Use the prompts below to reflect on the discussion in **The Journey** webinar, *“Creating the Perfect Storm: A Guide to Developing Meaningful Vocational Experiences for Youth with Complex Needs”.*

*Reflect on your specific transition program, your district transition programs, or your county transition programs. Identify where these programs are strong (“Glows”) and where there is room for improvement (“Grows”)*

| **Elements of Successful Vocational Programs** | **Considerations** | | **Reflections**  **Where Do You *Glow*?**  **Where Do You Need to *Grow*?** |
| --- | --- | --- | --- |
| **Student Involvement** | *Early Years.*  *Students...*   * *Taught how to be involved in their transition planning and given opportunities to practice* * *Provided activities/services relate to the Postsecondary Employment Goal* * *Gain skills through hands-on work opportunities* * *Have opportunities to learn what it means to ‘work’*   *High School Years.*  *Students...*   * *Involved in planning and actively involved in IEP and transition planning meetings* * *Volunteer and participate in authentic work experiences* * *Job shadow and participate in active career exploration* * *Involved in work activities during the school day* * *Access ongoing hands-on work experiences*   *High School+ Years.*  *Students...*   * *Given opportunities to practice self-determination such as directing IEP their meetings, setting their goals, and engaging in self-management* * *Access to authentic work opportunities in the community during the school day.* * *Connect to all agencies/organizations necessary for post-school success.* | |  |
| **Parental Expectations (“Buy-In”)** | *Parents can be the ‘make-it-or-break-it" factor, but may need support*  *Remember:*   * *The parent brings the historical view of the student that can be so useful in understanding the youth* * *Start conversations early on adult life, employment, & community membership* * *Parental fears and concerns are real and should be respected*   *High Expectations of Parents make a difference in adult outcomes*   * *Encourage/support families to have high expectations for youth’s abilities* * *Pair expectations and adult outcomes with meaningful activities* * *Address the ‘elephant in the room’... What if the student fails while striving to reach those expectations?*   *Parent concerns for entry level work (ex: cleaning the cafeteria)*   * *Help parents understand that early career development and work opportunities are often not about the task they are doing but instead about general work skills they are learning.* * *Explain that engaging in regular, daily work helps build work stamina* * *Highlight the need to scaffold work experiences to have more rigor as the youth are more competent and gain additional skills.* | |  |
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| **Administrative Support** | *Administrative Support for Transition Planning Activities*   * *Essential to reach out to discuss transition activities and service needs* * *Gain support for “outside of the box” activities* * *Support for Transportation to the community* | |  |
| **Community Partners: Employers, Agencies, etc.** | *Services Agencies*   * *County Board of Developmental Disabilities (redetermination for eligibility to occur at age 16)* * *Opportunities for Ohioans with Disabilities (OOD) - Reach out early (age 14)* * *Invite all agencies associated with the youth needs to attend IEP and/or transition planning meetings when transition being discussed.*   *Employers and Volunteer Organizations*   * *Create a ‘symbiotic’ relationship: Employers/volunteer organizations must receive as much value to the activity as the student* * *Put forth effort to maintain ongoing employer relationships* * *Identify both volunteer and paid employment opportunities* * *Seek diversity in the employer/volunteer experiences to provide greater access and diversity to career exploration.*   *Develop Authentic Work Experiences*   * *For young students, seek authentic work activities that can be brought into the classroom when they cannot be out of the classroom* * *Engage in cleaning and custodial activities that may forge employer relationships and lead to other more meaningful opportunities* * *ALWAYS be on the lookout for community opportunities and take the risk to approach community organizations and businesses.* * *Use your team’s Social Capital. Who do you know? How can they help?* | |  |
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| **Teamwork is the Secret!** | *No one teacher or staff person can do it alone!*   * *Every member of the team brings resource's that contribute to the student success* * *Who is on YOUR team?* * *What can each of your team members contribute to student success?*   *Reflect on one of* ***your*** *student success stories.*   * *How are each of the elements of vocational success represented in your success story?* | |  |
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| **Next Steps** | * *Select at least one element of vocational success where you can ‘grow’.* * *Identify at least one step that your team can take to enhance the selected element of success.* |  | |