Expanding Opportunities and Relationships for Youth in Transition

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Promising Practices

Individuals with Disabilities Education Improvement Act (2004)

“(d) PURPOSES.—The purposes of this title are—
“(1)(A) to ensure that all children with disabilities have
available to them a free appropriate public education that
emphasizes special education and related services designed to
meet their unique needs and prepare them for further edu-
cation, employment, and independent living;

1. Access to the General Education Curriculum
2. High Expectations for Students
3. Youth Leadership in Educational and Transition Planning
4. Self-Determination Skills and Opportunities
5. Early Career Development and Work Experiences
6. Extracurricular Involvement
7. Friendships and Supportive Peer Relationships
8. Caring Teachers and Mentors
9. Parent and Family Involvement
10. Collaboration and Systems Linkages
11. Natural Supports and Partners in the Community

Some Important Elements of Effective Transition

www.waisman.wisc.edu/naturalsupports
www.projectsummer.info
General Education Participation in Wisconsin

<table>
<thead>
<tr>
<th></th>
<th>&lt;21%</th>
<th>21-60%</th>
<th>&gt;60%</th>
<th>Elsewhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disabilities</td>
<td>11%</td>
<td>35%</td>
<td>50%</td>
<td>6%</td>
</tr>
<tr>
<td>Autism</td>
<td>30%</td>
<td>29%</td>
<td>38%</td>
<td>3%</td>
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</tbody>
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Source: 2005 Annual Report to Congress

Are Youth Working in the Summer?

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
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</thead>
<tbody>
<tr>
<td>Youth Without Disabilities</td>
<td>36%</td>
<td>40%</td>
<td>35%</td>
<td>85%</td>
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<td>Learning Disabilities</td>
<td>64%</td>
<td>15%</td>
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<td>Emotional Disturbance</td>
<td>60%</td>
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<td>Intellectual Disabilities</td>
<td>65%</td>
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<tr>
<td>Significant Disabilities</td>
<td>88.3%</td>
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</tbody>
</table>

Indicators of Peer Relationships

- 59.1%
- 24.3%
- 44.3%
- 88.3%
- 49.4%

Source: National Longitudinal Study-2

Some Questions to Consider...

- Where are the rigorous and relevant learning opportunities in your schools or community?
- What opportunities do youth have to develop valued relationships with their peers?
- Are there new opportunities that should be developed or existing ones that should be expanded?
- What supports would help students benefit most from these opportunities?

Source: 2005 Annual Report to Congress

www.projectsummer.info
Identifying/expanding opportunities

- Develops life skills
- Promotes career exploration
- Strengthens sense of belonging
- Allows youth to share their gifts and make contributions

Identifying Opportunities in Your Community

- What activities and opportunities are available to all youth in your community?
- What are some roles within activities in your community that youth with and without disabilities could do together?
- What are some ways to get the ball rolling to make these connections between youth with and without disabilities?

Focusing on where kids already are

- School = No other place on earth has that many youth together in the same place, at the same time, and doing the same activities!

Activity: Reflecting... On Your School

<table>
<thead>
<tr>
<th>Settings</th>
<th>Shared Time?</th>
<th>Shared Space?</th>
<th>Shared Activities?</th>
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</thead>
<tbody>
<tr>
<td>Cafeteria</td>
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<tr>
<td>(during lunch)</td>
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<tr>
<td>Bathroom</td>
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<tr>
<td>(checking appearances, of course!)</td>
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<tr>
<td>French Class</td>
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<td>Biology</td>
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<td>Drama Club</td>
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<td></td>
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<tr>
<td>(after school)</td>
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<tr>
<td>After-School Job</td>
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<tr>
<td>Field Trips</td>
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School Opportunity Mapping...

- Identifies existing activities.
- Identifies potential gaps.
- Provides ideas on how to increase school-wide participation for all students.

1. School Name:

2. Number of students attending:

3. Name(s) of school personnel completing the opportunity map survey:

B. Opportunities for Student Involvement

This portion of the survey is intended to capture the array of coursework and student activities offered to all students at the school.

4. Please check all types of courses offered at the school:

- Agriculture
- Family and Consumer Education
- Music
- Art
- Foreign Language
- Physical Education
- Business
- Geography
- Political Science
- Computer Science
- Spanish
- Health Sciences
- Driver's Education
- Technology
- Chemistry
- Graphic Design
- Reading
- Driver's Education
- World Affairs
- Health Sciences
- Science
- Engineering
- History
- Social Studies
- English
- Math
- World Languages
- Physics
- Environmental Science
- Social Studies
- Economics
- English
- French
- Spanish
- German

Please list additional courses not mentioned above:

5. Please indicate the types of school sponsored activities that are offered:

- Assemblies/Pep Rallies
- Concerts
- Plays
- Band
- Forensics
- Student Council
- Chorus
- Newspaper
- Yearbook
- Other (please specify)

6. Please check all academic clubs currently offered at the school:

- Agriculture
- Engineering
- Poetry
- Astronomy
- Geography
- Rocket Building
- Art
- Business
- Environmental Science
- Spanish
- Film
- Latin
- Swimming
- Debate
- Student Council
- City Planning
- Jr. Beta
- Math
- Math Honor Society
- Student Council
- Spanish Honor Society
- French Honor Society
- Latin Honor Society
- Other Honor Society

Please list additional clubs not mentioned above.

Creating new opportunities
What can schools and other groups do?

- Form a club
- Take field trips
- Develop a park
- Design school-wide disability awareness activities
- Present ideas to the community (school board, business community)
- Make extra-curricular involvement a priority
- Work together in a school store
- Team building

Advice from Schools: Adults need to...

- Make sure everyone gets invited
- Consider rotating the leadership responsibilities among members
- Create opportunities for all students to share their individual gifts or interests

Advice from Schools: Adults need to...

- Be upfront about the purpose of the effort
- Publicize the group among students and staff
- Investment by regular education and special education staff
- Handle logistics
- Back off!

Look for these themes:

- Intentional efforts
- A different kind of adult supports
- Students supporting each other
- People and environments need to change the way they do things
- In order to engage youth, it has to be fun!
Community Conversations | One Strategy for Engaging the Community around Inclusion....
www.theworldcafe.com

Questions That Matter

• What can **we** as a community do to open up summer employment opportunities for youth with disabilities?

• What would **I** be willing to do to facilitate summer employment opportunities for youth with disabilities?

Inviting the Community

Why Do This?

• Raises community awareness of an issue
• Identifies opportunities already available
• Engages broader community as potential allies
• Generates new ideas
• Generates a list of “first steps”
• It is actually fun! (even for hosts!)

Inviting the Community Conversation On Increasing Employment for Youth with Disabilities

**Evite**

**Hartland Area Chamber of Commerce**

**Invite You To A Community Conversation**

Why Hold A Community Conversation?

1. /Employers need good employees
2. Youth with special needs are looking for meaningful work experiences
3. Your community is stronger when everyone feels a sense of inclusion and participation

We invite you to an evening of conversation about how our community can increase employment and other opportunities for youth with disabilities. Join us to explore together ways to create new opportunities in our community. We’ll have an informal and engaging discussion over coffee and pastries.

Who Should Attend?

Employees, community leaders, educators and other school staff, organizations and agencies serving youth, family members, high school students and parents, and anyone else interested in Hartland and the surrounding areas.

When: January 24, 2008 from 6:30 to 8:30 pm
Where: Inniswood Golf Course Clubhouse

Tickets: $25.00 per person or group; $20.00 each for groups of 10 or more.

Please RSVP by January 23 to Sara Severson, 393-150, or saras@hartland.com or
www.arrowheadres.com

Tasty Desserts, Great Coffee, Good Conversation

www.arrowheadres.com
Who Might Come?

- High School teachers
- Local employers
- Youth
- Parents
- Chambers of Commerce (Director & Members)
- Boys and Girls Club
- Directors of Pupil Services
- Job coaches and employment specialists
- Arc
- Residential support providers
- County Social Services Departments
- Creative Care Options
- Division of Vocational Rehabilitation (DVR)
- Habitat for Humanity
- State Assembly Representatives
- Transitional Living Facility
- State MG Project Representatives
- Center for Career Development and Employability Training
- Youth Services Programs
- High School Administrators
- Community Access Program
- Social Workers
- Mental Health Center (Hospital)
- Department of Human Services (county)
- Renewal Unlimited, Inc (community non profit)
- Assistant Dean for Student Services (university system)
- Renewal Youth Garden Project (nonprofit community program)
- Social Security Administration
- Supported employment providers
- School board members

Harvesting Ideas

- Group Share
- Place Mats
- Table Cloths
- Conversations Before and Afterwards
- Follow-up Conversations

Reporting Back and Next Steps

- Businesses

  Issues

  May not be aware of how or why to hire individuals with disabilities

  Concern about high training costs or high turnover

  Solutions

  Introduce businesses to hiring individuals with disabilities and resources through the Chamber of Commerce newsletter and website links. Ask businesses to sponsor new employees.

  Highlight local businesses that employ individuals with disabilities, and encourage those who do to join the Chamber if not already a member.

  Place information regarding hiring youth with disabilities on the Chamber of Commerce website.

  Utilize media, including links from Chamber website, newspaper and newsletter articles that highlight businesses or issues and solutions, cable access television.

  Give presentation to Chamber and businesses by teachers, parents, students, businesses already employing individuals with disabilities

For More Information

http://www.theworldcafe.com/
Some Questions to Consider...

• Where are the rigorous and relevant learning opportunities in your schools or community?

• What opportunities do youth have to develop satisfying relationships with their peers?

• Are there new opportunities that should be developed or existing ones that should be expanded?

• What supports would help students benefit most from these opportunities?

An Overreliance on Adults May Inadvertently...

• Set students apart

• Limit social interactions with classmates and co-workers

• Decrease contact between students and teachers, group leaders, or supervisors

• Hinder student learning and achievement

• Encourage unnecessary dependence on adults—limit self-determination

Source: Giangreco et al. (2004)

Consider Peer Support Arrangements

• Facilitate student participation in class activities

• Provide frequent feedback and encouragement

• Model communication and other skills

• Promote interaction with other classmates

• Support progress related to IEP goals

• Support current behavior intervention plans, as appropriate

Nationally | Wisconsin
---|---
0.9 | 1.2

Number of paraprofessional FTEs per special educator FTEs

Source: Giangreco et al. (2004)
Examples of Supports...

- Walking with them from one class to the next
- Helping keep their assignments and class materials organized
- Reminding them how to follow established classroom routines
- Helping them to pass out class materials
- Encouraging interactions with other classmates
- Helping them check the accuracy of their assignments and class work
- Sharing notes or assisting them to take complete guided notes
- Paraphrasing lectures or rephrasing key ideas
- Prompting them to answer a question or contribute an idea during class discussion
- Helping clarify a key concept
- Helping them self-direct their own learning and self-manage their own behavior
- Writing down answers given orally or using a communication device
- Offering additional examples of a concept or ideas
- Demonstrating how to complete a problem
- Highlighting important information in the text or on a worksheet
- Reviewing course content to ensure understanding

Can Youth Participate...

- On their own?
- If given the right technology or adaptive equipment?
- If given just a little instruction?
- With a little help from a friend or peer?
- With someone else’s help in the setting?
- With occasional help from a teacher or other staff?
- With constant help from a teacher or other staff?

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Your Next Steps...