Ideas and approaches to Transition  
Small group activity for the 10/21/2010 Combined Event

Given what you have heard this morning, have you seen some of these ideas and approaches in your local communities? What works? What needs to be in place to have this approach to transition?

**Educational**

*What’s working*
- Friends/Peer Support
- 2-3 Forward thinking teachers are pushing the boundaries
- Home/School communication
- Post-Secondary groups are working with students early (End of Sophomore/Beginning of Junior year)
- Career Coaches available through Technical College system.
- Better communication between schools and agencies that it was 10 years ago

*Challenges*
- Academic focus in Special Education versus Real Life Skills—Resources have shifted in the wrong direction
- Kids with one on one aides are less likely to develop relationship skills
- Staff development has lost funding—too many self-paced computer trainings that don’t allow for creativity and new ideas to be inspiring to others
- More peer supports (put policies in place)
- Proximity of aides (not right next to student—shadow people)
- How does WSTI program and ideas trickle down into real schools and districts (it isn’t happening in our district)
- School Education Advocacy
- More progressive and gentle transition from High School
- Basic training vs certificate degree for students—options for getting a college experience without a degree but practicing independent living skills
- Rich discussion about where we are really going in the IEP—how to schedule caregivers vs how to cook.
- Work on the individual level on social skills and work opportunities, self-advocacy and accommodations—the person knows how to ask and who to ask.
- Policy that every student belongs to at least one club
- DPI should provide staff development to increase skills of Special Education teachers to write transition IEPs
- Rotate seating charts
- Summer orientation to next building and be proactive to bridge sensory concerns
- Get more communication between schools and adult agencies around transition
- Invite agencies to M-Team in Junior year.

**Jobs/Interests**

*What’s working*
- Within school job experiences are working well
- Opportunity Development Center is providing job opportunities

*Challenges*
- Communities lack knowledge of hiring people with disabilities
- More consistent implementation of job skills preparation in schools
• Job coaches within school system—take students to job experiences
• Community Based Vocational Programming
• Better mandates/funding within state related to job skill preparation
• More community experiences related to jobs (competing with higher unemployment rates)
• Develop more jobs in the community, get more business involved, volunteer options
• Linking individual to post-secondary education opportunities and trainings
• Teach self-advocacy skills to promote job skills/hiring—as young as possible with self directed IEPs and counseling on job skills
• Tax write off for small business hiring individuals with disabilities—employment incentives and better communication besides money
• Employment funds not coming out of “special education” money. Have an integrated approach—better communication besides money.

Health
Challenges
• Building health management into education
• Supporting adults need to be good as communicating/letting go to move person to the next service—peds to adult.

Social/Community
What’s working
• In Madison, the Dane County Transition Policy is working for students with disabilities who work in paid jobs in the community. This starts in high school and continues after graduation!

Challenges
• Need to understand each student—culture, disability, abilities, transportation issues—need conversations in open house style
• Community level—communities need to be engaged and informed
• More Resource Mapping
• Need for Social skills around work skills
• Service Learning Studio
• Adaptive Race

Other
Challenges
• Communication between schools and agencies and families and care givers
• Funding for professional development for teachers and parents to promote inclusive practices
• Organizations need to mutually communicate for the benefit of the child. No more blame—everyone is responsible
• We’re not as involved in communities—PTSD/Bullying, Evansville commute (home not as involved; Whitewater work involved)
• America in general not as much civic culture
• Social seems to be on superficial/surface level