

**PEPNet**  
**iTRANSITION TELETRAINING**  
**MAY 21, 2008**

>> KATHERINE BRUNI: It is my pleasure to welcome our presenters today, Greta Palmberg is really got a great reputation with regard to transition throughout the country. She is a transition specialist for PEPNet Midwest. She's also the transition support instructor of district 287 in Plymouth, Minnesota. And Greta is involved in transition on the local, state, and national level. Perhaps her greatest qualification is that she is also the parent of a young man who is deaf who is currently in college. So Greta comes highly qualified and we're really glad the lead of PEPNet's national work group on transition has been able to join us today to bring information to you about the iTransition transition curriculum. Also presenting with Greta today is Amy Hebert. Amy is PEPNet south outreach specialist for the states of Alabama, Mississippi, and Arkansas. And Amy is also involved in transition on local, state, and national levels. I would really encourage you to take a look at their bios which are included in the PowerPoints for some more detailed information about both of these interesting women. We're really excited to have them here today to talk with us about iTransition. To get started, Greta, would you give us kind of a quick overview about this exciting resource and tell us who would benefit from using the transition curriculum?

>> GREAT PALMBERG: Sure. Thank you. It's great to be here today. I'm really excited about iTransition and I think coming from a teacher's perspective to have a whole encompassing curriculum that's free is exciting to teachers and so I'm glad for this opportunity to share with so many on today's TeleTraining. ITransition is our free online transition curriculum created by PEPNet. It's really made up of four separate trainings. Each training has activities designed to help students who are deaf or hard-of-hearing learn more about themselves, their career goals, post secondary education options and really the essential skills they need to be successful in the future. We all know that preparing students for post secondary education and employment requires considerable planning. And especially if you're talking about a student with a disability. As a mom I know that we started this transition planning probably at birth. Just talking about college and work and that was always in our minds that our son was going to go to college but making that happen requires an effort. So these trainings are designed for students in middle school, high school, and the first years of college. And the information is also really valuable for, I would think, secondary teachers, counselors and parents. I know both as a secondary teacher and a parent I really didn't realize how much the college system had changed and what kind of skills the new college student needed to have to be ready. So I think the more our students know about themselves, and the options for employment or educational opportunities after high school, the more successful they are going to be in creating a realistic plan for their futures.

>> KATHERINE BRUNI: Greta, I know everyone has concerns about transition and I know questions the people have asked me a lot, what was it that prompted PEPNet to develop this iTransition? What were some of the specific concerns about transition that prompted PEPNet to develop this curriculum? Why did they make the decision to

develop it on line? Amy, I know that you and I have talked about this particular question before, can you help our audience understand kind of the history behind this?

>> GRETA PALMBERG: Yeah, really the primary concern that postsecondary educators have had is the college retention rates. As you know for all students who are graduating from high school and attending a post secondary setting, many of those students fail to graduate with a degree. If we look at some of the research specifically for students who are deaf and hard-of-hearing, it shows that 70% of students who attend college fail to graduate with a degree. And so those statistics are so staggering and educators are concerned. Parents are concerned. Other professionals are concerned that there's just not enough career planning. Students do not have the academic skills or some of those other social skills that they need in order to be able to be successful in the college setting. So those are some of the concerns that educators and professionals around the U.S. have had.

>> KATHERINE BRUNI: Why did PEPNet decide to put this curriculum on line? What are the benefits of it being on line?

>> GRETA PALMBERG: Well, the primary benefit is that it's easy to access. Anyone can access it. If you think about how our students who are deaf and hard-of-hearing are placed, in the mainstream setting, typically isolated here and there throughout our states. And having an online curriculum enables all students to be able to access this program. Also it's very economical. It's free. That's how economical it is. Also, it's easy for us to collect data about who is using the program and how effective it is.

>> KATHERINE BRUNI: You know, I know that Greta mentioned the ages of the students for whom this curriculum is developed but, Amy, could you mention that again to make sure the audience has that information under their hat? Also, we always are hearing that students who are deaf and hard-of-hearing fall into a low incidence category. So does this curriculum have application for students with other disabilities so that school districts might be more encouraged to take a look at it?

>> AMY HEBERT: Most definitely. This curriculum was designed with the ages of 14 to 29 in mind. Middle school is probably the best time to start target career development and career -- thinking about starting to think about your career plans. This program is so comprehensive I think anyone who starts to look into all of the features that it has will be so excited and will want to use it with all students. I wish they had a program similar to this so that my students at home would have to benefit from all of the different career exploration and development activities that are included in iTransition. Many of the components that you will find out here in a few minutes have application not only to the post secondary setting but post secondary meaning any training after high school could be technical school. Could be training on the job. So I'm really excited to be participating with you guys today in sharing the wonderful program.

>> GRETA PALMBERG: I think Amy is right. Any students with any disability or no disability at all, I mean, this is all information that all students should know about and

we're really targeting our students because we think we would like them to know about this information earlier so that they can get a head start on their career planning. And I worked with a lot of teachers all over the U.S. and they are using it with students with learning disabilities who are autistic with Aspergers. It's got a lot of application. I would say probably 80% of the content is for everybody.

>> KATHERINE BRUNI: That's really good to hear that we really have some evidence of it being used with other disabilities. I'm really glad to hear of that information shared with the audience. Okay. Amy, did you have something else to add.

>> CINDY CAMP: Katherine, this is Cindy. We had a couple of comments from the audience that your voice is difficult to understand and we're thinking perhaps the microphone is too close to your mouth. I don't know if you could maybe adjust the microphone and let's see if that improves the situation.

>> KATHERINE BRUNI: All right. Let's do a little test here. Let's take a couple of minutes. Our sound test was good. I'm moving it further away from my mouth. Does that seem to be better?

>> CINDY CAMP: That actually does sound better to me. If anyone in the audience is still having difficulty, if you would just send me an instant message or an e-mail and we'll work on that. Thank you very much.

>> KATHERINE BRUNI: Please don't be shy about that. We want to make sure that we get the technology right so you really can take advantage and understand. So please be back in touch with Cindy Camp if you continue to have any difficulties. Okay. Let's get started with the real meat of the program. Let's really get down to the nitty-gritty. Greta, could you introduce us to the four trainings or components of this online curriculum? In a few minutes we're going to go into them in detail but I'd like for the audience to get kind of an overview, umbrella picture, of the four trainings or components that are involved in iTransition.

>> GREAT PALMBERG: Sure. And I think it's important to know these four trainings all really target some different skills and different contents. So you don't need to go through these four trainings in order. You will see there's a natural progression. Depending on the age of the student and maybe some skills they already have you can go in and out of the trainings that would best fit the needs of the students. Our first training something called career interests and education choices. It's my plan. And this was just finished last month. And really it's kind of the primary and introductory lesson about career planning. Students do some self-assessment activities, they learn about their interests, personality, their skills, and how to match those to a career option. Students then have additional activities that guide them and they explore different college and career training choices. And at the end they create a time line for the post secondary planning. In each lesson there are four lessons in this training. Create as personalized summary or a self-report. We'll talk about those later. The second training something called first year college success be the one. And it's really for students that are going to

go to probably a four-year college or university and really learn how to navigate the college campus. So they move through this fictional campus and go through a four-day campus orientation. Now I remember when my son went to the campus orientation and the wealth of information that was presented was really overwhelming. This is a great way to start getting some of that vocabulary and that understanding ahead of time and as the students go through this fictitious four-day orientation, they learn more about campus departments, services, learn about the differences between high school and college, what kind of paperwork is required, documentation and then really the high expectations for college students. The third training is called essential skills for college living. It's my life. And we all know that academic competence is critical but it's not really sufficient for successful transitioning to adult hood and so in this training we take three fictional students as examples and we lead the students through improvement in skills of time management, studying, goal setting and working with post secondary disability service provider. Fourthly the last training is really not a training at all. But it's an online portfolio. Called eFolio, my online portfolio. This is where a student can create their own online portfolio and they can put their whole transition plan in it and we'll talk about that more later. But it gives the student and the teacher and parents a chance to develop this transition plan for student where they can share the resume, interest, goals and their skills and keep changing this portfolio as their needs change, and as the career direction changes.

>> KATHERINE BRUNI: Within the context of these four trainings, I know that teachers are going to want to know, Greta, how can we use this curriculum to help us do our job? Right now teachers are under a lot of pressure, a lot of stress, a lot of paperwork. One of the things that they must address are indicators. Amy, can you help us understand how this online training, thy transition, online curriculum is tied to these indicators that educators must address? So would you tell us a little bit about how we have connected the iTransition curriculum to the indicators to help educators?

>> GRETA PALMBERG: Sure. I would love to. Secondary educators who are listening in right now, pretty much know this information but just so everyone has a clear understanding of what special Ed indicators are, it's tied to IDEA 2004 was reauthorized under the office of special education through the department of education, the U.S. department of education and they required that states had to develop state performance plans around 20 indicators. Now, indicator 13 is tied directly to transition for students. And on the PowerPoint slides, you will see I think it's slide 12 and 13, you will see that Greta has really articulated very nicely for us how iTransition meets all of the objectives of indicator 13. This is really good news because educators are having to make sure everything that they do meets all of these indicators for the individual performance plans. We're really happy we're able to provide the information for them.

>> I think to add to that really, IDEA really wants to transition plans to be more relevant to the students. So they really reflect the students needs, interests and preferences. We really tried to make iTransition to do that to educate the student so they could contribute to the IEP meeting. And we all know as an educator with no child left behind, a lot of you that are out there working in middle schools and in high school

classrooms you listen to everything that has to happen for a student, for learning transition skills and you think how am I going to put that into my day? I'm spending all of my time just trying to get a student to pass their class or meet the graduation requirements. And I know I felt this as a parent, too, I think we have to really open the eyes to the IEP team, yes, we're going for the graduation diploma as a high achieving as we can. But that's not the end prize. The end prize is a successful life and employment and an independent life. So we need to look more in the future and putting these kind of transition eyes on your IEP meeting and trying to fit the transition skills into the school day is a little bit difficult but it is possible.

>> KATHERINE BRUNI: Right about now I can only imagine that people out there in the audience are saying, okay, so how do we get there? So Greta, could you continue by just giving them kind of --

>> CINDY CAMP: Katherine, could I interrupt one more time?

>> KATHERINE BRUNI: Sure.

>> CINDY CAMP: Now we're having comments that you sound as if you're in a tunnel so if we could just adjust the microphone one more time.

>> KATHERINE BRUNI: Okay. Okay. Hope this is better.

>> CINDY CAMP: Okay. We'll try that for a minute. Thank you. I apologize.

>> KATHERINE BRUNI: No problem at all. Just interrupt as much as you need to. I'm anxious for everybody out in the audience to get the feedback to Cindy Camp if they are indeed having difficulty hearing anybody in the TeleTraining. So we'll be patient and work with the technology and do the best we can to work it out. I apologize that anybody is having any problems. Greta, now people are wanting to know how do we access the iTransition? Could you give them a summary of how they get to the training on line?

>> GRETA PALMBERG: To access the iTransition training you first need to go to the PEPNet website, that would be [www.PEPNet.org](http://www.PEPNet.org). You will see a description on the left of three of the online trainings we currently have and iTransition is one of them. By clicking iTransition you get to the iTransition home page. Another way that you could go if you went into the website just by [www.PEPNet.org](http://www.PEPNet.org). On the bottom is our iTransition logo. Click on that, it will take you right to the iTransition home page and at that page on the left-hand side is more information about iTransition. There's one that talks about how to enter the training. There's a page for each of the four trainings that will explain it a little more. A little later in the training we're going to talk about the page that is called support materials which really gives teachers, counselors, parents, support materials to work with the students on this iTransition training. But just clicking into enter training, you need to establish an account for yourself to get into iTransition and so students and

teachers would just need to set up a user name and password. Once they have that they have access to the iTransition curriculum.

>> KATHERINE BRUNI: What about the technology requirements for the curriculum?

>> GRETA PALMBERG: Well, all students will need an access to a computer that has internet access in order to be able to use this program. Now, I do want to let you know that students who are doing the fourth component, the eFolio, they will need an e-mail address and we suggest that that not be a yahoo e-mail address for technical reasons. But pretty much all they need is a computer and internet access and they are good to go.

>> KATHERINE BRUNI: Even though we already talked about this iTransition being appropriate for other disabilities and even with students without disabilities, I believe I understood correctly that the eFolio component really is only available to students who are deaf and hard-of-hearing, is that correct?

>> GRETA PALMBERG: That is correct. Because eFolio you have to purchase so many seats from them. We are contracting with them for deaf and hard-of-hearing students. At this time it's only available for deaf and hard-of-hearing students but any student may access, any student with a disability can access the first three components.

>> KATHERINE BRUNI: That's good to hear. The fourth component, now we're getting down into the nitty-gritty. The first component is called career interests and education choices, it's my plan. Tell us a little bit about what student also really learn in this component and what are the lessons that really are a part of this component and what are the special features, the special features, the lessons and specifically what students are going to learn in this first training component. Greta, can you start? I think Greta you and Amy probably will just have a discussion about this first component and I think that's the best way for the audience to really hear all the details about this first training component.

>> GRETA PALMBERG: Great. It's my plan is our newest online training. And it was really designed again as the introduction to career planning. So we know that students participation is essentially in the planning. This training helps students discover the abilities, talents, skills, be able to talk a little bit about the disability and communicate that with others. And then also then it goes a step beyond and starts them in the career process and lets them start looking at post secondary education options. Now we strongly believe that students should not be passive or silent as planning continues around them in transition planning. We know that students who can identify their own needs and talents and preferences, interests, are able to converse with the IEP team members about the academic career, employment or living goals beyond high school. And this really transfers over that students who learn how to state their accommodations and needs, can better help access the help at post secondary institutions and with employers. So this training has four lessons to it. And the first lesson is called getting to know yourself. In this training, students go through and they

find out what are some of their interests, what are their current skills, what skill does they probably need to work on, it has a couple slides about hearing loss and so they can go through and make sure they can understand and communicate their loss to others. Talks a little bit about personality styles. What kind of personality style do you have and do you have some personality traits that could maybe hinder your employment? And then finally we go through a learning style assessment where students fill out an activity and they get a result of what kind of learning style they tend to be. And at the end, they get a self-report and we'll talk about these a little bit later but then all the answers are tabulated by the computer and at the end of lesson one they have a self-report that will show them what they picked for the interests, activities, their academic strengths and weaknesses and learning styles.

>> KATHERINE BRUNI: Can you tell us a little bit more detail about some of these reporting features that are included in this first component? What are these summary reports and specifically, how teachers, how do teachers and students use them in the planning process?

>> GRETA PALMBERG: Well, at the end of each lesson a summary report is generated based on what the student selects. And all four lessons in the train will have different reports. Now, teachers and students can use the reports in their IEP meetings, for the transition planning, you can print the reports, you can save them, you can e-mail them, and you can even put the reports into your transition eFolio that's the fourth training component. And as a teacher I think these are so valuable because students are filling them out and so as a teacher when I'm doing my transition assessments on the students these reports will give me some of the information that I need to collect that reflect the students needs, interests and preferences for careers at the current time. We talked about the first lesson and, again, this is made up of four lessons. After a student kind of gets to know themselves. Lesson two goes on to determine a career direction. If you are familiar with the codes, this is a career cluster where the student takes a sort of personality trait test and at the end it will tell them what kind of career cluster based on their answer they fit into. Then the computer will generate kind of a career grouping of 16 career interests and a student can choose a career pathway and they get a plan of study. That plan of study will show a career grouping, what kind of courses they might take in high school for the career grouping. What kind of post secondary options are available at that grouping. For example, if a student picks the architecture and construction grouping which is one of the 16, they will see a list of high school classes that would be important to take for those careers, and they would also see under post secondary, for example, if you want to be a carpenter or an HVAC person you need to go to a technical college. If you want to be a civil engineer or architect you need to go to a four-year college and university. So it starts their career planning. The lesson three goes through five different post secondary programs. Technical schools, community college, private career colleges, and regular four-year college and universities. Student can learn a little bit about those different institutions and what is there. What are some of the positives. What are some of the negatives. And they do a little interest survey to see how they can select the best school for them. The fourth lesson then is how do you plan and apply to those post

secondary programs? There's two tracks. One for students that are currently still in high school, so it will say what do you need to do when you're in ninth grade, tenth grade, 11th grade, the other track is for students who might have finished high school and maybe working and maybe decide they want to go now to a post secondary school for some more training. Those students would take that track and it will tell them the steps they need and how to prepare for post secondary application.

>> KATHERINE BRUNI: One of the things that I was excited about when I first saw the iTransition curriculum as this first component was being redesigned were the video clips. Amy, and Greta, can you tell us a little bit about this special feature?

>> AMY HEBERT: Sure. I'm really excited about the first component, as well. First of all, my background is in vocational rehabilitation. I worked with many students in transition as a VR counselor. Having this curriculum is really exciting to me. It was very frustrating as a counselor because it is very hard to find career exploration tools that were designed specifically for deaf and hard-of-hearing students. To me this is a really great first component because as a counselor I could use it with my students that I'm working with in transition or with my students who have graduated and went to work and now are thinking about a different career. So I think that's really exciting. The greatest thing of this component is the video clips. PEPNet has hired a deaf actress, Rosalee, to provide information on video and these videos are in ASL, beautifully captured in ASL, have voice-over and captioning. It's a wonderful addition to the first component.

>> I know that when we were practicing and sending out this first component and experimenting with it we had some students and teachers across the country that were giving us feedback as we were developing this. One of the things they were telling us is can you put the video on every single slide that's in the training. Which was nice to hear and we would love to do that but the bandwidth that would require nobody would be able to watch it. So we did -- they are not on every slide but we put them on the most important slides. And really the other thing that they do have is voice-over, as well. I was really surprised when we sent out our evaluations we were getting evaluations from hard-of-hearing students who didn't know ASL at all but would comment, I loved the video clips. And one of the reasons we put the video clips up there again was for communication but also readability. When you're talking about post secondary choices, the vocabulary is going to be high and we were really concerned as we wanted to use this with middle school students about the readability of this content. So one way to help that was installing these videos.

>> KATHERINE BRUNI: Well it really is an exciting feature. I know a lot of people will be tuning in to the curriculum on line really to see the video clips. I encourage people to do that. Are there any final comments you have about the first component? Amy and Greta?

>> AMY HEBERT: I wanted to add that I really loved the first component because it introduces the student and starts getting them to start thinking about advocating for themselves, know who go they are so they can say -- be able to articulate what they

need and what they want. That is so important when students are going to work with their VR counselor or going to work with someone in the disability support services that they can articulate what their disability is, and also you know what career they are really pursuing and want to continue in.

>> GRETA PALMBERG: I agree, Amy. One of our evaluation that came back from one of our deaf students hit nail right on the head. She wrote to us and said thank you so much for this training. Now I have a better way of explaining me. That really was the purpose of this training.

>> KATHERINE BRUNI: That's great. I think both of you did a good job of letting our audience know how it has application in the secondary classroom, but also in the disability services office and in the VR arena. So it really has a lot of applications for professionals in many different arenas. Speaking of the post secondary arena, the second component is really about a virtual freshman orientation experience, freshman orientation can be pretty stressful for anybody. Would you explain the highlights of this component? Help us understand what activities students are involved in as they go through this component. Amy, can you give us an idea of the second component?

>> AMY HEBERT: Yes, now this is my favorite component. The reason why is because it's very interactive. Students, I think, will love this component and they have from evaluations and feedback we received because it's sort of like a game. Students enter a four-day online orientation. Now, this is designed to help high school students with the skills they need to be successful to successfully transition to their first year of college. And when you enter the training, when you enter the training, you have a virtual map, it's map of the college that has buildings and targets and students use the keyboard and mouse to navigate to enter the targets. So they can start to learn all the resources that are available to them on a college campus. And so each day students have certain targets they have to hit and enter and they have certain tasks that they have to do. It's directed through the computer, through the virtual game that they are playing. Now it's not a sophisticated as play station 2 or something like that. They are learning how to use the handbook. The college handbook. They are learning about disability support services and how to request interpreters. They are learning the differences between IDEA and ADA. They also -- they set up an e-mail account. There's so many things that they do on this campus. They get points for everything that they do or they lose points. Examination. Suppose a student wants to go and buy books for college but forgets to deposit money on his ID card. The game will tell them, take points away. No, first you have to go put money on the ID card before you can purchase books. Sort of has prerequisites built into the program. And at the end of each day students can look at what they completed and what they need to complete. They can stop at any time. When they come back it will pick up right where they stopped. So it's a wonderful component.

>> I think that this training is not only wonderful for students as a middle school and high schoolteacher, I really didn't realize how much college had changed and as a parent, I again didn't realize how much college has changed so it would have been

great for me to go through something like this so I knew what kind of skills I needed to prepare my students with. And it really emphasizes the need for self-determination and self-advocacy skills on a college campus. I think parents it would be a great way for parents to go through this training to learn what kind of skills their students are going to have to learn about because the rules change for parents when a student leaves the secondary system. No longer are they really an equal part of contributing. They become the coach and the support when a student starts in post secondary. And they need to know how to support their student when they go into the system. Now the other thing we didn't talk about but our online trainings in our support material section there is a teacher guide for each of these books. Or trainings and the first training which was just finished last month the teacher manual is being written this summer and will be ready in the fall. But the manual for the next three, the first year college success is online already. And that teacher's guide will help teachers know during those four-day orientation what are the targets the students are going to land on, what do they need to do, what are the vocabulary words that are going to come up. In each teacher guide there is objectives for the lessons and also lesson extensions. So I mean Amy talked about buying books on campus. One of the lesson extensions that are available in that up unit in the teacher guide talks about now students have a choice. Buy used books. Buy new books, buy books at the bookstore. But you can also buy books on line. And so these lesson extensions are really important, as well.

>> I think the thought, once I went through the components, the thought and the planning that went into each one of these component sincere just amazing. Just like Greta said, tells you the options of just how to buy books. It also teaches students about how to set up their student schedule by going, talk to a college adviser and what does three credits mean? How many hours do I need to study for those three credits? How do I calculate my GPA? All of the things students are asking themselves when they first enter college. It's already been done in this component. I just think it's just a wonderful way to orient students to what the college campus is like. A lot of teachers and educators have asked me, how long does it take for a student to go through the whole program? I think that really depends and maybe Greta, you can help me out on this, I think it really depends on how you're going to use it. As Greta said, the teacher companion guide that goes along with the trainings has additional activities that you can just pull pieces of it to incorporate into your current curriculum. So you can stretch it out as long as you need to or I think it can be done pretty quick, as well.

>> Yeah. And really people ask me, well, does the student go through the trainings by themselves? And it really, these trainings are not as effective if they are self-directed. If they are teacher directed much more effective. That's why it really helps to have the teacher have the teacher guide with them. And in this training, especially, knowing what targets the students are going to land on each day, and how to build that vocabulary, it's so important especially for a student who is deaf or hard-of-hearing that missed so much of that. I remember when my son, his first freshman year at college, he came home and he was getting ready to register for his second semester classes and he said well I'm going to double major and I'm going to do photography. I knew that the major that he chose there was no way he could do a double major. But that's

what he was going to do and when I sat down with him and we talked about it, I said, well, you've got all of your courses here for your major but where are those general Ed requirements? He said to me, what general Ed? You have 60 hours of general Ed requirements you have to fulfill. He had just missed that. So much vocabulary, the better off they are going to be when we get there.

>> KATHERINE BRUNI: I think we have included some good slides that will help people get an idea for the feel of this second component and the game, fun nature of it. There's a slide that is a map of this fictitious state college campus where the map shows the yellow dots, the game goes through. So I would encourage people who are listening to later on access the PowerPoint and access the training itself on line to get that game flavor. Comments about the second component?

>> I was going to say on the game if you look at like the yellow dots all over the day. And what my students are working on this. They look at me like, which dot do I go to first? That's college. You're going to get to a dot and it's going to say, you forgot to do this or go to the other office and fill out this paperwork. You've got to expect those things. Sometimes there's not just -- do this first and this second and third. This is the list you have to do. Go and walk around the campus and get it done.

>> AMY HEBERT: Those dots, once the student completed the activity, the dot will turn purple or blue depending on how your computer views it. Students can always know there's an area on this game where students can always know which targets have been completed, which ones have not. They know where they are on the map at all times because there's a little red star that shows them where they are. So it's a really neat way for students to learn how to navigate their way through a college campus. What responsibilities and resources are available to them.

>> GRETA PALMBERG: Like Amy said, if you're working and got a 50-minute period or 45-minute period or only 20 minutes left and can't get through everything, this is saved, so when the student leaves it does save what they have already done. You have to create your own account with a user name and password. One of the reasons for that is that the computer can save where you're at. The first training it's my plan does the same thing. It will save everything that you've done so far.

>> KATHERINE BRUNI: You both have mentioned that you don't have to go through these components, these training components in any particular order. So let's say that students have finished this second component, the orientation, the freshman orientation, well now here they are in college and they've got to deal with these essential skills for college. And that content is addressed in the third component. Can you, Greta, explain to us what essential skills? How does the online curriculum help students and address information about the skills.

>> GRETA PALMBERG: Yes, the third training is called essential skills for college living. It's my life. Find when go out to do the training it's really interesting. Like Amy says, a lot of secondary teachers really like that first year college success. But when

you ask post secondary people which training they like, they like the essential skills for college living because those are the skills that they say a lot of students are lacking and why they are not being successful in college. Those skills, there's four lessons in this training and it really focuses on the four skills of goal setting, time management, study skills, and working with post secondary disability service providers. Now, this training is set up with three fictional students, Tatiana, Josh and Chris. The reason they did that is no student comes to college with the same disability or same strength and same weaknesses or the same background and they are really showing students that depending on where you're coming from your time management or your goal setting and study skills may look very different. So these three students, one is deaf and going to a regular university. One is hard-of-hearing, one is married and going to work part time. One uses CART. One use as sign language interpreter. The accommodations are different, as well. In the first lesson in goal setting students learn about a life wheel and trying to get their life in balance because it's probably the first time going to college where they really have to themselves balance their social life, financial life, academic life and some of them that are working the work life. Then they work on smart goals, goals that are specific, measurable, achievable, reasonable and timely. Those of us that write IEP goals really essentially smart goals. I worked with my students to write smart goals that I turned into their IEP goals. Also then in goal setting they get a brief introduction to try to find resources on campus. The second lesson is about time management. This is a life-long skill that students need to master. Here students get to see the difference between these three students and how they manage their time. The student that's married and working part time and going to school part time his schedule looks a lot different in how he manages his time is different than the university student who is living in the dorm. In the study skill section, students learn about the difference between college and high school. Homework requirements. How they can meet deadlines. How they need to read a course syllabus. I know some of my students the first thing they throw out is the course syllabus on the first day. They think, the first day we didn't do anything. No, you got the syllabus, that was the most important part. And they also find out different strategies and approaches to studying. They can look and see how Tatiana, Josh and Chris study. The final lesson is about working with a post secondary disability service provider. And this lesson really kind of impacts students because it's different than working with your IEP manager. This person is there but you need to request services. You need to go to them. They are not going to be searching for you. And it really has some good components about what a disability service person would ask them and what information they need to know before they go to that office. So those are just some of the outline of the four essential skills that students will learn.

>> KATHERINE BRUNI: Amy, we talked a lot about students who are going on to college. But can you help the audience understand how this third component could help students who are entering the workforce or other training opportunities as well as college?

>> AMY HEBERT: Yeah. I believe that really I think the whole curriculum is such a great companion when you're looking at working with this program from a teach perspective. Like Greta had said, working with the IEP team. Your VR counselor most

likely is on the IEP team, and should be. I think that they would get very excited about the third component when you start thinking about retention in the post secondary setting is a big problem but it's also retention in employment is also a problem for individuals who are deaf and hard-of-hearing. So maintaining employment is often a struggle. So many of the -- many of the lessons, the lessons here in component three, you know, doing the life wheel and learning how to study and learning about time management, those can be tailored to look at well what do you need to learn to study about or learn about the components of your job or how does time management fit into your work schedule? And let's look at your life. Let's see how balanced it is with work and social and spiritual and all of these activities. I have to tell you, my life wheel when did it didn't look too great. So I think it really gives you -- it's a very realistic eye opener to say, oh, this is really what my life looks like at this moment. And I really need to have balance. So what do I need to do to adjust it? The great thing about this is there's copies of the life wheel and the assessment in the teacher guide so if students want to take this again later, they can -- teachers can make copies of it. Kind of keep progress of how they are doing with having balance in their life and so forth.

>> KATHERINE BRUNI: You know, we heard both of you speak of the teacher's goal. Embedded throughout this curriculum there are a number of tools for students to use and for the professionals who work with them, as well. Another one of the tool sincere the study skills questionnaire that comes up in this third component. Greta, would you mention briefly about this study skills questionnaire?

>> GRETA PALMBERG: Yeah. Again, this component really those four lessons about time management and studying, they can be just taken out of there alone and you can do a whole unit and a lot of us teachers already do those. So you can add that to the curriculum. The study questionnaire is an online questionnaire. They can also print a blank copy of it where students evaluate themselves on the time management, note taking skills and reading assignment skills and test preparation skills. And they can get a good idea of where they think their skills are currently. Teachers can also assess them to see write think you're at there. You can have a good discussion with the students about what kind of skills they need to continue to develop to be ready to go to the post secondary setting. I know Amy mentioned the life wheel. We mentioned the smart goals. We mentioned the study skill questionnaire. There's a lot more resources available in this third training. There's a blank schedule that you could printout for the time management piece. I know when I was teaching I had printed out the blank schedule and I had my students right now what they were doing. We plotted how many minute as week did they watch TV? How many minutes a week did they play on the computer? How many minutes a week did they study? We had a good tally of where their time was going. Then there's two questionnaires about disability services. One is kind of a questionnaire that the disability service office may give a student when they come in or questions they would ask them so they need to know those answers before they get to the office. There's another list that is questions that maybe the student should ask the disability service office? And when I was working with my son as far as figuring out which post secondary school he would go to, we did some of that interviewing, asking the disability services, are your interpreters hired by the school? Or

do you use community interpreters? Do you use contracted interpreters? Can you provide CART services? Do you have a disability service person on campus that works with deaf and hard-of-hearing students only? So those are some of the questions that students can think about.

>> Well you mentioned students dealing with a disability services office. In this third component, we have another virtual experience. You helped us understand about the freshman orientation?

>> KATHERINE BRUNI: Would you talk about the involvement with the disability service office.

>> In this component the students learn three keys to access the disability support services office. They learn what the disability office is. What it is called on the campus. Where it's located. They also learn what they need to ask like Greta has said. This is kind of set up where there's sort of a map what a typical disability support service office looks like. Student can roll the cursor over any room, click on the room to get more information about what that office might be like. Maybe there's a room where they would go in to take tests if they have extended time for test purposes. Learn what the disability support counselor's office is, information they would find from that office. It's set up that way. It's a very neat way for students to start to feel comfortable with approaching disability support services.

>> I think another really valuable aspect of this training, too, is about having high school students recognize what accommodation they are receiving in high school. I was blown away when my son met with the disability service person for the first time we were walking around the campus and we had his first appointment with the disability service person, and I was going to be the good non-helicopter mom and sit back and close my mouth. And my biting my tongue as the blood is coming out the side of my mouth.

>> That didn't happen.

>> I tried really hard. The disability service person asked them, okay, what accommodations do you need in the classroom? And he said nothing. I mean, not that he said nothing. He told her nothing. I don't need anything. And I was blown away. He is deaf. And you know afterwards I talked to him a little bit. How could you tell her nothing? As we kind of processed that, because in school, I mean, there was always an interpreter in the classroom when he was in there. They had set up note taking. In his mind it was always done and so it wasn't something added. They just naturally did it. I think he had that same perception when he went to college these things are going to magically appear because they always did. And so I think what we really do need to do is to train our students, you receive assign language interpreter or you prefer CART or you -- would need a note taker for this class. Really tell them what accommodations we're providing them at the high school.

>> KATHERINE BRUNI: A big difference between high school and post secondary. And this third component really helps students to investigate that and come to a real awareness. All right. Now everyone out there in audience land. Had an opportunity to hear about the first, second and third component. So now I want to call upon my colleague Cindy Camp to feed us some questions to Greta and Amy from the audience about these first three components. Reserve your questions about the eFolio because when we're finished with the live questions from the audience then we'll be talking again about the fourth component which is about the eFolio. Do we have any questions about the first three components.

>> CINDY CAMP: We actually do have quite a few questions. One is there are several people familiar with the old training gates to adventure. They would like to know how this training fits into that? Or what the connection is.

>> That's a great question. We kind of didn't talk about the gates to adventure. It's reborn. Now called iTransition. And so the last three components that be the one, it's my life and my online portfolio. Those are the three components that were gates two, three, four. Gate one, if you're familiar with gate one, was done back in 2002. That was the little land of the lion pit and rope ladder and elf gnomes in the forest. Those went away. It's my plan was redone. So that's really it's my plan is gate one redesigned. When we talked about redesigning gate one, as we were developing this, leaving the name gates to adventure really didn't fit what we had developed. So we really wanted to change the name and the theme to more reflect of what the trainings were all about, which is transition. That's why we changed the name gates to adventure to transition, it's all about me. It better reflects what the trainings are about.

>> I also wanted to mention that -- well all of the components help students to become independent self-advocates and so when we were thinking about changing the name, when we came up with the tag line it's all about me, it's because we wanted students to realize that they are in the driver's seat. When it comes to their career and their career goals. We wanted to help them to get the idea that they needed to become self-advocates in order to accomplish what they wanted to accomplish in life.

>> I'm glad we cleared that up about the gates to adventure. You're right. We didn't really anticipate that question. We really should have. That was an excellent question.

>> I do want to add one more thing.

>> Sure.

>> Those of you out there that might have students that went through gates to adventure and they already had a user name and password with gates to adventure. Those user names and passwords will still work. It's just called iTransition but the user name and passwords will still work.

>> KATHERINE BRUNI: We may have time for some additional questions but I want to make sure that we get all the information about all four training components in today. So it's time for us to talk about the fourth component which is really a lot different than the first three components. So Greta, would you lead us in a discussion about the eFolio. What in the world is an E folio?

>> GRETA PALMBERG: It's hard to do on a telephone but I will do the best I can. eFolio, my online portfolio is really not a training like the other three modules. This is a site where students or teachers can register to create their own transition portfolio. When you click on the diamond for the training eFolio. What you would do is register again with a user name and password. You get your own eFolio, which is really an online address or web address where you can start storing your transition information. I tell my students it's a little bit like myspace. It's a professional education site. The eFolio project was developed and PEPNet took kind of the base of an eFolio and we added the transition components so I know on slide 40 if you are looking at the slide show it shows the basic components of an eFolio where students can put in the future goals. Put in the support staff. There's an area of transition areas, post secondary employment, community participation, there's an area where they can put self-knowledge for career direction, that's where I input all my stuff from. It's my plan. There's a post secondary planning section and an accommodation section, college living, college resource and then a spot where students can put the resume. So I tell my students your eFolio is never done. It's always being added to. And it's always being revised. Based on where you are in your life. We have students in our transition program that are running their IEPs using their eFolio. So every year they are adding the new future goals and their new IEP goals, any support staffs that have changed and then at the IEP meeting showing the pages on the eFolio they have updated or changed to show the progress. Other service providers really like that. For some of our students their vocation rehab person can go into the eFolio and add some things or see what they have there. Social workers, work experience coordinators can input information there, as well.

>> KATHERINE BRUNI: I know that we have a slide that as you referred to Greta that kind of shows a still shot of the online portfolio but, Amy, can people who are participating in today's TeleTraining see a more in-depth example of an eFolio?

>> AMY HEBERT: Sure, aside from the samples that they will see on slide 39 and 41, you can go to PEPNet.org. On the side you will notice there is links to -- to be able to enter training, on that list there's one that says my online portfolio. You can click on that link and a page will open up that will show you two eFolio samples. One is a college bound high school student and the other is a student who has -- is looking for a job and has already completed high school.

>> KATHERINE BRUNI: You know, this sounds like a lot of fun to me and I have to admit I started building my own little eFolio. It is a lot of fun. What are some of the aspects of features of the eFolio that make it so much fun? What are some of the applications or uses of the eFolio for all students that are making a transition from high

school to the world of work or to college? Greta, do you have some comments that can get this discussion going?

>> GRETA PALMBERG: Sure. I think when I teach about eFolio, I have the biggest problem with the teachers and the technology scared because really the students are so used to and tech savvy they go into the eFolio and already know how to add pictures and do all the things. It's the teachers I really have to give the confidence to. But students can go in and through a simple word processing they don't need to have any web-based or web design technology, but they just use a simple word processing technique to add color, tables and text. They can choose different templates and customize the pages of the eFolio. They can attach documents such as resume and work samples and photos, they can link to other websites, they can use interactive tools like audio and video. And the eFolios are password protected. We'll talk about the security a little bit so not everybody can get in and see the eFolio. There's really two sides to an eFolio. There's the live site that shows up on the web and then there's the back door or administrative page where they do all the inputting of the documentation. I think that eFolio, if you are really tech savvy, probably enough information on the web and in our teacher guide you could figure out how to do it. Otherwise, we'll talk about training but we do offer some trainings that will help teach you about how to design and use an eFolio.

>> I think another fun aspect is that if students are familiar with HTML code, if they have a my space page, they already know what the codes are fingerprint they can use the HTML code in order to design their site to fit who they are and what they like. It's something that a student can use to show off the post secondary goals and the plan but also a student can use it when just looking for work with their VR counselor and recently at our PEPNet conference we had a teacher and a student who has been using, they use gates to adventure, the student is now in college. She showed us how she uses her eFolio to monitor which courses that she has taken and which ones she needs to take and it's all on her eFolio page and her parents have access to it and anyone working with her, disability support services, so it's an online tool that students can use to track the professional progress.

>> I think it's got other applications, too. I certainly use eFolio for some of my students that aren't going to college. So some of my lower functioning students who really need a place to store all this information because once they leave you from school, you know you know the student is not going to be able to access the services they need or the parents may need help. So what we do as teachers is to help the student build their eFolio and put in all the support staff and the different links in the community that would help those parents. So then when they leave the transition program, the family has this eFolio that they have all the resource in. And it's really easy, again, to change the title. So some of my students that aren't going to college. Some of the tabs will say college living skills. I will change the name to say independent living skills and change college resources to community resources. Amy told you about the two sample eFolios, the second sample eFolio is an example of a

student going from school to work. And his eFolio reflects the things that I've been talking about.

>> In addition to some of the features that you all have been talking about, components of the eFolio. If you remember Greta explaining, at the end of each lesson the student also receives a summary report. They can be downloaded to a student's desk top. They can copy them into the eFolio as well as the information that they learned from the second component, be the one when student does the four-day online college orientation as well as the four trainings that students, the four lessons that students go through in the third component. All of that information that they are learning about themselves and all of the resources that they are learning they can then import, copy and paste all that information into the eFolio. Especially the first training and third training. Any of the slides when you see a paragraph about accommodations or a paragraph that really would apply to the student, on the slide for the training they just need to highlight that and copy it, come to their eFolio and they can paste it right in.

>> Right.

>> KATHERINE BRUNI: Wow, it's really cool. I'm sure that if there are parents throughout they have some concerns about the safety of this eFolio. Everybody is concerned about some of the dangers of online activities of youth. What are some of the safety features that are built into the eFolio? Can we not be afraid of our students and children using this?

>> GRETA PALMBERG: Well, like I said, eFolio was created by eFolio, Minnesota. Here in Minnesota, any school-age child could set up their own eFolio through eFolio, Minnesota. They have already got the security in place for eFolio. If a student is under the age of 18 when they register for eFolio, their eFolio is locked down which means they need a user -- anybody need as user and a password to actually see the eFolio. After they are 18 or students that are 18 or older that make an eFolio. Their live site which shows up on web is open, but they can go in through the security features and close that, as well. Always the administration page for anybody is password protected. The other thing is eFolio does monitor these and so they have the google searches and web searches. And that's kind of blocked from eFolio. I have an eFolio myself if I put my name under google. My eFolio doesn't come up. In addition, like I said, eFolio does monitor things but part of the training is to know what to and whatnot to put on their eFolio. Make sure they watch what kind of pictures they put on eFolio and make sure the content is appropriate.

>> KATHERINE BRUNI: Sounds like it is a safe activity and I'm really glad we had the opportunity to share that with everyone.