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ROSE ROTH:   
Afternoon. You are joining us for the transition webinar. We are going to ask that all microphones be muted while the presenter is presenting. We do have an ASL interpreter that is available. The meeting will be recorded, and we will have this recording posted up on FDLRS site for the webinar just where you went to register. I will put that link in the chat box.   
  
If you are reading closed captions, you can go ahead at the bottom of your screen there should be a little thing that says CC and you can hit that and have that close caption. With that I would like to introduce Heather.   
  
HEATHER THEOBALD:   
Thank you, everybody so much for coming. I am working with Rose as one of the facilitators to assist Kathy as she needs. As it is being recorded and you agreed, just a friendly reminder that Kathy is going to be speaking and informing us of understanding resources available to us, and not only is Patty going to be uploading this recording to where you register, but also all these great links she will be sharing, all of this great information just absorb, enjoy, learn. Bookmark what you can, but it's also going to be up to your learning and coming to you at your time.   
  
But because of the recording we also want to remind you that when she is done talking to us and presenting. The recording and then you can ask questions, and she will send her information so you can talk to her privately, but we want to let you know just to be respectful and not to share names of students and/or your children.   
  
That is just out of respect. Reminder. And at the very end we will be putting in a link to fill out an evaluation survey, and a few of us at fiddlers and FND are grant funded and we would appreciate if you would fill that out for us. Here is our wonderful Kathy Powell to introduce herself and get started.   
  
KATHY POWELL:   
Hello, and welcome to this presentation, understanding resources available to you.   
  
I am the program director for a program called POPIN which stands for Parents Offering Parents Information Network, I am also a parent of a child with a disability. He has autism and just turned 19. To properly advocate for my child, I find myself researching online and on a wide range of matters. Legal, medical, educational, age and majority is big research for me with him now 19, and guardianship in all those steps involved in that.   
  
As I'm sure, as a parent you do your research because it's important that we learn about our child rights and the school's responsibility. FND pulled together some key links to help. Thanks that you can trust for live information and resources.   
  
So, before I jump in and want to stay a little bit more about FND. We are a nonprofit 501(c)(3), which means we don't work for local, state or federal agencies or schools, we are funded in part by the US Department of Education, and also in part by the US Department of Health. All of our services are free because of the grants. Then we have a statewide parent training information, which is a PTI, as well as a statewide family health information Center.   
  
And we are family driven. We have been around for 35+ years, founded in 1985 by parents of children with disabilities who came together for mutual support and sharing of information.   
  
One thing about FNB that I love the shares the majority of our board members, management staff and field staff are family members of persons with disabilities.   
  
One click -- one quick disclaimer is we do not serve as attorneys, doctors or health professionals. We don't interpret law. We share information and resources and supports for you and your family.   
  
We also encourage collaboration with your child's school and agencies.   
  
So, these links that I am going to be sharing have been divided into your educational, health and then FNB resources. We have included within that both federal, government and state government that provide support to individuals with special needs.   
  
We are going to start with educational. With only CRS and OSEP. This stands for the office of education and rehabilitation services. In this one is Office of Special Education Programs. The individuals with disabilities education act of 24 -- 2004 discretionary grants to students of higher education and other nonprofit organizations. Basically, to support research, demonstrations, technology, personal development, parent trainings and that's where we come in as your PTI.   
  
So, we can take a look, I will start clicking on some of these sites to give you an idea where you can find resources. I'm going to include a PDF of this presentation so you will have a couple of links and be able to go through it at your leisure. What I want to highlight on this page is specifically are what are called policy letters. These are often referred to as dear colleague letters, written by OSEP to provide clarification guidance regarding the implementation of IDA. -- ITeDA-- IDEA.   
  
You go through here and then you click on reports and resources. Then you are going to click on publications and products. And then OSEP memos. Here you will see policy letters. You can search for the policy letters. Policy guidance, and then, I guess it is broken out, let's see about policy guidance.   
  
They are all listed here. Sometimes they like to create these when there's been a lot of questions asked by if families or professionals are asking the same questions over and over, then they feel like they are going to create something of a technical assistance paper to help clarify.   
  
There are also ideas that once you click along that on the right all kinds of toolkits and topical issues and briefs. A lot to look at there.   
  
Next is the Center for Parent Information Resources. We refer to as CPIR. They have a great resource library for parent centers. There's at least one parent center in each state. Florida, Texas and California have three or more, Florida has three. This is where we get a lot of our technical assistance, a lot of our resources, and support. Families can also find resources of interest here.   
  
Click here to show you the resource library. It's kind of like your agency. -- A to Z/say for example you want to look up what LRE is. There is information there. Information on the IEP., IDEA, inclusion. Lots of great resources here.   
  
These that I'm showing you our discretionary projects under the US Department of Education. This is another one. They have a resource library as well. CADRE has products that cover a variety of topics, specifically preparing for and learning about dispute resolution processes. Focusing on communication and collaboration, and so everything should do with conflict with solutions and problem solving. Unless site you will find facts sheets, videos, online learning models and just to give you an idea this is their main library. You can search by filter which is great because you can really drill down.   
  
This is one of the resources to show you some examples. Communication with your child's school. They are all PDF and it is a nice booklet. You have to download it onto your desktop to view it, so not going to open it, but just to give you an idea.   
  
Next is IES, Institute of education sciences. This is for parents who really want to know the science, and information, evidence-based, recommendations for educators. I will click into it because it's a little bit bigger than this window, but all of these are under IES. ERIC is an Internet-based digital library of research sponsored by that IES.   
  
ERIC provides access to journals, and all kinds of literature dated all the way back to 1966, she can see some of the history. Their mission is basically to provide that comprehensive, searchable, Internet-based bibliographic database of educational research information.   
  
Educators and researchers.   
  
IES REL is education libraries with works in project with policymakers to develop and use research that improves academic outcomes. And then there's the what Works clearinghouse. That exists and has research on different programs, progress and practices.   
  
Next this is called the IRIS center. It is also a national center sharing evidence-based practice and interventions. This is one of my favorites. It's full of information. It houses training modules, case studies, things on self-determination skills, transition. Everything in between. Early childhood development. It lets you really tailor your search, and I want to click on this just so you can see examples.   
  
Right there it says 64 resources on accommodations alone. Assistive technology, classroom management, behaviors. Differentiated instruction. What I love is that it teaches different learning styles with the videos and modules, and such.   
  
Guarantee we will get lost in here. In a good way.   
  
Now we are moved on to state, Florida Department of Education. This is the site. It was probably recently updated in the last couple of years, so it's a lot easier to navigate. If you haven't visited in a while. You can find feature topics. I'll go ahead and click on it because there's so much in here. You see featured topics across the top, academics, school, teaching, accountability.   
  
Accountability, if you want to look at the publications and data systems that's where you would find things like your LGA profiles. Those programs-- profiles are data indicators that describe measurements of educational benefits, prevalence, parental involvement specific to each district.   
  
I have a document where I have collected those for each county and aggregated it, so I will show you that later to give you an idea of what the profile looks like.   
  
This is also when you can access the student (unknown term) information, right here.-- Exceptional student information. We will click on that and go right into it.   
  
Here you will see these resource information. That's where you will find a lot of publications. More on dispute resolution, early education, ESC eligibility, really details the criteria and all that. More information on discretionary projects, we will go into that in another slide, policies and procedures, all kinds of information.   
  
So, let me click on BESE resources and information. Right here. There's two things. Publications and presentations, and technical assistance papers. We often refer to them as GPS, similar to the deer colleague letters. -- Dear colleague letters. A click on the first. Here are some examples. Transition from early steps to school district. Information on assessments, evaluations. If you go to the search appeared you can type in CAP and more will come up there now just give you the most updated.-- Type on TAP and they will give you the most updated.   
  
A ton of stuff as you can see. I love this one. Accommodations. They don't provide this in hard copy anymore, unless you go to one of their bigger resource fairs. Usually they have a couple in Tallahassee, but this is all electronic so you can print it and it is really nice information about combinations.-- Accommodations.   
  
Like I said there's information around different disabilities, information around parent involvement. There's also a link here that will take you to contacts. Want to know movie ESE contact is for your district you can click on this for the director. And then other agencies as well, agencies for persons with disabilities, although several special projects.   
  
Next slide more on parent involvement. Disability history and awareness. For those that might not know two weeks in October are dedicated specifically to disability awareness in schools. There's some information on that. There's also information on parents ESE survey. You might recognize this. The hand them out each year. This surveys parents on how well Florida schools are partnering with parents including involvement in their child's education.   
  
That explains that and shows you the reports based on those surveys.   
  
There's also consent forms. There are templates, these are templates for model forms so you can see what they might look like when you are signing consent on various things such as consent to evaluate, or consent to start special education.   
  
Next is what's called the bees weekly. This will take you to a collection of those archived as well as a link to presentations. You can subscribe to different newsletters at the bottom of this page. You can get regular updates right here. Let him show you the example. Of the BESE weekly. Tells he what's coming up in the state, worries and such.   
  
Again, these are clickable links you will have access to. Next is the BESE discretionary projects. There will be a PDF of this, and basically it's an extensive list of projects so you can take time to look through it later.   
  
Here is one of them, Project 10 focused on transition. In their publications. You can also find acronyms and abbreviations on that page, which is very helpful so you can bring that to your IEP meeting.   
  
Also here is a presentation I found that actually gives you good sampling of those discretionary projects that support district initiatives. You see CARD Center for autism and related disability. See our host for today..   
  
Next talked about Project 10, let me show you there projects they are extensive. Lots of career and technical, high school, pathways, lots of great stuff.   
  
This one actually just came out so I want to share. It's the middle school transition trail map for families. Our kiddos need to learn those advocacy skills and it's trying to transfer that knowledge to them. Middle school is a great time to start.   
  
I want to show you on FDL RS they have an agency resource directory as well. For diagnostic and Learning Systems.-- Florida diagnostic and Learning Systems. There's also FIM. Basically they provide programs and services for individuals working with students and support agencies. This is where child find his house. They are tasked in locating an event-- and identifying students.   
  
Also it's a discretionary project and they provide information for educators for inclusion of students with disabilities, they work closely with districts. Here's their website to learn more.   
  
They've got some great resources as well. There's a video. I listened to this not too long ago.   
  
Now we are moving onto health resources. This is Children's Medical Services. They have a collection of special programs for eligible children with special needs. A variety of services. Child protection and safety, child and family information, early intervention, child development, newborn screenings, all of their services are provided to qualified physicians, nurses, social workers and other healthcare providers around the state. CMS houses early steps.   
  
That's the Part C under the individuals displayed in education act because-- that serves kids 0 to 3. Florida's early intervention system. Offering infants and toddlers information and provide support to families. Basically how to help their child learn and develop.   
  
The next one is Family Voices. This is the technical assistance for our parent to parent Family STAR, and Family Voices is a national family led the families and friends of children with special healthcare needs. Acronym CYSHCN. In the connected network of families across the US.   
  
Basically provides support to families. These children, those who are typically at increased risk for chronic physical developmental behavioral, or emotional conditions, and acquire health related services beyond that required by children generally.   
  
And now I want to share our fND resources. We have over 40 different series for topics that are relevant to families and districts, and we take all of the information, the high quality information from OSEP and International Teays. I want to click on it to give you an idea. They are all downloadable.   
  
All of these are serious. Once you click on them you will click on a series. Let's click on taking care of the caregiver.   
  
An entire series. These are great. We always share with parents that you don't have to know everything by memory, you're not expected to know it by heart. Special-education language is not a language that you just pick up, you have to kind of learned and these are great supports to bring to you IEP meetings. Here's one on the steps to special education. There is one page that shows you the steps on one page, and then there's a way to break it out but you need more information, all of these are great to print and bring with you.   
  
We also have a section specific to healthcare resources. Thanks to the Family STAR grant we provide the supplementary resources. As a result of Florida being a high-risk hurricane area, and due to the two hurricanes that really impacted Florida over the past few years we created these resources. Disaster readiness guide for families to help them plan in advance.   
  
That's on our website. And that is our presentation. Like I said, I could go down the rabbit hole with some of these presentations. There's so much to share. This is really an overview and I wanted to give you those links so you can start your search in whatever topic you are interested in. I think you and I will open it up for questions.   
  
ROSE ROTH:   
Someone asked in the chat box when you were going over the actual topics, when it's a whole series of topics are they videos or just one pages?   
  
KATHY POWELL:   
One pagers.   
  
ROSE ROTH:   
I wanted to double check and make sure that the middle school transition flyer that you showed, that was on Project 10, correct? That was phenomenal.   
  
KATHY POWELL:   
When that came out last year. Anyone of these sites you can get lost in them, they have such great resources. Project 10, we collaborate with them a lot, and they have another great document for just understanding the family transition process in general. I encourage families to going there.   
  
ROSE ROTH:   
Patty posted in the chat how important is that the new law regards transition in the sixth grade. There's a big push. Lots of information.   
  
KATHY POWELL:   
There is also a site family what you write it down called undetermined.org. I was always going to add it but I ran out of time. That's out of the University of Virginia believe. It has some great resources for transition. They have some very friendly visual brochures and one pagers that help with self-determination skills. The brochure basically has stick characters explain the IEP process, and then there are one pagers that talk about what a good day looks like for me. Definitely check that one out.   
  
ROSE ROTH:   
I put the link.   
  
KATHY POWELL:   
Thank you.   
  
HEATHER THEOBALD:   
You'll have to add that.   
  
KATHY POWELL:   
Every time I do this presentation I add more and more, and it's hard to decide what stays and what goes. I tried to give the overview.   
  
HEATHER THEOBALD:   
I think, I'd love to hear from our visitors and parents. I'm about to put in the evaluation and you let us know what you found helpful as well. That's what we're going to use that for.   
  
I think some of those items that you shared, like with those visuals, that transition, that was really key in some of those. I have never heard of the family support, towards the end, that conference I had never heard of before.   
  
KATHY POWELL:   
There's one more that I want to see if I can find it.   
  
ROSE ROTH:   
While you are finding that, since we are talking about transition I know that (unknown term) schools is getting ready with the interagency Council. In February they will have their start conference and it will be at (unknown term) high school. It will be on February 26. We don't have a flyer up forget, but next month, and next month's webinar we will have one uploaded, for families. If you are on here go ahead and jot down February 26, Saturday, from 8:30 AM to 12:30 PM at (unknown term) high school. We will have vendors and great large breakout sessions as well.   
  
PATTY ADAMS:   
It's always such a fabulous conference. Focusing all about resources here in the district. Volusia County does a transition fare as well, and as soon as I get that date we will advertise for them as well.   
  
KATHY POWELL:   
One thing I wanted to share is that POPIN covers 30 counties from Alachua down to Brevard. I found the Florida Department of Education's website, and I'm not done, it's a project, but I wanted to show you some things you can find in Florida Department of education's website.   
  
That includes all of the reopening plans, guidance on COVID-19, links to the ESC department, Facebook page. We talk about the LDA profiles. Health department. They have mental health plans for each district that you can look up, as well as their student progression plans, and the code of conduct for each county. There's also reading plans. Family engagement plans, student improvement plans.   
  
So, monitoring and also collecting those community resources and groups. Just to give you an idea there's so much in their and you could spend quite some time   
  
PATTY ADAMS:   
That's a fabulous resource to put all in one place for families. That's great. If we can help support your work in getting you the links for Brevard. Why don't you sendâ€¦ We will talk about that later and then we can get at least the Brevard info to you quickly and you can fill our bucket.   
  
KATHY POWELL:   
Most definitely.   
  
PATTY ADAMS:   
Any of our families online want to unmute or put in the chat box anything in particular that you saw would like Kathy to reopen, or dive little bit deeper into? That we can share with. We've got plenty of time in our allotted time and we can have a conversation.   
  
The Project 10 transition Crystal wanted to see. Are you thinking about the middle school portion do you want to go back and look at, fifth-grader I'm looking at, perfect. Let's maybe Kathy pull up that middle school roadmap. There we go.   
  
KATHY POWELL:   
I don't know how big it is on your end. Is it readable?   
  
PATTY ADAMS:   
My eyes are so bad that I'm probably not the best judge.   
  
HEATHER THEOBALD:   
I can see it. There is a checklist, transition to middle school about things to be thinking about and to prepare for. Parent tips. Crystal is pulling it up on the full screen. While you go over it a little bit. Just a reminder that I'm going to put in the chat our upcoming meetings, and we also do have Franklin (Unknown Name) coming from Project 10. Mary not be able to come so we will definitely talk about it now, but we will make sure you have that resource so that you can talk to that person.   
  
KATHY POWELL:   
Did you want me to nose around in seven different sites some more?   
  
PATTY ADAMS:   
Points make sure you have the correct link. Good. That's fabulous.   
  
ROSE ROTH:   
This is a great resource. It really is.   
  
KATHY POWELL:   
They were very thoughtful when they created this. Put a lot of work into that.   
  
ROSE ROTH:   
In the interest for the sixth grade. The person that says there with the fifth-grader, that's perfect.   
  
PATTY ADAMS:   
I think one of the things I am most excited about in terms of the changes in transition is recognizing that the younger we can get our students involved in those conversations, the more involved they will be as we get older. Think about even for us as adults, sometimes we need to hear things over and over again. And as we grow and change certain things mean more, certain places and times. I think that's at the heart of what I see at the change in moving activities that used to start in seventh and eighth grade down to fifth and sixth grade and adding some additional things in at middle school to bridge more into high school.   
  
I'm very excited about the impact this change of legislation will have. It also actually added a lot more supports for young adult transition exiting high school, that additional funding and agencies. So, there's a lot of good work that's going to be coming around with this transition.   
  
KATHY POWELL:   
I think it will also help kids younger start to feel more comfortable talking about their disability. Their challenges and their strengths. I have another son that has ADHD and he was able as early as third grade, if he realized and caught himself that he might have overstepped a little, we taught him how to say, hey, sorry dude. Racecar wearing bicycle breaks. That was enough for him to feel like, okay, I can address what just happened here. I don't have to go into the whole explanation.   
  
PATTY ADAMS:   
I've never heard that phrase, Kathy, I love it. Racecar green bicycle breaks. That's awesome.   
  
ROSE ROTH:   
I love wood crystal says as well. I tell my son it's superpowers and he has to identify what is kryptonite is.   
  
KATHY POWELL:   
I like that.   
  
ROSE ROTH:   
Me to.   
  
PATTY ADAMS:   
That's great.   
  
ROSE ROTH:   
Any other topics you guys want to talk about? Our families that are on? One thing I put earlier into the chat box was the link that all of the recordings that we have had thus far go back onto the webinar series sign-up page where everyone signed up. You can go to that date and click it and you'll see the actual recording, and then you will see the links for all of these wonderful resources as well.   
  
We can put that back in here again, I think we had a couple of people coming.-- Come in. There you go.   
  
PATTY ADAMS:   
I will share my screen real quick to show you what that looks like. When you get there and how you find them. Again, we have the pre-k tab, preschool and transition. I'm going to point out that even though this was in K-12 this is when you might want to go back and look at, because we did not repeat this title over into the transition, it was an incredible presentation that Kathy gave.   
  
We've got the recording and then the actual links to certain documents and things. This slideshow will be what I am picturing, would Kathy will post also. The slides, and right here with the links they are alive and so you will be able to go back in and click right from the slides. The recording will be there as well as the slides, and I want to encourage you to go check this one out he did not attempt that one.   
  
ROSE ROTH:   
Even if he did not attend you still have access to all of these. Which is great.   
  
PATTY ADAMS:   
Absolutely.   
  
ROSE ROTH:   
Share with your support system.   
  
HEATHER THEOBALD:   
You might be the only one who could come at this time, you were mentioning all those great things in your discussions and helping one another here. But if you have somebody that is supporting you with your child or student let them know about these websites as well.   
  
ROSE ROTH:   
The next one we are going to be doing is going to be feeling network on disabilities, the planning after high school. Taking the next step, transitioning and getting your kids and what's available for them. Kathy, will you be doing that one? Great.   
  
KATHY POWELL:   
I'm living that one right now. We're in transition. Supportive decision-making, self-directed everything.   
  
ROSE ROTH:   
Can we ask how old?   
  
KATHY POWELL:   
19.   
  
ROSE ROTH:   
Still in the school system?   
  
KATHY POWELL:   
These on the gardener, but he definitely did start in the school system.   
  
ROSE ROTH:   
Even lots of transitions there?   
  
KATHY POWELL:   
Yes, but he's working part-time, we take advantage of star program to vocational rehab. They created a job around his most favorite interest in the world, he collects VHS tapes, I think he has over 800. VHS tape processor at work, and he's learning how to start to do the register. The present to customers. -- The pleasant to customer.   
  
ROSE ROTH:   
To see have a favorite topic he's collecting them all on or everything?   
  
KATHY POWELL:   
There's a whole work-- world out there of kids on the spectrum will collect things based on production companies.   
  
ROSE ROTH:   
Yes, that's correct.   
  
KATHY POWELL:   
And those who don't know what I mean it's the 20th Century Fox, universal, and there are slight nuances to each.   
  
ROSE ROTH:   
We can learn so much from our kids who are on the spectrum. So much.   
  
KATHY POWELL:   
I never get lost. He has an uncanny sense of direction. The strengths.   
  
ROSE ROTH:   
That's what we need to look at. Amazing.   
  
KATHY POWELL:   
That's more on the planning for transition presentation. It's kind of hard to not give examples on where we are with that.   
  
PATTY ADAMS:   
We are so thankful for your partnership for this webinar series, because I think it's very important to have the elements of parents supporting parents. It's a different kind of conversation and evaluate your partnership in this webinar series.   
  
KATHY POWELL:   
Thank you, I value the invitation. I try to spotlight and highlight the importance of collaboration with the school. And that it's a journey, it's not a sprint. Understanding that relationship if you are not sure of the process that's where we are here to help. I get calls all the time where a family member doesn't know what the next step is. What am I waiting on? Should I be calling? Should I be copping my head in? That's where we share emails in the hierarchy, making sure that you are having that conversation with the teacher, and different things you can do in their sticking points.   
  
ROSE ROTH:   
That's great you are a resource like that. It really helps. Any other questions or comments? (indiscernible) we want to thank Kathy very much for a wonderful presentation yet again. We look forward to seeing you on December 14. Remember, if you haven't registered you want to register please go to the link in the chat box and you can register for December 14, which is that planning after high school.   
  
Anything else?   
  
HEATHER THEOBALD:   
Thank you to our interpreters and our captioner and we look forward to seeing you very soon, and have a great holiday.   
  
ROSE ROTH:   
Thank you, families for joining us.   
  
Live Captioning by AI-Media

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