Building Partnerships for Student's Transition and Personal Success

A working and planning session for assisting students in preparing for transition and life.

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Learning Targets

- Participants will be able to use tools to generate active participation of partners involved with their students.
- Participants will begin a plan for their classroom using tools such as community mapping and resource building.
- Participants will identify areas for partners to assist students based on individual needs and transition planning goals.
Word Bank

- Capacity Building
- Asset Based Community Development
- Connector
- Community circles
- Relationship Mapping
- Community Mapping
- Resource Building Natural Supports
- Adult Allies
- Student Leadership
- Service Learning
- Social Capital
Helen Keller

"Alone we can do so little; together we can do so much."

Working Better Together
Capacity Building

- Busy, impersonal world
- Disconnection and passivity of civic life

- Strong communities exist everywhere
- Mobilized and connected assets

- Activities, resources and supports that strengthen the skills and abilities of people and community groups to take effective action and leading roles in the development of their communities.
Asset-based community development

- Discovering and mobilizing resources already present in any community
- Success is asset-based, internally-focused, and relationship-driven
- Gifts and skills are the starting place
- Begin at the individual level and expands to include building relationships impacting all levels of community life
Connector

- Someone who knows everybody and is willing and able to make connections between people who might otherwise remain isolated from each other.
Being Connected

- Person needs to participate in places where it makes sense to contribute.
- Out of this participation and contribution come new relationships and opportunities that lead to friends, meaning, and resources.
Community Circles

- Finding who has what assets
- How to connect assets
- How to get people to contribute their assets to help solve problems
- Knowing others in your community that have similar interests allows groups to gather for a common cause

A Community Building Workbook (1997) Kretzmann & McKnight
Asset Mapping

- What gift (skill, interest, hobby) do you have that would surprise most people?
- What makes you a great family member?
- What “absorbs” you enough that you lose track of time?
- What really good thing is going on in your neighborhood?
Relationship Mapping

- What relationships matter to us and what do they tell us about ourselves?
- A way to diagram your social network
- What does your relationship map tell you about yourself?
- How does your map compare to that of one of your students?

Mary and her interest

Community Mapping

- Communities have myriad resources and activities directly and indirectly related to meeting the needs of youth.
- Mapping focuses on what communities have to offer by identifying assets and resources that can be used for building a system.
Resource Building

- Group activity with students
  - Service-Learning
  - Roving Listening

- On individual bases while planning with student
  - Student at the center and map connections and untapped resources

- Encourage activity completion at home
  - Prior to IEP or ITP meeting for inviting participation
Service Learning and Roving Listening
Natural Supports

- Natural supportive relationships that are fostered and developed among individuals with disabilities and non-disabled coworkers, classmates, activity participants, neighbors, and etc.

- Natural supports refer to the support and assistance that naturally flows from the associations and relationships typically developed in natural environments such as the family, school, work and community.
Adult Allies

- Youth with disabilities are able to maximize self-determination when working with their support systems. *National Youth Leadership Network*

- Adults are allies to young people when they work with, connect, partner, and unite with young people in personal relationships.

- Adult allies have roles in families, community organizations, schools, churches, as well as any other place adults coexist with young people.

*Centre of Excellence for Youth Engagement*
Individual projects, join planning meetings, mentoring, and fun...
Student Leadership

- Increased Self-determination
- Active Role in Their IEP
- Leading Their Peers
- Student Voice Shared
Youth Summit, ASPIRE, and Self-determination
Social Capital

- Quality of students’ relationships with family, peers, school, and neighborhood and their impact on school outcomes.
  - Family Sources
    - Parent and Sibling Support
  - School Sources
    - Teacher Support
    - Peer Support
  - Other Sources
    - Friend Support
    - Neighborhood Support
    - Mentor Support
Skills to Transition and Mobilize Assets

- Social Skills
- Self-determination
- Community Experiences
The Student as an Asset in the Community

- Ready for volunteering, work, career, or college life
- Communicating their gifts, contributions, skills, and readiness in the community
- Make a plan…
Resources

- The relationship between social capital and school-related outcomes for youth with disabilities by Yen Kim (June 2013) Retrieved from: http://www.pps.k12.or.us/files/research-evaluation/pham_social_capital_and_school_outcomes.pdf


- National Youth Leadership Network @ http://www.nyln.org/

- The Centre of Excellence for Youth Engagement @ http://www.engagementcentre.ca/