

Information for Teachers and Our Transition Partners During the COVID-19 Pandemic

March 24, 2020

Until further notice, employees of the Indiana Secondary Transition Resource Center (INSTRC) will be working remotely to minimize contact and the spread of COVID-19. All travel, including local travel, is suspended. We would be happy to provide virtual technical assistance hours to support educators. Virtual technical assistance can be requested via email at instrc@indiana.edu.

The Capacity Building Institute, hosted for Indiana's Cadres of Transition Leaders in April, will no longer be held in person. We will be providing a virtual option, offering the same selection of presentations. A schedule for that will be available soon and [shared on our website](#), through the Transition Cadres, through IDOE, and through our [Tuesday's Transition Tips](#).

Special Series: Tuesday's Transition Tips

Finally, in an effort to support transition-focused educators in engaging with students and ensuring that transition IEPs are in compliance, we are offering the following tips on (a) conducting transition assessments, (b) engaging students in identifying postsecondary goals, and (c) ensuring that students still have opportunities to engage in meaningful transition services and activities.

Online Teaching: Transition Assessments

Compliant transition assessments can be difficult to administer when you're not face to face with your students in a classroom setting. But they do not have to be completed in person, and there are alternatives to paper/pencil assessments.

Tips for completing transition assessments while e-learning:

- Make a [Google Form](#) for students to complete and submit their assessments. [Check out this Elective Class Reflection example](#).
- Copy/paste the questions from an assessment into an email and have students respond.
- Summarize activities that have been completed so far in the school year from current transition services/activities (e.g., elective classes, coursework in a class, college fairs, pre-ETS work, task analysis) showcasing a student's strengths, preferences, interests, and needs.
- Conduct a phone interview (make sure that you write down the questions you asked and answers you received to help you summarize it later).

Do you have questions or a creative way to capture information for transition assessments while students are at home? Please send questions or examples to: instrc@indiana.edu

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Online Teaching: Postsecondary Goals

Maintaining compliant postsecondary goals for students might feel challenging when you're not discussing their future hopes and dreams with them in person. Here are a few tips about maintaining quality postsecondary goals for your students during Covid-19:

- Communicate with your students. Use email, cell phone, or an app to have those important discussions. During those communications, talk with students about their plans for post-school employment, education, and independent living. Ask them if current events have made them rethink their goals or if they remain the same.
- Use an app or program to send a message with questions to multiple students. Ask questions that help students think about their postsecondary goals. [Google Forms](#) is a great way to send information to students and receive replies that are automatically recorded for each individual. [GroupMe](#) is an app that enables participants to have group discussions that does not require sharing cell numbers. Need career resources? Check out our [Career Video Resource Collection](#) on the INSTRC website.

It is important to keep students thinking about their future and to help them participate in modified activities, similar to what they were doing before social distancing was put into effect. These activities, when summarized, can be turned into assessment information and will help students continue to consider their postsecondary goals.

Do you have questions or a creative way to engage students in identifying their postsecondary goals while students are at home? Please send questions or examples to: instrc@indiana.edu

Online Teaching: Transition Services and Activities

With students now at home, it can be a challenge to ensure access to quality transition services and activities. Here are some examples of services and activities you can help students do online or from home.

Employment

- Have a student watch career videos related to their career choice or area of interest at <https://www.drkit.org/> or <https://www.careeronestop.org/>. They should then complete and return a form telling you what they like and don't like about the career. After watching videos, students can also tell you if they've identified a possible new career or if they want to change or confirm their career choice.
- Set up a video connection, like Skype or Zoom, with a student and share pictures of possible areas of interest or preference or actual careers (outside, inside, computers, mechanics, office, art, drivers, etc.) Have the student indicate if they like or dislike each picture.

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Education and Training

- Ask a student to research three colleges, CTE programs, or online training programs that provide training related to their postsecondary career goal. Have them write and submit a short paper explaining what they like and dislike about each program.
- Students who will be accessing training at an adult service provider after leaving high school could connect online or by phone with an agency representative and discuss the programs and supports they provide to young adults and their families. They can then send you a report.

Independent Living Skills

- Have the student film themselves (possibly with family assistance) using a computer camera or cell phone as they carry out an independent living task such as making a bed, preparing a snack, or tying their shoes. Record those abilities on a task analysis or an observational assessment. Practicing the skill can be a service, and the task analysis could be a transition assessment on the next IEP.
- Video modeling can help a student learn independent living skills. Search for video modeling examples on YouTube and share those modeling skills you want the student to practice. Two examples:
 - o [Drying laundry](#)
 - o [Making a bed](#)

How have you been providing quality transition services to students while they are at home?
Please send your examples to us at instrc@iu.edu