Tier IV: Student and Youth Transition

Tier Checklist

**TIER IV: STUDENT AND YOUTH TRANSITION**

Complete all Core courses:
- Student and Youth Transition Services in NYS
- Working with Students and Youth: Authentic Engagement
- Creating a Framework of Services for Students and Youth

Complete two Electives:
- Developing and Delivering Youth Transition Services
- Developing and Delivering Pre-Employment Transition Services
- Self-Advocacy Skills for Employment and Post-Secondary Education
- Coaching and Communication Supports for Post-Secondary and Employment Settings
Vocational Development

Where does it all begin?

Vocational Development

Clock 1: Youth Development Stages
“Kids today…”
~ Every Parent Everywhere ~

Exercise

What are some of the assumptions and stereotypes you hold, or that you notice others hold about youth?

What are assumptions or stereotypes youth may hold about adults?

Assumptions
Assets

- Born between 2000-2017
- Digital natives – most tech savvy generation
- Raised in an on-demand culture and shaped by social media
- Limitless interests and avenues for learning
- Prefer face-to-face communication (Business Insider) vs. Interpersonal skills often lacking (USA Today)
- Resourceful with internet and finding information
- Attention spans of 6-8 seconds. Use visually compelling “micro-moments.”
What is trauma?

“an event, series of events, or set of circumstances that is experienced by and individual as physical or emotionally harmful or life threatening and that has lasting adverse effects of the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.” SAMHSA

Core Values of Trauma Informed Care

Safety
Trustworthiness
Choice
Collaboration
Empowerment
Do YOU Matter?

Describe how you know YOU matter at home, at work, in your community affiliations.

Levels of Mattering

- **Being Visible**: feeling that their presence is recognized and welcomed
- **Being Valued**: expressions of valuing through actions and communication
- **Contributing**: reciprocal relationships
- **Being part of the personal and professional relationship**: connections grounded in caring and genuine concern

Considering "Identity"

- Culture
- Influencers
- Familial culture
- Means of expression
- Gender
- Sub-cultures
1. **Self-awareness**: The capacity to reflect on one's own feelings, values, and behaviors.

2. **Social awareness**: The ability to view situations from another perspective, respect the social and cultural norms of others, and celebrate diversity.

3. **Relationship skills**: The ability to initiate and sustain positive connections with peers, teachers, families, and other groups.

4. **Self-management**: The set of skills that includes self-motivation, goal-setting, personal organization, self-discipline, impulse control, and use of strategies for coping with stress.

5. **Responsible decision-making**: The ability to make choices that consider the well-being of oneself and others.

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**Core Social Emotional Learning Competencies**

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**Spectrum of Adult Attitudes**

- **Youth as Objects**: Adults know what is best for young people and control situations in which they allow them to be involved.
- **Youth as Recipients**: Adults retain control over the majority of decisions, letting young people make trivial decisions because it will be "good for them."
- **Youth as Partners**: Adults respect young people as having something significant to offer, supporting and encouraging their full involvement.
- **Youth as Adults**: Young people have the responsibility to practice for when they become "real people."

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**Authentic Youth Engagement: Youth-Adult Partnerships, Jim Casey, Youth Opportunities Initiative.**

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**Family Engagement**

- What is family involvement?
- Why is it important?
- What are the benefits?
- What are the barriers?
All youth benefit from parents, families and other caring adults who:

• Have high expectations which build upon the young person’s strengths, interests, and needs and fosters their ability to achieve independence and self-sufficiency;

• Are involved in their lives and assisting them toward adulthood;

All youth benefit from parents, families and other caring adults who:

• Have access to information about employment, further education, and community resources;

• Take an active role in transition planning with schools and community partners; and

• Have access to medical, professional, and peer support networks.

“High achievement always takes place in the framework of high expectation.”
Charles Kettering - American Inventor
Thank You!

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