Community Approach to Pre-ETS

Hope Armstrong and Leah Burgess

Session Objectives

Discuss strategies as a group to improve collaboration within your communities

Build collaborative relationships that can increase successful outcomes for students

Determine a plan for connecting with at least 1 new resource or agency that will complement the services you deliver

Session Objectives Cont.

Identify the benefits of delivering personalized services

Determine strategies for involving community partners

Discuss collaborative practices to make planning and service delivery easier

Identify resources and community partners

What is a Nominal Group Technique (NGT)?

- Structured brainstorming method for quick group decision-making

- Promotes equal participation and considers all ideas

- Balances input across members

- Focuses on collaborative problem-solving

NGT Steps

- Silent Generation of Ideas

- Round-Robin Feedback

- Group Collaboration

- Prioritize Ideas

- Group Discussion

NGT Step 1

- **Silent Generation of Ideas**
  - Independent task
  - Time: 2 - 3 minutes
  - Jot down your ideas on the handout

NGT Step 2

- **Round-Robin Feedback**
  - Group task
  - Time: 10 minutes
  - Each member of the group shares one idea at a time
  - Each idea is written on a Post-It note (one idea per note)
  - No discussion or debate at this time
  - TransitionTN staff collect Post-It ideas and sort them into categories on larger chart paper

NGT Step 3

- **Group Collaboration**
  - Group task
  - Time: 10 Minutes
  - Everyone comes together to discuss and clarify larger ideas on the chart paper
  - Use this time to explore each item for deeper understanding and make connections between ideas
  - Participants share the strategies that they are using to overcome the barriers

NGT Step 4

- **Prioritize Ideas**
  - Individual task
  - Time: 3 to 5 minutes
  - Participants rank the challenges by significance
  - Using dots, vote for the topics they feel are the most important

NGT Step 5

Repeat this process for each question

At the end of the process, groups will share one item or relationship they will use for immediate action

Collaborative Activity

- In-person sessions focused on the following questions:
  - What are the main or biggest challenges when collaborating with your community?
  - What are strategies for overcoming these challenges?
  - How can your region's transition-related service providers improve collaboration to aid the transition for students out of high school?

Question 1 Step 1

- **What are the main/biggest challenges when collaborating with your community?**

- Silent Generation of Ideas
  - Independent task
  - Jot down your ideas on the handout

[Info]   [Reveal*]

Welcome! Select a time and click Start.

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Start Timer   Light Theme ⬍

Question 1 Step 2

- **What are the main/biggest challenges when collaborating with your community?**

- **Round-Robin Feedback**
    - Group task
    - Each member of the group shares one idea at a time
    - Each idea is written on a Post-It note (one idea per note)
    - No discussion or debate at this time

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Question 1 Step 3

- **What are the main/biggest challenges when collaborating with your community?**

- **Group Collaboration**
  - Group task
  - Everyone comes together to discuss and clarify larger ideas on the chart paper
  - Use this time to explore each item for deeper understanding and make connections between ideas

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Question 1 Step 4

- **What are the main/biggest challenges when collaborating with your community?**

- **Prioritize Ideas**
  - Individual task
  - Participants rank the challenges by significance
  - Using dots, vote for the topics they feel are the most important

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☐ Play sound when timer ends

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East Region NGT Summary

Question #3	How can your region's transition-related service providers improve collaboration to aid the transition for students out of high school?
Individual Ideas	- Having an organized referral system in place to address who is taking care of which part of the process - Quarterly meetings - Offer examples of success stories - Provide a list of opportunities/places of employment - Communication and sharing of resources between TSWs and service providers - Attend parent nights - Offer parent training - Connect students to resources - Have a lead person for a school district to improve collaboration, connections, and information - Have regional resources come to the school to explain what is offered - Provide a general overview of VR services to all middle and high school teachers - Be present at community events - Each agency shares in a newsletter/website what it offers - Education on the types of services and resources available
Group Collaboration	- Organized Referral System (12 votes) - Have one person as a point person for different levels of referrals (state, regional, and community) - Need time to develop outside partnerships to know who the point person for referrals is - Vocational Rehabilitation (6 votes) - Work with VR to help families have a better understanding of services and how they could help individual students. - Ensure VR provides a brochure or document for parents to take home with them as they are deciding if they would like their student to participate in services - Provide opportunities for parents and students to have more interactions with VR - Education/Training on Resources and Services Available (16 votes) - Call or meet with agencies to learn more - Research with students individually. Help students learn about services that may benefit them as they work towards their goals - Learn how to begin a partnership with a community resource - Quarterly Meetings or Networking Opportunities (13 votes) - Attend city or county government, chamber of commerce, board of education meetings - Partner with DDA Sub-committees at the Health Department - Partner with apprenticeships or community businesses that have classes. Students can receive credit and learn job tasks

Nominal Group Technique (NGT)

- Use this technique with:
  - Your students
  - Transition-related staff in your school or school district
  - Collaborative partner meetings
  - IEP teams
  - Family engagement

Session Takeaways

- Identified opportunities to increase collaboration within your communities

- Built collaborative relationships that can lead to successful outcomes for students

- Planned to connect with at least one new agency that will help compliment the services you deliver

# Person-Driven Services

Person-Driven Services

- Continuous process to help individuals with disabilities plan their future

- Driven by the student's life vision

- Encourages informed and supported decision-making

- Expands community participation and engagement opportunities

Survey Results: Your Needs

- Exploring career choices

- Connecting what students learn in school to work

- Identifying online activities
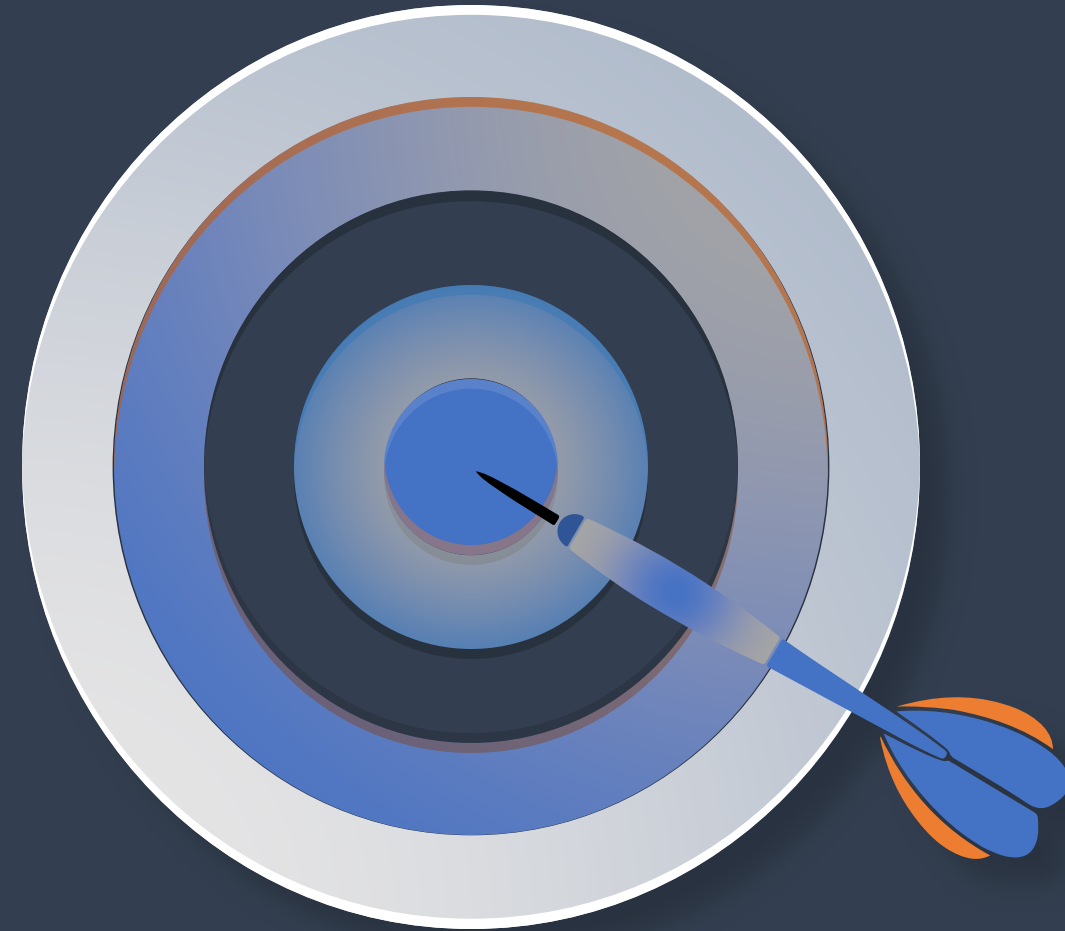
Career Choices

- Group of students uses O*Net MyNextMove to identify careers they are interested in
- Explore skills and education needed for that career

Connecting School to Work

- Using the Transition Tennessee Pre-ETS Sequencing Guide to identify professional behaviors that need to be taught in preparation for work

- Preparing student for Work-Based Learning Opportunities by reviewing behaviors expected at the site

Work-Based Learning Experiences

Work-Based Learning involves students building on classroom-based instruction to develop employability skills. These skills prepare students for success in postsecondary education and future careers. These learning experiences must include direct involvement with industry or community professionals. It can occur in the community or at school and should be provided in an integrated environment to the maximum extent possible. Experiences may occur during the school day, outside the school day, or even when school is not in session. Some of the most common competency categories under the Work-Based Learning Experiences category are:

- **Self-Awareness**
  - Completing career exploration activities to gain knowledge about career options
- **Career Awareness – Workplace Tours**
  - Working knowledge of workplace tours
  - Developing the skills necessary to participate in workplace tours
  - Reflecting on experiences as they relate to future work-based learning goals
  - Connecting skills learned while in high school to skills needed in the workplace
- **Career Exploration – Job Shadowing**
  - Working knowledge of job shadowing
  - Developing the skills necessary to participate in a job shadowing experience
  - Reflecting on experiences as they relate to future work-based learning goals
  - Connecting skills learned while in high school to skills needed in the workplace
- **Career Exploration – Informational Interviews**
  - Working knowledge of informational interviews
  - Developing skills necessary to participate in an informational interview
  - Reflecting on experiences as they relate to future career goals
  - Connecting skills learned while in high school to skills needed in the workplace

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Online Activities

I Want to Go to Work   **Activity Tracker**

Directions: Fill in the date that you completed each activity

Course	Lesson	Role-Play Scenario	Get Invovled School-Based	Get Invovled Community-Based	Get Involved Game	My Portfolio
How Do I Explore My Work Options?	Self-Assessments					
	Labor Market and Types of Employment					
	Benefits of Going to Work					
What Are My Needs, Rights, and Resposibilities at Work?	Rights and Responsibilities Change After High School					
	Disability Disclosure in the Workplace					
	Communication in the Workplace					
What Resources and Services Can Help Me Get a Job?	Gathering Your Resources					
	Vocational Rehabilitation					
	Community Resource Mapping					
What Community Activities Can Help Me Get a Job?	Networking to Get a Job					
	Experiences to Learn About Work					
	Participating in Work and Volunteering Experiences (coming soon)					

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A COLLABORATION BETWEEN THE TENNESSEE DEPARTMENT OF HUMAN SERVICES AND VANDERBILT UNIVERSITY

- Transition Tennessee Student Website
- Narrow down specific courses student needs by using the lesson tracker

Person-Driven Planning Benefits

- Empowers the student to know it is their life vision
- Changes and grows with the student
- Promotes long-term thinking
- Encourages the student to be involved in their community
- Helps the student feel confident and independent

Practical Strategies to Get to Know Your Students

Long-Term Roadmap to a Student's Future Goals

Building a long-term roadmap will help students achieve their goals after high school. When providers understand where the students want to go, they can provide more individualized and specific services to help them get there. Let's review a few options to help you build a long-term roadmap with your students.

START >

- Why is it Important to Get to Know Your Students?
- Collaboration with School Staff and Other Professionals
- Collaboration with Families and Communities
- Understanding Your Students' Cultural Backgrounds
- Meeting with Students
- Gathering and Using Data to Get to Know Your Students
- Getting to Know Your Students through Individualized Education Programs and 504 Plans

Applying Person-Driven Principles to Pre-ETS

- Using a person-driven approach requires the provider and student to identify students' current knowledge and skills

- Helps the provider to:
  - Develop services that will meet their students' needs
  - Tailor services based on the needs and goals of each student

Job Exploration Counseling

Traditional Experiences	Person-Driven Experiences
All students listen to the same career speaker that attends their class	Students pick from two career speakers based on their career goals and prepare questions related to their career of interest

Instruction in Self-Advocacy

Traditional Experiences	Person-Driven Experiences
All students complete a community resource map with the same resources	Students complete a community resource map tailored to their needs and goals for after high school

Workplace Readiness Training

Traditional Experiences	Person-Driven Experiences
All students look at the same job posting and identify skills needed for that job	Students look at a job posting related to their career goals and identify the skills needed for that job

Counseling on Postsecondary Education

Traditional Experiences	Person-Driven Experiences
All students attend a class shadow in the same subject or area of study	Students attend the same college for a class shadow, but each student attends a class specific to their career of interest

Work-Based Learning Experiences

Traditional Experiences	Person-Driven Experiences
All students participate in the same work-related tasks at their work-based learning site	Students attend the same work-based learning site but are given work-related tasks that align with their job interests

Additional Trainings to Support Person-Driven Services

- Incorporating a Person-Driven Approach into Pre-ETS

- Implementing Person-Driven Planning Practices for Work-Based Learning Experiences

- Aligning Activities and Resources for Person-Driven Pre-ETS

Implementing Person-Driven Planning Practices for Work-Based Learning Experiences

📅 September 17, 2024 | 🕐 Duration: 50m 36s

During this session, we focus on applying principles of person-driven planning to work-based learning experiences. This training identifies tools and strategies you can use when planning work-based learning experiences. We also explore how to maximize opportunities at one job site by identifying the multiple work-based learning experiences that can be provided.

Presentation Slides

WBLE Definitions and Examples

Resource List

Collaborative Activity Top Barriers Solutions Chart

Identify Work-Based Learning Activity

WBLE Planning Form

Additional Trainings to Support Collaboration

- Strengthening Pre-ETS through Collaboration

- Person-Driven Planning: Collaboration and Community Engagement

Person-Driven Planning: Collaboration and Community Engagement

📅 August 25, 2023   🕐 Duration: 50m 06s

During this session, we'll be discussing the importance of getting to know your students. The training also provides examples of ways to engage with your students. Using person-driven strategies, you can tailor services based on your students' needs. Getting to know your students and personalizing their transition experience helps students meet their individualized goals. Collaborating with your school and community partners can help students achieve their goals.

Presentation Slides

Finding My Fit: Employment Success Video

Personalizing Student Support

Student Goals

- When delivering services, providers need to consider students' preferences, interests, needs, and strengths (PINS)

- Expose students to a variety of support options for when they exit high school
  - Connecting students to a variety of supports
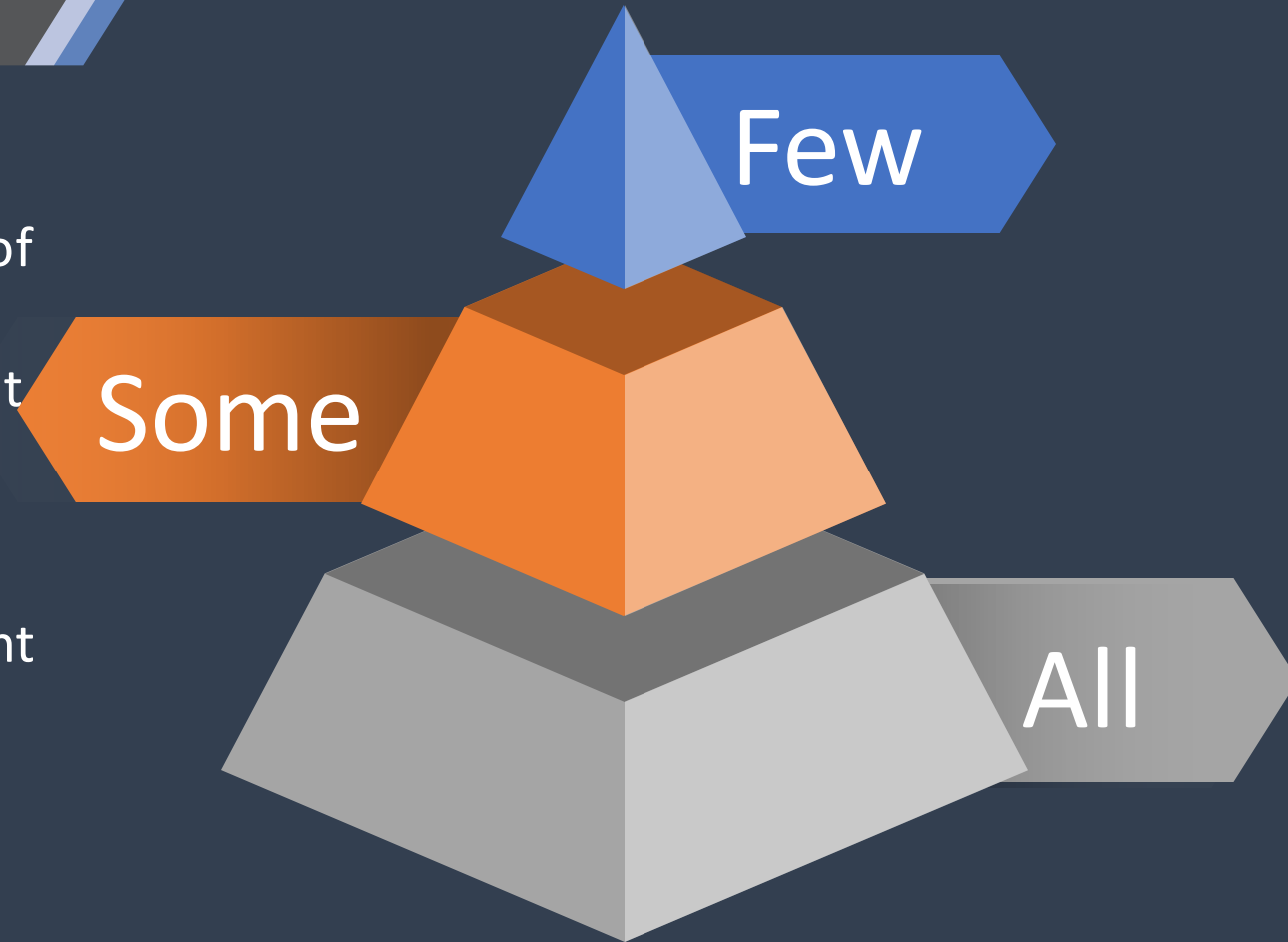 - Assisting students with networking

Three Tiers of Support

Few

Some

All
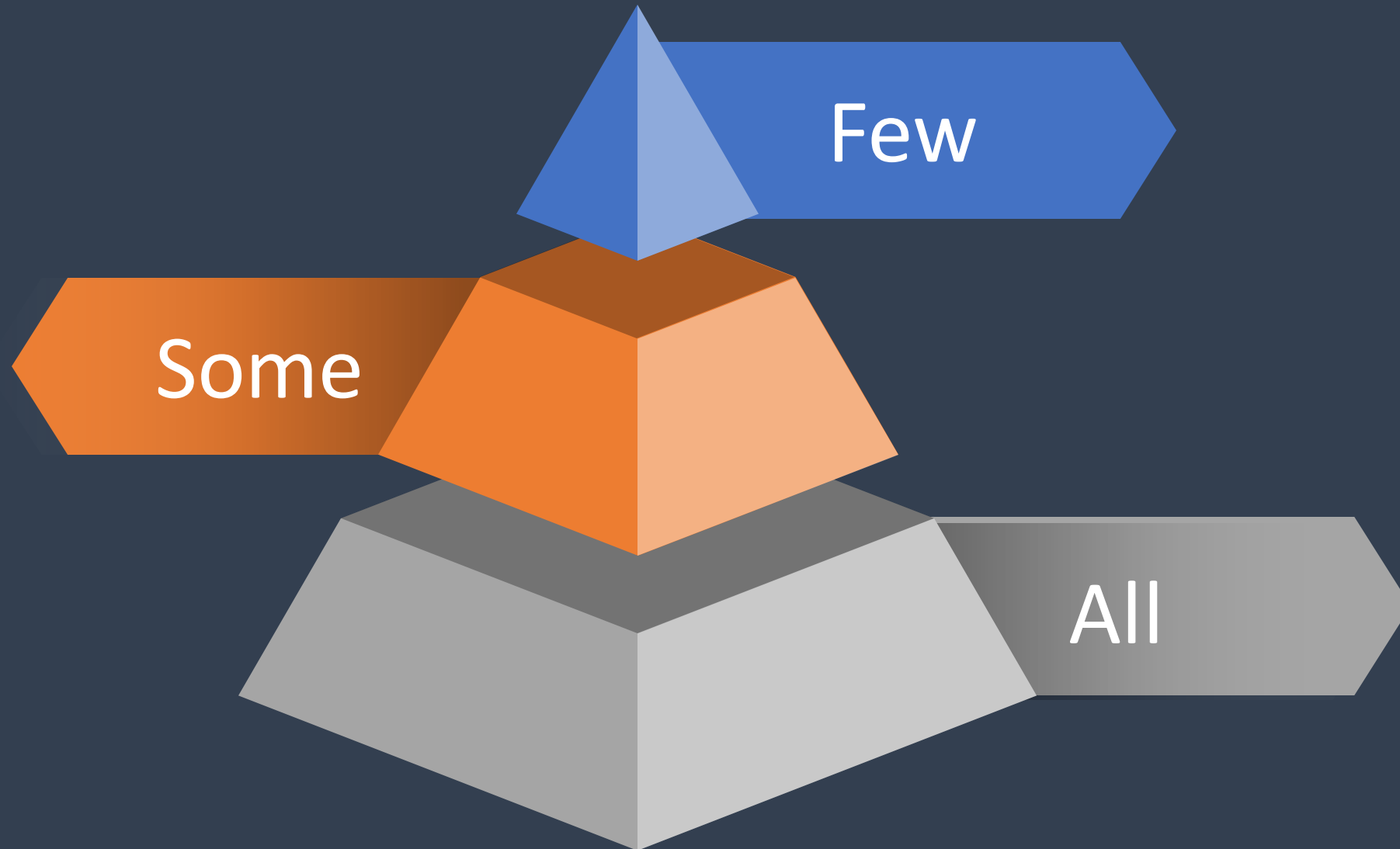
Tiers of Support

- Few
  - Intensive support for a small number of students
  - Meets the unique needs of the student
- Some
  - Support for targeted students
  - Meets the specific needs of the student
- All
  - Support all students receive

Example Tiers of Support

- Few
  - Students with disabilities receive 1-1 benefits counseling
- Some
  - Students with disabilities need to know about ABLE accounts
- All
  - Students need to know about workplace benefits

Few

Some

All
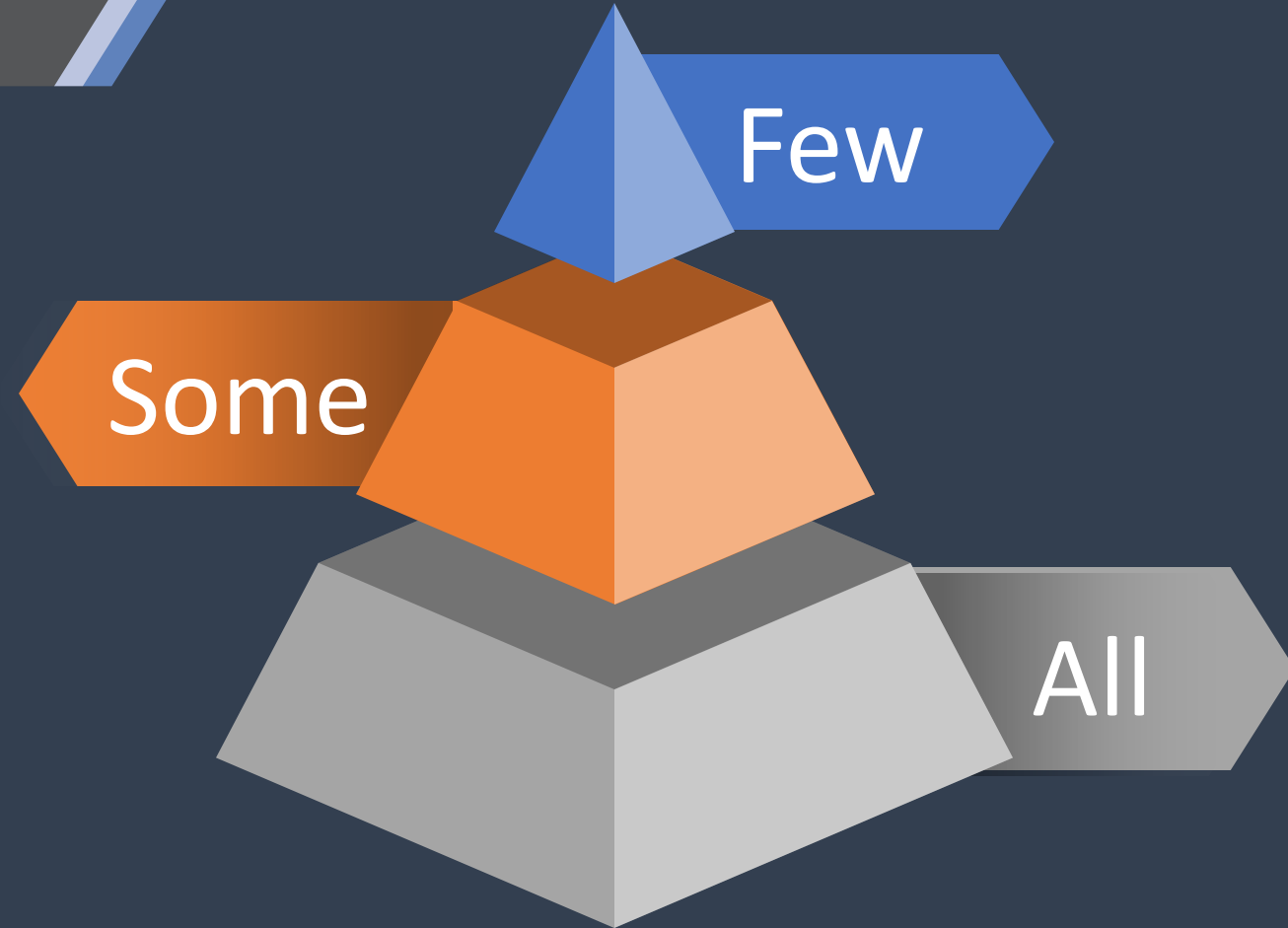
Collaborative Planning

Leverage Your Connections

Do you know someone who owns a business?

Do you frequent a business regularly?

Do you utilize your local workforce development boards?

Community Partners

Will round out your services and provide enriching experiences for students

Increase the students' community connections and lead to better transition outcomes for the student

Help you as a Pre-ETS provider meet the individual needs of the student

Job Exploration Counseling

Person-Driven Experiences	Community Partner
Students pick from two career speakers based on their career goals and prepare questions related to their career of interest	Ask the local Chamber of Commerce to identify two employers that can be career speakers based on student interest

Instruction in Self-Advocacy

Person-Driven Experiences	Community Partner
Students complete a community resource map tailored to their needs and goals for after high school	Call Tennessee Disability Pathfinder to explore resources available in the student's community

Workplace Readiness Training

Person-Driven Experiences	Community Partner
Students look at a job posting related to their career goals and identify the skills they currently have related to the job and the skills they need to work on	Visit or do a virtual appointment with the local American Job Center to find jobs that are related to their job interests

Counseling on Postsecondary Education

Person-Driven Experiences	Community Partner
Students attend the same college for a class shadow, but each student attends a class specific to their career of interest	Contact a local TCAT to set up class shadows based on student interests

Work-Based Learning Experiences

Person-Driven Experiences	Community Partner
Students attend the same work-based learning site but are given work-related tasks that align with their job interests	Connect with a networking group or young professional group to establish new work-based learning opportunities based on student's career of interest

Benefits of Prioritizing Collaboration

- Creates opportunities for new partnerships

- Promotes information sharing across agencies

- Maintains and strengthens established relationships

- Resources from TransitionTN
  - Course: *Connecting with Families and Employers*
  - Course: *Developing Strong Partnerships*

Collaboration Tool: Postsecondary Transition Plan

- The Postsecondary Transition Plan is added to the IEP at age 14
- Addresses:
  - Employment
  - Postsecondary education
  - Community involvement
  - Independent living
- Provides information about students that will help with planning services

TransitionTN Provider Course

- ***A Guide to the Postsecondary Transition Plan for Pre-ETS Providers***
  - Overview of the Postsecondary Transition Plan in the IEP
  - Guidance on collaborating with IEP team members
  - How educators and providers use the Postsecondary Transition Plan to organize services

Meet Mr. Todd

Click on the continue and choices buttons throughout the scenario.
Recommendation for screen reader users: use the navigation keys to go back into the scenario after each selection is made.

Meet Mr. Todd

Mr. Todd is a Pre-ETS provider who has been working with John. John is a senior in high school. He let Mr. Todd know he would like to go to a community college to learn how to be a plumber.

CONTINUE

Collaborative Planning Tool: Pre-ETS Sequencing Guide

- A step-by-step guide to preparing and completing activities with students

- Collaborative tool
  - Share student progress
  - Implement backwards planning to increase   student-driven services
  - Avoid duplication of services

Work-Based Learning Experiences – Short Form
Additional Sequencing Guide Information: Long Form

Work-Based Learning involves students building on classroom-based instruction to develop employability skills. These skills prepare students for success in postsecondary education and future careers. These learning experiences must include direct involvement with industry or community professionals. It can occur in the community or at school and should be provided in an integrated environment to the maximum extent possible. Experiences may occur during the school day, outside the school day, or even when school is not in session. Some of the most common competency categories under the Work-Based Learning Experiences category are:

- Career Awareness
- Career Exploration
- Work Experience
- Job Skills

Category: Career Awareness – Workplace Tours
Skill Topic: Working knowledge of workplace tours
1. Explain how workplace tours can provide opportunities to explore careers:
   a. Provide exposure to potential careers and jobs
   b. Learn about the business
   c. Learn about the professional and educational experiences of employees
   d. Observe work tasks
   e. Interact with employees and ask questions
   f. Build knowledge about the education and training needed for entry into the industry

Skill Topic: Developing the skills necessary to participate in workplace tours
1. Introduce and provide relevant details about themselves to new people
   a. Name
   b. Grade
   c. Job(s) they are interested in learning about

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Collaborative Activity Example

- Providers can collaborate with others to deliver high-quality activities
  - Examples:
    - Community Partners – Transition Tennessee, Local Certified Work Incentives Counselor, Ticket to Work, TennCare
    - Educators – Special Education Teacher
    - Businesses – Local HR representative

- Student Activity Goal
  - Understanding of the purpose and available options for enrolling in insurance and benefits programs

Identify Roles

Skill Topic: Understanding of the purpose and available options for enrolling in insurance and benefits programs

1. Define and explain the purpose of benefits and insurance and list the different types of benefits and insurance:
   a. Health
   b. Home or Renters
   c. Car
2. Demonstrate understanding of the vocabulary related to insurance:
   a. Deductible
   b. Co-pay
   c. Premium
   d. Individual
   e. Family
3. Compare and contrast the options for accessing benefits and insurance:
   a. Employer-provided benefits
   b. Government provided benefits
   c. Private insurance companies
   d. Benefit options for full-time vs. part-time jobs

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Workplace Readiness Training - 4

Provider

Educator

Community Partner

Breakdown of Roles

Provider	Educator	Community Partner
Define and explain the purpose of benefits and insurance and list the different types of benefits and insurance: a. Health b. Home or Renters c. Car	Demonstrate understanding of the vocabulary related to insurance: a. Deductible b. Co-pay c. Premium d. Individual	Compare and contrast the options for accessing benefits and insurance: a. Employer-provided benefits b. Government provided benefits c. Private insurance companies d. Benefit options for full-time vs. part-time jobs

Community Partner Examples

- Local Human Resource representative
- Ticket to Work Hotline
- Representative from TennCare
- Local Certified Work Incentives Counselor

Community Partner

Compare and contrast the options for accessing benefits and insurance:
a. Employer-provided benefits
b. Government provided benefits
c. Private insurance companies
d. Benefit options for full-time vs. part-time jobs

Next Steps with Community Partners

Provider →

Skill Topic: If applicable to student: Understanding of how getting a job may impact Supplemental Security Income or Social Security Disability Insurance

1. Identify a resource or agency that can provide individualized benefits counseling:

   a. Ticket to Work

   b. Workforce Incentives Planning Assistance (WIPA)

   c. Social Security Administration

Community Partner →

2. Explain that working always brings you more money than Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) benefits alone

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Workplace Readiness Training - 5

Collaborating with Community Partners

Provider	Community Partner
Identify a resource or agency that can provide individualized benefits counseling: a. Ticket to Work b. Workforce Incentives Planning Assistance (WIPA) c. Social Security Administration	Explain that working always brings you more money than Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) benefits alone

Community Partners Example

- Transition Tennessee
- Social Security Administration
- Ticket to Work Hotline
- Local Certified Work Incentives Counselor

Community Partner
Explain that working always brings you more money than Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) benefits alone

Resource: Student Lesson

How Do I Explore My Work Options?

The three lessons below are here to teach you about strategies and actions you can take to explore your work options. Taking time to gather information about yourself and putting effort into investigating job options may lead to learning about exciting opportunities you never knew existed. Exploring your options will help you to make an informed decision as you transition from being a high school student to an employee.

Self-Assessments
Learn more about your job interests, strengths, and needs.

Labor Markets and Types of Employment
Explore different types of jobs that are available to you.

Benefits of Going to Work
Understand how you can explore and experience work while receiving Supplemental Security Income.

School-Based Activity

Review the Benefits of Going to Work Fact Sheet along with any other resources and complete the activity below.

Think about...
- What can you gain from getting a job and going to work?
- What are SSI benefits and how might they affect your decision about going to work?
- Why is it important to talk to a benefits counselor if you receive SSI benefits?
- Why is it important to review your benefits when you are getting close to turning 18?
- How might getting SSI benefits affect your decisions about a job?

Activity Downloads
- Benefits of Going to Work Fact Sheet
- SSI Benefits and Working Activity Cards
- SSI and Going to Work Infographic

Lesson Downloads
- Resource List
- Course Vocabulary Flashcards
- Printable Game
- Printable Game Answer Sheet

Instructions

Getting a job can provide you with many opportunities to gain independence. When exploring your options for going to work, it is important to consider if you are currently receiving money and health insurance from the Social Security Administration. Going to work can affect the benefits you receive, so it is important to contact a benefits counselor to help you navigate this process.

- **Open the SSI Benefits and Working Activity** – CLICK HERE
- Download the SSI and Benefits of Working Activity Cards
- Each card includes a step in the process of getting help with understanding the benefits process
- Read through the steps on each card
- Sequence the steps by putting them in the correct order

Benefits of Going to Work

Social Security Administration (SSA) Website

- Use the SSA website to help some of your students learn about:
  - Their work options
  - Reporting their wages
  - Work incentives

- A few of your students may need to contact a benefits counselor

About Ticket to Work

What is the Ticket to Work Program?

View an introduction to the Ticket to Work Program in American Sign Language (ASL) (Opens a new window)

Social Security's Ticket to Work Program supports career development for Social Security disability beneficiaries ages 18 through 64 who want to work. The Ticket Program is free and voluntary. The Ticket Program helps people with disabilities progress toward financial independence.

The Ticket Program is a good fit for people who want to improve their earning potential and are committed to preparing for long-term success in the workforce. This program offers beneficiaries with disabilities access to meaningful employment with the assistance of Ticket to Work employment service providers called Employment Networks. If you are ready to go to work, there are people ready and waiting to help you!

The career development services and support you need are unique to you. The Ticket Program can connect you with the right mix of free employment support services and approved service providers that best fit your needs.

Let's practice identifying resources and community partners

Activity

- Review each student's employment goal
- Identify resources to help students meet their goals
- List community partners that can aid students in meeting their goals and help you deliver services

Student	Pre-ETS Area	Notes from the Transition Plan
Hugo	Instruction in Self-Advocacy	Goal: Obtain a job working around people in a customer service position Notes: • Is unsure how to disclose their disability at work
Quinn	Work-Based Learning	Goal: Obtain a job working at a bank Notes: • Needs to learn job-specific tasks
Coleman	Counseling on Postsecondary Education	Goal: Obtain a job working in IT or computer coding Notes: • Explore postsecondary education options including certifications
Jordan	Workplace Readiness Training	Goal: Obtain an apprenticeship in HVAC Notes: • Learn workplace expectations and policies
Jayden	Job Exploration Counseling	Goal: Obtain a job working with animals Notes: • Has never owned a pet or explored jobs working with animals

Make a Plan

- Use the Pre-ETS Sequencing Guide Skill Topics to identify **one** focus area the students need to practice based on their goals
- List resources you can use to teach the skill topic
- Identify community partners that can aid in teaching the skill topic

Activity Example: Transition Skill

Student Information	Transition Skill Needed (filled in from the Sequencing Guide)	Resources	Community Partners
Hugo **Goal:** Obtain a job working around people in a customer service position **Notes:** Is unsure how to disclose their disability at work	**Instruction in Self-Advocacy** **Skill Topic:** Working knowledge of rights and responsibilities in the workplace		

Activity Example: Resources

Student Information	Transition Skill Needed (filled in from the Sequencing Guide)	Resources	Community Partners
Hugo **Goal:** Obtain a job working around people in a customer service position **Notes:** Is unsure how to disclose their disability at work	**Instruction in Self-Advocacy** **Skill Topic:** Working knowledge of rights and responsibilities in the workplace	Transition Tennessee's Student Lesson: "Disability Disclosure in the Workplace"	

Activity Example: Community Partners

Student Information	Transition Skill Needed (filled in from the Sequencing Guide)	Resources	Community Partners
Hugo **Goal:** Obtain a job working around people in a customer service position **Notes:** Is unsure how to disclose their disability at work	**Instruction in Self-Advocacy** **Skill Topic:** Working knowledge of rights and responsibilities in the workplace	Transition Tennessee's Student Lesson: "Disability Disclosure in the Workplace"	Schedule a time with a local human resource manager to discuss accommodations and support at work

Training Activity

- Use the activity template to identify the skill topic, resources, and community partners to help students achieve their goals

- Additional space is on the activity template for you to fill in activity ideas based on your students' needs

Activity Reflection

Today:

- Planned an activity that is tailored to each student's goal
- Identified resources to teach this skill
- Identified potential community partners that can help teach these skills

Next Steps:

- Identify the next skill students will need to learn
- Use the Pre-ETS Sequencing Guide for more activity ideas

Next Steps Example for Hugo

Student Information	Transition Skill Needed (filled in from the Sequencing Guide)	Resources	Community Partners
Hugo **Goal:** Obtain a job working around people in a customer service position **Notes:** Is unsure how to disclose their disability at work	**Instruction in Self-Advocacy** **Skill Topic:** Working knowledge of assertive communication	Transition Tennessee's Student Quick Activity "Assertive Communication"	Schedule a call with the Tennessee Center for Decision-Making Support to practice assertive communication

Community Resources to Support Pre-ETS

- Create a bank of resources

- Determine how resources can meet general, specific, or unique needs of students

Today's Takeaways

Discussed strategies as a group to improve collaboration within your communities

Built collaborative relationships that can increase successful outcomes for students

Determined a plan for connecting with at least 1 new resource or agency that will complement the services you deliver

Today's Takeaways Cont.

Identified the benefits of delivering personalized services

Determined strategies for involving community partners

Discussed collaborative practices to make planning and service delivery easier

Identified resources and community partners

Questions?

Please email us:

Hope.e.armstrong@Vanderbilt.edu

Leah.d.burgess@Vanderbilt.edu