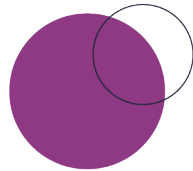
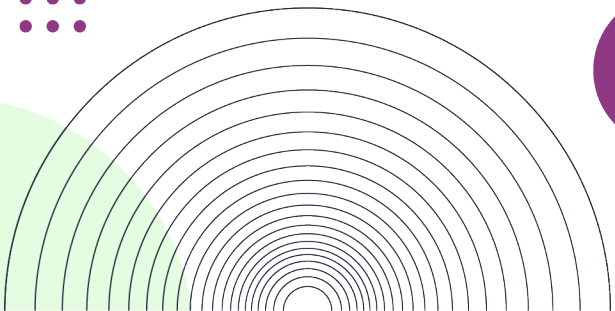


# Educate, Collaborate, and Engage Families as Transition Partners

Increasing Student Involvement in Transition Planning





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How would you rate your students' engagement in the transition process?



# Did You Know?

- Students with disabilities on an IEP are less likely to prepare for their future than their peers without an IEP (Lipscomb, et al., 2017).
- 95% of students are in the IEP meetings, only 12.2 % are offering significant input
- Being involved in the IEP and transition planning take a level of self-determination and self-advocacy skills
- Involvement in transition planning is more than attending the IEP meeting
- Students should be involved with all facets of the planning process, including assessments, goal setting, action planning, and determining transition activities

## Objectives

1. Discuss how the transition IEP offers the optional opportunity for all students, but especially those with significant support needs, to practice their self-determination skills.
2. Various simple methods will be explained in order to increase meaningful student input in the transition planning process.



# Elementary

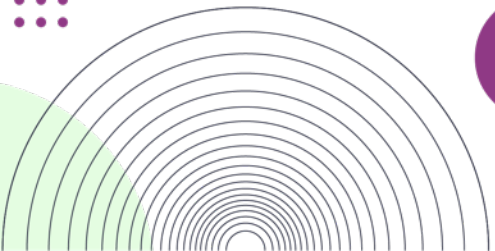
## Why start early

Combat against “learned helplessness”

- The student with a disability is “abnormal” or “dysfunctional.”
- Thus, the student with a disability needs “treatment” or a “cure” in order to function more “normally.”

## Encourage Self-Determination

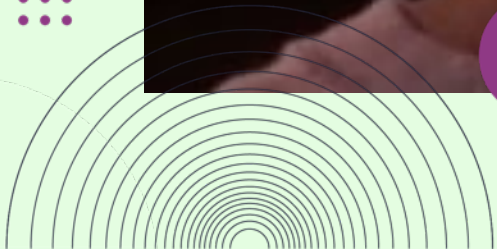
- **Autonomy:** the feeling of having choices and control over your behavior and destiny. (self-initiation and self-regulation)
- **Relatedness:** the need to feel connected to others and belonging among people and social groups. (access to help and support)
- **Competence:** the need to be effective or achieve mastery within one’s environment. (goal setting and achievement)



**Encourage students to participate in their own IEP meetings beginning no later than elementary school.**



like, um, like being good  
at math.



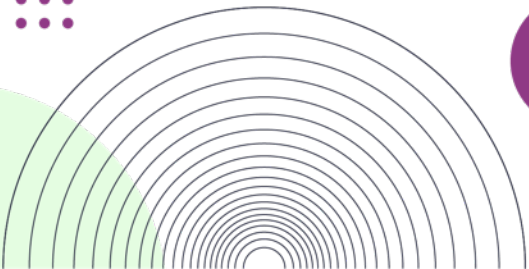


# Encourage Students to Participate in their Own IEP meeting [Before]

- Make and send personal invitations to meeting (paper, email, video) and/or make name tags for everyone attending.
- Make a simple presentation to share
  - Me and My Family
  - Things I like
  - Things I don't like
  - What I want to be in future (job), where they would like to live
  - Things that help me be my best
- Learn about a famous person with their same disability and be prepared to share that information with others

# Encourage Students to Participate in their Own IEP meeting [During]

- Introduce those at the meeting and tell others how they know them or help them
- Share a simple presentation
- Be a timekeeper



# Encourage Students to Participate in their Own IEP meeting [After]

- Write a “Thank you” note to those who attended
- Meet with teacher and review the IEP in student appropriate terms and set goals
- Document through pictures, them working on their IEP goals and send to team

## Teach & Practice Workplace Readiness Skills



<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
I helped make a meal for myself or my family	I helped one person in my family today without being asked	I cleaned my room	I used my alarm clock or cell phone to wake myself up	I demonstrated good table manners while eating
I made my own bed	I picked out my clothes to wear that matched the weather	I did not argue with my parents	I cleaned the table after a meal	I said something nice to another person
I took my bath or shower	I listened to directions	<b>FREE</b>	I completed a task my Mom or Dad asked me to do	I practiced internet safety
I followed safety rules in my home	I made a healthy snack choice	I waited for my turn while playing a game	I brushed my teeth	I worked with another person to accomplish a task
I practiced my math skills	I asked nicely for help when I needed it	I solved a problem	I was honest and told the truth	I made or followed my schedule
I followed all the family's rules today	I practiced my writing skills	I used the internet to find information	I practiced my reading skills	I did something I loved doing

# Incorporate Career Awareness into Lessons

- Teach about work and simple jobs
  - Jobs of the people they know
  - Jobs of those who serve them in their community
  - Teach about reasons people work
- Do at least one or more volunteer jobs as a class and encourage volunteer work within the community with family.
- Watch videos of people at work
- Help students identify their SPIN (strengths, preferences, interests and needs)

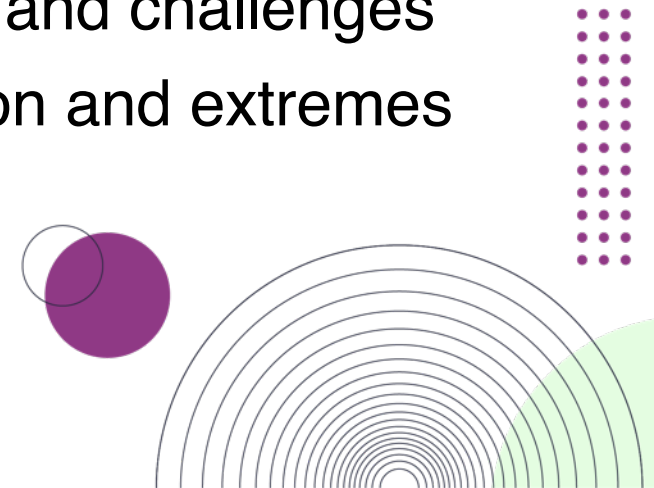
Do you think students with more significant support needs are less likely than other students with disabilities to be engaged in the transition process?



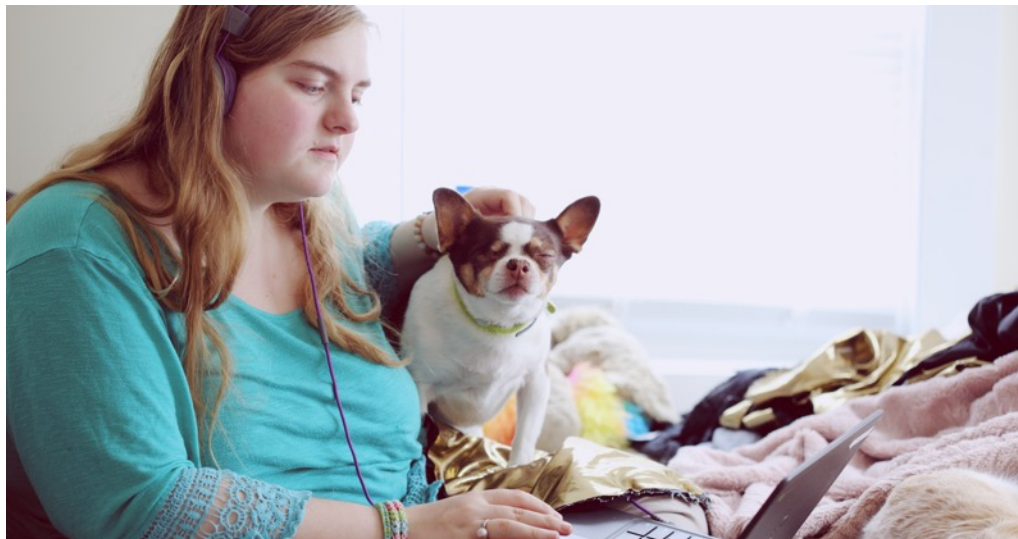
# Middle School

## Where are they?

- Desire to think and act independently
- Care deeply about peer acceptance and being part of a group (Caskey & Anfara, 2007)
- Feeling vulnerable and self-consciousness
- Hormonal changes and challenges
- Tend to exaggeration and extremes



# How does this impact engagement & involvement?





# Middle School [School Tips]

Assess for self-determination and IEP involvement

- Varied level of skills among students
- Scaffold SD instruction and IEP involvement based on the student

Start early! Begin simple transition planning in 6th grade

- Collect SPIN
- Introduce Career Clusters
- Connect school to their future

# Middle School [School Tips] pt2

Teach students to self-assess

- Academic performance
- Effort
- Work readiness skills

Review goals and progress on a regular schedule with students

# Middle School [Home Tips]

Encourage families to

- Take effort to talk to your child about future plans
  - What do they want their lives to look like when they are 25?
  - Help them advocate dreams to educators and other service providers
- Involve them in family tasks
  - Expect them to contribute to the family
  - Teach them to cook, clean, plan meals, share ideas, plan outings, etc
  - Build their independence and develop confidence through tasks
  - Ask them about preferences for chore assignments

# Middle School [Home Tips] pt2

Encourage families to

- Teach workplace readiness skills
- In the community;
  - Talk about the difference jobs/careers you encounter
  - Ask their preferences about jobs you seeing people performing

# Middle School [Community Tips]

- Explore volunteer opportunities in areas of interest
- Volunteer with connected organizations
  - Church
  - Civic groups
  - Hobbies

Do you create a “**deficit-based view**” or a  
“**strength-based view**” of your students?



## **Strengths-Based View and Approach**

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- Focus is on identifying skills and capacity within the home, school, and community
- Supports high expectations
- Opportunity focused
- Proactive planning and building upon strengths
- Long-term impact

## **Deficit-Based View and Approach**

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- Focus on disability, needs, and perceived weaknesses
- Communicates helplessness and low expectations
- Problems focused
- Reactive planning and identifying what is missing
- Short-term impact



# High School

## Where to next?

- Utilize a strengths-based approach to transition assessment
- Build Strong Relationships
- Connect learning to the real world
- Expose students to new experiences
- Offer students a leadership role in the transition IEP meeting



# Student Engagement in Planning for the Future

IMPLEMENT  
STUDENT-FOCUSED  
PLANNING



# Student-Focused Planning

1. Recognize every student has strengths, abilities, and skills.
2. Collaborate to gather information on students' abilities and interests within the school, home, and community.
3. Communicate on a regular basis with families. This will support families to identify strengths, achievements, and career interests.
4. Assist students to become well informed of their strengths and interests
5. Develop goals with the student to build upon students' strengths and resources.
6. Link goals to action and develop experiences to uncover additional strengths and skills.
7. Gather data from goals and activities to build upon students' strength profile.



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# 15:00

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