

**Breakout Sessions**  
**Thursday 9/25/14**  
**11:45am**

**Moving from Compliance to Quality: Evaluating Transition Programs using the Quality Indicators (QI) Assessment**

**Room 303**

IDEA mandates that transition planning be included in student IEPs and that schools provide transition services that facilitate the movement toward the student's postschool goals. How do you know if your transition services lead to quality postschool outcomes? This session will provide an overview of 8 essential domains leading to quality transition programs and how you can use the QI Assessment in your district.

Learning Targets:

- I can list three of the essential domains in quality transition programs.
- I can state one way I can use the QI Assessment in my district.

**Building Self-Determination Skills Using Student Led IEP's**

**Room 309**

For the past several years, the Georgia Department of Education, Division for Special Education Services and Support has been encouraging districts to implement ASPIRE, a student led IEP initiative, for students with disabilities. Research has indicated that students who participate in their IEPs develop skills in self-advocacy and self-determination, problem solving, self-evaluation, choice making, and decision-making which are critical for assuming control over the direction for their future. Thus, the IEP meeting is a reflection of each individual student and is focused on his or her abilities. This presentation will focus on the ASPIRE project and the multiple ways districts can participate. In addition, information will be given on outcome data collected over the past 4 years.

Learning Targets:

- I will be able to articulate at least two benefits for transition planning associated with implementing ASPIRE.
- I will be able to articulate who I need to contact to begin implementing ASPIRE.
- I will be able to articulate the two trainings associated with ASPIRE offered statewide.

## **Strategies for Transitioning Students into Inclusive Post-secondary Education**

### **Salon A**

A growing trend in the education of young adults with intellectual disabilities is the emergence of inclusive post-secondary education (IPSE) programs on the campuses of colleges and universities. There are over 250 such programs in the US. Clear, careful preparation of these youth and their families is necessary, as much as it is for their typical peers. We will address background and strategies for transitioning students into IPSE. This presentation will discuss the climate for IPSE in Georgia, the requirements of IPSE programs and lead participants through a process of developing appropriate transition goals and activities for Transition Plans.

#### Learning Targets:

- I will be able to make ~~give~~ 2 statements to describe ~~about what~~ inclusive post-secondary education.
- I will be able to state 2 ways to help prepare students in transition for post-secondary education programs.
- I will be able to state two resources available to assist teachers, students and families with transition into inclusive post-secondary education programs.

## **Georgia Vocational Rehabilitation: Better Post-Secondary Outcomes**

### **Salon B**

This presentation will discuss ways districts can maximize the benefits of using Georgia Vocational Rehabilitation Agency (GVRA) and explain the term “dedicated counselor”.

#### Learning Targets:

- I will be able to list two ways GVRA can better serve students in my district.

**Breakout Sessions**  
**Thursday 9/25/14**  
**2:15pm**

**Transition Coalition Self Study: Building a Transition Assessment Tool Kit/IDEA and Secondary Transition Practices**

**Room 303**

The Ga. DOE partnership with the Transition Coalition includes district involvement in team-based intensive professional development targeting transition! This highly effective 12-week professional development method includes 6 weeks of training and 6 weeks of implementation. Come learn about how your district can participate in the Fall and Spring Self-Study topics.

Learning Targets:

- I can explain how my district can participate in the Fall and Spring Self-Study topics.

**Integrating Evaluation into Team Transition Program Planning**

**Room 309**

State and federal mandates require that we the state collect a variety of data regarding our transition education, services, and outcomes. When NSTTAC personnel review team plans for technical soundness, we look at the links between the outcomes and the way those outcomes will be measured. We will identify examples of transition improvement goals, activities, outcomes, and evaluation strategies to integrate into your program improvement plan.

Learning targets:

- I can create 2 outcome statements related to a program improvement goal.
- I can identify 2 indicators to measure specific program outcomes.
- I can identify 2 sources of indicator data to measure specific program outcomes.

**Making It Relevant!**

**Salon A**

All students are required to have access to the state approved content standards. Students with significant disabilities also have goals to address needs in relevant life skills. This session addresses how teachers can provide meaningful instruction that integrates the state standards, standards based IEP goals and life skills goals.

Learning Targets:

- I can identify at least one grade level ELA standard and describe how instruction can be integrated into a life skills activity.
- I can use a matrix to illustrate how a relevant life skills activity, at least one CCGPS/GPS standard, a Standards based IEP Goal, a Life Skills Goal and the use of Assistive Technology can be integrated during instruction.

**Goals Setting-MAPS as an Assessment**

**Salon B**

The session will discuss the benefits of using a person-centered planning tool such as MAPS in transition planning and tell how person-centered planning can be integrated in planning, self-determination and family/community building. Resources will be provided that can be used in this process.

Learning Targets:

- I can summarize and list 2 benefits of using a person-centered planning tool such as MAPS in transition planning.
- I can summarize and list how person-centered planning can be integrated in planning, self-determination and family/community building.
- I can access the 2 resources including technical assistance for using person-centered planning that can provide further opportunities of greater knowledge and use.

## **Breakout Sessions**

**Friday 9/26/14**

**9:15 am**

### **Conducting, Managing and Using TA**

#### **Ballroom C**

This presentation will help participants develop a manageable process for identifying student skills and interest areas within the transition assessment process. It will also discuss the use of transition assessment tools (informal or formal) as a critical aspect of developing the transition IEP.

#### **Learning Targets**

- I can identify 4 student skill and interest areas to assess within the transition assessment process.
- I can identify at least 5 age-appropriate transition assessment tools (informal or formal) to use with a students in the process.
- I can identify a process for implementing, documenting, and using transition assessments.

### **Assistive Technology Supports Successful Transition**

#### **Room 306**

Students need independent access to the curriculum to become life-long learners. Assistive Technology can increase opportunities for education, social interactions, and potential employment but how does it work into transition planning? Assistive technology can be identified for students through consideration, or evaluation by matching technological features to individual needs. This presentation will compare assistive technology consideration and evaluation as well as provide participants with examples of “feature matched” technology aligned to transition planning.

#### **Learning Targets:**

- The participants can explain the difference between AT consideration and evaluation.
- The participants can list 3 assistive technology features.
- The participants can name 5 assistive technology devices, software, and/or service.

### **Medicaid Waivers and other Helpful Hints.....**

#### **Room 308**

Helping families access resources can be a difficult task; especially the resources funding that is attached to them, like Georgia’s Medicaid Waivers. This session will provide you with a breakdown of the

different waivers, eligibility requirements, services provided, the division that is managing the waivers, and a whole lot more. Other helpful tips will be provided.

Learning Targets:

- I can identify 2 of the 6 Medicaid Waivers available in Georgia.
- I can articulate how to access the Department of Behavioral Health and Developmental Disabilities (DBHDD) Regional Office in my region to call.

## **HANDS-ON ASSESSMENTS**

### **Room 309**

In this session, assessments materials and information will be provided for the participant to explore, engage and review in order to make an informed decision on materials that may prove to be useful when they select assessments for their districts. Participants will have an opportunity to preview various websites that shows formal and/or formal assessments materials that may provide additional suggested accommodations, strategies, and functional performances and a basis of measurable postsecondary or annual goals.

Learning Targets

- I can identify two appropriate Transition Assessments previewed during this session that may be useful to my district.