

To School and Beyond: Getting Kids with Challenging Behavior Back on Track

Introduction

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Description of Session

Teachers are faced with unique challenges at the secondary level of working with disengaged students and reconnecting them to achieve their own unique educational and transition goals. This session will focus on achieving high student engagement and using self-determination with personalizing learning to effectively plan the student-led transition. This is accomplished through individualized instruction to simulate a student's interest, create realistic goals, and develop a bridge from the classroom to the world. Participants will see examples for engaging disengaged students and tools for creating a personalized transition plan focused on the individual.

OUTCOMES FOR SESSION

Participants will

- 1) Leave with knowledge of strategies to help truant student at-risk for drop-out re-engage with the classroom and school community.
- 2) Identify ideas to promote positive relationships with youth with emotional and behavioral concerns and walk away with tools and strategies to determine secondary student interests and assist students in developing goals for transition into adulthood
- 3) Learn strategies to use student interests to personalize learning while in school to make academic learning relevant to post-secondary, real-world experiences.
- 4) Understanding of the student-led transition process and its importance to the success of a quality transition plan.

Research Based Practice

Research demonstrates that only 40% of students with E/BD graduate compared to the national average of 76% (Wilkins & Bost, 2014). This issue has plagued schools, teachers, and individuals working with this population for decades (Wagner, 2006). Success in this population of students depends on a quality instruction in academic, interpersonal, and decision-making skills that are tailored for individuals' personal goals (Wilkins & Bost, 2014). Instruction is crafted through the use of best practices which are student-centered and allow for personalized learning with self-determination and student-led transition (Cavendish, Connor, & Rediker, 2016). Key components of best practice at the secondary level require student engagement or re-engagement within the school setting and a unique plan for each student (Kohler & Field, 2003). This is accomplished through evidence-based practices specifically designed for transition, college, and career readiness (Field, Sarver, & Shaw, 2003; Test et. al., 2009).

Session Overview:

We will share examples from our experiences of identifying and re-engaging students at-risk for dropout through interventions that build relationships and motivate students to attend school. Participants will be linked to resources that provide access to tools to determine student interests such as the Self-Awareness Survey as well as other strengths and needs assessments. An overview of the College and Career Competency Framework will be shared with concrete examples of how to use it to personalize learning and strategically pinpoint and address life and career skills in need for development prior to graduation. The student-led transition planning process will be provided and model plans shared with participants.

Shoulder Partner Activity

How do you identify your student's greatest challenge regarding post-secondary transition?

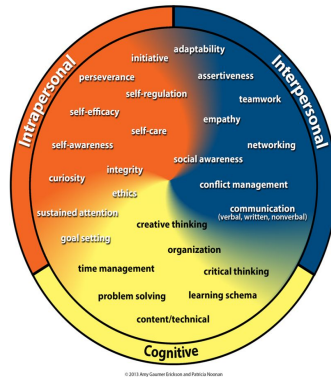


Preparing Students with Challenging Behaviors for Life Outside of High School

- How to identify skills that the student will need to be successful.
 - PLAAFP
 - Student Interviews
 - Interest inventories
 - Personal knowledge



College and Career Framework



How to get a job.

- Genius Hour
- Classified ad (How to read one)
- Resume
- Cover letter
- Filling out job application
- Mock interviews with teachers/administrators
- Interview a professional

Transition/Post-Secondary Skills

- Hope based Learning
- Tech-programs
- Internships
- Money management skills - Budgets



Opportunities that Enable Student Success in the Community

- Mid-Continent Public Library
- Grocery store
- Thrift-store - John Knox Village (jobs)
- Local social services (community service hours)
- Farmers' Market



Resources

file:///C:/Users/janice.motta/Downloads/SelfAwareness%20Worksheet_ENG.pdf

Self-awareness survey Self-awareness pfd

<http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/resources/life-skills-lesson-self-awareness.pdf>

<https://www.mass.edu/gearup/documents/WritingaResume.pdf>

<https://www.livecareer.com/career/advice/resume/10-examples-of-good-interests-to-put-on-a-resume>

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<http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/resources/life-skills-lesson-self-awareness.pdf>

<https://www.mass.edu/gearup/documents/WritingaResume.pdf>

<https://www.livecareer.com/career/advice/resume/10-examples-of-good-interests-to-put-on-a-resume>

For Further Information or Questions

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