

I AM OLD ENOUGH TO REMEMBER WHEN TRANSITION FROM SCHOOL TO WORK USED TO BE CALLED "GRADUATION!"

ANDRE GIDE  
"Everything has been said already; but as no one listens, we must always begin again."

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JOE MARRONE  
"HELP IS GIVING PEOPLE WHAT THEY NEED – SUPPORT IS GIVING PEOPLE WHAT THEY WANT."

IF EVERYONE'S ALREADY DOING IT, HOW COME IT NEVER GETS DONE ???

"The nature of passive resistance within a nonprofit setting is at levels that could teach Gandhi lessons."  
Reynold Levy  
President of Lincoln Center for the Performing Arts, and former president of International Rescue Committee

NOTE ABOUT PARENT ADVOCACY  
FAMILY (HOPEFULLY) CAN BE DEPENDED ON MORE THAN SERVICE SYSTEMS BUT SERVICE SYSTEMS ARE SUPPOSED TO/SHOULD HELP  
-- MY ADVICE RE FAMILY VS PROFESSIONAL OPINIONS  
-- MY "CONTROVERSIAL" STATEMENT IN VANCOUVER, BC

LILY TOMLIN  
"No matter how cynical you become, it's never enough to keep up."

"ALL CHANGE IS DIFFICULT – NO MATTER HOW LONG YOU PUT IT OFF."  
----- JOE MARRONE

John Galbraith  
"Given a choice between changing and proving that it is not necessary, most people get busy with the proof."

Transition planning for inner city youth and their families: Lessons from the field  
Fabricio E Balcazar, Ph.D.  
Department of Disability and Human Development  
University of Illinois at Chicago

Challenges to Implementing Legal Mandates based on "Best Practices"  
LEAs differ in ability to implement best practices  
Differences in implementation associated with degree of "urbanicity" of schools & funding formulas  
Top 20% of HS graduates are world class.  
Middle 40% capable of completing college.  
Bottom 40% in very bad educational shape due to poverty, disability, living in violent neighborhoods  
Community resources are inconsistent/ limited  
Networks of support (consumers, families, friends) have limited info re: rights and resources  
Options for poor people (competitive employment, lifelong learning, IL) limited

3 NEEDED ELEMENTS TO HELP ANYONE (OR ANY SYSTEM) CHANGE  
HOPE,  
HELP,  
AND  
HASSLING

GETTING THE MOST FROM SERVICE/ EDUCATION SYSTEMS  
BE AN ACTIVE PARTICIPANT!  
ASK FOR WHAT YOU WANT!  
ASK DIFFERENT PEOPLE  
ASK MORE THAN ONCE  
ASK WHY!  
CAP/ P & A/ OTHER LEGAL?  
UNDERSTAND, DON'T ACCEPT!

The Ideal: "Transition Best Practices"  
Professionals in field of transition identified several best practices to guide transition-related services  
• Person-Centered Planning  
• Social Support (Family Involvement)  
• Inter-agency/disciplinary collaboration  
• Skill Development  
-Chadsey-Rusch & Rusch (1996)

Reality in Urban Environments  
Unstable neighborhoods  
• Over committed families (multiple jobs, multiple dependents)  
• Poor housing and transportation options  
• Limited communication/collaboration between social service/ advocacy orgs (ILC's, VR, Rehab hospitals, schools)  
Under-resourced schools, ILCs & community rehab hospitals  
• Stressed organizations have a difficult time implementing "Best Practices" strategies

### Reality in Urban Environments (continued)

- High demand on service providers contribute to:
  - Poor person-centered planning
  - Challenges of involving social support (families, peers, friends)
  - 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)

### Participants' Identified & Perceived Challenges

- Multiple roles/ responsibilities (parenting, financially supporting families)
- Little to no knowledge of rights/ resources
- Limited understanding of disability and how it impacts information processing
- Limited skills employment search and attainment
- Limited employment opportunities; competing with others in job market
- Limited support from education professionals, i.e. instructors and paid tutoring services
- Lack of comprehensive one-stop service delivery

### Families' Identified & Perceived Challenges

- Multiple roles and responsibilities (i.e., parenting, financially supporting families)
- Little to no knowledge of rights and resources for disability services
- Limited understanding of disability and how it impacts information processing
- Difficult communication with youth
- Family's limited understanding of the processes related to higher education and competitive employment
- Poor expectations of youth with disability, particularly regarding college enrollment

- At-risk students (EBD) ---significantly lower levels of parental involvement in comparison with students w/o disabilities for School Activities, Parent-Child Communication, Parental Aspirations, and Home-Based Activities.
- 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*

### 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

### 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 life & lack of understanding at the HS level
- Testing that is not highly compatible with learning style
- Poor expectations from teachers

### ADVOCACY

- PERSISTENCE
- POLITENESS
- 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
- RIGHTEOUS ANGER
- HUMOR
- DON'T EXPECT TO BE A HERO

### 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.

### YOU MAY THINK YOUR SERVICE/ EDUC SYSTEM ALREADY DOING IT BUT THEY ARE NOT IF:

- ASSESSMENT/ "OBJECTIVE" DATA SUBSTITUTED FOR PEOPLE'S DREAMS
- 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"

### 5 SIGNS TO RECOGNIZE SYSTEM CHANGE:

- CHANGE IN POWER
- CHANGE IN MONEY
- CHANGE IN SKILLS
- CHANGE IN IDEAS/ VALUES
- CHANGE IN HABITS

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

- ANYONE IS DISCOURAGED FROM WORKING
- PEOPLE 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 IWWRP
- EVERY STAFF PERSON DOES NOT ASK ABOUT PERSON'S CAREER AND LIFE GOALS

- ANYONE YOU SUPPORT MAKES < MINIMUM WAGE
- DON'T ACTIVELY USE THE ADA/ IDEA/ESSA
- ANY STAFF MEMBER EVER MAKES A PERSON FEEL BAD FOR ASKING FOR HELP OR SAYS "YOU SHOULD HAVE BEEN ABLE TO HANDLE THIS YOURSELF"

Bridging the Gap:  
Vocational Rehabilitation (VR)  
Practices with Transition-Age Youth  
with Disabilities

Todd Honeycutt  
Presented at SSA's Youth Transition  
Seminar Series

April 16, 2015

### Conclusions

- Critical factors that likely affect youth statistics
  - Serving more youth
  - Engaging youth early
  - Providing array of employment-related programs
- Other factors to consider
  - Having state leadership with exclusive transition focus
  - Collaborating with local and state stakeholders
  - Conducting outreach to stakeholders outside of schools
  - Developing programs related to postsecondary education
  - Monitoring youth-specific programs

6<sup>th</sup> Annual Summit  
VR Program Evaluation & QA

## Promising and Emerging Practices for Youth

Project Excellence  
Sukyeang Pi, Trent London, Chun-Lung Lee,  
Jinhee Park & Marwa Alsamani

September 16, 2013

- ANYONE IS ONLY WITH GROUPS OF PEOPLE LABELLED DISABLED
- MATERIALS ARE NOT WRITTEN UNDERSTANDABLY
- PEOPLE "SCREENED OUT"
- PHONE CALLS AREN'T RETURNED WITHIN < 1 DAY
- DON'T HAVE AN EASY CAPACITY TO MEET PEOPLE IN PLACES & AT TIMES CONVENIENT FOR THEM

### Challenges common across agencies

- Potential demand exceeds resources
- Unclear Rehabilitation Services Administration standards and indicators
- Limited reach of youth-specific programs

### Implications

- No silver bullet — but implementing combination of factors could affect youth outcomes
- Would better monitoring & metrics promote youth outcomes for all agencies?
- Need more rigorous assessments to determine causality between agency practices and outcomes

### Evidence-based Practices in Transition

- Paid or Unpaid Work Experience
- Employment Preparation & Program Participation
- Student Development
  - Social Skills Training
  - Daily Living Skills Training
  - Self-Determination Training
- Family Involvement
- Interagency Collaboration

### 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

### Student Development

- Social Skills Training
  - It is an important transition planning practice especially for students with autism spectrum disorders, emotional disorders, and intellectual disabilities
  - 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

### Interagency 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.
- It is characterized by
  - Key positions jointly funded by education/ adult services.
  - Monthly interagency planning meetings.
  - Cross-agency training opportunities, and
  - Use of variety of practices - collaboration & team building

### 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

### Employment Preparation & Program Participation

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

### Family Involvement

- 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

- 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
  - Minimizing turf issues

### 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



### OLD YIDDISH PROVERB

If 1 person calls you a jackass,  
ignore him;

If a second person calls you a  
jackass, think about it;

If a third person calls you a  
jackass- get a saddle.



" There is nothing you can say in  
answer to a compliment.  
I have been  
complimented myself a great  
many times, and they always  
embarrass me

-- I always feel they have not  
said enough. "

Mark Twain