



T-Folio Training

Center for Change in Transition Services (CCTS)

Improving post-school outcomes for students with disabilities in Washington state

www.seattleu.edu/ccts

OSPI Priorities

OSPI Priorities: Improving Outcomes for Students with Disabilities



Leadership

Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.



Growth Mindset

Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, IEP-related Decisions, and post-school outcomes).



Evidence-Based Practices

Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.



Professional Development

Joint training for general educators, special educators, administrators, and parents/families (e.g., IEP team members).



Resource Allocation

Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.



Recruitment & Retention

Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities.



OSPI State Needs Projects



There are five state needs projects that are funded with IDEA state discretionary dollars. These projects collectively provide:

- Professional development at little to no cost to districts or participants (clock hours/credit hours available)
- Technical Assistance with IEP development, compliance, evaluation, planning, learning interventions, and assessment for students with disabilities
- Consultation and training for parents and families



The Five State Needs Projects



- **[Center for Change in Transition Services \(CCTS\)](#)**
Provides secondary transition training and technical support to districts, and Educational Service Districts, that serve students who have an Individual Education Program and are in need of transition services.
- **[eLearning for Educators](#)**
Provides statewide access to affordable online courses designed to support educators in serving students with disabilities.
- **[Special Education Support Center \(SESC\)](#)**
Provides current information and best practices through statewide training and technical assistance to families, educators, and organizations in order to meet the needs of students with disabilities.
- **[Special Education Technology Center \(SETC\)](#)**
Provides training, consultation, technology loans and resource information to help school districts and families implement assistive technology (AT) interventions in addressing the special learning needs of children with disabilities.
- **[Washington Sensory Disability Services \(WSDS\)](#)**
Supports individuals aged birth to 21 who are deaf, hard of hearing, blind, visually impaired, or deaf-blind, by providing training and other resources to service providers and families.

Center for Change in Transition Services

- **Improving post-school outcomes for students with disabilities.**
- CCTS provides secondary **transition training** and **technical assistance** to Washington state partnering agencies, Educational Service Districts (ESDs), Local Educational Agencies (LEAs), and public schools that serve high school-age students.
- CCTS has responsibility for **analyzing the district-reported post-school outcome data**, using the data to make informed decisions related to training and technical assistance development needs, and submitting the results of the data analysis to OSPI to be included in the state's Annual Performance Report.



Training Objectives

Part 1: The Basics

- What is T-Folio?
- Who should use T-Folio?
- How to implement the curriculum
- What is included
- How to navigate the lessons and activities

Part 2: Collaboration & Facilitation

PART 1: The Basics

What is the T-Folio?

- A free digital platform that helps youth complete the items needed for their transition portfolios through a series of interactive exercises and the support of a facilitator.
- Aligns with both [Individualized Education Program \(IEP\)](#) transition planning and the Division of Vocational Rehabilitation's [Pre-Employment Transition Services](#).
- Schools and counselors are already required to provide transition services. The T-Folio is a supplemental tool that makes it easier!

Transition Services

The T-Folio curriculum is aligned with the [Transition Services Flowchart](#) (Johnson, 2012) and is designed to guide youth through the process of planning for their future and setting goals for:

- the IEP (Individualized Education Program).
- the IPE (Individual Plan for Employment).

Who should use the T-Folio?

- T-Folio is designed for youth aged 16-25 who are in the process of transitioning from high school to post-secondary employment or higher education.
- T-Folio is primarily designed for students who fall into the high incidence categories (SLD, EBD, Health Impaired, etc.)
- Activities have been carefully constructed to incorporate universal design principles and can be modified to meet the needs of a wider range of student abilities.

How to implement the curriculum

- Implement the curriculum in classes that already exist:
 - English Language Arts
 - Life Skills
 - Career Technical Education
 - Advisory
 - Community Experience Class
 - Etc.
- In small groups or individually to prepare for the development of an IPE with the help of a DVR counselor.

Partner with others

- CTE teacher
- School counselor
- Business partners
- Guest speakers.

Use technology to invite speakers into your classroom via Zoom, Skype, etc.

Suggestions for timing when integrating T-Folio

The curriculum can be used throughout the student's high-school career, as they will benefit from repeating or revisiting certain lessons each year.

- Age appropriate assessments should be done every year.
- Goals (postsecondary and annual IEP) can be written and led by the student and need to be reviewed/adjusted annually.
- Preparing for employment varies as the student matures – revisiting these areas will lead to better outcomes.
- Self-advocacy is an ongoing area of growth for youth as they experience and mature in their transition – revisit and practice often.

High School and Beyond Plan

Many T-Folio activities align with the [High School and Beyond Plan](#) (HSBP) required for all students for graduation, including:

- Career Interest Inventory (see T-Folio [Unit 1, Lesson 3](#))
- Educational goals ([Unit 2, Lesson 2](#))
- Course planner ([Unit 2, Lesson 5](#))
- Personalized pathway ([Unit 2, Lesson 7](#))
- Resume/activity log ([Unit 4, Lesson 2](#))

T-Folio Units

- Student-Centered Introduction
- Unit 1: Job Exploration Groundwork
- Unit 2: Postsecondary Employment and Education Options
- Unit 3: Work-based Learning Experiences
- Unit 4: Workplace Readiness Training
- Unit 5: Self-Advocacy



Student-Centered Introduction

- A warm-up unit for both youth and facilitators.
- Promotes student voice.
- Emboldens the students to self-reflect and explore what is important to them and their future.
- Increases understanding and ability to identify and voice future desires.

Unit 1: Job Exploration Groundwork

- This unit consists of 8 lessons.
- A series of assessments in areas of strengths, preferences, interests, needs, self-determination, and work maturity skills.
- Students will analyze results of the assessments and identify connected traits in relation to potential careers.

Unit 2: Postsecondary Employment and Education Options

- This unit consists of 7 lessons which follow the Transition Flowchart.
- In this unit, participants will:
 - Explore and create their postsecondary education and training goals.
 - Chart their course of study.
 - Create an action plan for employment and education.

Unit 3: Work-based Learning Experiences

This unit consists of 6 lessons that assist students with cultivating experiences that will help prepare them for future careers:

1. Introduction to work based learning.
2. Workplace skills and competencies.
3. Informational interviews.
4. Job shadowing.
5. Evaluations and letters of recommendation.
6. High School and Beyond Plan alignment.

Unit 4: Workplace Readiness Training

This unit has 7 lessons in which students will learn about:

1. Work maturity skills
2. Writing a resume
3. Writing and presenting an elevator speech
4. Job applications
5. Job interview preparation
6. Writing a thank you note
7. Developing an action plan for employment

Unit 5: Self Advocacy

This unit has 6 lessons in which students will :

1. Reassess their level of self-determination.
2. Set goals in the area of self-advocacy.
3. Set goals for independent living.
4. Learn about student-led IEPs.
5. Create an action plan for self-advocacy and independent living.
6. Review their work in the T-Folio for completion.

Getting Started

- Go to www.cctstfolio.com
- Chrome has the best functionality.
- There may be a short wait as the platform loads.
- Familiarize yourself with the units, lesson guides, and activities.

Lesson landing page

[T-Folio](#) / [Unit 1](#) / Lesson 1

Lesson 1: Strengths

In Lesson 1, students will identify their own strengths in various categories (personal, work-related, and specialty). They will complete a Strengths Assessment that can be added to the student's portfolio. The lesson facilitates self-reflection, assessment, and self-advocacy.

Lesson Objectives

Participants will:

1. Identify strengths as it relates to job exploration.
2. Develop and practice self-determination skills by sharing identified personal strengths and talents.
3. Apply readiness methods and supports when taking strengths assessment.
4. Complete a strength assessment.

What you'll need

Lesson Guide

Strengths Assessment

PowerPoint Presentation



Photo on Pexels / CC0 license



What a typical lesson includes

- Lesson guide
- Activity (one or more)
- PowerPoint (and PDF)

Lesson Guides

Lesson guides are available on each lesson landing page and include the following:

- Lesson summary and objectives.
- Facilitator notes.
- Introduction to the lesson with script suggestions.
- Activities.
- Debrief and guiding questions.
- Additional resources.
- Considerations for accommodation.

Lesson Guide: Example

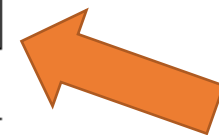
Lesson Guide

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Item to be added to student's Transition Portfolio:

- [Strengths Assessment](#)



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Accessing the PowerPoint



PowerPoints

- Most lessons have an accompanying PowerPoint to use as presentation or guide.
- Guides the facilitator and youth through the lesson.
- Many slides have notes that support the information on the slide.
- Includes links to the activities or resources to be used in the lesson.
- Can be modified or adapted as needed.

Accessing the activities



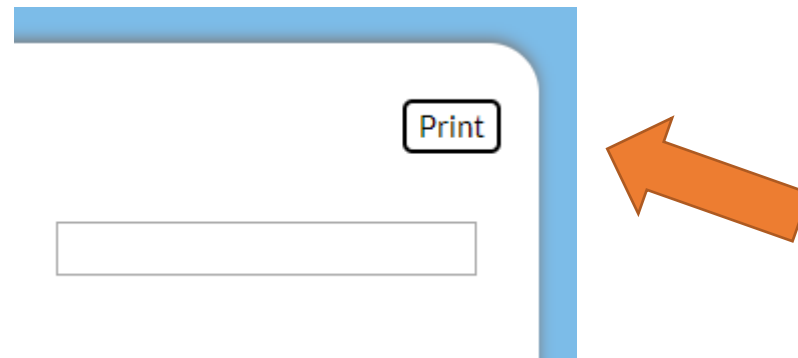
Activities

- Each lesson has at least one activity for the youth to complete.
- The lesson guide provides the facilitator with directions and locations of the activity(s).
- There is a “product” at the end of each activity that will need to be saved in some location as a PDF:
 - Cloud-based
 - Thumb drive
 - Printed portfolio

Save your work

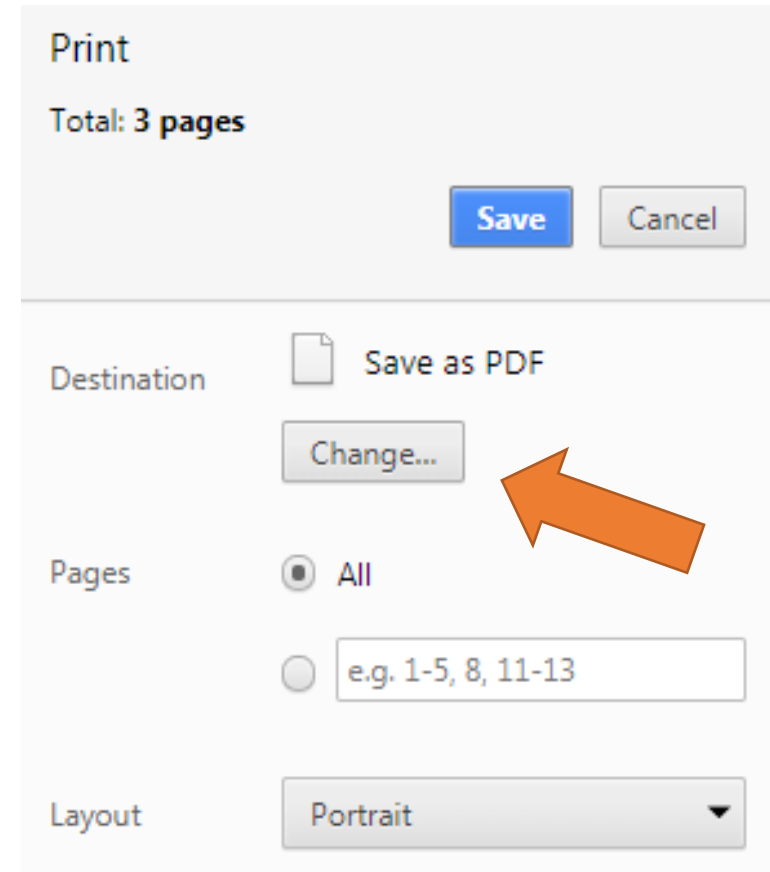
Important! The T-Folio **will not store any of the user's work** or information. It is therefore recommended that youth save their work once it is completed by creating a PDF of the activity.

First, after the activity has been completed, click on the "Print" button.



How to “Save as PDF”

Then, from the Print screen, choose "Save as PDF" by changing the printer destination.



Where to save work

- Choose a descriptive file name and save to a place where the student will be able to access it (local computer, thumb drive, school district server).
- Once the form is saved, it can also be printed and added to the student's file.
- Plan activities to be completed in one sitting to avoid lost work.

T-Folio Tracker

The [T-Folio Tracker](#) is how youth will track their work.

T-Folio Item	Date Completed	Location Stored
Student-Centered Introduction		
Lesson 1: What's Important to Me?		
Unit 1: Job Exploration Groundwork		
Lesson 1: Strengths Assessment		
Lesson 2: Preferences Assessment		
Lesson 3: Interests Assessment		
Lesson 4: Needs Assessment		
Lesson 4: Challenges in the Classroom		

The “White List”

- Some schools and organizations have firewalls or other protections in place that block access to T-Folio content.
- A "white list" is available for download for your IT department to add to the list of URLs recognized as safe.
- The white list can be downloaded from the [Feedback](#) page.

PART 2: Collaboration & Facilitation



Training Objectives

Participants will learn:

- How to collaborate effectively between educators and agency personnel.
- Tips from the field on collaboration.
- Suggestions on how to facilitate a lesson with youth.

Collaboration

- The T-Folio curriculum can be co-facilitated by school personnel and DVR.
- The curriculum is designed to be flexible in its delivery where all or some of lessons can be co-facilitated.
- The ideal implementation would allow for planning time where both facilitators identify their areas of focus and expertise as they prepare for working with youth.



Tips for successful collaboration

- Establish rapport.



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- Discuss individualized needs and overall goals.
- Formulate a plan of action and act as a unified team.



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- Discuss strengths and weaknesses.
- Discuss individualized needs and overall goals.
- Formulate a plan of action and act as a unified team.
- Take risks and grow.



Classroom teachers

- Review the curriculum together.
- Ask for support.
- Support your co-facilitator.
- Create a calendar of instruction.

DVR personnel

- Believe that all students should be held to high expectations.
- Bring your best.
- Expect that you will have a positive impact in every youth's life.
- Believe that all students can succeed.
- Be flexible with timing.
- Be prepared to change course.
- Have fun!

Tips from the field for DVR counselors

- Talk to teachers before implementing T-Folio in the classroom about what their students need.
- Go through the activities and think about what students need and what isn't being delivered in the classroom – don't duplicate those services.
- Share with teachers some of the information you'll be covering before going into the workshop – you'll be more effective as a team in making sure students are really grasping the concepts.
- Check for comprehension, have the students share out, be conversational.

Reminders about facilitation

DON'T:

Start out with your own knowledge.
Follow a pre-set curriculum.
Lecture from the “stage.”
Provide information in one direction.

Act as if there is a “right” answer.
Maintain a hierarchical relationship with pupils.
Answer all questions yourself.

DO:

- Start by assessing the group.
- Consider new ideas brought in by the group.
- Use practical, participatory methods.
- Make sure information flows in all directions and learning happens among all participants.
- Encourage and value different views.
- Consider participants as being equal.

- Ask participants what they think and let them figure things out for themselves.

(Adapted from Geijer, 2015)

References

Geijer, C. C. (2015, January 15). Teaching vs. facilitating: What is the difference? Retrieved from: <https://www.linkedin.com/pulse/whats-difference-between-teacher-facilitator-christina-geijer>

Johnson, C. E. (2012). *Transition Services Flowchart*. Center for Change in Transition Services, Seattle University. Seattle, WA.



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