

SPOTLIGHT SESSION HANDOUT CONTENT

Agenda

8:00am-8:30am

Registration

8:30am-9:45am

Welcome & Keynote

9:45am-10:00am

BREAK

10:00am-11:15am

1st 75-minute Spotlight Sessions

11:15am-12:15pm

LUNCH

12:15pm-1:30pm

2nd 75-minute Spotlight Sessions

1:30pm-1:45pm

BREAK

1:45pm-3:00pm

3rd 75-minute Spotlight Sessions

PROGRAM

8:00am-8:30am

Registration

8:30am-9:45am

Welcome & Keynote

Our keynote speaker is Dan Habib, nationally recognized filmmaker at the University of New Hampshire's Institute on Disability, and the creator of many award-winning documentary films on disability-related topics. Mr. Habib will share what he learned about transition across the country and in NH, while creating his current documentary, *Intelligent Lives*, a film that examines our society's narrow perceptions of intelligence. Attendees will view two new mini-films that explore different aspects of transition through the lives of the young people featured in the documentary. The Keynote session will also include time for audience members to share perspectives on transition practices in NH.

9:45am-10am

BREAK

10:00am-11:15am

1st 75-minute Spotlight Sessions

A-1 Join Us for a Screening of INTELLIGENT LIVES

Dan Habib, filmmaker and Keynote Speaker

From award-winning filmmaker Dan Habib comes *INTELLIGENT LIVES*, a catalyst to transform the label of intellectual disability from a life sentence of isolation into a life of possibility for the most systematically segregated people in America.

INTELLIGENT LIVES stars three pioneering young American adults with intellectual disabilities—Micah, Naieer, and Naomie—who challenge perceptions of intelligence as they navigate high school, college, and the workforce. Academy Award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the emotional personal story of his son Jesse, as the film unpacks the shameful and ongoing track record of intelligence testing in the United States.

INTELLIGENT LIVES challenges what it means to be intelligent, and points to a future in which people of all abilities can fully participate in higher education, meaningful employment, and intimate relationships.

Interested in educating the public and advocating for expanding inclusive practices and policies in education, employment, and community life? *INTELLIGENT LIVES* and the

four companion films on post-secondary transition can be used as powerful tools. Screening kits containing guides for successful events will be available for those interested in hosting a screening.

A-2 Promoting High Expectations for Post-School Success by Family Members

Kimm Phillips, Parent Information Center

There are numerous studies that demonstrate family involvement and high expectations are evidence-based predictors of improved post school outcomes for students with disabilities. Yet many schools struggle with involving families in the transition process in meaningful ways. Further, it can be difficult to support families to raise their expectations in a strength-based way after years of participating in a special education process that often focuses on deficits.

This session will provide a review of seven strategies and multiple activities that school personnel can bring back to support families to increase their involvement and expectations. Leave this session with a to-do list of strategies and activities school professionals can use to promote high expectations for young adults with disabilities.

Participants will:

- learn seven strategies to increase family expectations of a student with a disability.
- be given a list of web resources to coincide with each strategy.
- have the opportunity to reflect on and share their own practices and plan for how to implement new ideas discussed during the session.

A-3 Work-Based Learning: There Has Never Been a Better Time to Start!

Peter Darling, Education Advisor & IMPACCT Staff, Granite State Independent Living; Employers, and Apprenticeship USA staff

There has been a lot of noise around the fact that by 2025 nearly 65% of all jobs will require a post-secondary credential of some kind. Will the students we work with be ready? What can you and your school do to help address this critical issue?

Work-based learning(WBL) and paid work experience has been identified as one of the most compelling predictors of post-secondary success. And today, we are living in an incredibly unique time of far more job openings than qualified applicants. We need to bring our collective human resource (students and our expertise) to bear and make strong partners out of our community employers and businesses.

Successful preparation of students, engaging business partners interested in utilizing our resources can make for a very powerful and successful partnership. Let's discuss some of the additional resources available and how to more appropriately utilize them. For youth

with disabilities and those disconnected from school and/or work we need to bridge this opportunity for them.

Participants will:

- understand the importance of preparing students for their WBL experiences.
- be better prepared to engage community employers as partners.
- understand that some student may need a long on ramp of skill development and work experiences.
- learn the basics of other resources necessary for successful WBL.

A-4 Let's Learn Together, The Community of Practice Way

NH Transition Community of Practice Members

What transition assessments do you find work best? Are there organizations that have been particularly helpful supporting students in transition? Do you use ELOs?

If you've never participated in a Community of Practice meeting, this is your opportunity! The NH Transition Community of Practice members will facilitate an interactive Community of Practice meeting. Bring your tips and handouts if desired, or just listen to what others have to share. You'll take home new information that can be used in your work, while experiencing a tried and true method for sharing information, collaboration and networking that the NH State CoP has used for 14 years.

Join us to learn from each other about what works in transition in New Hampshire.

A-5 Paraprofessionals as Job Coaches: Skills for Supporting Students at Work-Based Training Sites. Dr. Dawn Breault, Transition Coordinator/School Counselor & Michelle Sacco, Special Education Department Head/Case Manager, Hollis Brookline High School

Classroom supports should look different when compared to work site supports for transition-age students. This presentation will include information about how to best support students on work sites.

Concepts such as natural support, task analysis, fading, and the prompt hierarchy, as well as social and cultural norms on the work site will be reviewed.

11:15am-12:15pm

BUFFET LUNCH

12:15am-1:30pm

2nd 75-minute Spotlight Sessions

B-1 Building Resiliency in Children with Medical Illness: A Few Behavioral Strategies

Jan McGonagle, M.D., Special Medical Services, Child Health Services at Manchester Community Health Services

We want all children to have full lives and reach their potential. Medical challenges change childhood in ways that we cannot alter. What can be done to minimize the impact of these experiences on their lives? Are there ways of collaborating that tend to lead toward more successful outcomes? How can you honor the difficulty while encouraging growth in individuals and families? How do you figure out where to challenge and when to support any given individual? What is the science behind these ideas?

Dr. McGonagle will review the current research on resiliency and the development of self-esteem. She will provide practical suggestions to encourage families and challenge you to minimize the impact of serious medical conditions on children's long term view of themselves and their role in the world. She will also share techniques that she uses as a developmental behavioral pediatrician to connect with children with different challenges and accommodate their needs.

Participants will learn:

- The current state of research on resiliency and the interface with genetics.
- Predictors of higher life satisfaction and general health status.
- Practical tools to figure out where to set challenges in the context of the health challenge.
- Practical interventions that tend to lead towards better mental health outcomes in young adulthood.
- Some tricks of the trade that have been useful over the years.

B-2 NextSteps-NH and BeyondClassroom, two websites to help you help students!

Betsy Street, Next Steps and BeyondClassroom Webmaster & Steve Bigaj, Professor of Education and Co-Director of Southwest Center for Educational Supports

Next-Steps New Hampshire is a free, multi-faceted website available to teachers, parents, and students. It supports all aspects of planning a successful postsecondary transition for students. Key features are a student portal, a parent/educator portal, transition IEP resources, Transition 101, recorded webinars and downloadable workshop materials, interagency collaboration toolkit, family engagement toolkit, and a toolkit for planning your own professional development or improving transition schoolwide.

BeyondClassroom is a resource website for ELOs in New Hampshire. New this year are a free online course about designing an ELO and over 20 new real-life ELO examples from NH high schools.

After the session, participants will be able to: (a) identify nextsteps-nh.org and beyondclassroom.org tools and resources to break down barriers and/or build collaboration: and (b) navigate around the websites with confidence.

B-3 Building a Continuum of Mental Health Supports in NH schools and communities

Heidi Cloutier, RENEW & MTSS Trainer, Megan Plantikow, RENEW Coach & Robert Scholz, Center for START Services

Many schools today are struggling to meet the mental health needs of today's students and staff are experiencing vicarious trauma from juggling the ever increasing demands of education, serving youth and families who have experienced significant adverse experiences and working in an identified "underperforming school". This presentation will use PowerPoint Visuals, Group discussion and a panel format to explore how schools can create a continuum of supports to meet the emotional and behavioral health needs of All students AND staff by partnering with other child serving organizations, building awareness and competence of staff, students and family members and will share resources to add to your schools toolbox.

The panel will include members that can speak to universal, evidence based prevention strategies, such as teaching mindfulness, self-regulation skills, and screeners used school-wide, share a range of targeted, small group interventions for students who may need additional supports, and individualized supports for students with the highest needs. Some examples that will be covered are Mental Health First Aid training, targeted skills groups, Sign of Suicide prevention, START, and RENEW.

Participants will:

- be able to define what is meant by universal supports.
- be able to explain what targeted, small group mental health supports are and how they can be provided in schools.
- be able to identify 2 intensive, individualized supports for youth with emotional and behavioral challenges.
- be able to identify 3-5 resources to help build their own continuum of mental health supports for all students, staff and families in their community.

B-4 Transition Does Not Happen in Isolation: Community Connections & the IEP, a Conversation about Collaboration Sheila Mahon, Monadnock Developmental Services

Interagency collaboration is key to successful transition planning. Too often we work in silos and assume what other agencies/school can and should do. These assumptions create conflicts and prevent teams from working together to truly support students in their

transition process. By creating a shared understanding of what each entities' role and responsibility is and the real resources available, we can work together to identify resources and potential barriers and ultimately build collaboration.

Participants will learn how to:

- Develop stronger relationships with community partners and families
- Establish regular, two-way, meaningful communication with families and community partners throughout the transition process
- Develop information sharing protocols
- Identify where to locate resources for your area

B-5 Indicator 13 – What You Need to Know

Heidi Wyman, Transition Consultant, Strafford Learning Center

Learn the essential elements of what is required by the NH Department of Education Bureau of Special Education for Indicator 13 compliance, which monitors every high school's compliance with transition elements of the IEP and IEP process.

Every NH high school will go through the monitoring process, but it's about more than just compliance. The Indicator 13 monitoring process is a great opportunity to improve students' post-school outcomes through the development of meaningful transition plans in the IEP.

Get up to speed on where your school is in the monitoring cycle so you can be prepared, AND learn about resources to help you use the process to create more effective transition plans.

1:30-1:45

Break and Move to 3rd Spotlight Session

1:45-3:00pm

3rd 75-minute Spotlight Sessions

C-1 Updates from New Hampshire Vocational Rehabilitation

Lisa K. Hinson-Hatz, M.A., CRC, Vocational Rehabilitation State Director

Learn about New Hampshire Vocational Rehabilitation's Order of Selection and how students with disabilities will be served. In addition, meet our Student Transition Specialists and learn how they are working with schools and students with disabilities.

C-2 Asking the Right Questions to Build Strong Partnerships between Families, Students and Schools

Kimm Phillips, Parent Information Center

How can we break down barriers and build collaboration to make it easier for schools, families and students to work together? It all begins by ensuring that multiple perspectives

are included in discussions and there is a common understanding of the issues. This includes asking questions that can contribute to a deeper understanding and building strong partnerships.

It took a good many years, lots of trial, and many errors, but Luz Santana and Dan Rothstein, co-founders of the Right Question Institute, eventually figured out how to teach a sophisticated thinking skill in a simple way. By developing the Question Formulation Technique (QFT) they developed a process that allows anyone who uses it to produce their own questions, improve their questions and strategize about how to use them. As they continued their work, and research on the ground, they learned that parents who were most effective in using their new skills began to ask better questions about decisions affecting them and their children. Attend this experiential workshop to learn more about the Question Formulation Technique and leave ready to teach and share the skills with others.

Participants will:

- discuss the research around why many people typically don't ask questions.
- be able to list the multiple thinking skills utilized when applying the QFT.
- be able to demonstrate how to use the Question Formulation Technique (QFT) to produce, improve and prioritize questions.

C-3 Make Health Part of the Plan!

Sylvia Pelletier & Karin Harvey-Olson, NH Family Voices

Transitions occur in multiple systems, with many of the necessary skills for transition in one system readily transferable to goal attainment in another. In this session, we will discuss how we can work more collaboratively across systems to not only more closely align simultaneous efforts, but to maximize the impact of those efforts.

A component of the discussion will focus on the identification of barriers to youth performance at expected levels of independence, a particular concern in the development of health-related skills, where lack of “adherence” can impact health outcomes. Tips on youth engagement, capacity assessment, barrier identification, the development of self-management goals, *and the supports needed to attain them*, will be provided.

Participants will:

- learn to identify opportunities to incorporate health into transition planning.
- learn how to utilize identified opportunities to increase youth capacity for self-management, at levels appropriate for each youth.

C-4 Let's Learn Together, The Community of Practice Way

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C-5 Multi-Tiered Systems of Support for Behavioral Health: What is it and How Does it Work JoAnne M. Malloy, Research Associate Professor, Institute on Disability at UNH

This session will outline the systems, data and practice features of the Multi-Tiered System of Support Framework for Behavioral Health (MTSS-B) with an emphasis on middle and high school implementation. The presenters will also demonstrate how MTSS-B implementation can relate to improved school-to-career transition outcomes for at risk students.

The presentation will begin with a description of the problems that require a school-wide and systematic approach, including the changing demographics of student populations, the diversity of student needs, the increasing demands for academic outcomes and accountability, and the emphasis on ensuring the safety of all students and staff. The presentation will describe the 3-tiered "public health" continuum that is the central feature of MTSS, and the primary elements of implementation at all 3 tiers. There will be examples of MTSS-B implementation in high schools including evidence-based behavioral health practices and associated data. Participants will have the opportunity for small and large group discussion.