

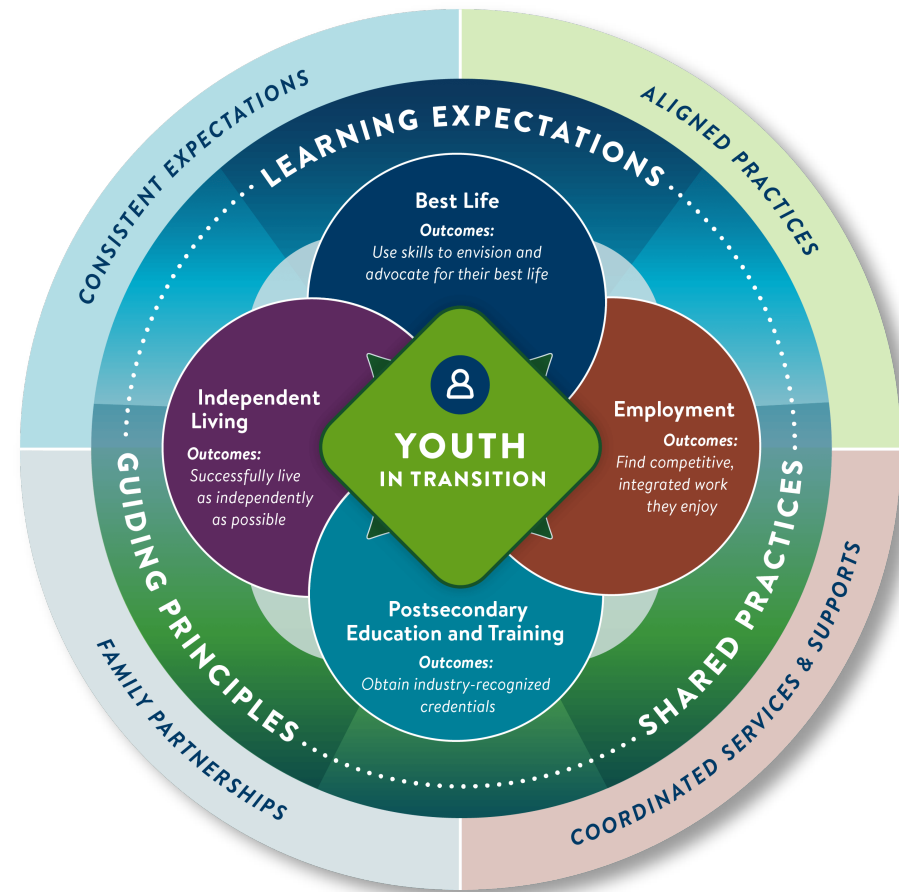


Resources in Minnesota's Transition Framework

Breakout Session, Wednesday, April 17, 2024

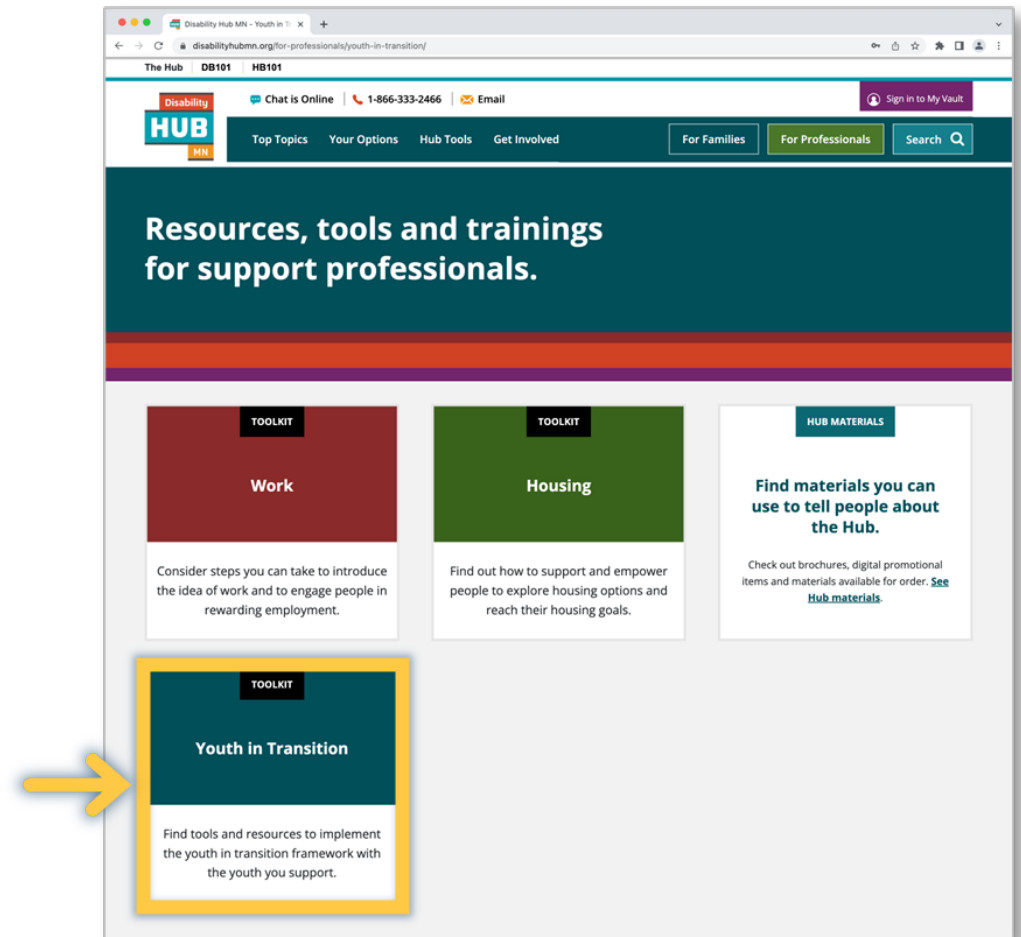
Heather Kosec and Alyssa Klein

Minnesota's transition framework defines high-quality transition planning and programming for youth with disabilities and those who support them.



Youth in Transition Toolkit

The [Youth in Transition toolkit \(disabilityhubmn.org\)](https://disabilityhubmn.org) helps professionals implement Minnesota's Transition Framework.



Shared practices

Shared practices ensure a consistent experience for youth and families while optimizing the role of everyone on the transition planning team.

- Person-centered practices
- Collaborative practices
- Youth planning process



Person-centered Practices

- Student driven
- Choice and self-determination
- Interests, strengths and abilities
- Community inclusion
- Availability of services and supports

Charting the LifeCourse

[Charting the LifeCourse \(disabilityhubmn.org\)](http://disabilityhubmn.org)

Tools for youth and family members to:

- Articulate their vision for a best life
- Identify and access key supports
- Have conversations with others in planning for a good life now and in the future.



My One-Page Profile

- An at-a-glance way to know what really matters to a youth
- Youth can list their strengths and interests, what's important to them, and the best ways to offer support
- Engage families in completing it
- [Template – CtLC Profile Page \(disabilityhubmn.org\)](https://disabilityhubmn.org)

LIFECOURSE PROFILE PAGE **Disability HUB MN**

NAME: _____ DATE: _____

WHAT PEOPLE LIKE AND ADMIRE ABOUT ME:

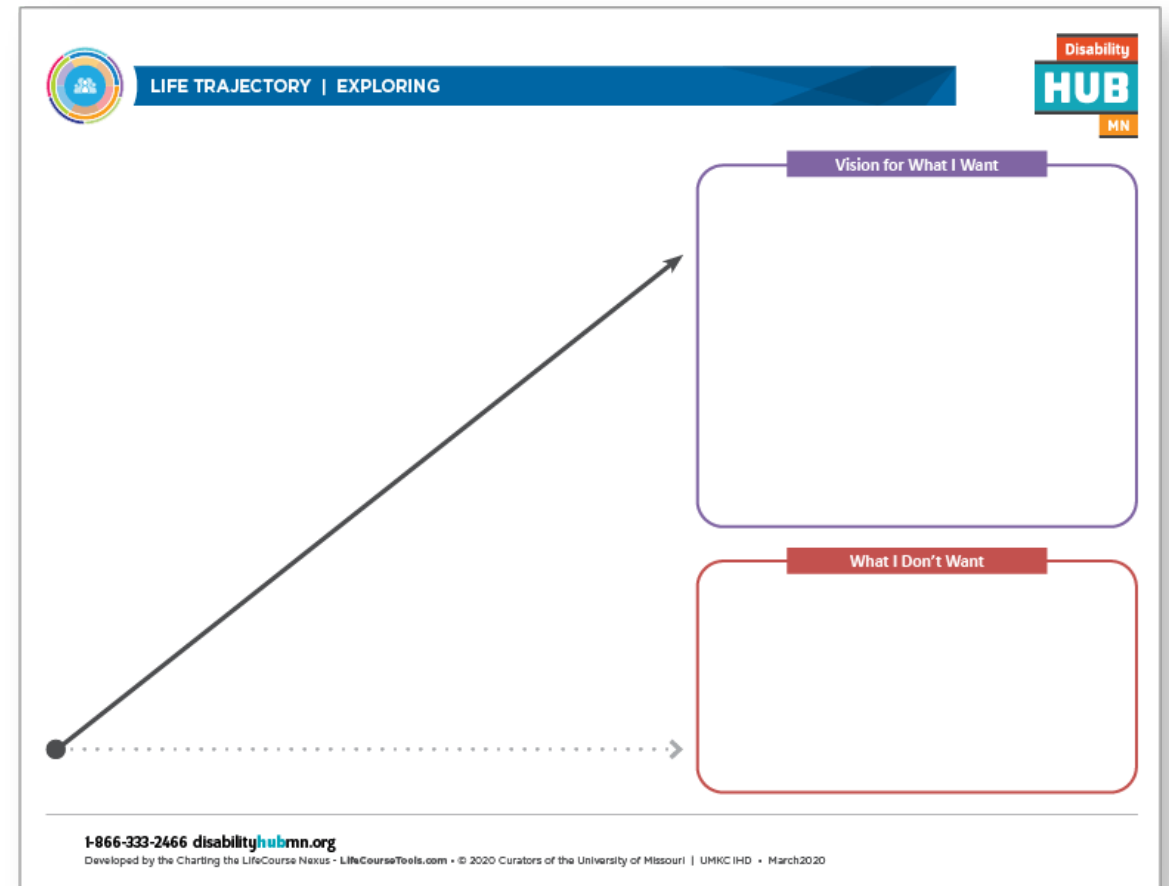
WHAT'S IMPORTANT TO ME:

HOW TO BEST SUPPORT ME:

1-866-333-2466 disabilityhubmn.org
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Life Trajectory

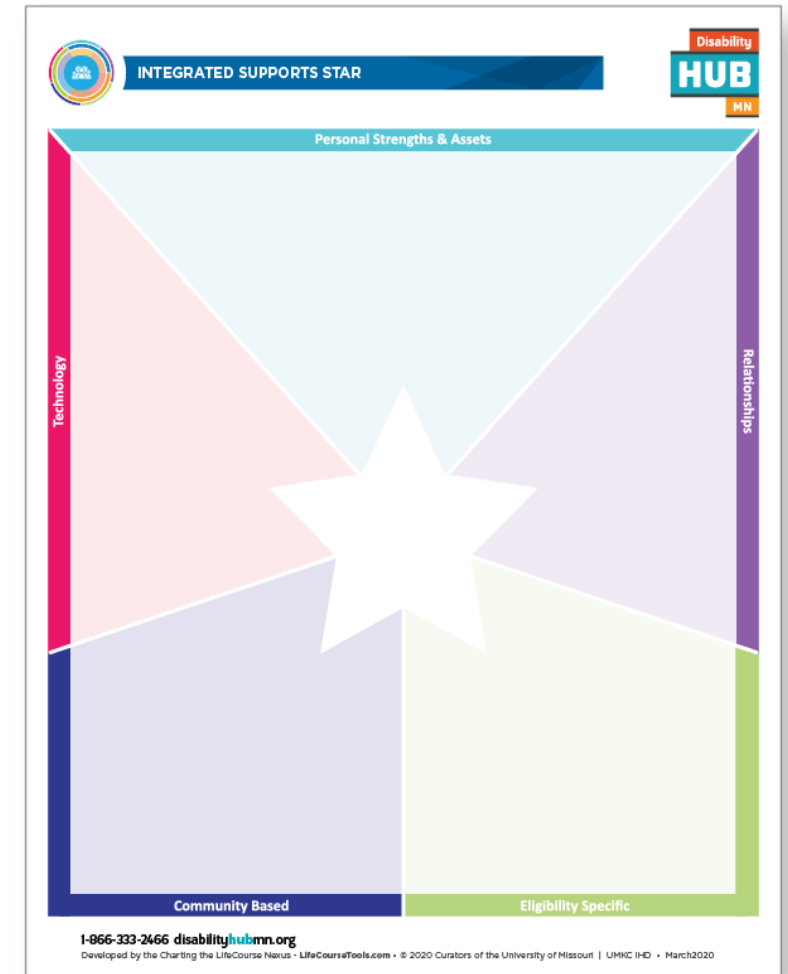
- Use the life trajectory worksheet to help a youth envision their best life and identify the steps or experiences needed to get there
- [Template - CtLC Life Trajectory \(disabilityhubmn.org\)](https://disabilityhubmn.org)



The image shows a worksheet titled "LIFE TRAJECTORY | EXPLORING" with the Disability HUB MN logo in the top right corner. The worksheet features a large arrow pointing from the bottom left towards the top right. At the end of this arrow is a purple-bordered box labeled "Vision for What I Want". Below this box is a red-bordered box labeled "What I Don't Want". A dotted arrow points from the bottom left towards the "What I Don't Want" box. At the bottom of the page, there is contact information: "1-866-333-2466 disabilityhubmn.org" and "Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com • © 2020 Curators of the University of Missouri | UMKC IHD • March 2020".

Integrated Supports Star

- See where a youth has strong supports and where more attention might be needed.
- Supports can be centered around relationships, technology, or personal strengths and assets. Others are based on eligibility criteria.
- Using various supports in combination can support a youth's best life.
- [Template - Integrated Supports Star \(disabilityhubmn.org\)](https://disabilityhubmn.org)



Youth in Transition Toolkit

Educate yourself

1 Transition framework

2 Youth planning process

3 The basics

4 Professional resources

5 Hands-on tools

6 E1MN partnership

Engage families

Support youth

[For Professionals](#) > [Youth in Transition Toolkit](#) > [Educate yourself](#) > Youth planning process

2

Youth planning process



Give Feedback

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The following process is encouraged with all youth interagency support teams to ensure consistent and robust transition services and Pre-Employment Transition Services (Pre-ETS).

1. Build the team

At the beginning of the school year work with the youth and family to understand who is (or identify who should be) on the youth's support team. Consider all applicable school staff, Vocational Rehabilitation Services (VRS) or State Services for the Blind (SSB), waiver case managers, and others. For more information about the youth's support team, see the [Roles page](#) of this toolkit.

Ensure that all team members know about each other and have everyone's contact information. One way to accomplish this is to help the youth and all team members set up a [My Vault](#) account. My Vault allows the youth to list their team members, save that information, and then share it with their support team.

KEY TOOL



- [Transition/Pre-ETS Inventory \(PDF\)](#)

[Youth planning process \(disabilityhubmn.org\)](https://disabilityhubmn.org/youth-planning-process)

Youth Planning Process: 6 Steps

1. Build the team
2. Identify transition/Pre-ETS strengths and needs
3. Create plans
4. Implement plans
5. Track progress
6. Reflect

Identify Transition/Pre-ETS Strengths and Needs

Use the Transition/Pre-ETS Inventory with the youth's team to:

- Identify and prioritize the youth's strengths and needs
- Identify youth's learning stage(s) within each of the transition/Pre-ETS topics

YOUTH IN TRANSITION

Transition/Pre-ETS Inventory

E1 MN YOUTH

YOUTH NAME: _____ SCHOOL YEAR: _____ SUPPORT TEAM MEMBERS PRESENT: _____

INSTRUCTIONS: Use this inventory with a youth, their family, and support team members to indicate which learning stage or stages a youth is at within each transition/Pre-Employment Transition Services (Pre-ETS) topic. The learning stages are defined as:

- **Awareness:** Understands the topic
- **Exploration:** Discovers strengths, preferences, interests, and needs related to the topic
- **Preparation:** Practices skills, makes decisions, and gets ready for success within the topic
- **Implementation:** Utilizes skills within the topic

From there, decide which topics will be prioritized this school year. The notes section can be used to give other detail on strengths and needs and who from the team will take the lead on implementing services related to the topics that will be prioritized this year.

PRE-ETS KEY:

For each learning concept below the corresponding VRS/SSB Pre-Employment Transition Service (Pre-ETS) is indicated.	ISA	Instruction in Self-Advocacy
	WRT	Workplace Readiness Training
	JEC	Job Exploration Counseling
	WBLE	Work-Based Learning Experiences
	PEC	Postsecondary Education Counseling

1 My Best Life

Learning topics and expectations:	Awareness	Exploration	Preparation	Implementation	Priority this year	Notes:
SELF-AWARENESS (Pre-ETS: ISA) <i>Does the youth understand their traits, feelings, motivations and actions, as well as recognize how they're perceived by others?</i> Self-awareness is about understanding how individuality and life circumstances impact daily living. Individuality covers factors such as disability, culture, language, race, sexual preference, gender identity and religion. Circumstances may include issues such as foster care, homelessness, immigrant or refugee status, young parenting, poverty, or trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Continued next page » Page 1 of 7

Put it in Practice



Activity!

Discussion

- What worked well?
- How might you use the Transition/Pre-ETS Inventory going forward?
- What questions do you have?





Thank you!

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