



Members of Wyoming's Communities of Practice are Improving Wyoming Student Transitions

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Successful transition

“Transition is not just a program, project or a set of activities that has a beginning and an end. Rather, it is a vision and a goal for unfolding the fullest potential of each individual and it represents a systematic framework for planning to fulfill that potential.” (Kochhar-Bryant and Bassett, 2002).

Communities of Practice-Transition (CoP-T)

Public engagement represents the concept of experts and non-experts sharing knowledge and information to improve practice.

- Early Childhood
- Social Emotional/Behavioral Needs
- Secondary to Postsecondary, Employment and Community Living

CoP-T Members

The 32 members of all three communities had diverse roles and backgrounds related to early childhood, general, and special education, related services, casework, agency and organization representation, and family member.

Activities and Expectations of CoP-T Members

- Share experiences and expertise (networking and videos)
- Determine Wyoming specific needs and challenges
- Access literature and research to determine practices to address challenges
- Attend in-person training and leadership, networking activities
 - February/April (2.5 days)
 - October 2013 (2.5 days)
- Participate in monthly conference calls
- February/April 2013-June 2014
- Make recommendations to improve transition for Wyoming student (guidance document, sample job descriptions, memorandums of understanding, interagency agreements)
- Develop tools to support best practice transition strategies (transition workbook for early childhood, checklists for IEP)
- Disseminate recommendations through networks and statewide conferences

Communities of Practice (CoP)

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. (Wegner, 1998)

Research-driven

Evidence based

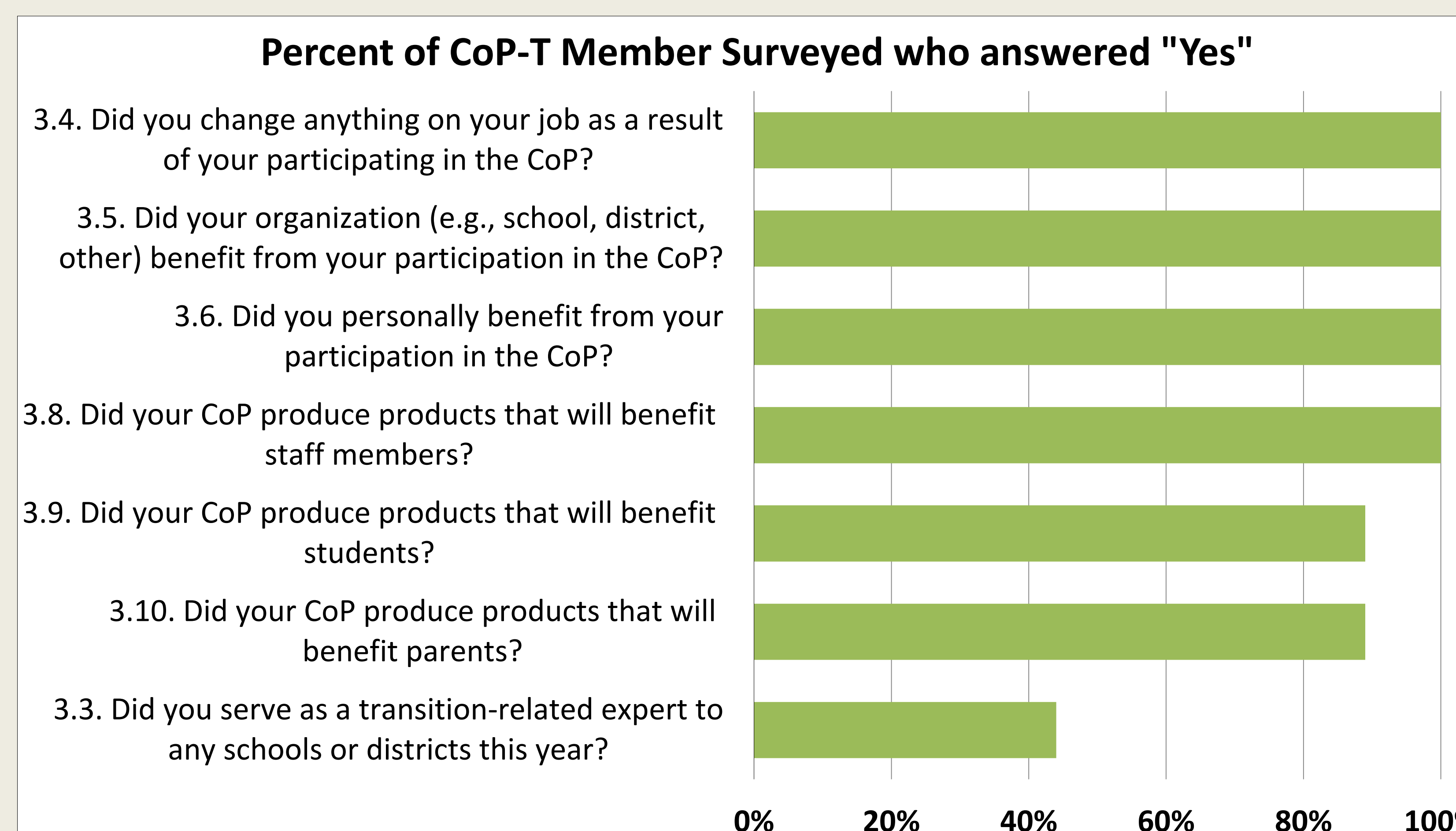
Informed by members practice and experience



Guidance Documents

Transition specific recommendations for:

- Parents/Families
- Individual
- State Agencies
- Local Agencies/Services Providers
- School District (local education agency)
- Communities (organizations)



Overall Recommendations for Successful Transition

Professionals working with students must have high-but appropriate-expectations of each student
Students with disabilities must develop early in life:

- Determination
- Advocacy skills

Transition planning must be done early and often:

- Tailored to the individual/family
- Include skill building for individual
- With links to services and community supports

Education and service providers must participate in a **meaningful** partnership to provide a network of appropriate services and ensure successful transition

- Support relationship with processes (memorandums of understanding, open and routine meetings)
- Mentoring

Stakeholders must collect, review, and improve transition activities based on feedback:

- Individual needs/outcome
- Family needs/outcome
- Sending agencies
- Receiving agencies
- Community organizations/supports

Next Steps

Youth Transition Collaboration

State Agency Collaboration (DVR, IL, WDE, WDH- Medicaid and Community Wraparound, WIND,) to improve process for transition based on recommendations from Secondary to Postsecondary, Employment and community living

WIND and CoP-T members investigate technical assistance platforms and processes in order to increase stakeholder capacity to achieve successful transition for all students.

