

Reality in Urban Environments

High demand on service providers contribute to: Poor person-centered planning Challenges of involving social support (families, peers Challenges with collaborating with other agencies & service providers Poor individual outcomes

Academic (i.e., schools placed on academic probation, high dropout rates, "crisis" driven intervention and support)

Transition (i.e., employment, independent living, post-secondary education)



Professionals' Identified & Perceived Challenges

Limited supports at organizational level Limited education, training and knowledge about the issue
 ADA confidentiality protections make it difficult to share information

Lack of continuum of services & options

Communication challenges with youth and with other professionals

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- Mumple roles, responsibilities (parening, financially supporting families)
 Little o knowledge of rights/ resources
 Limited understanding of disability and how it impacts information processing
 Limited skills employment search and
- rainment mited employment opportunilies; competin ith others in job market mited support from education professionals e, instructors and paid tutoring services ick of comprehensive one-stop service
- Participants' Identified & Perceived Challenges (continued)

Recruitment by for-profit trade schools with little understanding of and support for needed accommodations - Limited options for alternative education programs that are integrated - Limited preparation for adult little & lack of understanding at the HS level - Testing that is not highly compatible with learning style - Poor expectations from teachers



ple roles and responsibilities (i.e. ally supporting families) dge of rights and resources to no knowl ng of disability and how it nication with youth understanding of the d to higher education and ns of youth with disability

lina colleae enrollm

ADVOCACY PERSISTENCE **DOLITENESS** ASK FOR WHAT YOU DO WANT ASK WHY **ASK EVERYONE** UNDERSTANDING,

NOT ACCEPTANCE

ADVOCACY

DEAL WITH PERSON, NOT A TYPE BE SELFISH BE CLEAR ABOUT WHO HAS INFLUENCE VS WHO HAS AUTHORITY **DRIGHTEOUS ANGER HUMOR** DON'T EXPECT TO BE A HERO

ASSESSMENT/ "OBJECTIVE"

DON'T KNOW ANYTHING ABOUT WHAT MAKES THE PERSON HAPPY OR AMUSED

DON'T KNOW ANY OF THE PERSON'S FRIENDS OR FAMILY -- NOT "CLIENTS"

DATA SUBSTITUTED FOR PEOPLE'S DREAMS

At-risk students (EBD) ---significantly lower levels of parental involvement in comparison with students w/o disabilitie

Hurley, Lambert, & D' Angelo (2018 – In Press), "Comparing a Framework for Conceptualizing Parental Involvement in Education Between Students at Risk of Emotional and Behavioral Issues and Students Without Disabilities."

Journal of Emotional and Behavioral Disorders

School Activities, Parent-Child Communication, Parental Aspiratio and Home-Based Activities.

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5 SIGNS TO RECOGNIZE SYSTEM CHANGE:

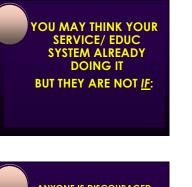
Grieff, D., Proscio, T., & Wilkins, C. (2003). Laying a new foundation: Changing the systems that create and sustain supportive housing. Oakland, CA: Corporation for Supportive Housing



John P. Kotter (1998). Leading change: why transformation efforts fail.

In: Harvard Business Review on Change. Cambridge: Harvard Business School Press.

- Not establishing a great enough sense of urgency
 Not creating a powerful enough guiding coalition
 Lacking a vision
- 4. Undercommunicating vision by a factor of ten
- a ractor or ten
 S. Not removing obstacles to new vision
 Not systematically planning for and creating short-term wins
 Declaring victory too soon
 Not anchoring changes in the organization's culture



ANYONE IS DISCOURAGED FROM WORKING DPEOPLE ARE IN PROGRAMS **ISOLATED FROM THE** COMMUNITY **ANYONE ISN'T "READY" THERE IS "PRE-" ANYTHING**

DON'T TRY TO CHANGE THE PERSON'S MIND ABOUT NOT WORKING DON'T HAVE A PROCESS WHERE EVERYONE HAS A CAREER PLAN, INDEPENDENT OF AN ISP, IEP, IHP, OR IWRP DEVERY STAFF PERSON DOES NOT ASK ABOUT PERSON'S CAREER AND LIFE GOALS



Paid or Unpaid Work Experience

One of most successful practices in VR

Predictor successful post-school employment evidenced post-school job stability

 Working at least 10 hours a week was related to the future employment of adults who had emotional disabilities

Employment Preparation & Program Participation

- Participation in an employment preparation
 program
- Examples of services
 - vocational/employment training
 - job-search skills training
 career education
 - career education
 - work-study programs

Student Development

- Social Skills Training
- It is an important transition planning practice especially for students with autism spectrum disorders, emotional disorders, and intellectual
 - Daily Living Skills Training
 It is linked to better post-school outcomes for
 individuals with disabilities
 - Self-Determination Training
 It is one of the best practices in transition
 planning and includes choice-making skills;
 decision-making skills; and problem-solving skills

Family Involvement

- a Long recognized as vital to successful transition planning, family involvement has also been considered as one of the best practices in transition
- Family Involvement
 Support and advocacy
 Positive expectations and aspirations
 Provision of intentional career related activities

Interagency Collaboration

Interagency Collaboration

It is characterized by

Minimizing turf issues

 Key positions jointly funded by education/ Monthly interagency planning meetings, Cross-agency training opportunities, and Use of variety of practices - collaboration

Interagency collaboration is defined as the involvement of multiple agencies, such as health care providers, social and vocational services, and educators in providing services.

ation / adult services

& team building

Factors successful interagency collaboration:
 Commitment
 Communication
 Strong leadership from key decision makers
 Understanding the culture of other agencies
 Engaging in serious preplanning
 Providing adequate resources collaboration

GILEAD by Marilyn Robinson

I've probably been boring a lot of people for a long time. Strange to find comfort in that idea. There have always been things I felt I must tell them, even if no one listened or understood."

John Ames, P.144

KEN MILLER

"The length of a minute is relative, depending on which side of the bathroom door you are on." From

WE DON'T MAKE WIDGETS



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