

# Transition Tuesdays Person Driven Planning

Empowering Youth in PA - Resources for Self-Determination &  
Self Advocacy

April 20, 2021

## Today's Presenters

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Lilly Sellers – PYLN Student  
Intern

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Erin Campion – PaTTAN  
Parent Consultant

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Hillary Mangis – PaTTAN  
Educational Consultant

Welcome!

hi



Add to  
the chat...  
who's on?



## Today's Agenda

### **Empowering Youth in PA – Self Determination & Self Advocacy...**

- Youth perspective
- Family perspective
- Resources for youth, families and educators



# A youth perspective

# Meet Lilly



Hey Lilly...

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What is Self Advocacy....Self  
Determination?

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How can adults support a  
student in building self-  
advocacy skills?





Hey Lilly..

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How has self-advocacy improved your life?

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What challenges have you experienced with your self advocacy/determination?



# A family perspective

Hey Erin...

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Will you share your story with us?

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Was it important for your children to have self-advocacy skills?



Erik W. Carter

What Matters  
Most:  
Research on  
Elevating  
Parent  
Expectations

TASH Town Hall,  
December 2014

***“The most powerful force in changing transition outcomes for young people with significant disabilities is not ultimately found in the transition plans we craft, the educational services we offer, the instruction we provide, or the systems we build, but rather in the expectations and aspirations individual parents hold for their sons and daughters.”***

SLIEP:

Student Led  
IEP



Ways to  
Remember

SLIEP

**S: Something**

**L: Listen**

**I: Invitation not Isolation**

**E: Early**

**P: Progression**

# PRACTICE PRACTICE PRACTICE

- Set Up/Invitations/Introduction
- Present Levels
- Goal Writing and Objectives
- Progress Monitoring
- Specially Designed Instruction
- Transition Grid

# Collaborate about the IEP - before and after the meeting

1/3

With both the school team and your child, take time to explain the process, the purpose, use age-appropriate language, and ask about a self description of disability.

**(S: Something)** Follow up that your child is working on their part at school and at home.



Collaborate  
about the  
IEP - before  
and after  
the meeting

2/3

**(L: Listen)** Explore the options of presentation: poster, video, powerpoint, monologue, written, picture, interview, etc.

**(I: Invitation not Isolation)** Discuss with your child if they need help and who can support them in their participation.

Collaborate  
about the  
IEP - before  
and after  
the meeting

3/3

**(E: Early)** Start the collaboration at the beginning, with the first IEP.

**(P: Progression)** Build off what your child did this year and grow their involvement for next year.

# Entitlement



School-age students with a disability are **ENTITLED** to access to a free appropriate public education (FAPE) as outlined in the Individuals With Disabilities Education Act (IDEA). Services are documented within the student's individualized education program (IEP) as determined by the IEP team.

# Eligibility



Once a student exits school, **ELIGIBILITY** for services and supports is determined through the requirements of agencies outside of the school system.

Self-disclosure becomes necessary in many situations.

Hey Hillary...

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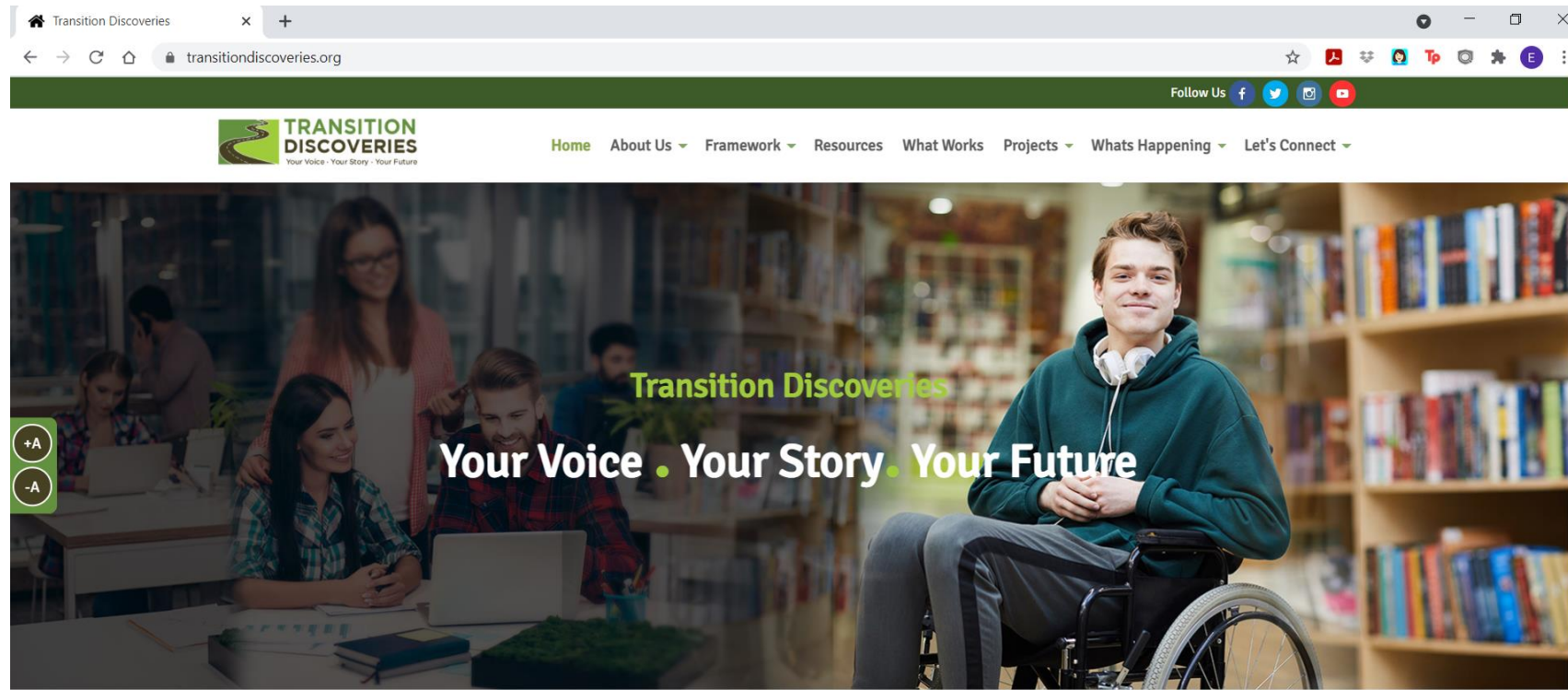
How does Self Advocacy....Self  
Determination fit into  
secondary transition?

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What resources could we use  
to help develop these skills?







[www.transitiondiscoveries.org](http://www.transitiondiscoveries.org)

# Youth-led, Youth-driven content!

## What is Youth Development?

- ⑩ A big part of transition planning is **making decisions about your life** and how you want to accomplish your goals. But, sometimes it can be hard to figure out the best way to get all the things that we want and need.
- ⑩ If you understand your **strengths, preferences, personality, disability and what you're interested in**, it's a lot easier to set goals for your future and to ask others to help you reach them!
- ⑩ **What do you know** about your strengths, personality, interests, preferences, needs or disability?



# Learn about Youth Development





# Youth Development

What are some **strategies** that you use to keep track of your **responsibilities** at school, work, home or in the community?

Have you had opportunities to **practice being a leader**? What did you learn about yourself and working with others?

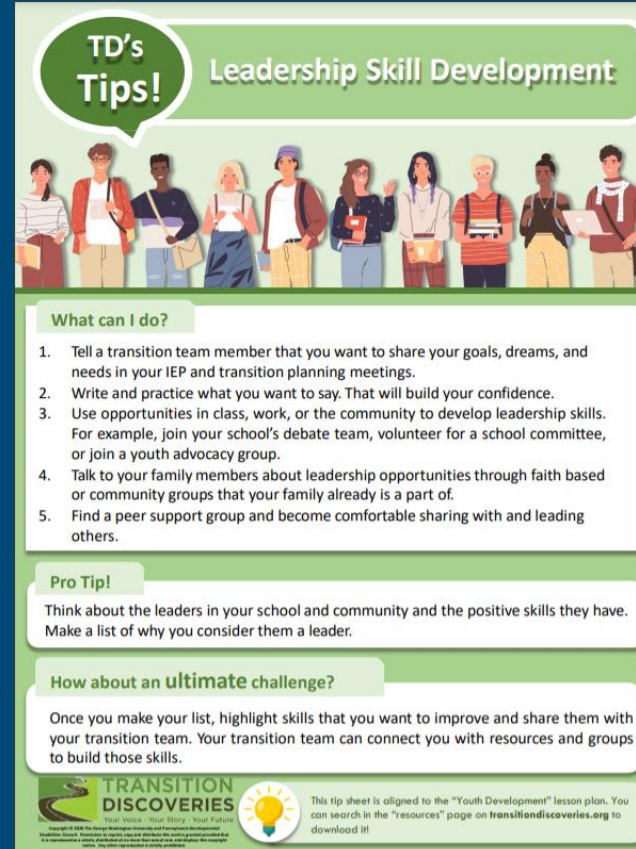
Do you have **adult mentors** in your life who can help you take responsibility for planning your future?



# TD's Quick Tips!



Take it to  
the next  
level!



The graphic is a vertical tip sheet titled "Leadership Skill Development" with a green header. It features a row of ten diverse, stylized human figures. Below the figures, the text "What can I do?" is followed by a numbered list of five steps. Further down, a "Pro Tip!" section provides additional advice. The bottom of the graphic includes the "TRANSITION DISCOVERIES" logo, a lightbulb icon, and a note about the tip sheet's alignment with a lesson plan. The entire graphic is set against a light green background with white text boxes.

**TD's Tips!** Leadership Skill Development

**What can I do?**

1. Tell a transition team member that you want to share your goals, dreams, and needs in your IEP and transition planning meetings.
2. Write and practice what you want to say. That will build your confidence.
3. Use opportunities in class, work, or the community to develop leadership skills. For example, join your school's debate team, volunteer for a school committee, or join a youth advocacy group.
4. Talk to your family members about leadership opportunities through faith based or community groups that your family already is a part of.
5. Find a peer support group and become comfortable sharing with and leading others.

**Pro Tip!**

Think about the leaders in your school and community and the positive skills they have. Make a list of why you consider them a leader.

**How about an ultimate challenge?**

Once you make your list, highlight skills that you want to improve and share them with your transition team. Your transition team can connect you with resources and groups to build those skills.

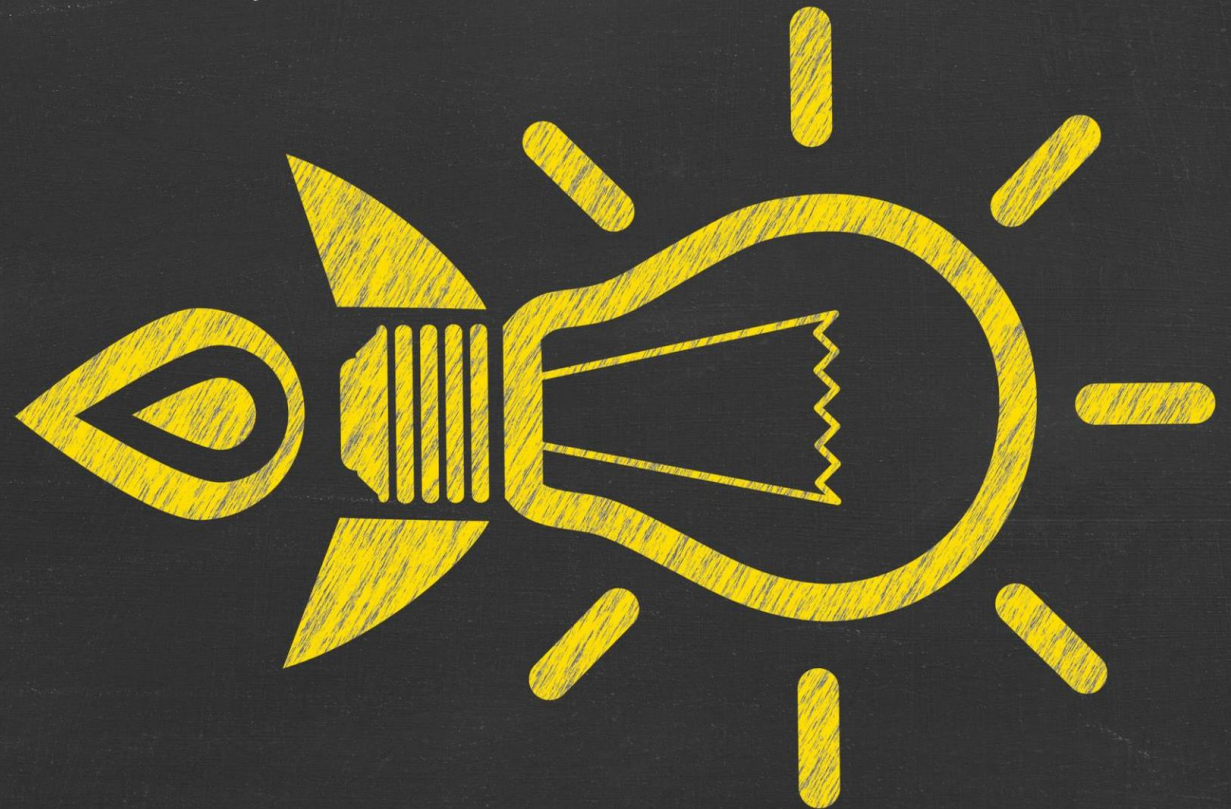
**TRANSITION DISCOVERIES**  
Your Work • Your Story • Your Future

This tip sheet is aligned to the "Youth Development" lesson plan. You can search in the "resources" page on [transitondiscoveries.org](http://transitondiscoveries.org) to download it!

# Leadership Skill Development



What is the  
best thing  
you heard  
today?



# Transition Discoveries Youth Development Toolkit



## TRANSITION DISCOVERIES: YOUTH DEVELOPMENT TOOLKIT

### What's Included in this Toolkit?

This module contains a wealth of practice-focused resources that you can choose to use directly in aligning current transition planning efforts with the quality sub indicators within youth development, relationships, person and family directed planning and family engagement. Resources in this module include youth and parent toolkits, instructional and informational guides, lesson plans, assessments for youth, families and stakeholders, info briefs, fact sheets and relevant practitioner focused research.

### How are These Materials Organized?

Materials are grouped according to the Quality Indicator and related sub-indicators covered in this module of this learning series. This resource toolkit begins with resources for the standards aligned to the learning modules in this series.

### "Go to Resources"

- [National Technical Assistance on Transition \(NTACT\)](#) is the hub of technical assistance and evidence-based practices in secondary transition. [Center for Parent Information & Resources](#) is the national technical assistance center of the parent information and training centers.
- [PaTTAN](#) site includes many webinars, conference presentations and webinars on secondary transition.
- [PEAL Center](#) is the parent information and training center in Pennsylvania.
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### Resources for National and State Standards

- The [Pennsylvania Career Education and Work Standards](#) - This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools' teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards.

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