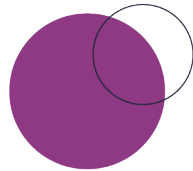
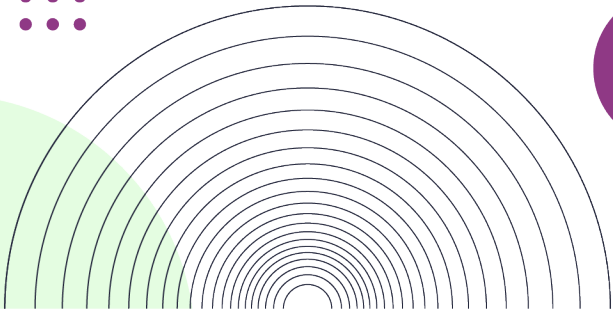


# Educate, Collaborate, and Engage Families as Transition Partners

Parents as Partners in Transition Planning





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## Objectives

1. Learn to **educate**, **collaborate** and **engage** families to support transition outcomes
2. Increase knowledge of resources to facilitate home/school partnerships

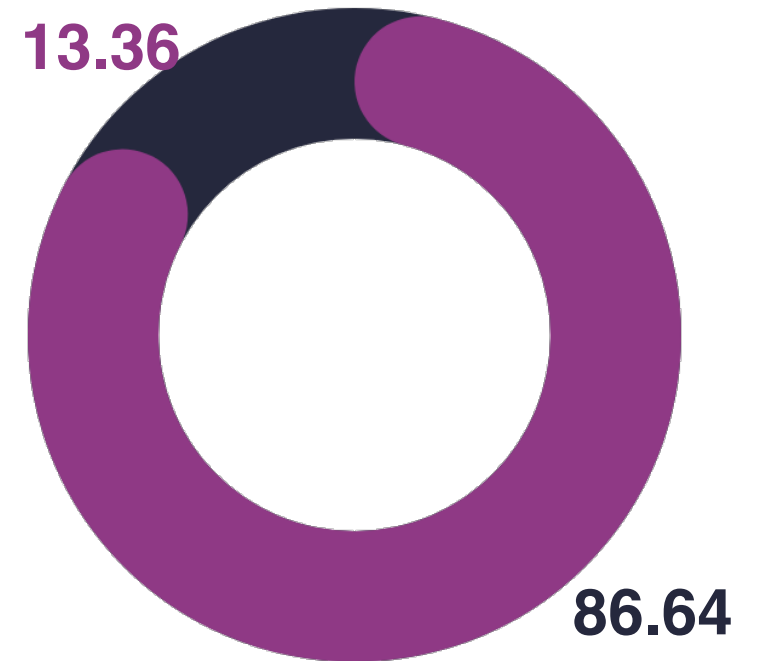








## Who Spends More Time?



Time child spends in school by 18 years of age

# Framework of High Expectations –Charles Kettering



Students with disabilities who had parents who **expected** their child would probably be self-supporting or definitely be self-supporting were **more likely** to be engaged in post-school employment

(Carter, Austin, & Trainor, 2012)

Students with disabilities who had parents who **expected** their child to get a paid job were **more likely** to be engaged in post-school employment and education

(Doren, Gau, & Lindstrom, 2012)



# Key Takeaways





# Post-School Predictors

Cluster	Predictors/Outcomes	Education	Employment	Independent Living
Student Skills	• Community Experiences		Promising	
	• Goal-Setting	Research-based	Research-based	Research-based
	• Psychological Empowerment (new)	Promising	Promising	Promising
	• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
	• Self-Care/Independent Living	Promising	Promising	Research-based
	• Self-Realization (new)		Promising	Promising
	• Social Skills	Promising	Promising	
	• Technology Skills (new)		Promising	
	• Travel Skills		Promising	
	• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising
Career Development	• Career Awareness	Promising	Promising	
	• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
	• Occupational Courses	Promising	Promising	
	• Paid Employment/Work Experience	Research-based	Research-based	Promising
	• Work Study		Research-based	
Collaborative Systems	• Interagency Collaboration	Promising	Promising	
	• Parent Expectations	Promising	Research-based	
	• Parental Involvement		Promising	
	• Student Support	Promising	Research-based	Promising
	• Transition Program	Research-based	Promising	
Policy	• Exit Exam Requirements/High School Diploma Status		Promising	
	• Inclusion in General Education	Research-based	Research-based	Research-based
	• Program of Study	Research-based	Research-based	

National Technical Assistance Center on Transition: The Collaborative



# Collaborative Systems

Cluster	Predictors/Outcomes	Education	Employment	Independent Living
Student Skills	• Community Experiences		Promising	
	• Goal-Setting	Research-based	Research-based	Research-based
	• Psychological Empowerment (new)	Promising	Promising	Promising
	• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
	• Self-Care/Independent Living	Promising	Promising	Research-based
	• Self-Realization (new)		Promising	Promising
	• Social Skills	Promising	Promising	
	• Technology Skills (new)		Promising	
	• Travel Skills		Promising	
Collaborative Systems	• Interagency Collaboration	Research-based	Research-based	Promising
	• Parent Expectations	Promising	Promising	
	• Parental Involvement	Research-based	Evidence-based	
	• Student Support	Promising	Promising	
	• Transition Program	Research-based	Research-based	Promising
	• Work Study		Research-based	
Collaborative Systems	• Interagency Collaboration	Promising	Promising	
	• Parent Expectations	Promising	Research-based	
	• Parental Involvement		Promising	
	• Student Support	Promising	Research-based	Promising
	• Transition Program	Research-based	Promising	
Policy	• Exit Exam Requirements/High School Diploma Status		Promising	
	• Inclusion in General Education	Research-based	Research-based	Research-based
	• Program of Study	Research-based	Research-based	

Families are partners in the transition process.

# Educate: Help Families to Recognize Their Powers

## IDENTIFY

- barriers/reasons families have low expectations/ involvement

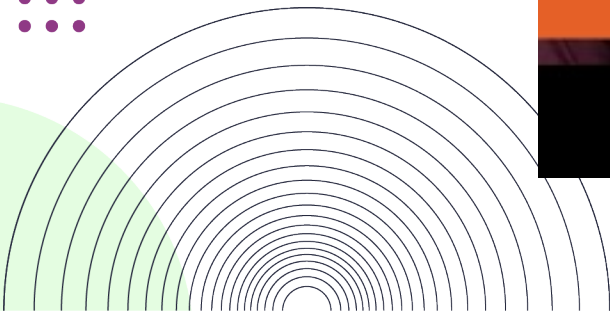
## SHARE RESEARCH

- Outcomes
  - Employment
  - Education
- Grades
- Behavior





# Educate: Share Success Stories



# Educate: Families Early

## SUPPORT

Support teachers to begin talking about transition in elementary school

## ENGAGE

Engage families in trainings about transition:

- [Alabama Parent Education Center](#)
- District developed-brochures, fairs trainings about agencies & services





# Educate: Talking with Elementary Families

When your child is 25, **do you expect them to be employed?** If so, **full-time** or **part-time?**

What **strengths** or **interests** have you noticed in your child that you think could be used in job situations?

What are some of the **ways you are encouraging work skills** at home?



# Educate: Talking with Elementary Families cont.

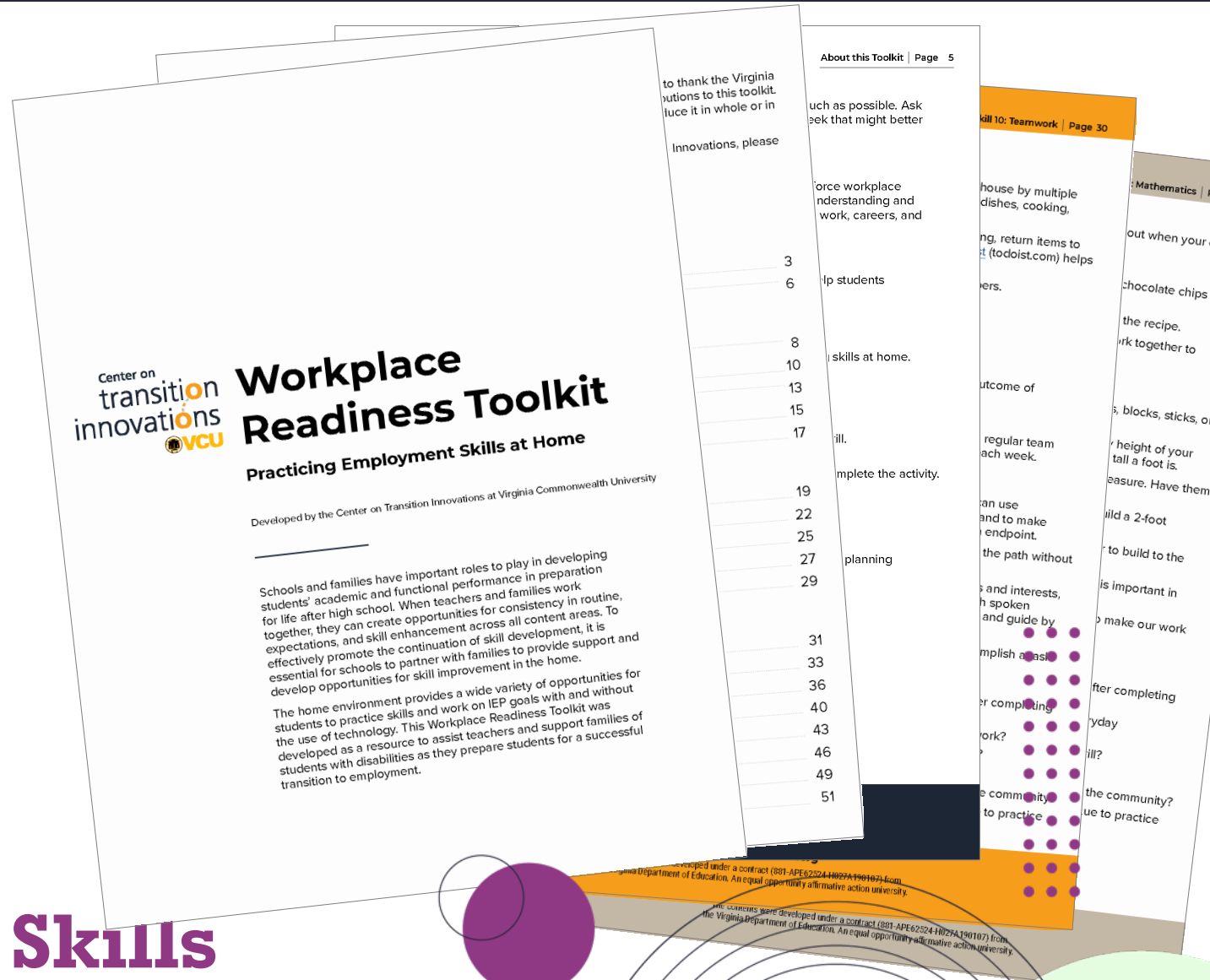
## **Education/Training**

- What options are you exploring?
- How are you helping at home to prepare for higher ed or training?

## **Independent Living**

- When your child is 25 or older, where do you envision your child living?
- What skills are you teaching at home to help your child prepare for this life?





# Educate: Families About Workplace Readiness Skills

# Workplace Readiness Skill

## Interpersonal Skills

### Activity Sheet

## Skill 9 Respect for Diversity

In light of recent events, diversity may be a challenging topic to address. Yet, being able to work cooperatively with individuals from different backgrounds, beliefs, abilities, and experiences is key to success in any work setting.

### Description of Respect for Diversity

Respecting diversity means accepting that there are differences among people related to age, gender, culture, race, values, social status, and ability. It also means being able to work well with people who look, act, or think differently.

Examples of respect for diversity:

- Watching television shows or reading books with characters who are of a different race or culture.
- Acknowledging a coworker's celebration of a holiday that you do not celebrate.

### Menu of Activities

These activities are designed to help families discuss and practice working respectfully with everyone. Choose one or more activities to complete with your child.

#### Activity 1: Teens Talk About Diversity

1. Watch the YouTube video: [Teens Talk About Diversity](https://youtu.be/LFNuRJm4LMs) (youtu.be/LFNuRJm4LMs) with your child.
2. Discuss what diversity means to them in their everyday lives.
3. Ask your child to identify a person they know who is of a different race, culture, gender, religion, or has a disability and how they know them. Share your own experiences working with diverse groups.
4. Review the [R-E-S-P-E-C-T handout](https://bit.ly/RESPECT_handout) (bit.ly/RESPECT\_handout) and what each statement means when working with people from diverse groups.
5. Remind your child that while each person in your family has differences, each bring strengths to the family to accomplish tasks in the home (meal prep, housekeeping, etc.) and the same is true when working with people from diverse backgrounds on the job.

#### Activity 2: My Neighborhood

1. Talk to your child about what diversity means. Ask or share what makes them unique (strengths, talents, skills).

2. Take a walk, bike ride, or drive around your neighborhood. Or, go somewhere in the community, like a restaurant.
3. Ask your child if they saw:
  - A person from a different race.
  - A person from a different gender.
  - A person who is a senior citizen.
  - A person with a disability.
  - A person from a different country or culture.
  - A person who speaks a different language.
  - A house of worship where people practice a different religion.
4. Talk about how diversity is all around us. Talk to your child about what they have in common with the people observed and what may be different.
5. Review the [R-E-S-P-E-C-T handout](https://bit.ly/RESPECT_handout) (bit.ly/RESPECT\_handout) with your child. Share your experiences with working with people from diverse backgrounds and the importance of showing respect.

#### Activity 3: What is Special About Me and You?

1. Have a discussion with your child about what makes them special. Have your child and family members think about what makes them special in terms of their strengths, personality traits, appearance, clothing, religion, hobbies, etc. Write or draw each special thing about your child.
2. Have your child think about a person who seems different from themselves. Discuss what makes that person special. Write or draw out all of the special things about that person.
3. Find the commonalities and circle what is similar. This can help us see that even those who seem different from us can share similarities with us.
4. Find some of the differences and circle them. This can help us see that even where we are different we are special. Diversity is good. The world needs people who have all different types of special skills and strengths.

#### Reflection

Review the questions with your child and respond together after completing the activities.

- Did this information help your family better understand respect for diversity?
- What was easy or hard about learning and practicing this skill?
- Why is this skill important to use at home and at work?
- How do we continue to practice this skill in the home and in the community?
- What additional information or resources do I need to continue to practice this skill with my child?

## Collaborate: Hone your Communication Skills

- Preferences
  - How often?
  - Format - email, call, text, newsletters, etc.
  - What information?
- Consistency
- Active listening









# Collaborate: Recognize Family Diversity

1. All schools have diverse family populations
2. Recognize different perspectives
3. Encourage families to share opinions and ask questions
4. Increase awareness of [Engaging in Culturally Responsive Transition Planning](#)





# Collaborate = Involvement

**Involve Families. Empower Families.**



# Collaborate: Involve Families

## **TRANSITION**

assessment

## **CAREER**

development

## **POSTSECONDARY**

goals & activities



# Collaborate: Empower Families

- Share information on their role in the process
- Provide information in easily understood formats
- Give transition-related events, information, and resources
- Share resources such as [Community Mapping](#) to increase collaboration

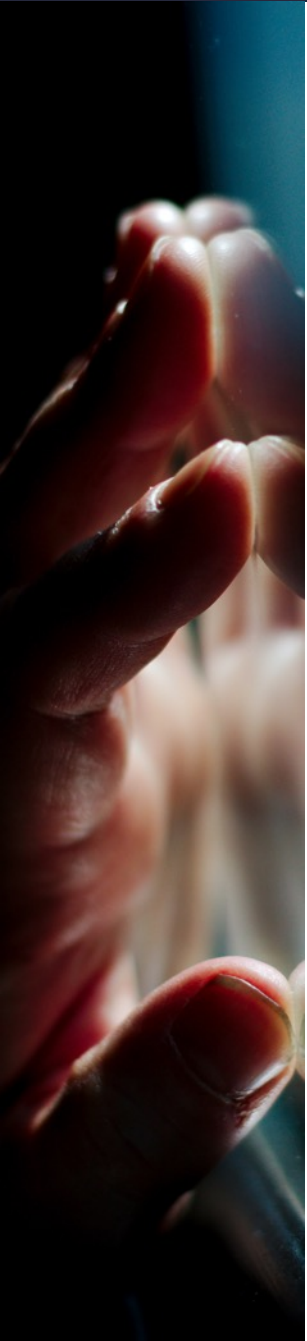


# INVOLVEMENT or ENGAGEMENT





# Engage: Self-Reflection



How are your cultural norms and values impacting you professionally?

What atmosphere are you creating?

What information are you sharing?

## Engage: Next Steps

Identify Gaps = barriers

Understand the family's perspective

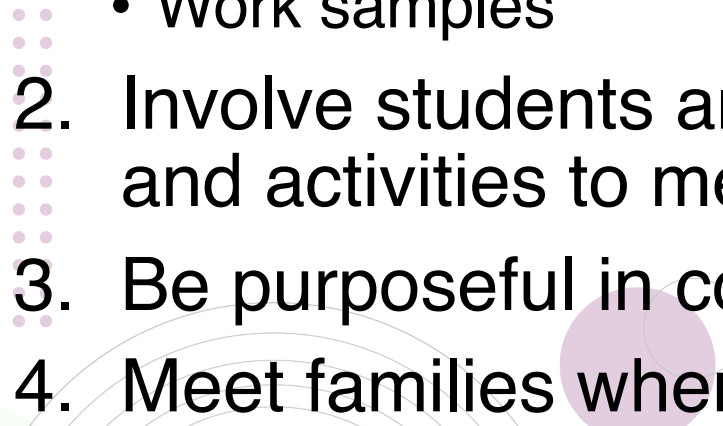
Bridge gaps by **understanding**;

- the gifts and contributions of the student & their families
- how to honor those contributions
- ways to encourage students & families to share their culture and traditions within the transition planning process



♥ ACCEPT  
UNDERSTAND  
♥ EMPOWER ♥

# Effective Practice Breeds Engagement

1. Choose transition assessments that involve input from the student & family such as
    - Interviews
    - Person-centered planning process
    - Situational assessments
    - Work samples
  2. Involve students and families in development of goal setting and activities to meet those goals
  3. Be purposeful in collaborations with families and agencies
  4. Meet families where they are
- 



# ***Predictor Implementation School/ District Self-Assessment***

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**National Technical Assistance Center on Transition: the Collaborative**  
[www.transitionta.org](http://www.transitionta.org)

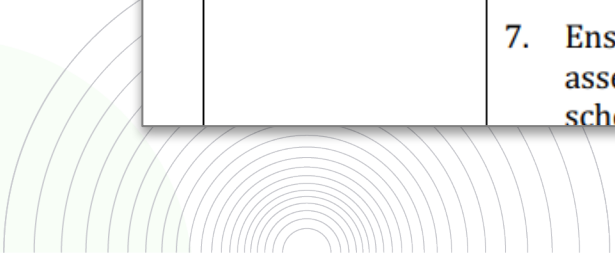
**August 2021**



Predictor Cluster: Collaborative Systems			
Predictor Category	Operational Definition and Essential Program Characteristics	Degree of Implementation	Evidence of Implementation
<p><b>Parent Involvement</b></p> <p><i>Family Involvement</i></p>	<p><b>Parent Involvement</b> means parents /families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child).</p> <ol style="list-style-type: none"> <li>1. Provide relevant information about transition planning to parents through a variety of means (e.g., written, face-to-face, community-based trainings such as Autism Society) at each stage of the transition planning process such as transition from middle to high school, age of majority, graduation.</li> <li>2. Link parents with support networks (e.g., networking opportunities with other parents, advocacy groups).</li> <li>3. Provide multiple options for involvement (e.g., pre-IEP planning input, flexible IEP meeting times) and alternate ways to obtain input in the transition planning process.</li> </ol> <p><i>**Consider parents' perceptions in transition planning that may conflict with mainstream professional ideas. Some parents from CLD backgrounds may not be supportive of transition activities if they feel the plans are contrary to their expectations.</i></p> <ol style="list-style-type: none"> <li>4. Establish a welcoming atmosphere in the school by developing a system of ongoing communication and interaction (e.g., e-mail, notes home, home visits, regularly scheduled meetings in addition to IEP meetings).</li> </ol> <p><i>**Consider the language and cultural needs of parents from CLD backgrounds</i></p> <ol style="list-style-type: none"> <li>5. Provide fairs, brochures, or workshops to educate parents about adult services and post-school supports in the community (e.g., vocational rehabilitation, mental health resources, postsecondary education institutions and supports).</li> </ol> <p><i>**Consider developing material in languages accessible to target communities.</i></p> <ol style="list-style-type: none"> <li>6. Provide staff training on culturally competent transition planning (e.g. recognizing and honoring differences such as ethnic, socioeconomic, and</li> </ol>		



<p><b>Student Support</b></p>	<p><b>Student support</b> is a network of people (e.g., family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.</p>	
<p><i>Student-Focused Planning</i></p>	<p>1. Develop and implement procedures for cultivating and maintaining school and community networks to assist students in obtaining their postsecondary goals.</p>	
<p><i>Family Involvement</i></p>	<p><i>**Consider networks that are culturally, racially, and ethnically representative to accommodate the needs of CLD students.</i></p>	
<p><i>Interagency Collaboration</i></p>	<p>2. Provide students access to rigorous, differentiated academic instruction. <i>**As well as teachers who use culturally responsive teaching strategies</i></p>	
<p><i>Program Structures</i></p>	<p>3. Link students to appropriate individuals who can assist student in obtaining access to assistive technology resources and teach students to use technology to enhance their academic and functional performance.</p> <p>4. Link students to appropriate individuals that can provide support for financial planning, navigating the health care system, adult services, or transportation.</p> <p>5. Link students to a community mentor and/or school based mentor/ graduation coach.</p> <p>6. Provide opportunities for meaningful engagement in the community (e.g., clubs, friends, advocacy groups, sports, etc.).</p> <p>7. Ensure teachers and other service personnel provide ongoing transition assessment to assist in planning for needed supports and resources in school and beyond.</p>	







## Questions. Comments. Stay Connected.

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