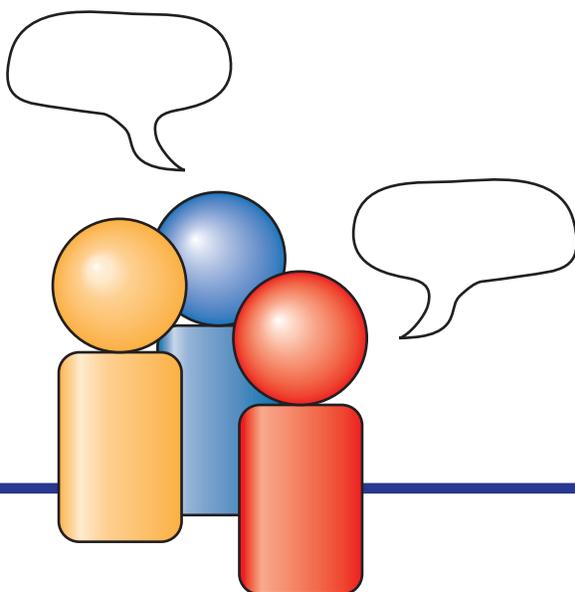


MODULE STUDY GUIDE

Secondary Transition and Cultural Diversity



**Transition Coalition Module Study Guide:
*Secondary Transition and Cultural Diversity***



Developed by:

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Transition Coalition Module Study Guide: *Secondary Transition and Cultural Diversity*

Study Guide Overview

The Transition Coalition (TC) Module Study Guides are designed to extend the knowledge you gain and activities you complete as part of the Transition Coalition training modules. In addition, each TC *Module Study Guide* provides you with ways to reflect on your own materials/resources, teaching practices, and transition planning practices in order to help you identify what enhancements or improvements you can make.

There are TC *Module Study Guides* for the following modules on the Transition Coalition website (www.transitioncoalition.org).

- *Best Practices in Planning for Transition*
- *Transition Assessment: The BIG Picture*
- *Enhancing Employment Outcomes*
- *The Essentials of Self-Determination*
- *Working with Families*
- *Transition for Youth with ED/BD*
- *Secondary Transition & Cultural Diversity*

Key elements of each TC *Module Study Guide* include:

- Instructions for how to access the Transition Coalition modules and other resources on the Transition Coalition site
- Extension activities for applying knowledge and information gained from the module to improve practices related to transition
- Activities for **individual professionals** who are working independently to improve their own transition practices
- Activities and discussion questions that **groups of professionals** can use for professional development efforts

Purpose of the *Transition Assessment: Secondary Transition and Cultural Diversity* Module

The purpose of this module is to explore the factors that can make home-school communication especially challenging for families from culturally diverse or minority backgrounds. Many parents struggle with feelings of inadequacy when working to ensure an appropriate education for their child with special needs. This module will look more deeply at those characteristics that may be unique to culturally diverse families. The learning objectives include:

- Describe the three levels of cultural awareness and why this awareness is important to transition planning.
- Diagram your own personal identity web and recognize its impact on your secondary transition service interactions.
- Identify core values imbedded in secondary transition services, and explain the impact of these values and culture as related to self-determination, living arrangements, work, and issues related to sexuality.
- Define and identify four steps to promote better partnerships through cultural reciprocity.

This study guide is designed to help you reflect on your own practices as they relate to the content of the training module. In addition, some activities are provided below that are designed for you to review your current practice, consider what you learned in the module, and identify ways you can enhance or improve your courses, programs and instructional practices for transition-aged youth.

How to Access the Modules

Before you start working through the Study Guide, you will need to complete the module at www.transitioncoalition.org. To do so, please follow these easy steps:

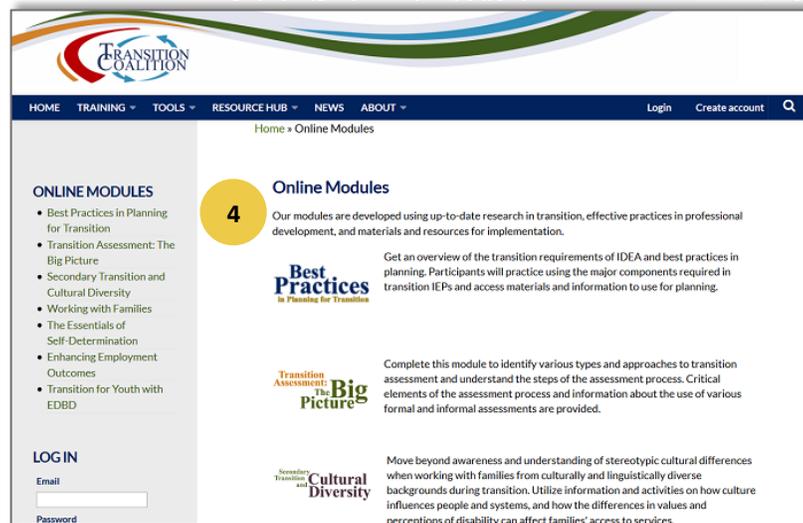
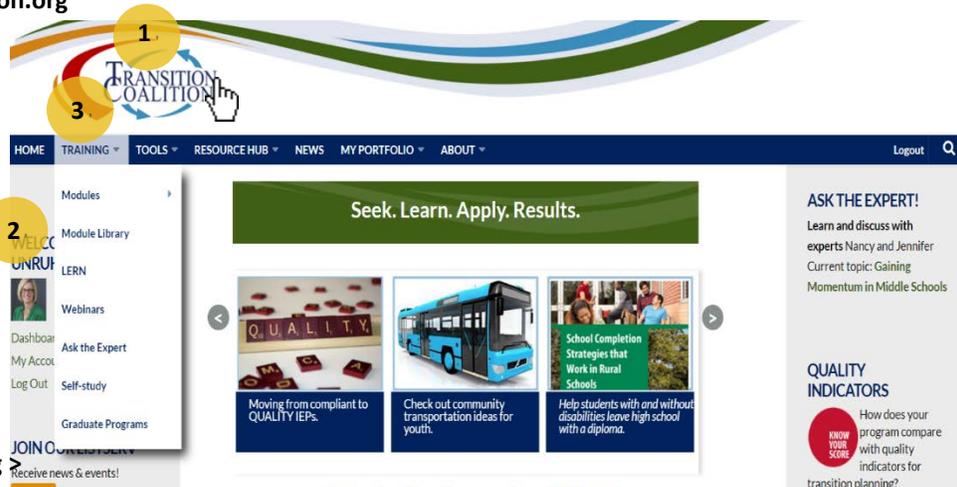
1 Go to transitioncoalition.org

2 Log in OR Create an account

3 Click on Training Modules

4 Click on the module you'd like to work on

5 Click and get ready to go!



Features of TC Website that Enhance This Module

Once you have created an account and are logged into the Transition Coalition website, you will have access to many other features that relate to the work you complete in modules. Some of these features include:

- **Module Library** – This is a library of resources that are referenced within the module.
- **My Portfolio** - My Portfolio keeps all of the work you have completed on the TC website in one place where you can easily find it and access it.
- **Summary Sheet & Certificate** – The Transition Coalition website, through My Portfolio>My Modules, helps you track your progress on modules and obtain the information you need to share the work you have done on the modules you complete. The Summary Sheet provides you with your test scores and responses to questions. When you finish a module, you have access to an Certificate indicating you have completed it.
- **My Pinned Items** - You can pin your favorite items from the Transition Coalition website (including modules) to My Pinned Items in My Portfolio. Whenever you are logged into the Transition Coalition website, you can quickly and easily access these resources.
- **Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument (QI-2)** – The QI-2 allows you to evaluate your transition program and identify priority areas for enhancement.
- **Other items** on the Transition Coalition page for things that may help you implement transition plans with your students. Some of them are **Transition Tips** and **Assessment Reviews**.

The image shows two screenshots of the Transition Coalition website. The top screenshot displays the 'Module Library' page, which lists various resources such as 'Best Practices Library', 'Cultural Diversity Library', 'The Big Picture Library', 'Working with Families Library', and 'Youth with EDBD Library'. The bottom screenshot shows the 'Assessment Reviews' page, which features a search bar and a carousel of assessment tools with their respective ratings and review counts.

EXAMPLE OF QI-2 REPORT: Quality Indicator Domain Scores by Region

Domain	Region 1	Region 2
Transition Planning	2.33	2.63
Transition Assessment	1.82	2.71
Family Involvement	1.8	2.17
Student Involvement	1.86	2.11
Transition-Focused Curriculum &...	2.14	2.07
Interagency Collaboration &...	1.96	1.95
Systems Level Infrastructure	1.92	2.28

Extension Activities

Activity 1: Individual Reflection on Four Specific Challenges



Log into www.transitioncoalition.org and go to the *Secondary Transition and Cultural Diversity* module to the Interactive Practice 2 activity (in Session 2) and review your responses. Then complete the activity below.

- Think about the four specific challenges for culturally diverse families: self-determination, moving out, work, and sexuality.
 - Rate and briefly describe your current practice.
 - Identify at least one specific improvement you can make in the next month.

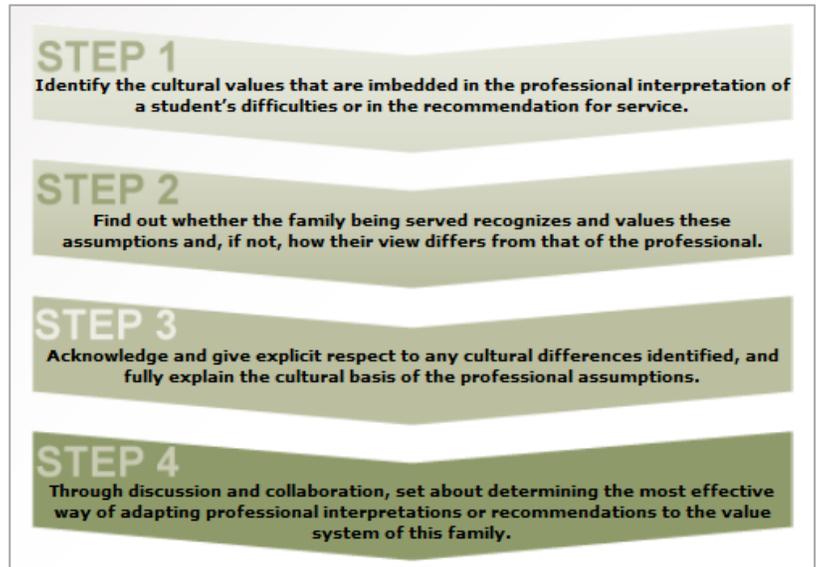
Specific Challenges	Current Practice	Specific Improvements to Make
Self-Determination	Rate: ★★★★★	
Moving out	Rate: ★★★★★	
Work	Rate: ★★★★★	
Sexuality	Rate: ★★★★★	

Activity 2: Individual Application



In Session 3 of the *Secondary Transition and Cultural Diversity* module, you learned about cultural reciprocity, including four steps to work toward it.

- In Session 3, you applied Saroja's story to the four steps of cultural reciprocity.
- Now complete the four steps for one of your students.
- Think about what you might do or how you might approach each step specifically regarding the family and the particular challenge you are facing together.



STEP 1: Identify the cultural values that are embedded in the professional interpretation of a student's difficulties or in the recommendation for service.

STEP 2: Find out whether the family recognizes and values the professional's assumptions and, if not, how their view differs.

STEP 3: Acknowledge and give explicit respect to any cultural differences identified, and fully explain the cultural basis of the professional assumptions.

STEP 4: Through discussion and collaboration, set about determining the most effective way of adapting professional interpretations or recommendations to the value system of this family.

Activity 2: Group Discussion Questions



- Let's summarize the barriers and needed strategies we discussed in the Activity 1 Discussion.
 - Barriers:

 - Needed Strategies:

- Please share how you can use the four steps toward cultural reciprocity to change your practice in working with families.
 - Do others have similar changes in practice?

 - How can these be used to address our barriers or needed strategies?

- How can we use the four guidelines for cultural reciprocity as well as other content from the module to enhance our work with families?
 - What additional information, resources or strategies do we need?

 - Who can help us?

- Does our school/district need additional policies, procedures or guidance on improving engaging families during transition planning? If so, what does it need to include?

- How can we share this information and the strategies we develop with others in our district?



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Reference: Lattin, D.L., & Morningstar, M.E. (2015). Transition Coalition Module Study Guide: *Transition Assessment: the BIG Picture*. Transition Coalition, University of Kansas, Lawrence, KS.

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