

It Takes a Village!

Transition Strategies for Students with Significant Disabilities

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Transition Improvement Grant

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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Carolyn Stanford Taylor, State Superintendent

Learning Objectives

- Collaborate with professionals to increase student success
- Collaborate with families to support student learning and secure needed services
- Identify and prioritize long - and short-term learning goals.



Connector

Let's begin by
connecting with
each other.



Connector

What does your village look like?

Who are you connected with?

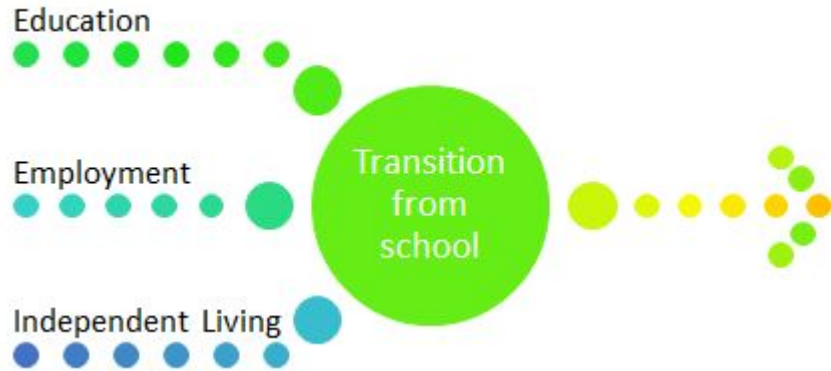
Which connections are weak?

Which are strong?

Which evidence based transition practices can build your village?



Predictors of Post School Success



Inclusion and Post-School Outcomes



Students who took academic courses in regular education placements were more likely to be engaged in post-school education, employment, and independent living (Blackorby et al., 1993).



Transition Improvement Plan (TIP)



WiTIP



Predictor: Community Experiences

Students who participated in community-based training which involved instruction in non-school, natural environments focused on development of social skills, domestic skills, accessing public transportation, and on-the-job training were more likely to be engaged in post-school employment (White & Weiner, 2004).



Community Based Transition Programs

Community-Based Transition Options (CBTO) for 18-21 Year Old Students with Disabilities

For

18-21 year old
students with
disabilities

Gain Skills

Independent
living, social
skills,
postsecondary
education,
employment
and self -
advocacy in
real life settings

Participate

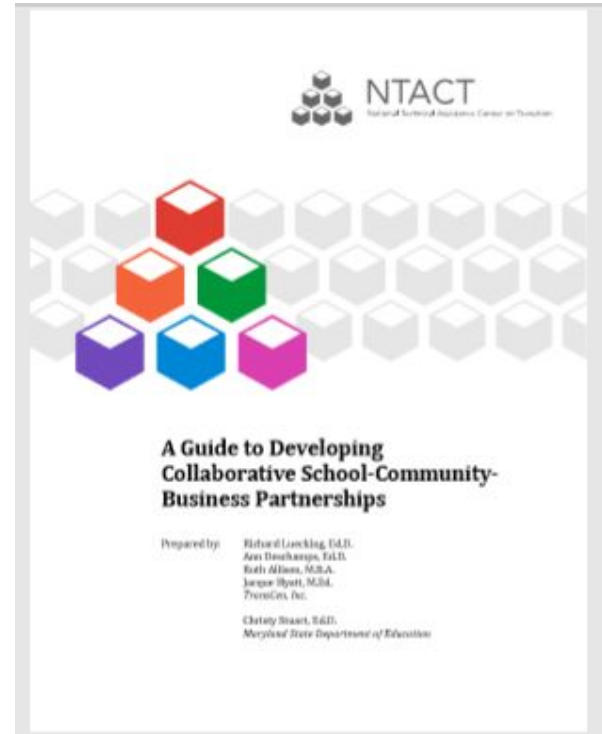
Age-
appropriate
activities in
their
communities



Predictor: Employment Preparation

School Business Partnerships:

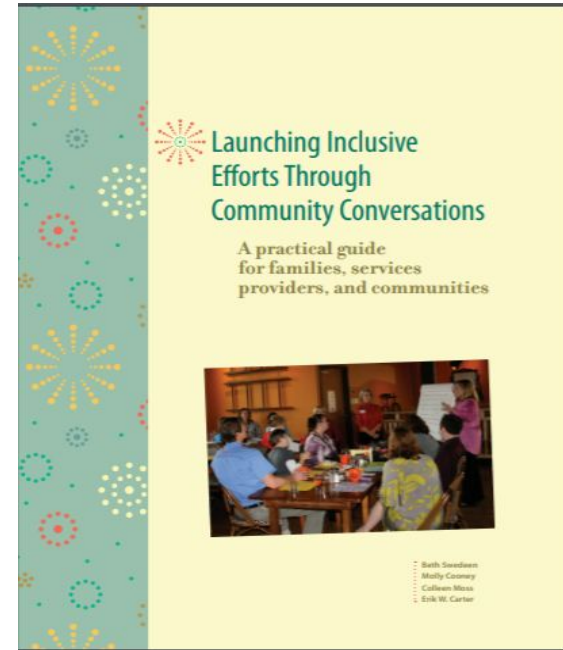
“The district develops School/Business Partnerships and training sites by educating employers about the resources of potential employees and presenting a relevant curriculum based on the local labor market to prepare students for the workforce.”



Community Conversations

**What is a Community
Conversation?**

**Why a Community
Conversation?**



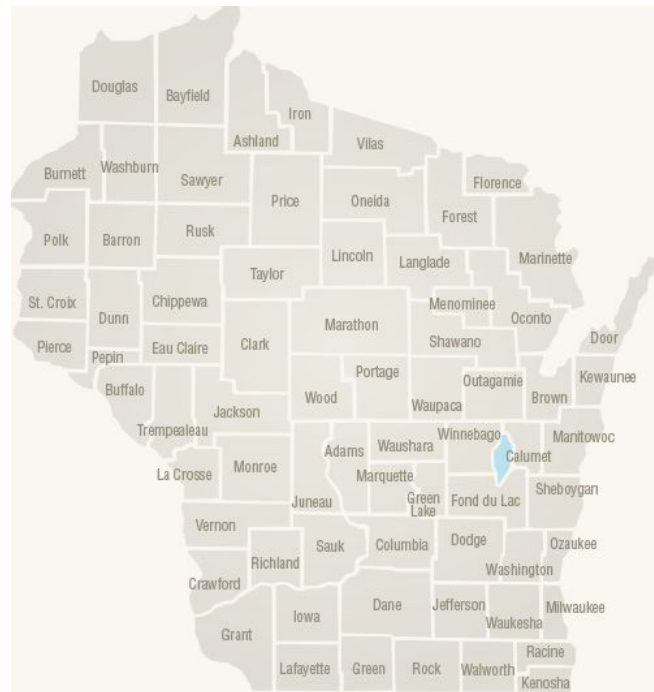
Predictor: Interagency Collaboration

Students who received assistance from 3 to 6 community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education (Bullis et al., 1995)



Interagency Collaboration

County Communities on Transition (CCOT)



What about your village?



Reflect with an elbow partner.





It Takes a Village



Thank you!

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Let's Get to Work Quick Guide: Community Conversations

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