

## Culturally Responsive Transition Planning: Educator Reflection

### Guidance from The National Technical Assistance Center on Transition: The Collaborative

“Culturally sustaining strategies support and value the cultural identities of youth and families to provide effective and supportive services. An example of a culturally sustaining strategy is to recognize the multiple assets which students and youth, their families, and communities bring to transition planning, often referred to as community cultural wealth.”

How can transition professionals start using culturally sustaining strategies?

- Consider your biases, assumptions, and the ongoing effort to do so - *get uncomfortable*
- Learn about and share the impact of multiple identifiers for students and youth with disabilities
- Plan, instruct, coordinate, and provide services focused on strengths of a student/youth, their family, and community

***When transition professionals critically reflect on their own biases, historically marginalized students, youth, and family engagement can be re-imagined.***



*Citation: National Technical Assistance Center on Transition: The Collaborative, Diversity, Equity & Inclusion, 2021 website*

### Using Reflection in Transition Planning Practices

It is important for educators to support students and families in developing postsecondary goals, and supports and services that can be tied into their Preferences, Interests, Needs, and Strengths, including connecting individuals with the communities in which they live and the strengths and assets that their individual experiences, families, and communities bring. The Postsecondary Transition Plan (PTP) poises educators to develop transition plans to play into the strong strengths that students, families, and other team members have. The inclusion of these assets not only increases student engagement, but also ties directly to student achievement.

Educators can utilize the below reflection questions to think about the PTP development of individual students rather than simply going through the motions. Educators can reflect on how to best engage students and families in the process to create the most robust plans and increase outcomes of college and career readiness for all students.

**Culturally and Linguistically Responsive PTP Development Reflection**

<p align="center"><b><u>Student and Family Invite</u></b></p> <p align="center"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the family understand the transition process and its importance? How are you going to create a safe space for the meeting, both location and so all members feel comfortable sharing?</li> <li><input type="checkbox"/> Does the student have the self-advocacy skills needed to fully participate in their meeting and do they understand the importance of doing so?</li> <li><input type="checkbox"/> Does the student have a relationship with an adult (i.e. school staff, community member, family member) that allows them to feel connected, grow, and share? Is that person invited to the meeting?</li> <li><input type="checkbox"/> Have you considered different ways to reach out to families that connect to their cultural needs?</li> </ul>	<p align="center"><b><u>Age-Appropriate Transition Assessments</u></b></p> <p align="center"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How have you addressed high expectations for the student as an individual?</li> <li><input type="checkbox"/> What methods occurred to discuss the transition process with the family? What information would they like to find out? How will this be discovered and communicated?</li> <li><input type="checkbox"/> How have you addressed bias that may be present in your analysis of student assessment results?</li> <li><input type="checkbox"/> Have you allowed for multiple ways the student can demonstrate their skills, abilities based on cultural experiences, beliefs, hopes, and dreams? Are you building relationships with the student and family to make them comfortable to do so?</li> <li><input type="checkbox"/> Are you using assessments that allow the student and family to give their voice openly and freely?</li> </ul>
<p align="center"><b><u>Postsecondary Transition Goals</u></b></p> <p align="center"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What steps have you taken to make sure that the student feels connected to their school/community?</li> <li><input type="checkbox"/> Are the student and family values and beliefs carried out in the postsecondary transition goals?</li> <li><input type="checkbox"/> What assumptions are you making about the student and their family that are negatively impacting the development of setting postsecondary goals? Are you allowing for the student and family to freely share their hopes and dreams?</li> </ul>	<p align="center"><b><u>Pre-Employment Transition Services</u></b></p> <p align="center"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What opportunities will the student have to engage in learning opportunities with individuals of their culture or individuals with shared experiences?</li> <li><input type="checkbox"/> Do the student's pre-employment transition services provide opportunities for the student and family to explore high expectations?</li> <li><input type="checkbox"/> Have you shared culturally relevant resources and opportunities with the student and family to determine the student's pre-employment transition services?</li> <li><input type="checkbox"/> Have transition service opportunities exposed students to individuals with similar cultural backgrounds that can support students in meeting their Post-Secondary Goals?</li> </ul>

<p style="text-align: center;"><b><u>Annual Goals</u></b></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are the annual goals developed that are helping to support transition using asset-based framework rather than deficit thinking?</li> <li><input type="checkbox"/> Is there access to high quality content, materials, and resources that are culturally and linguistically responsive (i.e. written in the student’s first language, related to familiar cultural experiences), to aid the student in meeting their annual goals?</li> </ul>	<p style="text-align: center;"><b><u>Course of Study</u></b></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the student being marginalized from opportunities that could advance their goals (i.e., college coursework, youth apprenticeship etc.)?             <ul style="list-style-type: none"> <li><input type="checkbox"/> If so, how can you work with people within your school or district to change this trajectory?</li> </ul> </li> <li><input type="checkbox"/> If coursework includes community learning opportunities, are they taking place in diverse settings? Are students able to see success stories from people with similar identities and shared cultural experiences?</li> </ul>
<p style="text-align: center;"><b><u>Outside Agency</u></b></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the outside agency support the student and family from a cultural based lens?</li> <li><input type="checkbox"/> Have you had a conversation about outside agencies and how they can benefit the student in meeting their postsecondary goals?</li> <li><input type="checkbox"/> Have you identified fears of engaging with outside agencies that the student and family have and work to build those relationships and trust?</li> <li><input type="checkbox"/> How could you conduct community asset mapping with the family to explore the cultural wealth within their community?</li> <li><input type="checkbox"/> Have you thought about and provided information about agencies, programs, opportunities within the community a student lives in?</li> <li><input type="checkbox"/> Has there been an opportunity to explore agencies and organizations outside of the traditional outside agencies that are typically considered (DVR, ADRC, ILCs)?</li> </ul>	<p style="text-align: center;"><b><u>Age of Majority</u></b></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has the age of majority information been provided in the family’s native language/braille?</li> <li><input type="checkbox"/> Are you solely sharing information on Decision Making, not impacting a family’s decision with your opinion?</li> </ul>