

How Agencies, UCEDDs, and Families are Leading Change Together in Texas Transition

Panel:
Aimee Day
Vanessa Richard
Jacqueline Turner
Shelbi Davenport
Dalun Zhang

Facilitator:
Meagan Orsag



TEXAS A&M UNIVERSITY
Education &
Human Development



Session Description.

Learning Outcomes

1. Learn how UCEDDs, Vocational Rehabilitation, Family Groups, Educators and Self Advocates are partnering together to instill deeper-level change in the way transition in Texas benefits individuals with disabilities.

Session Description.

Learning Outcomes

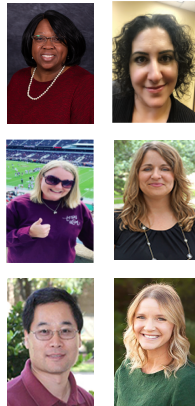
2. Learn how a shared goal of empowering youth and young adults with disabilities created a self-directed path to:

- Adulthood
- Employment
- Community inclusion

Panel Members

- **Aimee Ortiz-Day**, Project Coordinator and Parent
- **Vanessa Richard**, MRC, CRC, Program Coordinator, Capacity Building
- **Jacqueline Turner**, Ph.D., Research Specialist, BEST Curriculum
- **Shelbi Davenport**, Self-Advocate, People Planning Together Trainer, PATHS postsecondary graduate, and current Texas A&M student
- **Dalun, Zhang**, Ph.D., UCEDD Director, Professor, Director of Faculty Development

FACILITATOR
Meagan Orsag, Ph.D., UCEDD Associate Director: Chair of CEDC



Questions for Session Attendees:

1. What is working / not working in transition?
2. Who needs to be at the table to discuss transition?

	What Works/Makes Sense	What Doesn't Work/Make Sense
PERSON #1		
PERSON #2		
PERSON #3		

Agency Collaboration Guidance

Questions to Ask

Agency Day Worksheet

The purpose of this day is to promote collaboration and joint planning.

1. Before you begin, introduce yourselves and describe your current position/charge.

2. Complete this document as a group.

3. Be prepared to Share Out.

4. You will share this with your team at the next session.

Region/ESC:

TWPC Region:

1. What are the strengths of the working relationship between our agencies?

2. What are concerns voiced by students and families about accessing educational and agency services?

3. What are barriers and challenges we encounter while attempting to collaborate?

4. What are ways in which we could improve our working relationship? Name 2-3 specific activities we will work on together to improve our ability to collaboratively serve students and families.

5. How does our work together help students to become college and career ready?


Continued on GENERAL SESSION: COLLABORATION AT ITS BEST

Consent by Patricia Roscoe

Questions for Panel

OUR TRANSITION PROGRAMS

What are the strengths of working together?



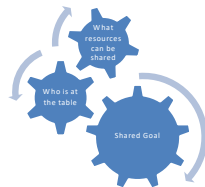
What are the concerns voiced by families, self-advocates, other professionals, and employers?



What barriers and challenges do we encounter when attempting to collaborate?



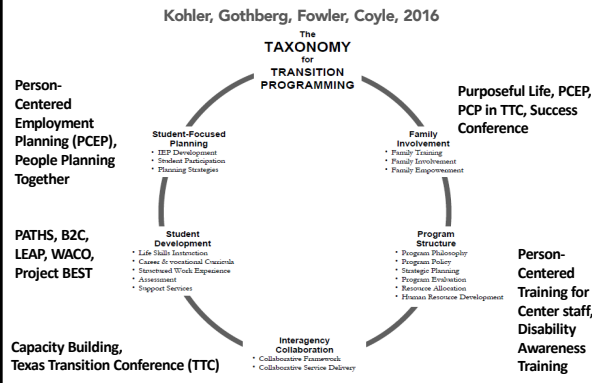
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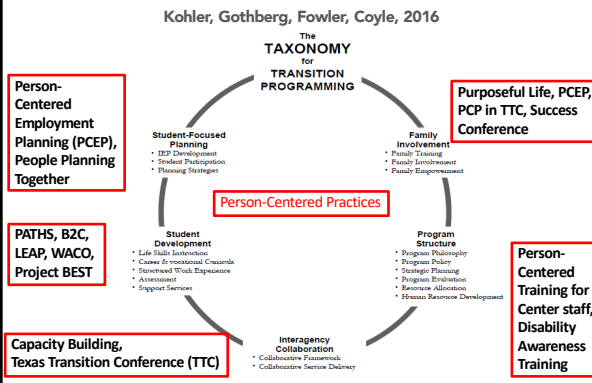
How does our work together help students to become college and career ready?



Taxonomy for Transition Planning



Taxonomy for Transition Planning



Examples from the Panel

How have you supported an individual with a disability through transition?

- **Project BEST:** Dr. Jacqueline Turner
- **Capacity Building:** Vanessa Richard
- **Postsecondary Access and Training in Human Services (PATHS) Postsecondary Education Program:** Dr. Dalun Zhang
- **Person-Centered Employment Planning:** Aimee Day
- **People Planning Together:** Shelbi Davenport

Shelbi's Transition Timeline

2016-2017 Outcome Statement

Shelbi attends Blinn College so that she can become a teacher and help other individuals with disabilities.

Goals achieved

- Accepted to Blinn College
- Living in her own apartment
- Finished basic courses at Blinn
- Applied to Texas A&M University
- Began process to become a certified People Planning Together Trainer

2017-2018 Outcome Statement

I attend Texas A&M University so that I can become an event coordinator and make an impact in my community by helping create inclusive social events.

Goals achieved

- Accepted to Texas A&M University
- Became more financially secure by working at LEAP & WACO
- Earned People Planning Together Trainer Certification
- Got my learner's permit
- Began swimming to exercise more frequently



Ty's One-Pager

Meet Ty!

What's Important To Me At School

Being in comfortable clothes
Not being rushed
Rocking/movement helps me focus
Sharing my stories
Spending time with my friends

Great Things About Ty

He's kind, smart, funny, artistic, friendly, imaginative and adventurous

How to Support Me

Use a calm voice
Listen to my stories
Use positive reinforcements
Frequent breaks help me focus
Inform me of changes in schedule
Use a timer or give me verbal reminder of time left to complete a task



Ty's Current Plan

Meet Ty


What's Important To Me At School (makes me happy, comforted, fulfilled)	
Being called Ty, not Christopher.	Having the power to make choices.
My backpack staying with me.	Having a relationship with teachers/peers.
My phone, chargers and headphones.	Being included in classroom. Teachers/friends saying hi when I walk in.
Being valued/respected/acknowledged.	Sharing knowledge of current interests (geography & languages)
Knowing that I'm part of a team.	Being early to classes, I worry if I think I'm late.
Not feeling rushed.	
My independence & privacy.	

How to Support Me

Speak in a calm voice and tone. Warn me if stern voice will be used.	Explain the reason behind rules, especially social rules.
Warn me of changes in schedule & why things are happening.	If I have a rough day remind me that I'm still a good person/student.
Access to quiet space if the room is loud.	Be discreet if you need to correct me.
I use deep breaths & headphones/music to decompress.	Timer/verbal reminders of time left to complete a task/transitions are helpful.
Don't touch my stuff without asking my permission first.	Bad weather worries me. Remind me that I'm safe.
Follow through with promises.	High fives and praise helps me feel valued.

Great Things

- Empathetic
- Artistic/creative
- Strong memory
- Self-advocate
- Friendly
- Helpful/Problem Solver
- Respectful
- Responsible
- Enjoys learning & working with others




Things to think about.

How are we leading change together?

- **Shared Goal.**
- **How make the process inclusive/accessible?**
- **Who, What, When, Where, Why of Collaboration?**
- **What did you learn from this session that you will take home with you?**

Thank you!


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