

## REALTIME FILE

JFK-Voices from the Field: Transition and the Arts  
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>> Hello everyone. Welcome to the October installment of our VSA webinar series, which comes to you from the John F. Kennedy center for the performing arts. I am Emily Thiell, the program coordinator of special education here at the center and I will be your webinar moderator. Today's webinar is part of our lightning talk series: Voices from the field: Transition and V.R. If you would like to view live stream captioning of this webinar, you can follow the link that you see in the slide and in the chat pod in the control panel located on the right side of your screen.

Before we get going, I would like to take a brief moment and introduce you to the Cisco event center. The link to the live stream captioning are in the control box, which you can select in your window. In you need to leave the webinar early, you leave it by clicking the X in the upper right-hand corner. A recording will be available afterward.

You can connect to the audio portion of your webinar. Select the option that works best for you. If you're using your telephone, please make sure to mute your computer speakers.

You can submit comments, questions, and answers to questions using the Q&A option, which you can select from the top panel. Please know that this is different than the chat box and allows moderators to view your questions. Please make sure that your question is directed to all panelists. I'll monitor the screen throughout the webinar.

If you prefer to speak your input rather than typing it, please click on the raise your hand icon, which can be found in your view on the participants' panel. I will touch base with you and unmute your microphone at the appropriate time.

Much of today's presentation will be conducted over a screen share. If you would like

to adjust your view by zooming in or zooming out, you may click on the magnifying glasses. You may also expand your view to full screen.

At the end of today's presentation, there will be an opportunity to ask questions about the given material. Given the very limited time available to us, we respectfully ask that you focus on the broader implications of Vicki's work. Please raise your hand if you would like to speak or type your question into the Q&A box.

Within the week we will send out a link to the presentation, the PowerPoint, and the transcript.

Our next Voices from the Field transition and the Arts lightning talk will take place on October 17th at 12:30 p.m. The registration link can be found in the chat box.

If you're active in social media, connect with us using #VSAwebinar. On Facebook, we are VSA International. We would love to engage with you.

And with that, I hand it over to today's presenter, Vicki.

>> Today is not meant to be a completely comprehensive introduction of transition. But rather educators and community service providers and artists who work with students with special needs have a fundamental understanding of the role that transition plays in a student's life with special needs.

Just a little bit about myself before we get started, my name is Vicki Chrea. I'm a special educator and I love with transition. I've been working with students with exceptional needs for six years. I previously worked in San Francisco in a community-based program. And I'm in my fourth year as an educator in Washington, D.C. I have also worked with San Francisco Unified to create transition opportunities for students.

First and foremost, I would like to define transition. This is a relatively new --

>> Vicki, I apologize to interrupt, but we can't actually see your screen. Do you mind screen sharing your presentation with us?

>> Yes! I am clicking on the app. I'm so sorry. Are you able to see the screen?

>> That's perfect! Thank you.

>> I apologize for that. Here was the introduction slides. I would like to start off with defining transition. Since this is a relatively new term in special education, I think it's important to go over exactly what transition covers. Unlike subject matters transition, it's multifaceted and encompasses more than just a student's ability to perform in the classroom. It's successful movement from school to productive adult life. And

effective transition is a process based on individual needs and coordinated activities in the following domains. I've listed them here. Education, career, community/independent living, communication, social interaction, and recreation and leisure. This may look different for different students. Their living goals could be different and so could their communication goals.

The goal of transition is to prepare our young people into living a life that is more independent for them to the best of their ability.

This is a brief look at the agenda. I hope to share the full agenda with you, as I do not believe we'll have time to cover everything. I would like for you to have the resource to look at, at a later time.

Why is this topic important to cover? I would like to return to it before I start doing my transition plans or start thinking about individual students. Madeline Will, former assistant secretary for the office of special education said we have done a lot for students with disabilities. In fact, we have created a compelling problem. We have assisted students with disabilities in becoming young adults who are sufficient, better educated and independent with higher expectations of life, but with no place to go. Our goal is to help them identify where they want to do and how they're going to get there and how our educational program will support them.

When was transition introduced? Transition was adopted in IDEA in 2014. Essentially the IDEA defines a student's life based on their needs and interests. For transition, it would look different. Are there needs to communicate or express help? It may look something like their learning styles. Do they prefer arts or auditory learning? And their interests. I think that their interest on the part of the transition services is by and far the most parent. At this time when we include their interest in their transition planning services, we're able to give a student opportunity to define what they are looking for in their future.

Now, I know since many of you are novices joining us today, this may look confusing. What does transition look like for my small person or my large person that I'm training? This is from the Colorado Department of Education. They have some exceptional resources online.

For many of our small special people, it begins early. And the earlier we teach our students a transition plan the more successful they'll be. Many of us have career changes later in life and in college and even in high school our interests shift. But if our students, we need to teach them to come up with the concept of what they want to do. We need to enable them to dream about their future occupation.

There is work that can be done as early as preschool. We're able to encourage dreaming by giving them opportunities in stationwork. For example, you could have a library station where a student could interact being a librarian and a kitchen station

where a student could interact being a chef. Different career types begins to build the foundation for transition planning later.

Most transition planning begins around grade 7th and 8th all the way through high school is when many districts mandate that transition is included as part of the IEP.

A student may not have a firm foundation of what their talents. They would be encouraged to look into careers or internships that are aligned with their talents. If I have a student who is strong in math and has great communication skills but is not mobile, I might suggest a career in looking into finance or accounting or interning at a business. Something that wouldn't limit them and they would still be able to use their talents.

I start my planning with thinking about these three core pillars of transitioning planning. I think that transition is a beautiful part of a student's education with an IEP because it's a bit more personal and it's not common core aligned. But these are a few pillars that can help you guide your students. So rather than teaching, a transition teacher is able to coach their student into understanding what they want from their future and what they are capable of doing. And then the part that we are able to best implement as educators or someone supporting the education system is to design a program in which they get to explore their career options and their talents and their abilities in a safe space. Whether that looks like volunteering. Whether it would be being mentored by somebody or simply just observing different job sites.

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And before we are able to design a program, and start coaching, we would need to I've the students. I will also include a link for some surveys that your students can complete to help you identify what services and supports you'll need to develop for them by designing a program around their career interests.

When creating our plan for transition, as a community, and as a community supporting transition education, I like to use the taxonomy for transition planning. First it starts with student transition planning. I previously discussed taking in a survey and asking the student what their interests are. Family engagement this is incredibly important.

Program structures. Both these two factors, interagency collaboration is unique to your demographic whether you're in an urban or a rural area and the accessibility you have around you. If you have specific questions about these program structures such as VSA, social workers, or if you don't understand how to create program structures, please reach out to me personally and I'll be happy to walk you through that. But after the program structures, we have interagency collaborations. A student is most successful when we are able to collaborate across agencies and social work and education forms. Together as a community we can build opportunities for our student to continue to explore and create a career goal after high school.

And then all in all, if we've done our jobs successfully, we've helped our students develop and successfully transition into transition education.

Transition services help them transition from a world of school to a world of adulthood. And while I do not have the perfect plan and this is not an all inclusive conversation, I would like to be able to help you better understand and provide resources for you and your students. Please feel free to reach out to me with any questions that you have. And I believe Emily will be taking any questions that the forum has for me at this time.

>> We have now reached the question and answer portion of our webinar. If you haven't already, now is the time to enter a question into the Q&A box or raise your hand. To get started, we have one question. Vicki, do you have any advice on how to narrow a student's scope on career goals for those who may be unsure of what careers they would like to target?

>> This is my microphone?

>> It is.

>> For a student, one I would refer back to the graphic that I provided. My screen is having some trouble.

>> I apologize. I'm screen sharing the questions.

>> Oh, okay. I would refer back to the graphic that I sent you earlier. A lot of our students are often told or feel like they believe that they can't do things or they can only do things that are explained to them. I'll send a few links to surveys that students can take that will help you narrow down what their interests are. And this is the one time that students are able and educators are able to narrowly designate what they're learning based on their interests rather than what we think is best for them or what a common core alliance. For example, if your child is a small person you could have so many things like an iPad with very rudimentary coding. Or a paintbrush and art materials. And see what they gravitate towards. Our little people aren't aware of opportunities. It takes a little bit of research. There isn't necessarily a handbook. But first I would try to measure and find out what our students interests and talents are and then look into career, a link that I'll show you later, about careers that may be aligned with their interests and their talents.

>> Great and we have one additional question. Do you have any tips on how to engage a family in student success if their vision for the student's future clashes with what the student wants?

>> I think that is an open, ongoing dialogue question. The earlier it starts, the better. I have always tried to before I have had difficult conversations with parents encouraging students to do what they want to do versus what their parents think is best for you. Create a positive dialogue and ensuring that everyone knows your best interests are aligned to make that student successful. It does take a bit of coaching for the parents, too, of the benefits of this child exploring different options and gaining independence. Because ultimately we want to move our child towards making decisions for themselves to the largest extent possible. And we want our parents to encourage that happening. And oftentimes we have to educate our parents about the importance of our small people becoming adults and becoming independent.

>> Fantastic. Thank you so much Vicki. With that, that concludes today's webinar. I would like to ask you, our webinar participants to keep your window open following the webinar where the survey will generate on the screen. Your feedback is always appreciated.

Thank you for joining us! For questions or comments, please contact me by e-mail at [ECThiell@kennedy-center.org](mailto:ECThiell@kennedy-center.org) or by phone. Have a nice day.

(Ended at 12:49 p.m. Eastern Time)