



Transition e-News

In this issue

Transition Award Recipients	1
Letter from the Editor	1
Collaborative Effort = Success	2
High School Seniors	3
The VR Counselor Role in Transition	4
Project Search	4
Teacher Talk	5
Parent Corner	5
Upcoming Events	7
Other Resources	8

If you would like to submit an article or information on an upcoming event for future newsletters, please contact Jennifer Brunner at jbrunner@cesa1.k12.wi.us.

Three more issues are scheduled for this year: January, March and May

Spotlight News

2011-12 Transition Award Recipients

By Linda Maitrejean, WSTI Director

Congratulations to our 2011-12 WSTI Transition Award Recipients!

- Distinguished Transition Educator Award* - Sandra Berndt
- Outstanding in Transition Family Member Award* - Charlotte Price
- Distinguished Adult Service Provider* - Alie Kriofske Maniella

Thank you for making a difference for transition age youth with disabilities! An Award Ceremony to honor our recipients will be held during the Wisconsin Transition Conference on February 9, 2012. Please stop by to congratulate our winners!

Letter from the Editor

By Jen Brunner, WSTI Transition Coordinator

First, I would like to thank all of the people who shared valuable information for the October issue. The November issue is also full of great resources to help youth, families, and educators with transition. The focus of this issue is employment and I greatly appreciate the time and effort people have spent to share their expertise in this area.

Second, I would like to take the time to introduce several great articles, websites, and resources that can be accessed by the links included.

~ Steve Gilles and Pam Jenson share their research in the article *A New Way of Thinking - A Guide for Middle School Transition Planning*. This self-determination guide focuses on middle school students with disabilities but is a great resource for all age groups. You can access the full article by using the following link:
http://www.cesa1.k12.wi.us/cms_files/resources/ANTs.pdf.

~ David Funk was willing to share his expertise with Love and Logic and submitted the article *Teaching Our Kids to be Ready for Transition*. This article describes an easy way to implement one strategy to teach children responsibility. David has also shared a true story of how one family is using this strategy with their son who has a fairly severe disability and many behavior issues. To access the full article, go to http://www.cesa1.k12.wi.us/cms_files/resources/love_logic.pdf.

(continued on page 2)

Spotlight News

Letter from the Editor

(continued from page 1)

– Barb Van Haren, Director of Special Education Services at CESA #1, is always on the look-out for good resources in the area of special education and transition. I believe she found a gold mine at the Disability Scoop website. Click on the following link www.disabilityscoop.com in order to access the wealth of information available. The link below will connect you to the article *Interactive Tool Aims To Challenge Disability Employment Skeptics* : <http://www.disabilityscoop.com/2011/09/23/interactive-tool-employment/14093/>. During my role as a special education teacher I often struggled to help employers see the value in hiring students with disabilities. This article has a new tool that is designed to help employers see the benefits of hiring students with disabilities.

– Cheri Sylla, Parent Liaison at CESA #1, shared with me the website www.sedl.org. SEDL is a non-profit educational organization that researches, develops, and disseminates resources and strategies through professional development. Their goal is to support states, districts, and schools to meet the challenges of the No Child Left Behind Act by using research based practices. This website has a wealth of information for all areas of a student's life, including the transition phase.

I hope this issue is helpful and please pass on the word to all youth, families, and educators that they too can receive the WSTI newsletter by going to www.wsti.org and signing up! Please feel free to email me at jbrunner@cesa1.k12.wi.us if you have an area of expertise that you would like to share around our state or if you have any questions.

Have a happy holiday season!

Articles of Interest

Collaborative Effort = Success

by Kim Swenson, WSTI Transition Coordinator



The Transition Academy on Mental Health was provided to 196 participants on October 19, 2011 at the Kalahari Resort and Convention Center in Wisconsin Dells. It was the result of collaboration between two grant funded initiatives. The Healthy Transitions Initiative (HTI) grant was awarded to Wisconsin in 2009 and Wisconsin is one of only seven states to receive this grant award. HTI is a cross-agency initiative aimed at addressing challenges that youth and young adults with emotional and mental health needs encounter as they transition to adulthood. This initiative promotes developmentally appropriate and effective youth guided services to improve positive outcomes in the areas of education, employment, housing, mental health and co-occurring disorders.

The other project that collaborated to make the Academy a success was the Wisconsin Statewide Transition Initiative (WSTI). WSTI was established in 2000 through a discretionary grant funded by the Wisconsin Department of Public Instruction. The overarching purpose of WSTI is to improve transition programs and services so that students with disabilities can make a successful transition from high school to postsecondary education or training, employment and/or independent living.

Keynoter for the day was Richard Van Acker. Dr. Van Acker is a professor of special education at the University of Illinois at Chicago. He has been involved with teacher education for those teachers interested in working with students who display challenging behavior, mental health and emotional disorders. Some of the comments from participants include: "Great presentation!"; "I want this presentation for all teachers at my school!"; "Interesting and entertaining!"; "Tremendous!"; "Realistic with humor!" and "Practical strategies".

Fifteen sessions were offered throughout the day long event. Content ranged from Trauma Informed Care and Developing Trauma Sensitive Schools to Wrap Around Teams in our state and one county's collaborative efforts. Many of the handouts from the sessions are available at http://www.wsti.org/transition_topics.php. Scroll down to "M", then click on Mental Health Academy.

Twenty presenters assisted in making the event a success. HTI and WSTI would like to thank them all for sharing their knowledge and expertise at the Transition Academy.



Articles of Interest

High School Seniors: Are they ready to work with Agencies and Postsecondary Education Reps?

by Dave Nass, WSTI Transition Coordinator

How do we (educators and family) get students to recognize the other piece of the puzzle while still in high school? That is to say, how do we get students that have identified post-secondary goals to investigate how their disability will impact attaining those goals, how they can accommodate for their disability, and how to self-advocate while still in high school?

In September 2011, Transition to Postsecondary Regional Meetings were held at four Wisconsin Technical College locations. Disabilities staff suggested secondary teachers and others working with high school students should help students develop self-awareness and self-advocacy skills by asking them a few basic questions. Staff, family, and agencies may be involved in helping with this process.

- What are your goals for employment and training/education after completing high school?
- Why do you have an IEP or 504 Plan? (What is your disability?)
- How does your disability affect your learning or functioning?
- How do you learn or function best? (How do you accommodate for your disability to give yourself success?)

Using these questions as a guide, I recently sampled 15 seniors with Learning Disabilities from a mid-size high school who were on 5 different caseloads. All students have an Individualized Education Plan. The results suggested a need for more focused preparation during this final school year before graduation. Below are my observations from a 10 to 12 minute private exchange. I did not previously know the students, as I was trying to provide a first time experience comparable to one they may have with an adult agency or prospective employer.

Using the questions above, I rated their responses with the choices below:

1. Very Prepared—this person has a plan to transition clearly based on knowledge of their disability and has already begun off campus contacts and requirements to a significant point (has names, dates, points of departure to life after high school).
2. Basic preparedness—this person has knowledge of their disability, but articulation of it is labored and plans to share it off campus are in the planning stage.
3. Needs Improvement—this person cannot readily identify why they have an IEP, identify a title of the disability, and has made no off campus plans/contacts.

Results

What are your goals? The response average was 1.27; [1.0 is very prepared and 3.0 is needs improvement]. The group responses consisted of thirteen 1's or "very prepared" and two 3's or "needs improvement" rankings. The results led me to believe the work Wisconsin educators are doing with Measureable Postsecondary Goals is preparing youth for transition.

Why do you have an IEP? The response average was 2.34; two students chose 1's or "very prepared", six of the responses were 2's or "basic preparedness", and seven responses ranked 3 or "needs improvement". While 8 of the 15 had knowledge of why they needed an IEP based on their disability, most labored to share this information along with their off campus plans. The "basic preparedness" and "needs improvement" groups would benefit from more assistance in the area of describing their disability and how it will affect their off campus plans. These students need to start more deliberate communication with off campus contacts, either face-to-face or electronically.

How does your disability affect your learning? And/or How do you best learn [accommodate for your disability?] If the student could not identify why they used an IEP, the question "How do you best learn?" was asked. The average for the responses was 2.0 or "basic preparedness." Thirteen students from the group could give a labored description of their learning difficulties, one was on point, and one could not provide an answer as to how they learned best or why they had an IEP. I observed that of those students who could not identify why they had an IEP, most could contrast how they learn best and what is a struggle to learn. The ability to describe how they learn best is a good place to begin for adult agencies and postsecondary educators who work with transition students.

Please feel free to share your ideas and strategies to help improve transition preparation for high school students. Contact Jen Brunner at jbrunner@cesa1.k12.wi.us and she will include it in the January issue of the e-News.

Articles of Interest

The VR Counselor Role in Transition

by Linda Vegoe, Director of Client Assistance Program

The Client Assistance Program helps individuals with disabilities resolve disagreements with the state vocational rehabilitation agency (DVR). One of the most common areas of concern comes up when an individual is working with more than one government entity. Over the years, we have discovered that many of the disagreements are brought about by the legislation itself. Transition is a prime example. For whatever reason, the authors of each law did not make sure that the language in IDEA and the language in the Rehabilitation Act would tell both parties the same thing. This disconnect in the two pieces of legislation has led to misunderstandings, mistrust, and confusion for the student and family.

The wording in IDEA told schools that VR is an agency that should be invited to the transition process and schools should not cover costs that are the responsibility of the VR agency. It doesn't clarify what those responsibilities are.

The wording in the Rehabilitation Act, as well as some follow up language/policy guidance, told DVR that their role is primarily one of assisting with planning. VR should not cover the costs that are the responsibility of the schools. Do we see a problem here?

Fortunately, some staff from DPI and DVR discovered the disconnect and worked together on agreements to bridge the gap. (Links to the *Interagency Agreement* and the *Transition Action Guide* are at the end of this article.) Teachers, parents, and students lead the transition process. When employment goals come up, it is very appropriate to invite the DVR counselor to share their expertise in disability accommodations, in possible assessment resources, and their knowledge of the local labor market. The DVR Counselor can attend a meeting with a student who is not a current DVR client for the purposes of providing technical assistance and planning ideas.

DVR can assist in paying for services in the IEP if those services are also in the IPE (Individual Plan for Employment). It saddens me when I see school personnel describe DVR Counselors or speak to DVR Counselors as if they are a funding source and nothing more.

My hope is that someday legislators will realize that it is important to collaborate on legislative language if you want people to collaborate at the local level. The teachers that are working with our youth and preparing them for the future are truly a gift. The DVR Counselors who work with youth and adults with disabilities to help them prepare for future employment are also a gift. The two professions have more in common than either may realize. Both are a blessing to individuals who might otherwise focus on what they can't do. Teachers and VR Counselors have helped thousands focus on what they can do. For that, I thank you both.

Editor's note: For a handout entitled *The Vocational Rehabilitation (VR) Process and Your Choices in the Process*, visit http://www.cesa1.k12.wi.us/cms_files/resources/dvr_process_and_choices.pdf.

Interagency Agreement—http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf

Transition Action Guide—http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf

Project Search

Project SEARCH is a one year, high school transition program which provides training and education leading to employment for individuals with disabilities. The program occurs on-site at a high status community business. Project SEARCH serves as a workforce alternative for students in their last year of high school. Each student applies to the program and is accepted through a selection committee process. All students must be eligible for services with the Wisconsin Division of Vocational Rehabilitation (DVR).



Project SEARCH is based on a partnership that includes a local business, a school, DVR and a county disability services agency, such as a managed care organization. All partners are vital to the success of the program. The business provides a training classroom, a business liaison and rotational internships for on-the-job training. The school provides an instructor. DVR works with a local rehabilitation agency to supply job coaches who support the students on their internships as needed and assist with final job placement. The county agency will provide follow along services for any eligible student who is hired at the business site or in the community.

(continued on page 5)

Articles of Interest

Project Search

(continued from page 4)

The cornerstone of Project SEARCH is total immersion in a large business. Each day, students report to the host business, learn employability skills in the classroom and job skills while participating in three or four internships during the year. If available, students utilize public transportation. Students participate in monthly progress meetings to define their career goal and plan necessary steps to achieve that goal.

Managers at the internship sites work with the Project SEARCH instructor and job coaches to support the students. Students get continual feedback from the internship manager, co-workers and Project SEARCH staff. The ultimate goal for students upon program completion is competitive community employment utilizing the skills learned on their internships and throughout their Project SEARCH experience.

Project SEARCH was developed in 1996 by Nurse J. Erin Riehle, then the Director of the Emergency Department at Cincinnati Children's Hospital Medical Center. As the flagship program, Cincinnati Children's Hospital provides technical assistance for replication and overall leadership to Project SEARCH worldwide. There are currently six active Project SEARCH sites in Wisconsin: William S. Middleton Memorial Veterans Hospital and University of Wisconsin Hospital in Madison, Aurora Sinai Medical Center in Milwaukee, Children's Hospital of Wisconsin in Wauwatosa, Ministry St. Joseph's Hospital in Marshfield, and in the Wal-Mart Distribution Center in Menomonie.

Editor's Note: To read a recent article from the Marshfield News-Herald about Marshfield School District's Project SEARCH program, visit http://www.cesa1.k12.wi.us/cms_files/resources/SEARCH_article_nov.pdf.

Teacher Talk

10 Myths to Shatter About People with Severe Disabilities and Employment

- People with disabilities need to be with "their own kind"
- People with disabilities pose a greater liability risk to businesses
- People with disabilities need structure
- People with disabilities need constant supervision
- People with disabilities need to do repetitive tasks
- People with disabilities cannot learn to perform complex tasks
- People with disabilities should be paid according to their productivity
- People with disabilities don't understand the value of money
- Supported employment takes away choice
- Vocational evaluations can predict success on the job



Parent Corner

Family Voices Fall Newsletter Now Available

The Fall 2011 Newsletter is now available at <http://www.fvofwi.org/publications/newsletter/fall2011.pdf>. Family Care and the freeze on new enrollment is the focus of this edition. New resources for families and a listing of upcoming trainings and conferences are included. An informational brochure on the Family Care and IRIS Ombudsman Program is the newsletter insert and is available at www.disabilityrightswi.org/wp-content/uploads/2009/10/fcop-fc-iris-brochure-08-09.pdf. To receive this or future newsletters (either via email or in the mail) contact Lynn at Family Voices of Wisconsin at Lynn@fvofwi.org or call 608-220-9598.

Parent Corner

Communication Options for Families

Options Available if You Have Questions or Disagree with a Decision of the School

Families and schools have a "built-in" partnership, with the child as the focus. This partnership will grow when parents and school staff work together. Disagreements may happen, but working together improves your child's education. The **Communication Options for Families** document will help parents determine who they can talk to when questions and disagreements arise. The document can be found at the following link:

http://www.cesa1.k12.wi.us/programs/parent_Education_network.cfm

Transition for Raising Autism Independence and Living Skills (T.R.A.I.L.S.)

Parents or caregivers attend five weekend sessions. T.R.A.I.L.S. will assist you in blazing a trail tailored for your child's adulthood. Each Saturday we will travel along the transition trail together. Your trail guides (facilitators) will help you navigate the twists and turns. You will be greeted by guest speakers on your journey who bring with them a wealth of information. We recommend participants commit to and attend all five sessions. For parents/caregivers of children age 14-21 diagnosed with autism and other developmental disabilities.

January 28, 2012; February 11; March 3; April 28; May 12

9:30 AM–2:30 PM

Racine/Kenosha Area (exact location TBD)

\$75 for one parent/\$125 for two parents/caregivers

For more information contact info@assew.org or 414.427.9345.

Waukesha County Transition Advisory Group (TAG)

This is a parent support and networking group that is facilitated by Julie Turkoske of the Southeast Regional Center for Children & Youth with Special Health Care Needs and Monica Whaley of ARCh (the Association for the Right of Citizens with handicaps). The group meets approximately once per month and offers a specific topic with speaker and then networking time.

Dates and times TBD

ARCh

419 Frederick Street

Waukesha, Wisconsin

There is no cost to attend however, please pre-register by contacting Julie (414-266-3188/jturkoske@chw.org) OR Monica (262-542-9811/advocacyarch@ameritech.net).

The Guardianship Assistance Project (GAP)

The Guardianship Assistance Project's purpose is to assist caregivers of persons between 17 years 9 months and 22 years of age with severe intellectual or emotional disabilities to become their legal guardians. GAP assists by providing free or reduced cost case management and legal representation in Milwaukee County Probate Court. Contact Julie Turkoske, GAP Coordinator at 414.266.3188 or jturkoske@chw.org for more information.

The Influence of Families on the Employment Process

From ICI at the U of MA-Boston, this *Tools for Inclusion* resource seeks to share people's thoughts and feelings about how their families help them make decisions throughout their lives. Family is important for many reasons: family members can motivate people to work, and can help them understand why work is important. Families can also have a big influence on self-determination and empowerment, helping people develop a real understanding of themselves and their place in the workplace. Their involvement is important throughout a person's life. This resource also includes tips so that families can be more involved in helping people find and keep jobs. Findings and ideas for families are offered for each of the four phases of the employment process: The Early Years, Planning for Work, The Job Search, and Making Decisions to Accept a Job. The resource can be found at http://www.communityinclusion.org/article.php?article_id=326.

Upcoming Events

Online Registration for the 2012 Transition Conference is Now Open!

February 9–10, 2012
Kalahari Resort and Waterpark
Wisconsin Dells

Invited presenters include Dr. Cinda Johnson, Dr. Catherine Fowler, John E. Robison, Linea Johnson and Stacie Dojonovic.

For more information or to register, visit: <http://www.wsti.org/conf.summary.php>



Transition Services - Tour and Orientation for Non-MPS Schools

Four days are set aside for touring and meeting MATC staff. Tours will be given on the Culinary Arts, Barber and Cosmetology, Graphic/Animation, and Nursing departments. There will be an overview of Transition services and Student Accommodations Services, Learning Center & Accommodations for Classroom.

November 22, 2011; February 29, 2012; April 25, 2012

9:00–11:15 AM

MATC—Room S120, Milwaukee Campus

There is no cost to attend. Please contact Carlos A. Aranda, M.S., Transition Specialist, Milwaukee Area Technical College (414.297.6701 or arandac@matc.edu) for more information.

Wisconsin Partners in Policymaking Program Seeks Participants

Wisconsin Partners in Policymaking is a six-session advocacy and systems change training program designed to develop a group of seasoned leaders across the state. At the end of the program, leaders will be able to work on policies and initiatives that will support the full participation and inclusion of people with developmental disabilities in all aspects of life. This is a new initiative of the Wisconsin Board for People with Developmental Disabilities (BPDD).

The six-session program is designed for (A) family members of children and youth with developmental disabilities ages birth to 21 and (B) individuals with developmental disabilities.

The six sessions will be held between January and June 2012. The BPDD covers all costs associated with the program, including the training, lodging, meals, and materials.

Those interested in participating must submit an application by Dec. 1, 2011. For more information, please visit: <http://www.wi-bpdd.org/projects/partnersinpolicymaking/>

The Journey Begins Here... Transition Planning

Planning for transition from high school to the adult world of work, post-secondary education and training, and independent living takes a team of people helping the student along the way. Participants will learn about the elements of transition and will walk away with resources and knowledge on how to develop a solid transition plan. School staff as well as parents and family members of children with disabilities are encouraged to attend. This workshop addresses State Performance Plan Indicator #8 (Parent Involvement) and Indicator #13 (Transition Planning). This workshop is sponsored by CESA #1 WSPEI Project.

March 13, 2012 from 5:00–8:00 PM

March 14, 2012 from 10:00 AM –2:00 PM (choose one)

CESA #1

Pewaukee, WI

There is no cost to attend, but pre-registration is required due to limited space.

To register contact workshops@cesa1.k12.wi.us or 262.787.9500, ext. 9532. For more information about workshop content please contact Cheri Sylla at csylla@cesa1.k12.wi.us or 262.787.9500, ext. 9565.

Check the WSTI Calendar of Events for information about upcoming meetings and events.

Other Resources

Updated: Transition Services Document and Transition Assessment Guide

In an effort to reflect current education initiatives, two documents that are part of WSTI's professional development have been updated and are being reposted to the WSTI website.

The **Transition Services** document (formerly known as Coordinated Set of Activities) has been reorganized and reviewed to ensure that the activities listed are appropriate and applicable for the service areas that are provided. This revised document now includes an improved layout to make it easier to use and more appealing.

The **Wisconsin Transition Assessment Guide's** layout has been revised to make it easier to use as well. The improved layout also includes additional table elements to help educators make better use of the document in planning transition assessments for their students. In addition, the WI Transition Assessment Guide now includes more detailed information on 21st Century Skills so students with disabilities can be more appropriately assessed.

Both documents continue to have a focus on building self-advocacy and self-determination skills, which continue to be of utmost importance for students with disabilities as they enter the adult world of living, learning, and working.

The revised WI Transition Assessment Guide can be found in the A-Z topics section of the WSTI website beginning in mid-November. The updated Transition Services document can be found on the Indicator 13 tab and in the A-Z topics section of the WSTI website.

PACER Center Resources

REFERENCE POINTS is administered by PACER Center (<http://www.PACER.org>) as a technical assistance activity of the TATRA Project. The TATRA Project is funded by the Rehabilitation Services Administration.

Readers are invited to send information about new resources on secondary education, transition and vocational rehabilitation topics to tatra@pacer.org.

Reference Points received initial support from the National Center on Secondary Education and Transition. Visit their website (<http://www.ncset.org/>) for a wealth of information related to secondary education and transition for youth with disabilities.

Listed below are some resources from REFERENCE POINTS related to transition and employment.

HOW CAREER PATHWAY BRIDGES HELP BASIC SKILLS STUDENTS EARN CREDENTIALS THAT MATTER

Students forced to complete a long sequence of remedial or English language classes before they can begin their postsecondary program rarely earn college certificates or degrees. *Farther, Faster: Six Promising Programs Show How Career Pathway Bridges help Basic Skills Students Earn Credentials That Matter*: this 2011 brief from the Center for Law and Social Policy highlights six promising programs that show how career pathway bridges help lower-skilled students move farther and faster along college and career paths through dual enrollment in linked basic skills and occupational certificate courses. For more information go to

<http://sparkaction.org/content/farther-faster-six-promising-programs-show>

MY FUTURE, MY WAY: FIRST STEPS TOWARD COLLEGE-A WORKBOOK FOR MIDDLE AND JUNIOR HIGH SCHOOL STUDENTS (2010)

This U.S. Department of Education publication for middle and junior high school students helps youth learn about the range of postsecondary school options, the benefits of higher education, how to pay for college, and how to start preparing for college and career in middle school. Personalized activities help youth think about how college can help them achieve their individual career goals. For more information go to

http://studentaid.ed.gov/students/publications/my_future_my_way/index.html

NCLD/Y INTRODUCES A NEW INTERNSHIP GUIDE FOR YOUTH WITH DISABILITIES

The National Consortium on Leadership and Disability for Youth has published a new guide for youth with disabilities interested in pursuing an internship. The guide, called *On-Ramp to Employment, A Guide for Students with Disabilities to Getting and Making the Most of an Internship*, leads young people through the step-by-step process of finding, applying for, and participating in an internship. The guide includes information focused on career exploration, interview and resume building, goal setting, networking, and more. In addition, the guide includes tips about finding accessible housing, navigating the transportation system, disclosing a disability, and employing a personal care attendant. (<http://nclid-youth.info/Downloads/intern-guide-final.pdf>)

Other Resources

What's New from the NCWD/YOUTH?

New resources from NCWD include a podcast series on helping youth develop soft skills for job success as well as an Info Brief for Families on soft skills for job success, which is available in English and Spanish. There are also blog postings focused on advice for youth on managing their money, community partnerships, college resources, disability disclosure, and family involvement. For more information on any of these resources go to <http://www.ncwd-youth.info/>.

Innovative Practice Brief From NCWD/Youth Now Available Online

Using Career Interest Inventories to Inform Career Planning describes the strategies and resources used by several successful youth programs to conduct career interest inventories with youth. Career interest inventories are a commonly used tool for self-exploration. Engaging youth in self-exploration—the process of learning to identify their skills, interests, and values and how they could be used in various careers—is a critical step in the career development process for all young people, including youth with disabilities. The Brief can be found at http://www.ncwd-youth.info/sites/default/files/PracticeBrief_1.pdf.

Free printed publications from DO-IT

This website (www.washington.edu/doit/Brochures/Academics/) promotes the academic and career success of people with disabilities and the use of technology as an empowering tool. Use the form included in the website to order a printed copy, or download and print from the publication - University of Washington, College of Engineering, UW Information Technology, College of Education.

WSTI Website Resources

Transition Resource Directory

Transition Services are provided by local and statewide agencies and are listed by county. Check it out at http://www.wsti.org/resource_directory.php

Transition Topics A-Z

A complete list of transition topics can be found on the WSTI website at http://www.wsti.org/transition_topics.php.

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