

FACILITATING SUCCESSFUL TRANSITION FOR YOUNG ADULTS WITH DISABILITIES

(A three-day workshop for parents, teachers, and other support providers)

| Stage 1 – Desired Results | |
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| Content Standards: No National Standards, but will compile applicable CEC standards, NCSET, and NTTAC | |
| Understanding (s)/goals Students will understand: <ul style="list-style-type: none"> • Research on student outcomes (employment, leisure, residential settings, relationships, quality of life) and effective transition practices. • Transition planning strategies that facilitate information collection and input from appropriate participants. • Methods for providing work-based and other community-based education for individuals with exceptional learning needs. • Scope and role of agency personnel related to transition-focused education and services. • Formal and informal career and vocational assessment approaches. • Formal and informal approaches for identifying students' interests and preferences related to post-school goals and educational experiences | Essential Question(s): <p>What makes a good life?</p> <p>How should people with severe disabilities live, work, and play?</p> <p>What does it take to facilitate successful transition?</p> <p>What are the roles and responsibilities of families, schools, and government during the transition process?</p> |

Student objectives (outcomes):

Students will be able to:

- Use a variety of formal and informal career, transition, and vocational assessment procedures to develop post-school goals and educational objectives while matching skills and interests of the student to skills and demands required by vocational or employment settings, community residential situation, and other community participation options.
- Identify a variety of outcomes and instructional options specific to the community for each post-school outcome area.
- Demonstrate procedures to ensure the inclusion of specific transition-related goals in the educational program plan.
- Assess and develop natural support systems to facilitate transition to specific post-school environments.
- Conduct person-centered-planning (PCP) for students entering transition process.
- Create a customized employment portfolio and present student to potential employers with unmet needs

Student=Adult (Parents, family, & support/service providers)

Stage 2 – Assessment Evidence

Performance Task(s):

Students will be able to successfully conduct a mock PCP meeting.

Students will develop task list and delegate to stakeholders.

Students will develop a mock individual transition plan.

Other Evidence:

Community Mapping exercise.

Who (do you need to know), What (do they do, is their title), How (will they benefit your students)? Activity

What about THIS kid group brainstorming exercise.

Stage 3 – Learning Plan

Unit Resources/References Needed:

Transition Manual (McDowell-Ross created) for each participant
 Paper (large)
 Tape
 Markers
 Copies of sample forms
 Copies of activities
 Laptop w/ projector OR Promethean Board

Day 1

Day 2

Day 3

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| W | How will the students know w here they're going, w hy, w hat they already know, w here they might go astray, and w hat is required of them? | <ol style="list-style-type: none"> 1. Where would you be...? Activity 2. Videos/profiles of successful adults with disabilities. 3. Misconceptions 101 4. Who am I & why am I here? Intros 5. What makes a good life? |
| H | How will the students be h ooked – engaged in digging into the big ideas? | <ol style="list-style-type: none"> 1. Meet Tyler 2. Statistics comparing typical adults with adults with disabilities |
| E | How will the students have adequate opportunities to e xplore/ e xperience key ideas and receive instruction to equip them for the desired performance? | <ol style="list-style-type: none"> 1. What is PCP? 2. Just do it! 3. Community Mapping 4. Backwards planning 101 <ol style="list-style-type: none"> a. Norm vs. Severus |
| R | How will the students have sufficient opportunities to r ethink naïve or prior ideas; and r ehearse, r evise and/or r efine their work based on timely feedback? | <ol style="list-style-type: none"> 1. What about THIS kid? 2. One skill=one job 3. Some antics with semantics <ol style="list-style-type: none"> a. customized employment profile practice |
| E | How will the students have an opportunity to e valuate their work and set future goals? | <ol style="list-style-type: none"> 1. Large-group think for sample transition plans 2. Severus for hire role-play |
| T | To what extent is the learning plan t ailored and flexible to ensure optimal performance and interest for all students? | <ol style="list-style-type: none"> 1. Why me? <p>(This activity, as well as "What about THIS kid?" and "Where would you be" are very personal activities that the participants will customize for themselves, as well as students they have in mind for facilitating transition).</p> |

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| O | To what extent is the learning plan organized and sequenced to maximize engagement and effectiveness? | <p>Day one is primarily introduction and establishing the need for transition services, as well as painting a picture of the services and supports that are available and that should be available in our state.</p> <p>Day two gives participants valuable tools to use to actually do it. How to use their talents/positions/resources to assist young adults and families.</p> <p>Day three specifically targets "complex" people and or "complex" disabilities (difficult or problem people or disabilities). Specific, hardcore strategies. On this day, participants also role-play so that they feel comfortable conducting a person-centered planning meeting. Participants also end by reflecting over their personal strengths, their concerns, and what else they feel they need in order to facilitate transition for young adults with disabilities so they can have a life that anyone would want to have.</p> |
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Misconceptions:

I. FOR TEACHERS:

- A. If you give parents a document, they will read it.
 - 1. If they read it, they will understand it.
 - a) If they understand it, they will know what to do about it.
- B. GOOD parents
 - 1. "Good" parents will behave like you expect them to.
 - 2. "Good" parents are good collaborators.
- C. OTHER parents
 - 1. Parents who do not share your values will not be good collaborators.
- D. YOU
 - 1. You don't have time to contribute research-based practices to transition planning.
 - 2. You don't have the skills to contribute research-based practices to transition planning.

II. FOR PARENTS:

- A. Teachers and service providers are the experts and should take the lead in planning.
- B. Teachers know your child as well as they think they do.
 - 1. Teachers do not really know your child as well as they think they do.
- C. Transition planning will be taken care of by the school.
- D. Your child will have to live with you forever.
 - 1. Your child will be able to get a job and move out soon.
- E. You must be a loud-mouthed confrontational person to get what your child needs.
 - 1. You can be agreeable and friendly and will always get what your child needs.
- F. "They" (teachers, service providers, funding sources) know the law, community resources, best-practices, and latest technology