

Educate, Collaborate, and
Engage Families and Students as
Transition Partners

Today's Focus

Discuss how to **educate**, **collaborate** and **engage** families and students to support positive outcomes

Provide practical strategies to enhance collaboration and engagement in transition planning

Introduce effective strategies to nurture students' self-determination skills



Presenter

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VCU's Center on Transition Innovations

<https://centerontransition.org/>





Your role matters!

Educate. Collaborate. Engage.



John's Transition Journey



Kelly's Transition Journey

Educate. Collaborate. Engage.

Key Components

in Kelly's Transition Journey

Family and
teacher
expectations

Strengths-based
approach to
learning

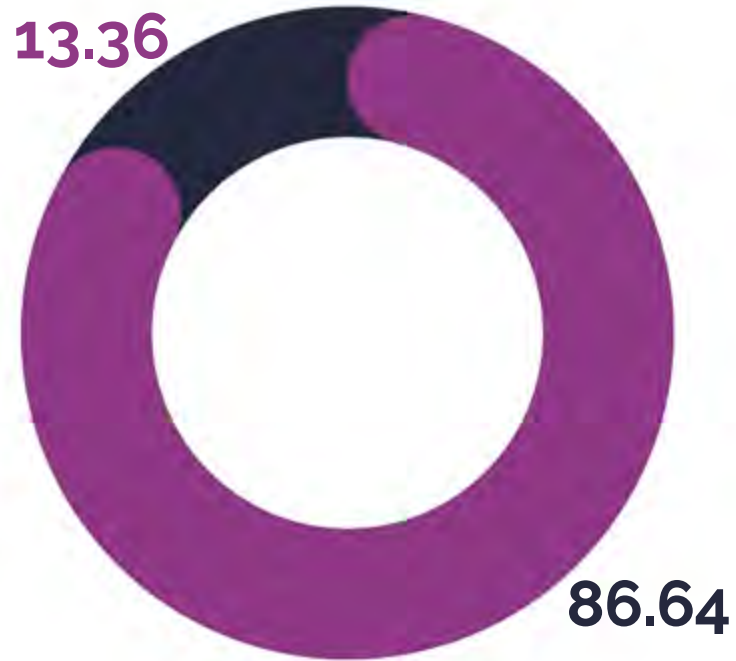
Student
and family
engagement in
the transition
process

Self-
determination
skills reinforced in
home, school, and
community

Various work-
based learning
experiences

Engaged in paid
employment
while in high
school

Who Spends More Time?



Time child spends in school by 18 years of age







We Can Educate

Share Research

- Students who have a high degree of integration with age-appropriate peers were more likely to engage in post-school employment
- Paid work experiences while in high school is the most compelling predictor of post-school success
- Students with support from family and friend network to find a job were more likely to be engaged in post-school employment
- Students who had parents with high expectations more likely to be engaged in employment



Educate: Families & Students Early

- Consult to support skills enhancement
- Share how they can be involved
- Talk about strengths and interests
- Help them to understand and navigate the IEP process
- Importance of linking to agencies and services early
- Share student success stories about possibilities



Educate: Share Success Stories

Collaborate: Set High Expectations



High expectations lead to positive transition outcomes or results.



Youth with high expectations may have more educational options and better-paying jobs that match their abilities and interests.



Youth with disabilities who have more expected of them are more likely to live fully integrated lives and have a greater opportunity to strive toward their own hopes and dreams.



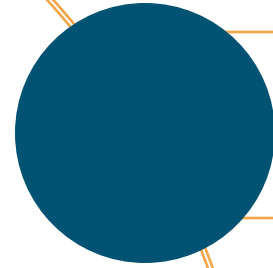
Collaborate: Empower Families & Students

Collaborative activities should be focused on

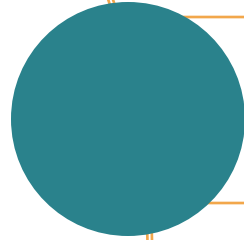
- helping families and students to recognize the importance of their contributions,
- designing student's instructional program to meet clearly specified outcomes,
- supporting families to honor choices of their child, and
- collecting data and monitoring progress towards goals and outcomes.



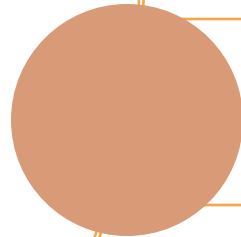
Core Beliefs of Family Engagement



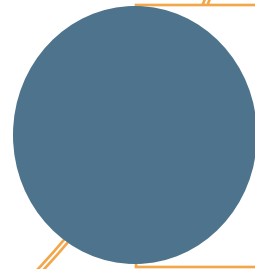
All families have dreams for their children and want the best for them.



All families have the capacity to support their children's learning.



Families and school staff are equal partners.



The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with school staff, especially school leaders.



Effective Practice Breeds Engagement

1. Involve students and families in development of goals and activities to meet those goals
2. Provide opportunities for students and families to give updates on their well-being
3. Guide students and families in identifying strengths and interests within home, school, and community
4. Provide learning activities for the home and community
5. Introduce and collaborate with community partners to address the needs of families
6. Develop opportunities to enhance self-determination skills



Student-Focused Planning



Student-Focused Planning

1. **Recognize** every student has strengths, abilities, and skills.
2. **Collaborate** to gather data on students' abilities and interests within the school, home, and community.
3. **Assist** students to become well informed of their strengths and interests
4. **Develop** goals with the student to build upon students' strengths and resources.
5. **Connect** goals to action and create experiences to discover more strengths and skills.
6. **Prepare** students to actively participate in IEP development process and meeting.



Did You Know?

- ___% of students are in IEP meetings, only ___% offering significant input.
- Participation in transition planning goes beyond IEP meetings.
- Engagement in the transition IEP requires self-determination and self-advocacy skills.
- Students should engage in all aspects of the planning, such as assessments, goal setting, action planning, and transition activity decisions.



What is Self-Determination?

- Knowing & believing in yourself
- Knowing what you want your future to be like and how to make plans to achieve this future.
- Knowing the supports that you need to take control of your life.



What Can You Do?

- Teach choice making skills
- Create multiple opportunities for students to engage in goal-directed action
- Practice decision-making skills
- Provide students chances to take risks within a safe environment
- Provide opportunities to enhance leadership skills
- Support participation and student-led IEPs



Student-led IEPs

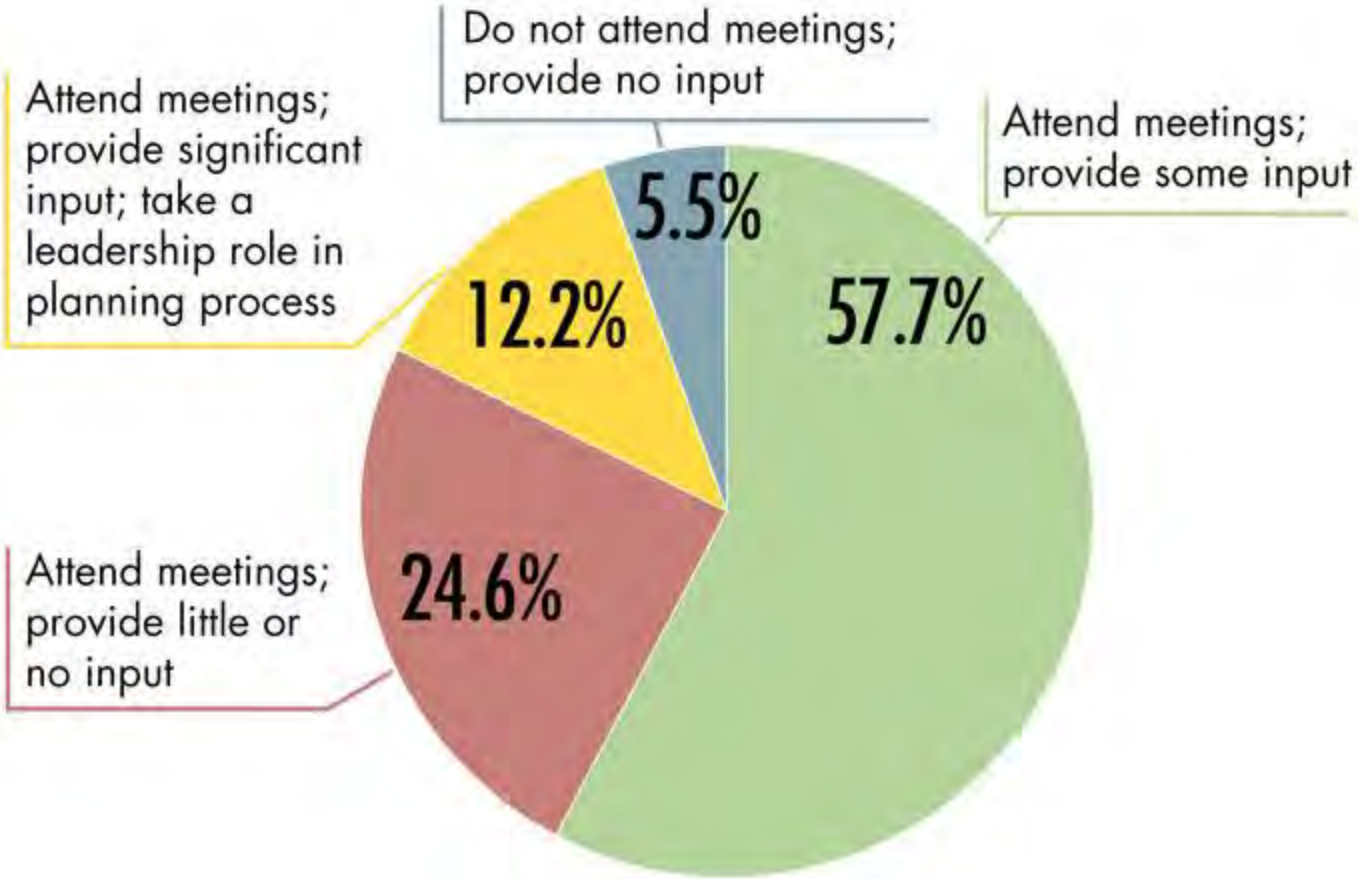
Educate. Collaborate. Engage.

Why Should Students Lead IEP Meetings

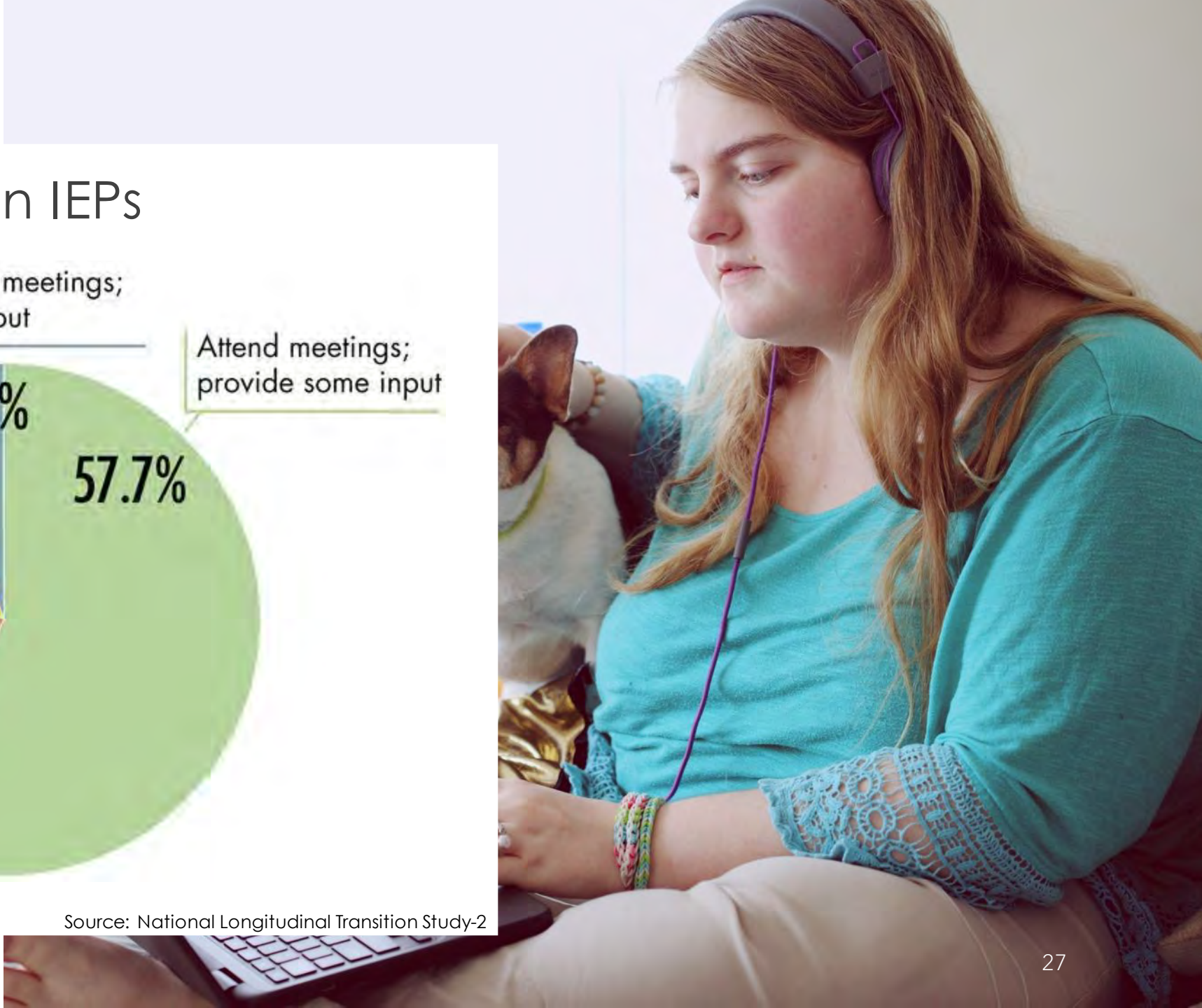


- More likely to be employed or attend college after graduation (Wehmeyer, 2015)
- Connection with higher graduation rates and fewer behavior issues (Wehmeyer & Palmer, 2003)
- Increased parental participation and communication with staff (Martin, et al., 2006)
- More than likely to follow-through with working on goals and services.
- Students feel a sense of pride.

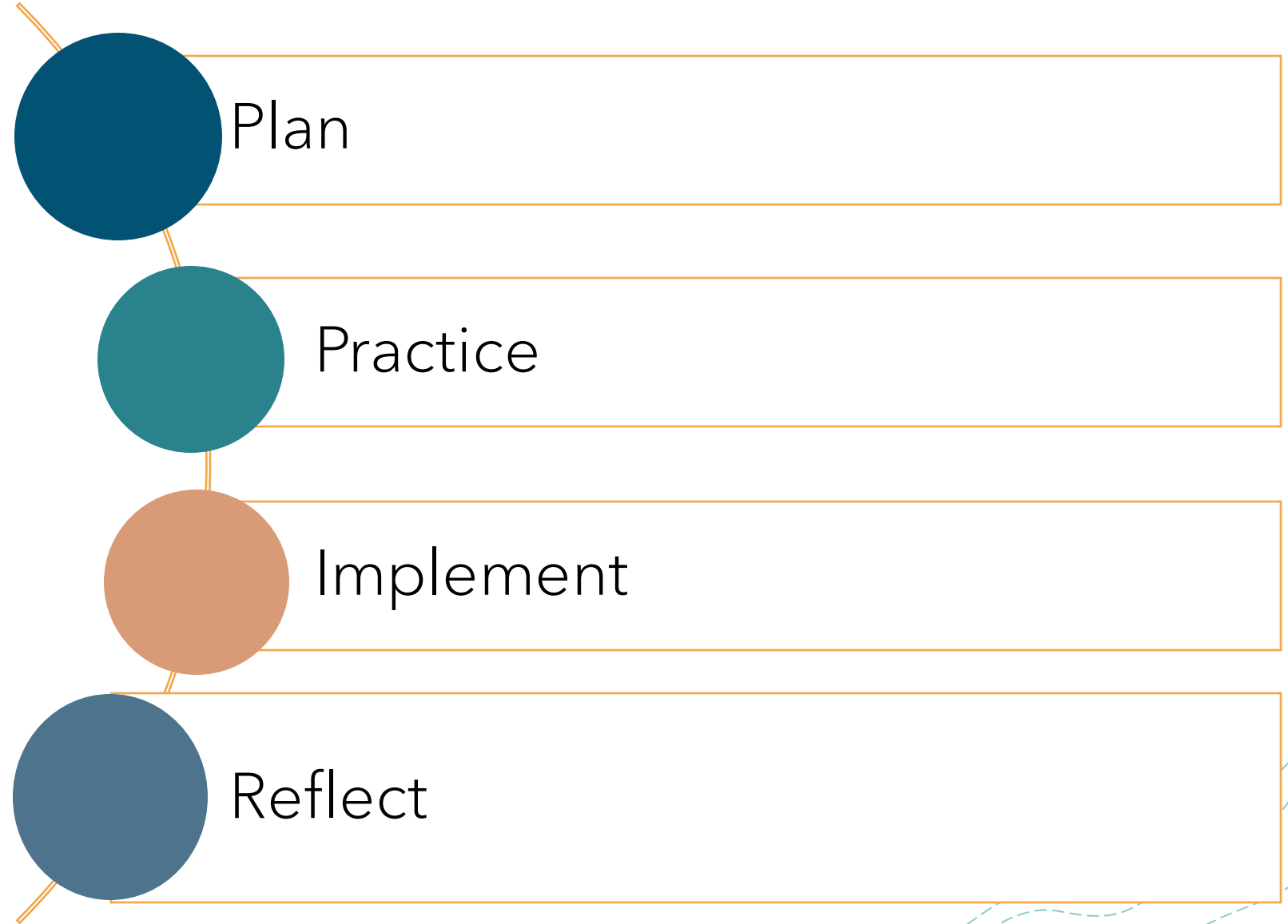
Student Participation in IEPs



Source: National Longitudinal Transition Study-2



Student-Led IEP Framework



Reflection

How can you do to educate, collaborate, and engage families and students as transition partners?



**YOUR WORK
MATTERS**

The background features a blurred image of a sign with the text "YOUR WORK MATTERS" in bold, black, uppercase letters. The sign is held by several people whose hands and forearms are visible at the top. The overall image is semi-transparent and serves as a background for the text.



Educate. Collaborate. Engage.

A series of light blue, dashed, wavy lines that resemble topographic map contours, located on the left side of the slide.

THANK YOU

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