

ROUGH EDITED COPY

PEN-INTERNATIONAL

"iTRANSITION - A FREE PEPNET ONLINE RESOURCE"

PRESENTED BY: PAT BILLIES

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>> Pat Billies: They have more physical space because there are mountains and prairies and open areas.

I'm going to be skipping other some of the slides that you have. You have a much more comprehensive PowerPoint than what I will be using. When we were starting this process, we went to college folks, the disability support service people and said, what are your concerns about transition? How are these students coming to you ill-prepared to make that change?

And the list that you see here is what they told us. I think significantly missing from this list is self-advocacy. Once those students walk across the stage and graduate from high school, all the rules in the game change.

The laws change, IDEA no longer covers them, the ADA and 504 take over, and those students have to come up to their college personnel and advocate for themselves.

They have to claim that they have a disability, they have to talk to them about their needs, and they have to provide all of the documentation that they need of their hearing loss or of their disabilities.

I think that one of the most important sentences that you're going to hear about in this session is this last one.

We are so focused on getting the kids ready academically, that we very often ignore all those other pieces to transition having straight "As" does not mean that you have good interpersonal skills, or good technical skills, or that you can balance your checkbook or do your laundry, or survive with independent living skills so that academic competence is critical, but it is not sufficient for successful transition.

Again, I'm skipping over some of the slides that you have.

This iTransition training consists of four separate trainings.

I'm going to give you a taste of each one of them today.

They can be done in any order.

They can be done as a group.

They can be done individually.

You can work with your teacher of the deaf.

You can work with your VR counselor, you can work with your parents.

The first training is called career interests and education choices.

Basically the student takes a look at himself or herself.
What kind of a hearing loss do I have?
What kind of career interests do I have?
Where can I get those interests filled if I want to become an architect, what kind of institution do I go to?
And then what steps do I need to take to get to where I want to be? The second training, first-year college success, is really an orientation. It's like a freshman orientation.
I think this is something that families can sit down together and talk about with their fully-abled students because it talks about all kinds of stuff that occurred during freshman orientation, and you'll see some of that.
The third training, essential skills for college living, you know, that may have been named -- that may have been named too narrowly.
I think this could be called and probably should be called "Essential Skills for Community Living" because it has general applications for people who are not going on to college, too, time management kinds of things.
And lastly but not least the eFolio, which is a tremendous tool.
A year ago here at NTID, PEPNet-Northeast hosted an education summit. We had 80 people here, half of them from college, half of them from secondary school.
It was a wonderful experience for people to, you know, interact with each other.
But what we heard from the secondary audience was, "We worked so hard to get these kids ready for college, and all that information is lost."
We've got all of our summaries of performances, and summaries of the IEP meetings, and their audiograms, and all of their transcripts and all of that stuff, and it never -- some of that stuff never makes it to the hands of the college personnel who could work with that and work with that student.
This eFolio is tremendous.
It is an online personal website.
I get my own URL, and I can store -- I can scan regular documents, I can take information from the first three trainings and put it in there, but then I always have access to my audiogram, what kinds of services I received the whole time I was growing up, did I use an assistive listening device, did I have this kind of interpreter or that kind of interpreter and so on.
If I was the Valedictorian of my high school class and my parents took a video, I can take that video and upload the video.
If I received an award from the Lion's Club, I can scan that and store that in my eFolio.
It's a tremendous personal website where students can archive anything that's important to them.
All of this sits on the PEPNet website.
I am going to take you there now and walk you through the first and second training just briefly.
Here is the PEPNet website. You will notice in the middle there a section called, "Online Trainings." Are you with me? That's where this is.
And there are three of them listed there now. We're going to look at the first one, iTransition. But while I'm here, I want to point out to you the second and the third training.
The second training is called "Online Note-taker Training," and if you have never been there take some time to go check it out. That was developed with a collaboration with NTID, RIT, Camden County College, and PEPNet - northeast. And one of my other designers is sitting in the back of the room here, this is a free online training for to you train your note-takers.
Who needs to train note-takers? You'd be surprised. I learned a lot by going through this process. Taking notes for someone else is way

different than taking notes for yourself. Check it out if you haven't been there.

The third training, orientation to serving students who are deaf or hard-of-hearing is kind of like a place that you would send someone when they've met their very first deaf student ever and had no idea how to interact with that person. Check that out. But we're going to iTransition.

Before we enter the training, you probably can't see scrolling down the left-hand side. The first button says "Enter Training," and we're going there in a minute.

The next four are brief descriptions of each one of the four parts. I want to take you down to this one (indicating) that's called "Support Materials" right down in here (indicating).

I don't want to forget to mention to you there are brochures and posters. That's all fine. But for any of you who are teachers, or who are working directly with students, do you see where it says "Teacher Guides"? We only have three of them now. The first training was revised in this year. It finished -- the revision finished in April so that the teacher guide won't be ready until the end of summer.

But if you go there, notice the size of those files, 19 Meg, 4 Meg, 3 Meg, there are all kinds of lesson plans and guides for teachers that supplement the training. So you'll see in one of the trainings where students are briefly talked about their grade point average. Most of them have never had experience with that in high school. There are lesson plans in there for teachers on how to teach that, that correlate with.

Okay. So don't ignore that. It's tremendously valuable information. We're going to enter the training.

The first time you're there you have to enter a little bit of demographic information. Of course, you have to pick a user name and a password. But they'll ask you if you are a student or a teacher and what level you are at and so on. Just brief, brief demographics. I'm going to enter in my training. Or my account rather.

And right away I'm offered four trainings, one in each one of the diamonds. I can do them in any order I want. And I would suggest to you that you might want to start with the last one, the eFolio, because if you have a eFolio constructed, then you can take the reports that are generated by the first three and drag them and put them into your eFolio.

Some people need some support with eFolios, and we do offer trainings on those. But I am going to take you into the first one. "It's My Plan."

This is where I am kind of analyzing myself. You notice that it asks me, "Would you like to return to your bookmark?" That means if I've been in there before and I stopped midway because it was the end of a class period or it was the end of time that I had to devote, it will take me right back to where I left off. I'm not going to do that. Because I want the freedom to show you.

(DVD)

>> All people are different. Are you deaf? Hard-of-hearing? Did you lose your hearing later?

That's a part of who you are. Be comfortable with whom you are. By knowing yourself and being confident in who you are, other people will also be comfortable with you. Explore your goals and dreams. Find other people who support your goals, such as friends, family, counselors, and teachers. When you make mistakes, learn what things will work better. Even mistakes are a chance to grow. Keep working hard and don't give up.

How do you choose the right career and education plan after high school? You can begin by learning about yourself.

>> PAT BILLIES: Some of you may have noticed that the video follows the script on the page. If the student is working on a computer that doesn't

have a high-speed Internet connection, you can actually at the bottom shut the video off because these are high-quality video. There's about 75 or 80 of them scattered through this training, and it really does require good, strong Internet connection. Even a strong one that's wireless sometimes acts funny.

But it's wonderful! The first part of this first training talks about my hearing loss. I'm not going to take you through it because of time, but it analyzes my hearing loss. I choose questions kind of like you do on Myers-Briggs, which of these things do you like and which of these things not and so on.

It forces students to think about their personal characteristics, the kinds of things that interest them. Do you want to work inside? Do you want to work outside? Do you like art and music? What are your strongest subjects in school? And all of that. So they're really doing a personal inventory in the first section.

When that first section finishes, a report is published to the student that lists down all of the choices that they've made. They can take that report and put it into their eFolio. They can attach it to an e-mail and send it to their teacher. They can save it on their hard drive, whatever. But that report indicates where they were the day that they completed this.

Oh, shoot, I didn't mean to quit the whole thing.

In the second part, again, you're going to see video.

(Video)

>> A career is an enjoyable job that challenges you. Knowing your skills, talents, and personality traits can help you decide on a career direction. It's also important to know what career direction you want to go in so that you can get the proper training for that job. Your postsecondary education plans should match your career direction. Have you had a chance to think about what you want to do for a career? It's not an easy decision. Start learning about different careers now rather than later. Determining your career direction also helps you pick a postsecondary school with the right training.

>> PAT BILLIES: Again, because of time I won't take you further into that. But there is a lot of interaction that goes on between the student and the computer. They go through a series called the Holland Codes which are six different kinds of groupings of career interests: Artistic, realistic, that kind of thing.

And students are asked real-life questions that they respond to, and the computer will produce for them the top three. Which categories do your interests cluster in?

Then students go on within those clusters and begin to explore careers that interest them. I mentioned architecture, for example. If they have chosen architecture, there are then 16 different courses of study that the students can investigate. They can pick -- if they know what they want, they can go straight to that. If they are not sure what they want, they can choose architecture. It shows them freshman, sophomore, junior, senior year in high school and the courses that they should be taking. And then it goes down with postsecondary options. I can be technical support to an architect, I can be computer-assisted drafting, I can go on for a master's degree or a Ph.D. and it shows you different career options within that field. So the second one is terrific.

Now, hopefully this will take me back to the menu. Right

Then I go into the third. Because of time I am going to move along with this. The third one is choosing a postsecondary option. Once they're in that section, there are five major choices. Everything from on-the-job

training, technical school, up to a full master's degree. But they can talk about community colleges, four-year colleges, and master's degrees.

If I choose community colleges, that will then lead me to other things that should impact on my choice, things like distance from home, cost, what affects your choice for choosing a college, the number of students on the campus, the number of Deaf students on a campus.

It was really interesting to me, one of my colleagues who I worked with in developing this is the mother of a young Deaf man who just went off to the University of Wisconsin at Milwaukee.

He love it is there. The population of other Deaf kids is so-so, but you know what's really strong there? They have an interpreter training program, and the presence of those young people interested in becoming interpreters has made the campus deaf-friendly for him. It's also provided him with a lot of good dates, you know? There are a lot of cute girls.

(Laughter)

And then the last section here, again, we don't have time to go through it, is, okay, so I've decided that I want a four-year degree. What are my steps? What do I have to do from now until the time I go to college? Or go on to on-the-job training, whatever that option is.

Right away you have to indicate whether you are currently in high school or whether you are out of high school. Because if you have finished high school, if you are 22 or 23, you may need to go and get a GED degree if you don't have it. And you're not obviously going to be looking at a schedule of things that I am going to do in grade 9 and grade 10 if you already have completed. But then it will kind of walk you through the steps that you should be thinking about to prepare yourself for college.

Okay. Now I am going to quit. I'm going to briefly show you the second training. And I'm going to skip the intro, and it's going to yell at me.

This is representation of a four-day training on a college campus. And there are activities assigned to everyone of those four days. Some of them are normal everyday activities like go and get your laptop, sign up for an e-mail account, get some money out of the ATM machine, buy your books, and that kind of thing that would affect every student going to college.

And other things are things like meet with the disability support serviceperson and go and meet your roommate and whatever. So each one of the four days has certain activities. I'm just going to briefly show you one of the days. You will see on the left there is a map of this fictional campus.

And there is a little red star which happens to be right down here (indicating). I'm going to go to the map. Now, you can see a little orange blob on the back. As I move my arrow keys, that's a little man walking, and that orange blob is his backpack. So if you have the orientation of that being his back, you know which direction he is heading.

He has jobs to do during all four of those days, and those jobs are called targets. When he -- before he's hit a target and completed it, it's yellow. Once he's done it, it turns purple. So you see that purple blob means he has finished that job.

Now, I look over to the left on the map, and I can see a little red star here (indicating), and I see yellow circles over here (indicating). So I know that he needs to get from here to here (indicating), and I am going to use my arrow keys. He is going right through the building. Isn't he strong.

(Laughter)

And it will switch over. Let me see where I am. I want to turn him around and head up. Okay. Now I am heading over toward a target. Okay. I get a message down below that he has hit a target, hit the space bar. I'm going to do that. And it's telling me something for him to do.

It's telling me that there is going to be a fall play. And I didn't choose this. I just happened upon it. There is going to be a fall play, and the theater is equipped with assistive listening devices, you have ever used one? Do you want to? It will give him or her some direction to do. And you'll notice that underneath here (indicating) at the bottom in green it says, "Read about the campus theater. When finished, answer the question. Have you ever used a ALD device in large public setting?"

So I am going to say yes. This target is worth 2 campus points. And that is the way a student progresses through. There are some times when it's frustrating. I might hit a target that says, "Go buy your books." But if I haven't first put money on my student ID, I can't buy my books. So it will say, "Too bad, you have to go over and do this target first and then come back." But that's real life.

It's really a tremendous -- we don't have time to go through the whole thing, but it's a tremendous orientation to what college life is like.

I am going to go back to my PowerPoint. I think. Oh, shoot. And now, Mike, I do need your help with this because I need to -- let's see. I want to -- oh, shoot. I want to go on to some further slides. Oh, here we are. Keep going, keep going, keep going. Right here. Thank you.

Okay. Sorry about that. I'm not used to this computer.

Now I'm switching to the PowerPoint and you have copies of this in your handouts. The third training is essentially independent living skills, study skills, and goal setting.

It takes you through with three mentors. These mentors vary with hearing loss, and with their place in life. Some are married, some live in the dorm, some live at home, some are part-time students, full-time students, with the hope that a student can identify with at least one of them.

In the first part of this with goal setting, the students are encouraged to think about what their goals are and how to set achievable goals. The next with time management. Boy, oh, boy, oh, boy. Any of that you have worked with students coming right out of secondary school into college know that this is huge. The other one is the next one that's coming up, study skills. But students aren't used to the kind of free time that they have in college. They want to schedule classes that start at 11:00 or 12:00 because they want to sleep all morning not realizing that that's going to have an impact. That's lost time for study. So they are worked with techniques and equipment, campus resources, even things like a daytimer to try to manage their hours and time.

Students consider all of the things that affect their schedule. Not only their classes, but all of their outside activities as well, and then try to fit it in in a reasonable way.

Of course study skills. Oh, wow! How much do we know about that? It's huge! The fact that I attend class probably means I have to spend a couple of hours after class preparing for the next one.

How to read a course syllabus and so on. There's a wonderful downloadable study skills questionnaire that you can download, the students can download so that they can kind of test themselves where am I with the whole study skills process?

And then lastly we work with them on meeting and working with the disability support service office at whatever institution they're at. If you are at a big university, there will be a disability service office. If you are in a small beauty tech school, there may be one person assigned to meet your needs. But you need to find that person and figure out how to get the accommodations that you need.

Wonderful in there is an intake form. Questions that disability services people are likely to ask you, and then help with questions that you might want to ask of them. So it's a lot of interplay, and it really helps

students kind of prepare themselves for that meeting with the disability support service office.

Okay. The last training is eFolio. That's what I mentioned to you in the beginning. It's like a personal online portfolio.

When you click on that choice on the PEPNet website, you will have to answer another user name and password. It can be the same as the one on the PEPNet website, but it's another one. Why? Because once you sign up for a eFolio, you will have left the PEPNet website. You are now on the website of the AVNet company that designed eFolio.

EFolios are awesome! We purchase the rights to 6,000 of these, and we'll purchase more when we need them. We know we're going to be needing them because this is just having a ripple effect all over the United States.

The four PEPNet regional centers are offering trainings in eFolios. If you have an interest in that, you can get in touch with your regional center and they will help to you find the people that can be working directly with you.

PEPNet contracted with eFolio for the rights to these, and then we tweaked them. Running down the left-hand side, and I think that it's on your next slide, are some categories that we established for eFolios. So that when a student goes -- or a teacher -- goes to this site they are no longer on our site. That's why the other user name and password.

If you are working with students, it might be a good idea if you kept their user names and passwords just because they are likely to forget, and then they are really -- we can't help them because they are out with eFolio.

Let me tell you that in the State of Minnesota every single student has to have one of these before they can graduate. Not only students can disabilities, every single student. And other states are picking up the same interest.

These are the contents that we put in the PEPNet eFolio, everything from goals to self-knowledge, to accommodations which might be the kind of accommodations that I had in secondary schools. My resume. Students can add others. They can close out some of these. It's very, very flexible.

This is an example of a eFolio. I am going to show you mine that's in construction that I use when I teach the class on eFolio.

Students can add artwork and websites and video. I'm going to take you to my eFolio, which is not fancy at all.

I have the freedom to choose any design I want. I can choose sayings that I want. I put live life to the fullest. I'm sure that you know, kids would have much more interesting things than that.

The pre-set categories, but those can be changed. I do my work on what's called the administrative side or the admin side. I have to enter my username. And password. And it's here, it's in this place where I enter things into my eFolio. If I choose accommodations, for example, I don't have any -- oh, here. Accommodations.

I can add information very simply by just typing it in there. The student and the teacher are saved all that nonsense about knowing HTML code. You don't need to. You can add your information in there quite easily. Along the left-hand side you probably can't see it here, but this says, "Related links," and that's where I have websites. So if I am interested in designing roller coasters for a career and I know a great Scottish firm that makes those, I can take the website of that Scottish firm and plunk it into my eFolio.

There are images, audio, video, documents, and, of course, if I've received an award I can scan that and enter it as a regular document. It's very easy and very direct. You can see up in the upper right-hand corner there is a button called live site. And when I click on that it takes me back to my live site, and then I can return to the administrative side so

that I can add some information, go over to my real site, see what it looks like, come back and forth, toggle back and forth.

It is a lot of fun. Students enjoy it. It's really terrific.

You saw that entering content was easy. There is a list of content. This is some one student's independent living skills goals. That person sat down and said I want to learn how to balance my checkbook, I want to learn how to use an ATM card, so and, and so on, down to I want to know how to do my laundry. And if the student can document that, can he put it into his eFolio as his goals or her goals.

You can upload photos, documents, pictures and websites. I showed you that. And as you saw, and I'm glad I put this in here. I had to put in my username and password to get into my eFolio.

Students when they sign up for it have to say whether they are 18 or over, or younger than 18. If they're younger than 18 all kinds of safeguards are in place to protect them from predators. And nobody can get into their website by themselves. Nobody has access to that website. I was able to call up mine and you could see it because I entered as over age 18. But if I was underage 18, this is what would show up on the screen so that only the student, himself or herself, or someone that they shared their username and password with has access to it. But the good thing is if the student goes to Tibet for a semester abroad and loses his or her hearing aids, they can get their doctor's report if they've saved it right at a URL, and they can replace those hearing aids right then and there.

If they have met with a Vocational Rehabilitation counselor and they are likely to forget that person's name, they can put all of that information in their URL, and when somebody says who is this person, or who is your doctor, or who is your dentist? All of that information can be stored there for their use at another time.

And like we said before, when they finish the first, second, and third trainings, reports are published at the end of those, they can just transfer those and put them into their eFolio if that's done first.

And I talked to you about the teacher guides. There will soon be frequently asked questions. And if you have interest in perhaps talking to your school district, there are PowerPoint presentation us that can download to show someone, you know, brief ones, that you can show the value of these.

That's it in 40 minutes. So we're tight on time. We may have two or three minutes for questions, or you can reach me -- we can talk about this afterwards. Any questions or concerns?

Yes, would you come to the microphone, please?

>> Audience member: In the first part when it's giving information about the postsecondary, you said about the number of deaf students, things like that, does it also give a list of support services at the college?

>> PAT BILLIES: At an individual college, no. But it does talk about a whole section on the kinds of support services that one might look for.

Any other questions?

Well, have fun exploring. It's a great website. It's free.

Yes?

>> Audience member: eFolio is there, so you have a student who is typing it, and they graduate, and they go off to wherever, and that eFolio would still be preserved, or will it be deleted after they are done?

>> PAT BILLIES: It stays. It stays. It stays.

>> Audience member: So they must have a huge amount of memory.

>> PAT BILLIES: Thank you for mentioning that. I forgot to mention that there is a cap of 10 Meg in each eFolio. Now, having said that, if you upload a video, you are going to eat up your 10 Meg pretty quickly. If you upload large photos, same thing. When you upload photos, you have a choice of do you want them big, middle, small, thumbnail size? And if you know that

you are going To be storing a lot of data, then you want the thumbnail, the small size.

There is also, I watched somebody do it, there is a way of entering larger files directly into the HTML code that bypasses that 10-Meg limit. The person who showed it to me graduated and I will find that out. There is a way to bypass that. But you'll end up with a link to it.

Well, thank you for coming. I hope that you enjoyed this. It's fun. It's great.

(Applause)

Enjoy your Tech Symposium.

Rick has some hard copy evaluations if you would like to complete those. You can also complete evaluations online. Obviously we're really interested in your feedback. Thank you.

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