

EXPERIENCES WITH TRANSITION IN KANSAS

Experiences of Self-Advocates, Families, and Professionals

WHAT WE DID

KUCDD and SACK facilitated 7 listening sessions so we could hear what Kansans have to say about young people with intellectual and developmental disabilities (ID/DD) transitioning from high school.

WHAT WE LEARNED

Communication between transition stakeholders affects the transition process for the student and can be a barrier to successful outcomes and family engagement when difficult.

Expectations for student outcomes need to be much higher for students with ID/DD to enhance transition outcomes.

Fully and meaningfully including students with ID/DD in the transition planning process leads to positive outcomes. All students need to be fully included.

WE HEARD FROM

10

Self-Advocates

10

Family Members

11

Educators

7

Employment
Support Providers

10

State Agency
Representatives

WHAT WE HEARD

Communication and Collaboration

"Silos lead to three plans: special education plan, VR plan, Medicaid waiver plan, with goals that are either redundant or contradictory. How does someone succeed when you've got three plans pulling you in three different directions?"

– Transition Coordinator



"It also helps when parents, the school district, and the community work together to build capacity so that there are multiple opportunities for community-based experiences. But that doesn't usually happen."

–Family Member of a Child with ID/DD

Raising Expectations



"After graduating from high school, it was kind of hard. I kind of graduated to the couch, as it were. And I watched a lot of C-Span and play video games." –Self-Advocate

"My son is struggling to find a provider. So he is sitting in my house all day, and I'm kind of done with that because he's capable of working or potentially going to school."

–Family Member of Person with ID/DD

Including Students in Planning

"We have employment specialists finding students jobs, but they're not jobs that the kids like or that they could see themselves doing in the future. So most of the time, they hardly last a week or two, and sometimes it's things that they completely hate."

–Family Member of Person with ID/DD



"What worked best for me is that I made the decisions, nobody else made the decisions." –Self-Advocate

For more information, contact: Evan Dean
edean2@ku.edu | 785.864.1644



KU THE UNIVERSITY OF
KANSAS
KU CENTER ON DEVELOPMENTAL DISABILITIES