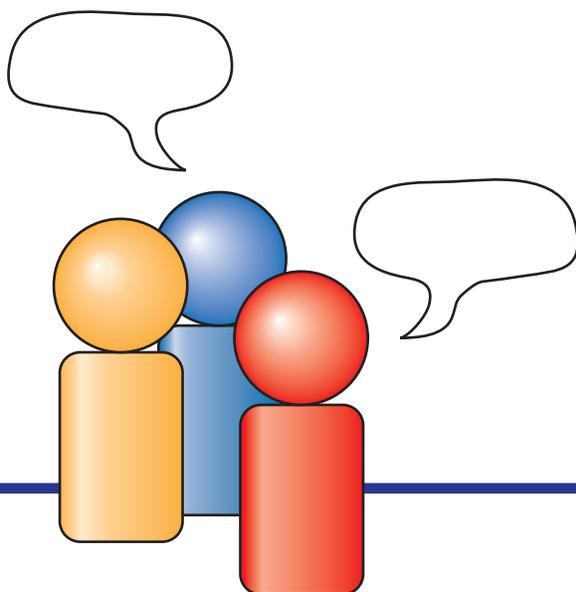


MODULE STUDY GUIDE:



**Transition Coalition Module Study Guide:
*Working with Families***



Developed by:

Dana Lattin and Mary Morningstar

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Reference: Lattin, D.L., & Morningstar, M.E. (2015). Transition Coalition Module Study Guide: *Working with Families*. Transition Coalition, University of Kansas, Lawrence, KS.

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Transition Coalition Module Study Guide: *Working with Families*

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 *Working with Families* Module

The purpose of this module is to explore some of the unique strengths and challenges encountered when working with families and to provide a framework for supporting collaboration, overcoming barriers, and increasing mutual understanding in parent-professional partnerships. The learning objectives include:

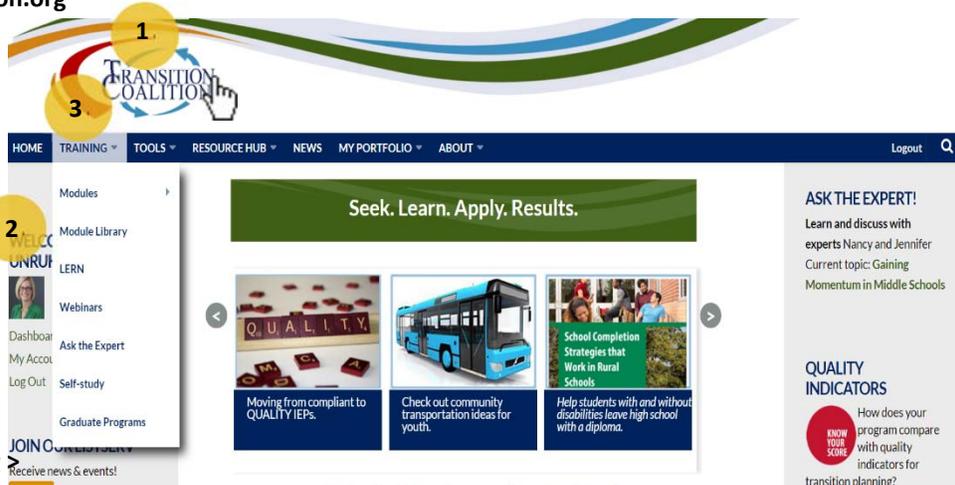
- Describe family systems and why an understanding of them is important in transition planning.
- Identify elements of family systems including the three dimensions, eight functions, and the life cycle. Explain how these elements might differ for a family who has a student with a disability.
- Chart a course of action, based on elements of the family system.
- Explain the fluid nature of transition in terms of the three areas of the “Wilderness Analogy” and describe how the analogy can be applied to transition practice.

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:

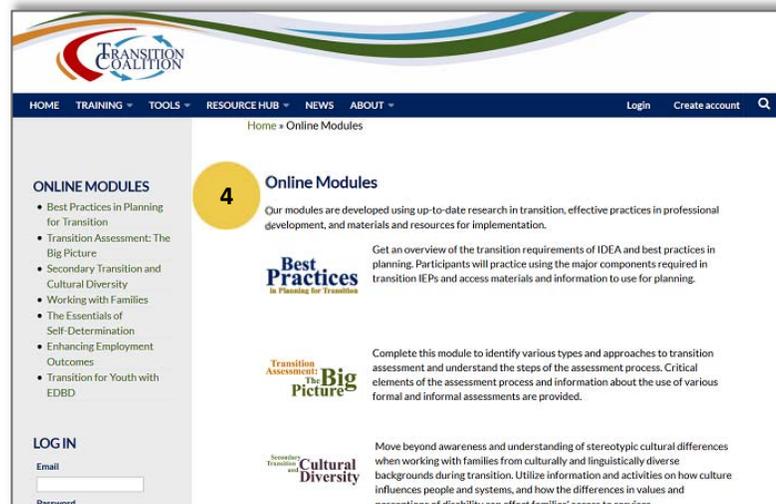
1 Go to transitioncoalition.org



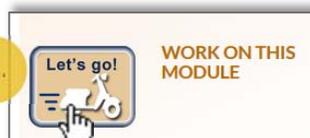
2 Log in OR Create an account

3 Click on Training Modules

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



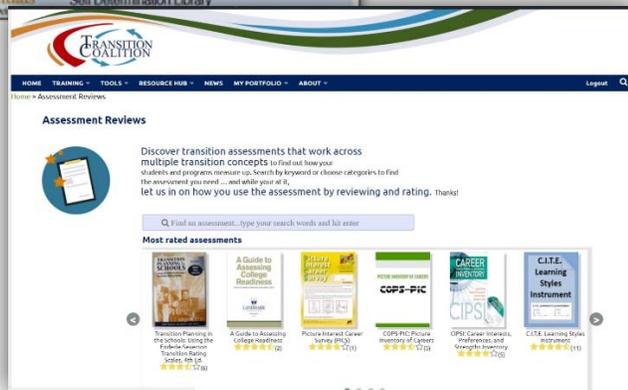
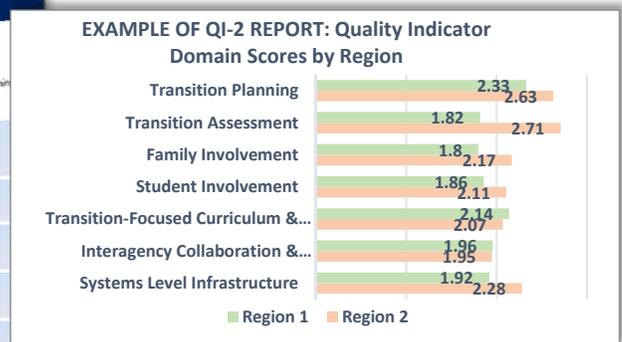
5 Click and get ready to go!



Features of TC Website that Enhance This Module

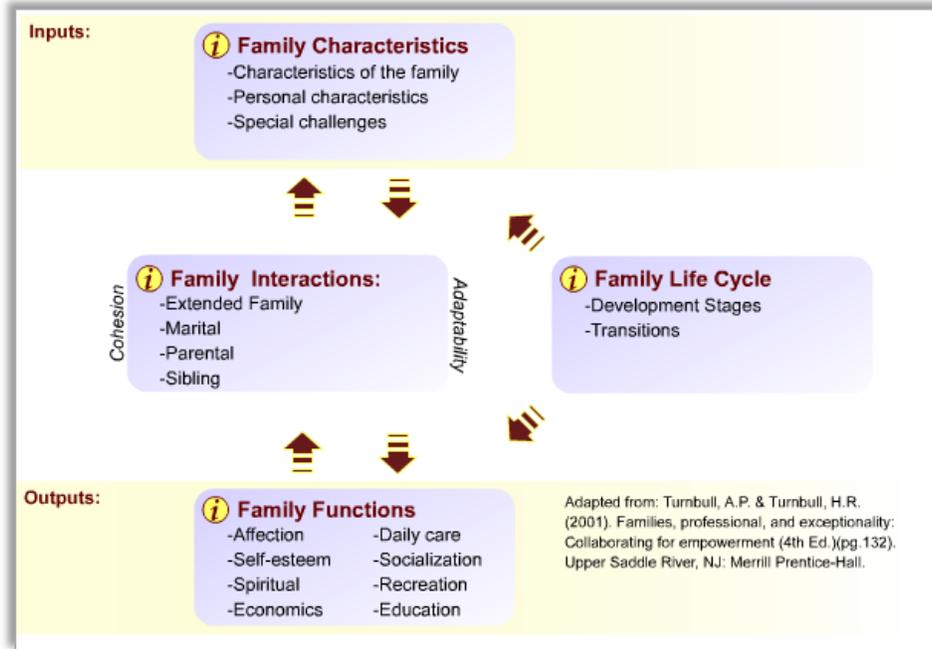
Once you have created an account and are logged into the Transition Coalition website, you will have access to many other features that relate to the work you complete in modules. Some of these features include:

- **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**.



Extension Activities

Activity 1: Individual Reflection on the Family Systems Framework



- Consider what you have learned in Session 1 about the Family Systems Framework and reflect on your family. Briefly describe the components of framework for your family.
 - CHARACTERISTICS:
 - INTERACTIONS:
 - FUNCTIONS:
 - LIFE CYCLE:
- Think about a particularly stressful time with your family. How did your “family mobile” shift or adapt as a result?

Activity 1: Group Discussion Questions



- In our school/district, what strengths do we have in how we work with families during transition planning?
 - How are these strategies successful with all families?
 - How successful are these strategies when working with families that might be described as “difficult” or “challenging”?
- What specific strategies do we use to engage families around transition planning?
 - How are these strategies successful with all families?
 - How successful are these strategies when working with families that might be described as “difficult” or “challenging”?
- What are some of the common barriers we experience in working with families during transition planning and activities?
- As a school district, what should we improve regarding our work with families during transition planning?

Activity 2: Group Discussion Questions



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

 - Needed Improvements:

 - What were the two ways you can use the framework to change your individual practice?

- Consider the module content as well as your experience completing the Family Systems Framework for your own family. Apply this to the identified barriers and needed improvements listed above.
 - How can we use the Family Systems Framework and other content from the module to enhance our work with families as a school district?

 - What additional information and resources do we need?

 - Who can help us?

 - Are any of these strategies similar?

 - How can they be used to address our barriers or needed improvements?

- 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?



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