

The LGTW Quick Guide based on the 5 C's of Transition Practices: Because, What Happens During School Years Matters!

Shannon Huff & Nancy Molfenter

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What are these 5 C's?

- **Coordination** of Transition Services thru School
- **Classes and Extra-Curricular Activities** with peers who do not have disabilities in General Education and College
- **Career Goals** that are individualized
- **Community Work Experiences** prior to exit from High School
- **Collaboration** among educators, students, families, adult service providers, and employers

Why those 5 C's?

Practices that have been shown to increase employment and independent living outcomes for youth with disabilities after HS

*Especially paid work experiences

Coordination

- Someone is responsible – can be TC, case manager, teacher, or someone else – starting at age 14
- Oversees plan
- Establishes regular objectives
- Facilitates community experiences
- Monitors progress
- Connects with family, adult services, employers

Classes/Courses & Extra-Curriculars

- Students have opportunities to take general education classes aligned with their career goals and based on the established course of study
- Students participate in extra-curricular activities with their peers who do not have disabilities
- College experiences offered during transition program (18-21 year olds)
- School and Community Opportunity Mapping

Career Goals

- From 14 on goals are individualized and based on strengths, interests, and preferences
- Career goals evolve and change between 14 & 21 as students gain knowledge and experience
- Career goals and opportunities offered are based on experiences – at school, at home, and in the community
- Planning tool

Community Work Experiences

- Variety of tours, job shadows, and direct experiences to make informed choices
- Volunteering often part of HS for everyone
- In school jobs fine – but best if inclusive and ***not*** a substitute for community jobs
- ***Paid work*** at integrated community jobs during high school is the best predictor of employment as adult

Collaboration

- Yes, it takes a village:
 - School (special ed/gen ed/guidance....)
 - Student – must be involved in all decisions about him/herself – ***Self-Determination is key!***
 - Family involvement is very important – parents, guardians, siblings
 - Adult funding agencies and providers (DVR, MCO, IRIS, Vocational, Supported Living)
 - Employers and community members who provide opportunities, natural support

Does this all make sense?

- Questions/Comments?

Let's Get to Work: www.letsgettoworkwi.org/

Nancy Molfenter: molfenter@wisc.edu

Shannon Huff: shannon@incontrolwisconsin.org

Thank **You** for being at the Transition Academy today!

