# FACILITATING SUCCESSFUL TRANSITION FOR YOUNG ADULTS WITH DISABILITIES

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

## Stage 1 - Desired Results

#### **Content Standards:**

No National Standrds, but will compile applicable CEC standards, NCSET, and NTTAC

# Understanding (s)/goals

Students will understand:

- 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):

What makes a good life?

How should people with severe disabilities live, work, and play?

What does it take to facilitate successful transition?

What are the roles and responsibilities of families, schools, and government during the transition process?

## 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 postschool 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 delgate to stakeholders.

Students will develop a mock indivudal transition plan.

Other Evidence:

Community Mapping excercise.

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 excercise.

#### Stage 3 - Learning Plan

## Unit Resources/References Needed:

Transition Manual (McDowell-Ross created) for each participant Paper (large)

Tape

**Markers** 

Copies of sample forms

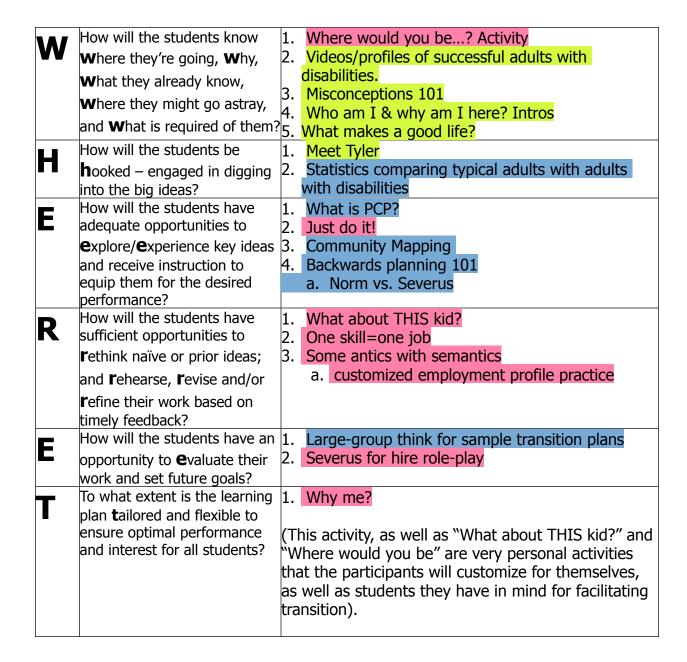
**Copies of activities** 

Laptop w/ projector OR Promethean Board

Day 1

Day 2

Day 3





effectiveness?

To what extent is the learning Day one is primarily introduction and establishing the plan Organized and sequenced need for transition services, as well as painting a to maximize engagement and picture of the services and supports that are available and that should be available in our state.

> 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.

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.

### **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