Secondary Transition
Family Engagement Frameworks

Taxonomy for Transition Programming

STUDENT-FOCUSED PLANNING
- IEP Development
- Student Participation
- Planning Strategies

FAMILY INVOLVEMENT
- Family Training
- Family Involvement
- Family Empowerment

STUDENT DEVELOPMENT
- Life Skills Instruction
- Employment Skills Instruction
- Career & Vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

PROGRAM STRUCTURES
- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

INTERAGENCY COLLABORATION
- Collaborative Framework
- Collaborative Service Delivery

Families Engaging In Successful Transition for All Youth: The Guideposts

➢ Become Fully Informed
➢ Support Your Youth
➢ Advocate for Improvement

1. School-Based Preparatory Experiences
2. Career Preparation & Work-Based Learning Experiences
3. Youth Development & Leadership
4. Connecting Activities
5. Family Engagement & Supports

What roles do parents play?

- Collaborators in the IEP process
- Instructors in their youth’s emergent independence
- Decision makers and evaluators
- Peer mentors
- Systems change agents

- Pleet & Wandry, 2009

Lesson Learned #1
Create an invitation that goes beyond the basics of time, place and topic. Tell people why you want to do things differently. Ask them to join you.

Lesson Learned #2
Not all the stakeholders will accept your invitation. What you do next matters a lot: you must keep reaching out. If you have identified someone or some group as a key stakeholder, they are no less important because they do not take your invitation. The work cannot stop, but neither can the outreach to this group and to others.
Lesson Learned #3
Some stakeholders may bring their old perceptions into the new collaboration. Be honest with yourself: You probably do this too! Think about how people have enabled you to trust when trust is at risk. Your tone and your ability to show authentic appreciation for the participation of others build trust. This does not mean any one person or group can always have their way; it does mean that each person and/or group is consistently treated with respect for their role and their views. Be alert and by your behavior set a different tone!

Lesson Learned #4
We sometimes think about people who do not agree as resistors. We often fail to look at the role resistance does or does not play in achieving our goals. Organizational development author Rick Maurer says that, “resistance causes a fog that permeates the message about what you are trying to accomplish.” When people say, “I don’t get it,” they honestly don’t! Making participation safer for important stakeholders is essential to the initial effort and to sustainability of the change you envision. Think about what is at risk for your stakeholders and actively work on addressing it as part of your overall strategy.

Your Idea: From an experience you have leading or participating, what lesson have you learned about building trust?

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http://www.ideapartnership.org/building-connections/the-partnership-way.html

Resources

• The Guideposts for Success: A Framework for Families Preparing Youth for Adulthood
  http://www.ncwd-youth.info/family-guideposts-information-brief

• Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in
  Job Search and Retention
  http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families

• The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service
  Professionals, and Adult Allies Who Care About Youth with Disabilities
  http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults

• Graduation Requirements and Diploma Options for Students with Disabilities: What Families
  and Advocates Need to Know
  http://www.ncwd-youth.info/information-brief-22

• National Collaborative on Workforce & Disability for Youth
  www.ncwd-youth.info publications by topic - families, parents & family page

• Parent Training and Information Centers  http://www.parentcenterhub.org/find-your-center

• Independent Living Centers  http://www.virtualcil.net/cils/

• Protection and Advocacy System  http://www.ndrn.org/

• Center for Self-Determination  http://www.self-determination.com/

• National PTA – standards  http://www.pta.org/national_standards.asp

• National Network of Partnership Schools  http://www.csos.jhu.edu/P2000/

• PACER  www.pacer.org

• PACER’s National Parent Center on Transition & Employment
  http://www.pacer.org/transition

• Families and Advocates Partnership for Education  www.fape.org

• National Technical Assistance Center on Transition  www.transitionta.org

• National Secondary Transition Technical Assistance Center  www.nsttac.org
  WOW! Nomination

• Institute for Educational Leadership  www.iel.org  Stories from ADA Generation

Pleet-Odle, Malley & Roy, 2015, Promoting High Expectations for Youth with Disabilities, Family &
Community Engagement Conference, Chicago.