Transition Center @ Mayfield

Using the “EMPOWERMENT MODEL”
Michael Bausano & Laurie VanderPlaag
Kent ISD

Our Agenda
- Background and History
- Implementation Science Framework
- Empowerment Model
- Stakeholder Team Meetings
- Individual Learning Plans
- Intentional Community Experience
- Personal Jigs/Natural Community Supports
- End Game Matrix
- Data Collection
- Collaboration and Support
- Wrap-Up

History
- How we got here
- 3-5 year Plan to reach the Gold Standard
- Embedded in the Implementation Science framework
Implementation Science Framework

- Defining Implementation Science
- Stages of Implementation
- Implementation Drivers
  - Competency Drivers – Staff Capacity
  - Organizational Drivers – Institutional Capacity
  - Leadership Drivers – Directional Capacity

Empowerment Model - Key Features

- Guiding Principles
- Intentionality
- Stakeholder Team Meetings
- Individual Learning Plans
- Personal Jigs
- ICES vs Field Trips
- Data Collection
- End Game Matrix

Guiding Principles

- The young adult voice is valued and respected
- Services are driven by transition domain data
- Young adults are provided services based on identified need not eligibility criteria
- Key stakeholders play a critical role
- Services are efficient and cost effective
- All staff engage and support all students
Intentionality

- Individualized Vision - self selected skills
  - ILP activities
  - ICEs
- Paradigm shift for staff - Change how they see things, Change what they do!
- Paradigm shift for students - Change how they see things, Change what they do!

Stakeholder Team Meetings

- Held 2-3 times per year
- Develops short term vision and activities
- Who is there?
  - Young Adult
  - Parent/Guardian
  - Peers
  - Community Agency
  - Staff
  - Others as identified

Individual Learning Plans

- Developed by Stakeholder Team
- Drives individual student activities
- Reflects young adult voice
- Self selection of skills needed for meet vision
Individual Learning Plan (ILP) Form

Intentional Community Experiences (ICE)

- ICE vs. Field Trips
- Intentional Community Experiences are developed to use, practice and demonstrate skills
- Aligned with young adult’s postsecondary goals
- Embedded data collection

Personal Jigs/Natural Community Supports

- Reduces dependence on the presence of another person to accomplish a desired task
- Specific to the needs and abilities of the young adult
- Young adult voice is critical in the development of the Jig
Data Collection

- Meaningful data
- Reviewed by the stakeholder, removes subjectivity
- Drives instruction and activities

End Game Matrix

- Transition domain specific achievement benchmarks showing progression in skill development from least to most independence.
  - Identify
  - Practice
  - Use
  - Demonstrate
- Aligns with four transition domains
  - Employment
  - Education
  - Training
  - Independent Living

End Game Matrix – Daily Living Skills
Collaboration and Support

- Weekly collaboration
- Intentional presence
- Professional Development
- Empowerment Model
- IEP/Transition
- Active Listening & Interviewing
- Environmental (job site) Analysis
- Parent Orientation

Wrap-Up