

Welcome Activity!

Review the reflection questions below, and write your responses on the sticky notes provided.

One answer per sticky, please.

Questions for the Sticky

1. What is important for families to understand/know related to transition?
2. What skills and competencies do students and families need in order to be successful in their transition out of high school?



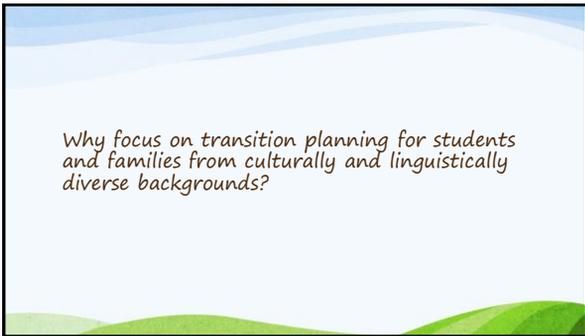
**Sharing Space:
A Framework for Culturally Responsive
Transition Planning**

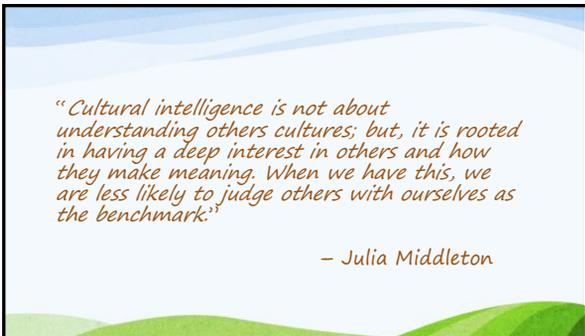
Marcus Poppen & Jennifer Stanton

CCTS Transition Forum, June 2018

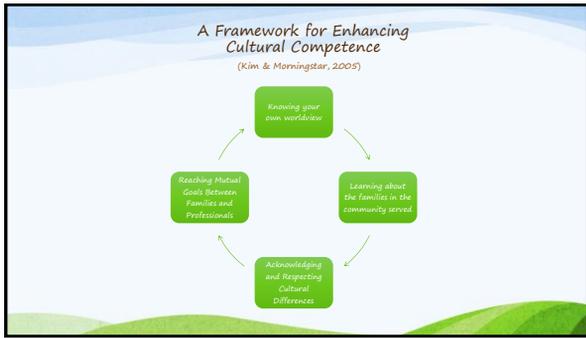
Welcome and Objectives

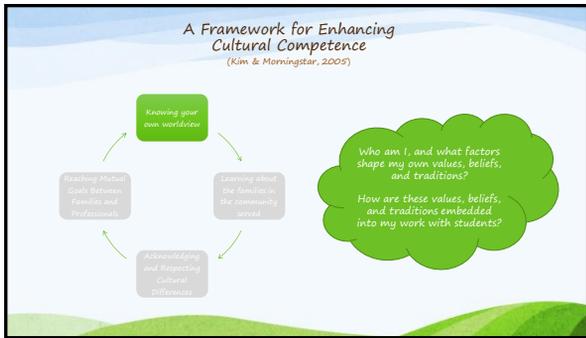
- Discuss ways to improve practice and transition planning for students and families from culturally and linguistically diverse backgrounds.
- Examine and challenge our own values, assumptions and world views.
- Learn to better acknowledge and respect the world view differences between students, their families and professionals.
- Develop strategies to incorporate student and family values into the transition planning process.

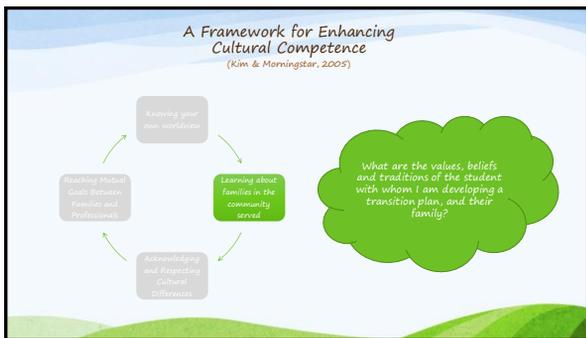


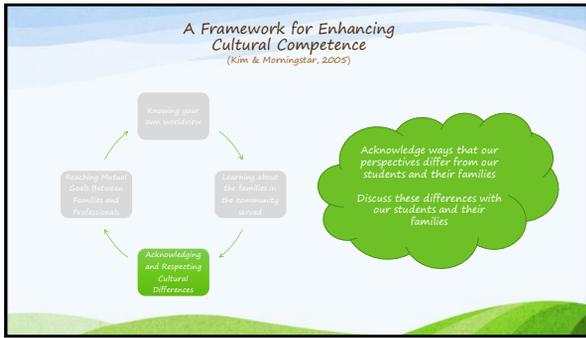


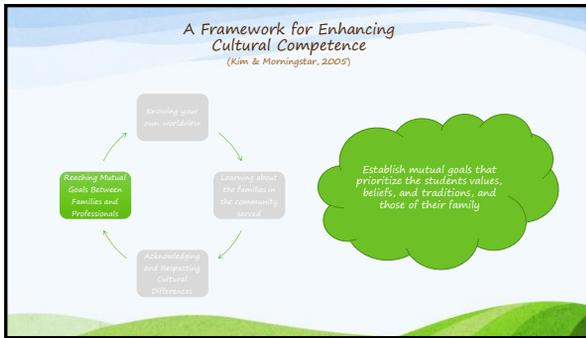




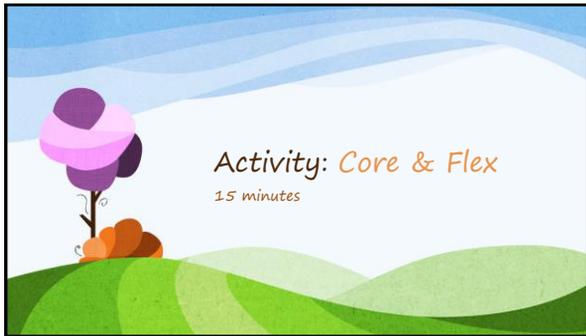


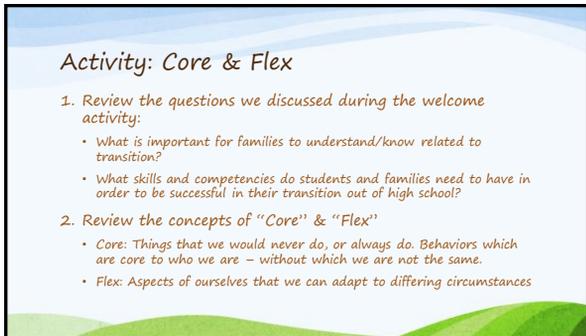






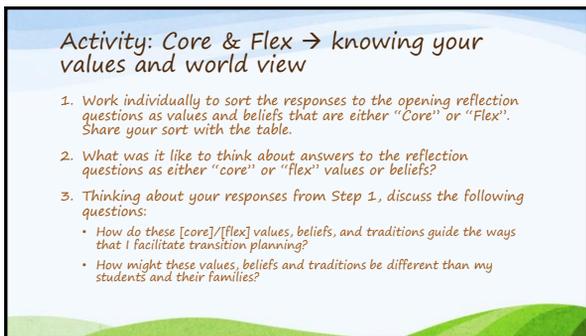






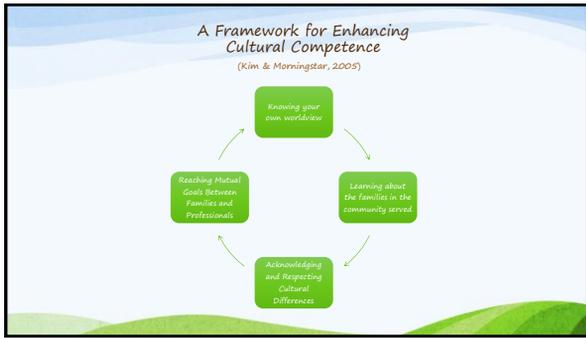
Activity: Core & Flex

1. Review the questions we discussed during the welcome activity:
 - What is important for families to understand/know related to transition?
 - What skills and competencies do students and families need to have in order to be successful in their transition out of high school?
2. Review the concepts of "Core" & "Flex"
 - Core: Things that we would never do, or always do. Behaviors which are core to who we are – without which we are not the same.
 - Flex: Aspects of ourselves that we can adapt to differing circumstances



Activity: Core & Flex → knowing your values and world view

1. Work individually to sort the responses to the opening reflection questions as values and beliefs that are either "Core" or "Flex". Share your sort with the table.
2. What was it like to think about answers to the reflection questions as either "core" or "flex" values or beliefs?
3. Thinking about your responses from Step 1, discuss the following questions:
 - How do these [core]/[flex] values, beliefs, and traditions guide the ways that I facilitate transition planning?
 - How might these values, beliefs and traditions be different than my students and their families?



Activity: Core & Flex

1. Imagine a scenario when you are transition planning with a student and their family who has a different "flex" value or belief.
 - What does it look like to establish a mutual transition goal that prioritize the students values, beliefs, and traditions, and those of their family?
2. Imagine a scenario when you are transition planning with a student and their family who has a different "core" value or belief.
 - What does it look like to establish a mutual transition goal that prioritize the students values, beliefs, and traditions, and those of their family?

Big Picture Debrief

To what extent does this framework have potential in the work you do?

The what?

The so what?

The now what?

