the passage of HAVA. This landmark event outlined improvements to voting standards, including improving accessibility to the voting process for individuals with disabilities. The United States and Kentucky have come a long way over the years since the passage of the ADA and HAVA, but there is work yet to be done.

Protection and Advocacy is sponsoring Accessing Your Power: a Celebration of the ADA and Your Voting Rights. It will be held on Wednesday, August 22 from 10 a.m. to 12 p.m. at the Griffin Gate Marriott in Lexington. Attendees will hear about the ADA, voting access in Kentucky, and restoration of voting rights for individuals with disabilities. We will also have a panel of self-advocates who will share their personal stories about accessibility and voting. Individuals may also wish to utilize our on-site voter registration.

All individuals with disabilities and their family members, service providers, support agencies, local dignitaries, legislators, and interested community members are invited to attend the event. This event is free but we request attendees to RSVP so that we may have an appropriate lunch count and prepare reasonable accommodations for those who may need them. Please RSVP by August 13, 2012. At the end of this newsletter you will find an event flyer; please feel free to copy and distribute as you wish.

If you have further questions about this event, please feel free to contact me at either (502) 564-2967 or Elizabeth.Metzger@ky.gov.

Transition across the Nation – *Predictors of In-School and Post-School Success*

Recently, the National Secondary Transition Technical Assistance Center (NSTTAC) conducted a systematic literature review to identify in-school predictors of post-school success in the areas of employment, education, and independent living for secondary students with disabilities (Test, Mazzotti, Mustian, Fowler, Kortering, & Kohler, 2009).

As a result of this literature review, NSTTAC has identified 16 evidence-based predictors of post-school employment, education, and independent living success from the correlational research including career awareness, community experiences, exit exam requirements/high school diploma status, inclusion in general education, interagency collaboration, occupational courses, paid employment/work experience, parental involvement, program of study, self-advocacy/self-determination, self-care/independent living skills, social skills, student support, transition program, vocational education, and work study.

To review and download the *Predictors of In-School and Post-School Success*, go to: http://www.nsttac.org/sites/default/files/Predictors_of_In-school_and_post-school_success_8-16-11.pdf

New Publication: *Annotated Bibliographies*

National Secondary Transition Technical Assistance Center (NSTTAC) staff and external contributors have developed annotated bibliographies on current topics in secondary transition. We are continuing to develop annotated bibliographies on other topics, as well. If you have suggestions for future topics or interested in developing an annotated bibliography with us, please contact Catherine Fowler, chfowler@uncc.edu.

The list below reflects the areas which annotated bibliographies have been developed. These can be reviewed and downloaded at the NSTTAC website at: <http://www.nsttac.org/content/annotated-bibliographies-0>

- Adjudicated Youth
- Assistive Technology
- Comprehensive Transition Programs
- Customized Employment Annotated Bibliography
- Health Issues in Transition
- Interagency Collaboration
- Mental Health and Transition Planning
- Outcomes for Students with Autism
- Parent and Family Involvement
- Secondary Transition and Students with Autism
- Sexuality and Transition Planning

- Special Educator's Role in School Improvement
- Summary of Performance
- Transition Assessment
- Transition Curricula

REFERENCE POINTS: *IMPACT*

A new Issue of *IMPACT*, a publication of the University of Minnesota's Institute on Community Integration (UCEDD) and Research and Training Center on Community Living focuses on supporting new career paths for people with Intellectual and Developmental Disabilities. Written primarily for vocational service providers, employers, secondary and postsecondary educators, and families of individuals with disabilities, this issue explores some of the innovative thinking and resources that are providing expanded employment options for people with disabilities, including employment in some of the promising areas for job growth nationally.

Topics include: Social Networking to Build Careers, Customizing Job Development: Un-Occupying the Workshop, One Person at a Time, Supported Self-Employment as a Career Option for Individuals with Disabilities, Exploring Jobs in Renewable Energy, Preparing Young Adults with Disabilities for STEM Careers, Inclusive Conservation Corps Crews, and more!

This issue of *IMPACT* can be reviewed and downloaded at the following address:

<http://ici.umn.edu/products/impact/251/default.html>

Note: REFERENCE POINTS, transition updates from the TATRA Project, features resources and information to help parent organizations, advocates and professionals better serve adolescents and young adults with disabilities, and their families. Administered by the TATRA Project at PACER Center www.pacer.org, REFERENCE POINTS was launched with the initial support from the National Center on Secondary Education and Transition www.ncset.org. TATRA is funded by the U.S. Department of Education, Rehabilitation Services Administration.

Parent Resources – *Know How 2 Go*

Studies show that low-income students and those who are the first in their families to pursue higher education lack the guidance they need to prepare for postsecondary education. To help to turn these students' college dreams into action-oriented goals, the American Council on Education, Lumina Foundation for Education and the Ad Council created the KnowHow2GO campaign.

The www.knowhow2go.org Website, part of a multiyear, multimedia effort provides grade by grade tips to help 8th through 12th graders to prepare for college using four simple steps.

Student Resources – Hotline Numbers Every Youth Should Have

[The National Runaway Switchboard](#), a hotline for youth and those who care about them, gets the most calls from youth in crisis during the summer. Youth can call 1-800-RUNAWAY or chat live on the NRS website for confidential support and referrals to service providers. They may also qualify for a free bus ticket home.

[National Safe Place](#) is a network of organizations working to keep young people off the streets. One service they offer is [National Safe Place's Txt 4 Help](#): When youth text the word SAFE and their current location (street address, city and state) to the number 69866, they'll receive the address of the nearest Safe Place site and a phone number for the local youth shelter.

Legal Requirements – Testing and Accountability Brochures

Two recently published brochures on Kentucky's testing and accountability system (directed at parents) have been reformatted as text versions and are now posted on the Unbridled Learning page of the KDE website: <http://www.education.ky.gov/KDE/Administrative+Resources/Commissioner+of+Education/Unbridled+Learning/>

The text versions contain all of the written information found in the printable versions and may be more suitable for sharing via e-mail or posting.

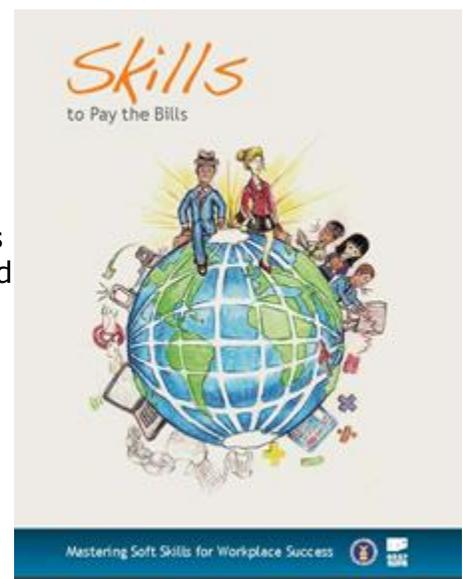
You can find the two brochures, "Parent's Guide to Accountability" and "Parent's Guide to Testing" by scrolling down the page to the bottom at the above address.

Office of Disability Employment Policy (ODEP)– Skills to Pay the Bills: Mastering Soft Skills for Workplace Success

"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments.

The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

Introduction Materials



Soft Skill #1: Communication

The activities in this section will not only help participants practice and recognize how they provide information to others, but also help them consider how others may prefer to receive information. It is important to reinforce with participants that communication skills involve give and take — and they can, indeed, be learned and strengthened over time.

Soft Skill #2: Enthusiasm & Attitude

The activities in this section seek to teach participants about the importance of enthusiasm and a positive attitude in the workplace. Participants will hear strategies for turning negative thinking into positive thinking and displaying and discussing enthusiasm during an interview and on the job.

Soft Skill #3: Teamwork

The activities in this section seek to teach participants about the importance of teamwork to workplace success and the specific role each individual on a team may play. Participants will learn about positive teamwork behavior and discover how their own conduct can impact others on a team.

Soft Skill #4: Networking

The activities in this section focus on the process of networking and its relevance and importance to career development. Participants will learn about taking initiative and overcoming fear, informational interviewing, as well as potential guidelines to consider when using social networks, texting, and email for networking purposes.

Soft Skill #5: Problem Solving & Critical Thinking

The activities in this section focus on learning how to solve problems in a variety of ways in the workplace. Participants will hear about how to properly tell the difference among criticism, praise, and feedback and reacting appropriately. The section will also review strategies for making ethical decisions, solving problems on a team with others, and learning how to take into account others' perceptions when assessing actions or statements in the workplace.

Soft Skill #6: Professionalism

The activities in this section focus on each of the five individual soft skills presented in this publication (communication, enthusiasm/attitude, teamwork, networking, and problem solving/critical thinking), but in a broader framework. This is because professionalism, is not one skill but the blending and integration of a variety of skills.

Go to <http://www.dol.gov/odep/topics/youth/softskills/>

I Need Help! *Supports and Services from Kentucky Agencies*

In each issue of ***Kentucky Transition News: Moving to Success!*** a different agency that may help with transition related issues will be featured.

Michelle P. Waiver

What is the Michelle P. Waiver?

The Michelle P. Waiver is a Medicaid program that helps people live in the community or go back to the community after living in an institution. It is for anyone with intellectual disabilities or a developmental disability who is eligible to receive services at an ICF/MR, like Oakwood, Hazelwood, or Cedar Lake Lodge. To get the waiver, you must also have a medical card or be eligible for one. Both children and adults can qualify.

What services does the Office of Employment and Training offer?

- Case Management
- Adult Day Training
- Supported Employment
- Community Living Supports
- Behavior Supports
- Occupational Therapy
- Physical Therapy
- Speech Therapy
- Respite
- Homemaker Service
- Personal Care
- Attendant Care
- Environmental/Minor Home Adaptation
- Adult Day Health Care

How can I learn more?

For more information about available services, go to <http://chfs.ky.gov/dms/mpw.htm>

What's Happening!? *Upcoming Events in Kentucky*

Kentucky State Advisory Panel for Exceptional Children

The Kentucky State Advisory Panel for Exceptional Children (SAPEC) provides policy guidance with respect to special education and related services for children with disabilities in Kentucky as defined by special education regulations and applicable state and federal law.

The Panel advises and assists the Department of Education regarding the provision of appropriate services for children aged birth through twenty. The authority for the Panel is mandated under the Individuals with Disabilities Act (20 U.S.C. 1400 et seq. as amended). The Panel conducts public forums as a part of their meetings. The public is encouraged to comment via e-mail or by coming to a meeting.

Details for the next scheduled meeting:

*November 18-20, 2012
Council for Exceptional Children's (CEC) Conference
The Galt House
140 N 4th St
Louisville, Kentucky 40202
Telephone: (502) 589-5200
Telephone: 800-843-4258*

Save the Date!

47th Annual Exceptional Children's Conference THE GALT HOUSE, LOUISVILLE, KENTUCKY NOVEMBER 18-20, 2012

KEYNOTE PRESENTATION

As a young boy, Nelson Lauver fell through the cracks of an educational system that was ill-prepared to deal with a student who couldn't learn like the rest. Socially promoted (just passed through), he actually graduated from high school and received a diploma he struggled to read. He knew he was different...he just didn't know why.



After nearly a dozen more years struggling as a functionally illiterate young adult, an amazing chance encounter and the utterance of one word – dyslexia – changed Nelson's life and set him on a journey that few would have imagined. Today Nelson is an acclaimed author, broadcast journalist, speaker, humorist, and human rights advocate. He is known to radio listeners across the country for "The American Storyteller Radio Journal," a daily 4-minute slice of the American experience.

HUMAN DEVELOPMENT INSTITUTE SEMINAR SERIES

Jerry Chaney contact
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Mark Your Calendars for U.K. HDI's Fall 2012

Seminars Open to faculty, staff and students as well as statewide consumers, caregivers, and professionals. CEUs are pending for Social Work, Psychology, O.T., S.L.P., Rehabilitation, Early Childhood Education, and Licensed Professional Counselors. If approved, there is a \$20 charge for a CEU Certificate in Social Work, Psychology, & LP Counselors. Notify Marybeth.vallance@uky.edu if your site wishes to host a live video-conference in your community. Registration for first Seminar opens Aug 20 @ <http://www.hdi.uky.edu/news/events>.

September 21, 2012 1:00 pm – 3:00pm

“Behavioral and Learning Strategies for Individuals across the Lifespan with Autism Spectrum Disorder”

This seminar will explore the varied behavioral and learning challenges that individuals with autism spectrum disorder experience. Practical, effective, and research-based behavioral and learning strategies for individuals with ASD across the lifespan will be offered, with an emphasis on incorporating these strategies into existing daily routines.

Vicki Knight, Ph. D. Assistant Professor, Special Education, U.K. College of Education

Amy Spriggs, Ph. D. Assistant Professor, Special Education, U.K. College of Education

October 5, 2012 1:00pm – 3:00pm

“Faith Communities and People with Disabilities: Responding to the Call for Inclusion”

This Seminar will explore the imperative for inviting people with disabilities into full involvement in faith communities in the historical context where such involvement is often unrecognized or minimized. The audience will be asked to reflect on their own experiences and the presenters will discuss practical strategies for facilitating inclusion of persons with disabilities into the faith communities of their choice.

Melinda Ault Ph.D., Assistant Professor, Department of Special Education, College of Education

Dr. Belva Collins Ph. D., Professor & Department Chair of Special Education, U.K. College of Education

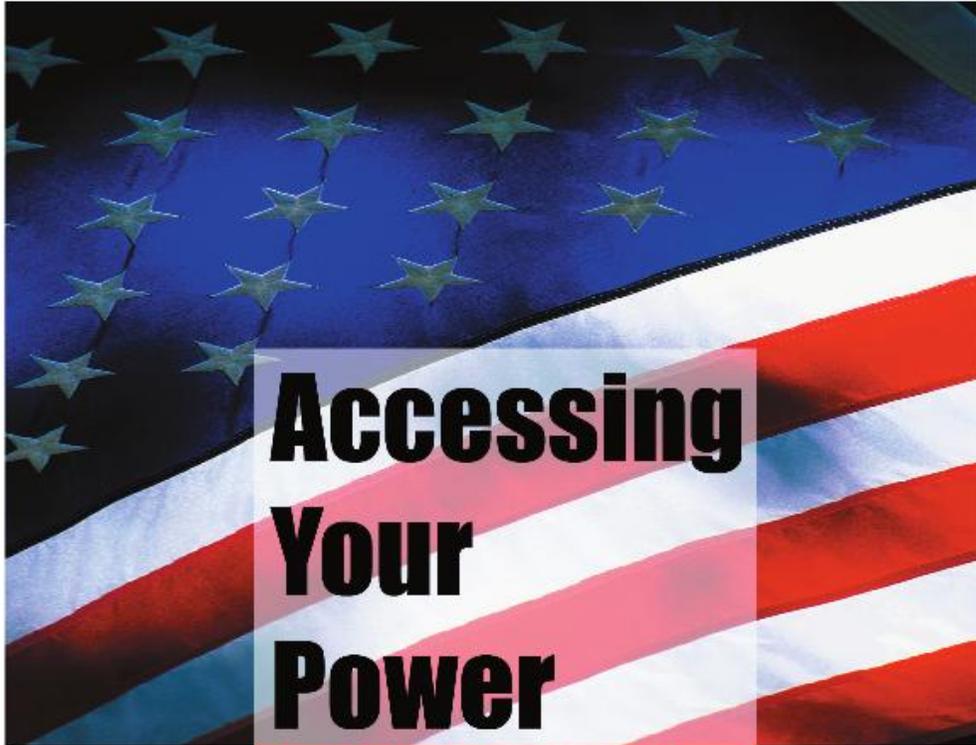
Milt Tyree Project Director, Supported Employment Training Project, U.K. Human Development Institute

November 30, 2012 1:00pm – 3:00pm

“Disruptive Behavior in Children with Attention Deficit Hyperactivity Disorder and Oppositional Defiance Behavior – Evidence-Based Treatment Strategies for Home and School”

Interventions that parents, teachers, and other professionals can apply in their interactions, education and therapy with children will be presented in this Seminar.

Richard Welsh LCSW, Professor, U.K. Department of Psychiatry



**A celebration of the ADA
and your voting rights**

Wednesday, August 22, 2012

10 am - 12 pm

Griffin Gate Marriott

1800 Newtown Pike; Lexington, Kentucky

**Lunch will be served and space is limited. Please RSVP to Teresa or Mirna at
1-800-372-2988 by August 13, 2012.**

**ASL interpreters and accessible parking provided. Special dietary and other
accommodations upon request.**

