

DISES Professional Learning Gallery: Transition to Adulthood

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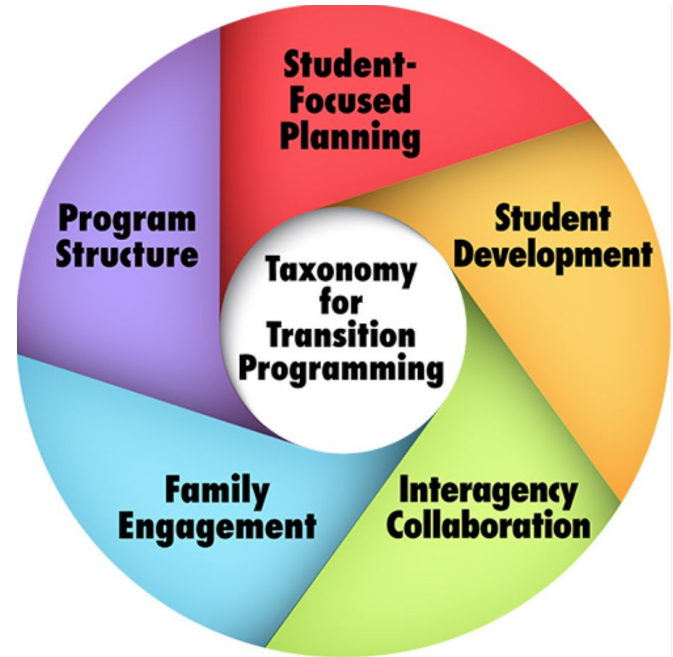
Module Objectives

By the end of this module participants will be able to:

1. Explore transition practices that work globally
2. Identify effective outcomes related to successful transition planning
3. Integrate contextual assessments, resources, services, and skills that address an individual's capabilities and life goals
4. Create a transition plan to help a student transition from birth through adulthood.

Definitions

- Youth-focused Planning
- Family Engagement
- Youth Development
- Interagency Collaboration
- Program Structure
- Predictors
- Policy
- Transition to Adulthood
- Transition Planning
- Vocational Rehabilitation
- Youth



Importance of the Topic

- Navigating Adulthood Is Complex – Transitioning is challenging for all teens, especially those with disabilities.
- Learners/Students require support in several areas such as:
 - Independent & Sustainable living skills
 - Access to healthcare
 - Social and emotional well-being
 - Financial management skills
 - Employment opportunities and career readiness
 - Education & Training

Start Planning Early

Why should Transition Planning be started early?

- To prepare individuals with disabilities early in their educational experience for their future
- To identify realistic and manageable achievable goals related to aspirations
- To connect with and begin collaboration with families/caregivers and communities agencies/partners early
- To access appropriate ongoing supports



US Transition Planning Education Laws

Individuals with Disabilities Education Improvement Act (2004): law states schools must prepare a child in special education for their future after high school.

Every Student Succeeds Act (2015): law states school must ensure all students are college and career ready

Transition Planning: a results-oriented coordinated set of activities focused on improving the ***academic, career, and functional achievement*** of the child with a disability to facilitate the child's movement from school to post-school activities

Coordinated activities must:

- Assessments related to transition planning (e.g., postsecondary education, employment, and independent living)
- Provide educational opportunities that support postsecondary success
- Facilitate the child's movement from school to post-school activities
- Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.



Global Perspective

The Salamanca Statement and Framework for Action on Special Needs Education (1994): was created to guide countries in designing and implementing inclusive education systems that:

- Guarantee the fundamental right to education for all individuals.
- Ensure that schools are equipped and adaptable to meet diverse learning needs.
- Strengthen teacher capacity and provide appropriate support services.
- Promote early disability identification, intervention, and transition planning.
- Foster effective collaboration with families and communities.

Global Perspective

UNICEF's recommendation for Disability Inclusion:



Access and Inclusion for All

- Access to jobs
- Skills training to increase capacity
- Personal interest
- Appropriate measurable transition goals
- Culturally responsive transition co-planning with important members of the youth's support system
- Examples of Labor Market Career Inventories-
 - [Wisconsin](#)
 - [Texas](#)
 - Global Based

Steps to Applying Transition in Schools

- Assessment of career, education/training, independent living goals
- Identify transition goals
- Create a plan with long term and short term goals including:
 - Resources
 - Educational or Training opportunities
 - Community access/engagement
- Create accountability system for monitoring goal attainment

Examples of Transition to Adulthood

- Culturally Responsive-Sustaining Transition Portfolio (Jez, 2024)
 - [Early Childhood CRSTP](#)
 - [Elementary CRSTP](#)
 - [Secondary CRSTP](#)
 - [Functional CRSTP](#)
- Transition Road Map (Jojo and Kathyanne)
- TOTs to teens (Texas Transition)- focus on educating the families on what diagnosis mean, how do they get support (early childhood)
- Cornell University transition technical assistance- shared decision making before, during, after; family engagement; community resource mapping
- LAZO (Rhode Island) - provides services for multilingual families - organize *charlas* (chats) in schools to answer questions about transition, gets names and invite them to come for chats (space)

Contextualizing the Information in the Module

- Cultural sensitivity
- Educational & vocational opportunities
- Community inclusion
- Government policies & support
- Family involvement
- Global collaboration
- Working with families on aspirations/dreams for their child's future - Family Aspirational Meetings (Matatue-Chavarria)
- Recognizing the power differential w/families: empower them through listening, valuing how they see their child, and helping them come to new realizations

Culturally Responsive Transition Assessment Tool

- What problem should this Transition Assessment Tool solve for teachers and students?
- Who is the primary user of the tool?
- What core domains must be included (e.g., employment, education/training, independent living, self-advocacy)?
- Which indicators are observable in classrooms and which require family/agency input?
- Should the tool be fillable digitally, printable, or both?
- How can we ensure items are culturally responsive and appropriate across contexts?
- How will we gather practitioner and youth input to validate items?
- How should results be presented to inform change or progress?

Resources

- [DCDT Core Competencies of Transition](#)
- [CEEDAR Center Transition Planning](#)
- Iris Modules on Secondary Transition
 - [IRIS Module Secondary Students Transition](#)
 - [IRIS Module Interagency Collaboration](#)
 - [IRIS Module Student Centered Planning](#)
- [National Technical Assistance Center on Transition: The Collaborative](#)
- [Nevada Transition Resource](#)
- [Taxonomy for Transition Programming](#)
- [Transition Road Map](#)

References

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