

Cultivating Student Mindset Through Secondary Transition Planning: Paving Pathways to Postsecondary Success

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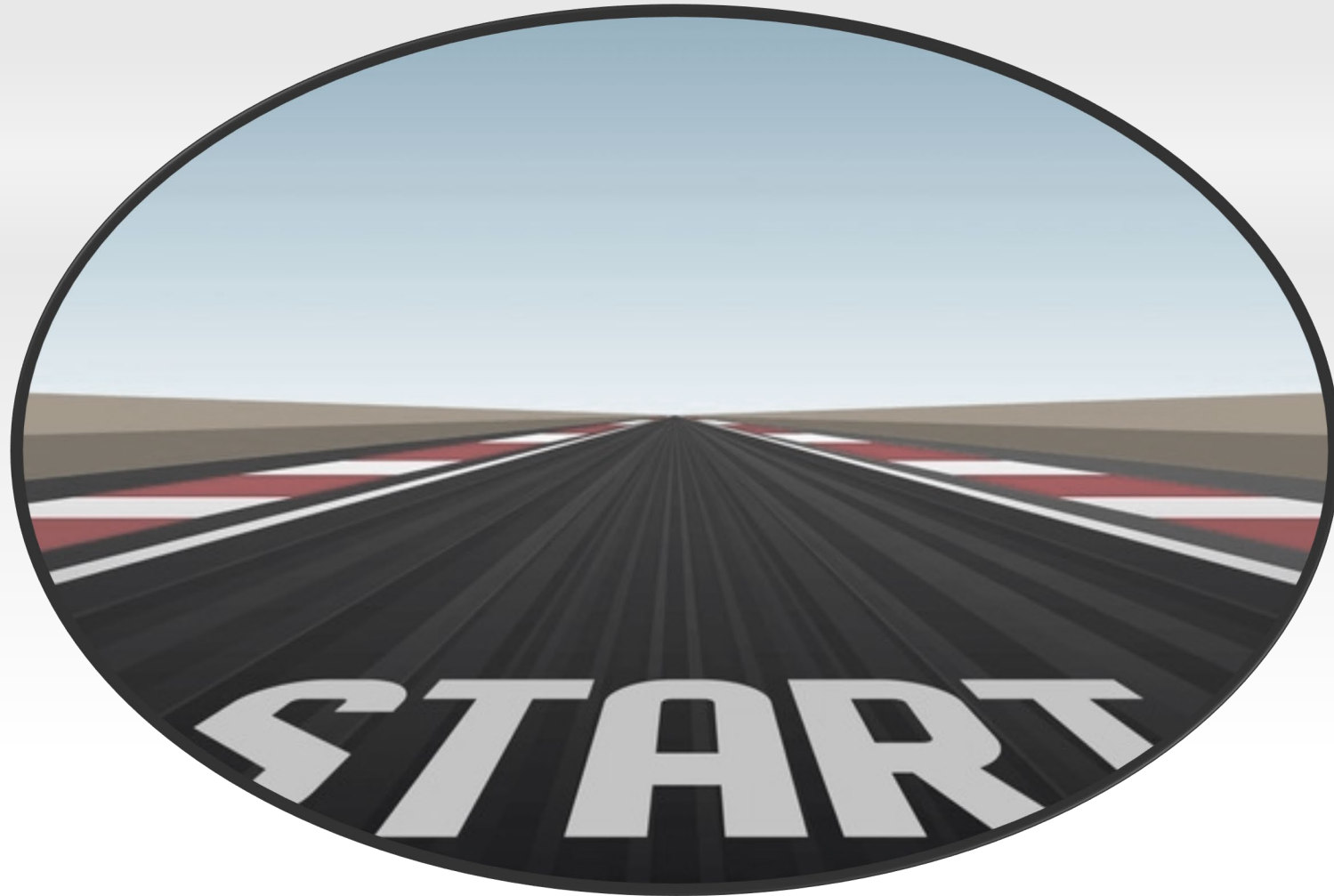
Today's Roadmap

Participants will build upon their knowledge and resources to:

- Empower student mindsets
- Drive engagement and independence
- Activate family involvement
- Strengthen interagency collaboration



Let's Get Moving!



Design Your Vision

What I Am Good At

Who Am I?

Career/Job I Want To Do

What I Like To Do For Fun

My Vision Board

What Is Hard For Me

Where I Want To Live

My Favorite
Color

My Hero - Why?

Let's Pick Your Path



Who Am I?

1. A person with a disability
2. Dependent
3. Different
4. Employed
5. Struggling

Career/Job I Want To Do

1. I don't think I can work
2. Fast food worker
3. Janitor
4. Dishwasher
5. Stock Clerk

Let's Make a Couple of More Picks

What is Hard for Me

1. Friendships
2. Daily tasks
3. Being independent
4. Education
5. Employment

My Hero – Why?

1. Helen Keller – Advocate
2. Marleen Matlin – Actress
3. Temple Grandin – Innovator
4. Rosa Parks – Leader
5. LeBron James - Athlete

Keep Planning Your Vision

My Favorite Color

1. Beige
2. Gray
3. Olive
4. Ash
5. Baby Pink

Where I Want to Live

1. With my family forever
2. Supported living home
3. In the mountains
4. Group housing neighborhood
5. Center of the city

Plan to Live It

What I Like To Do For Fun

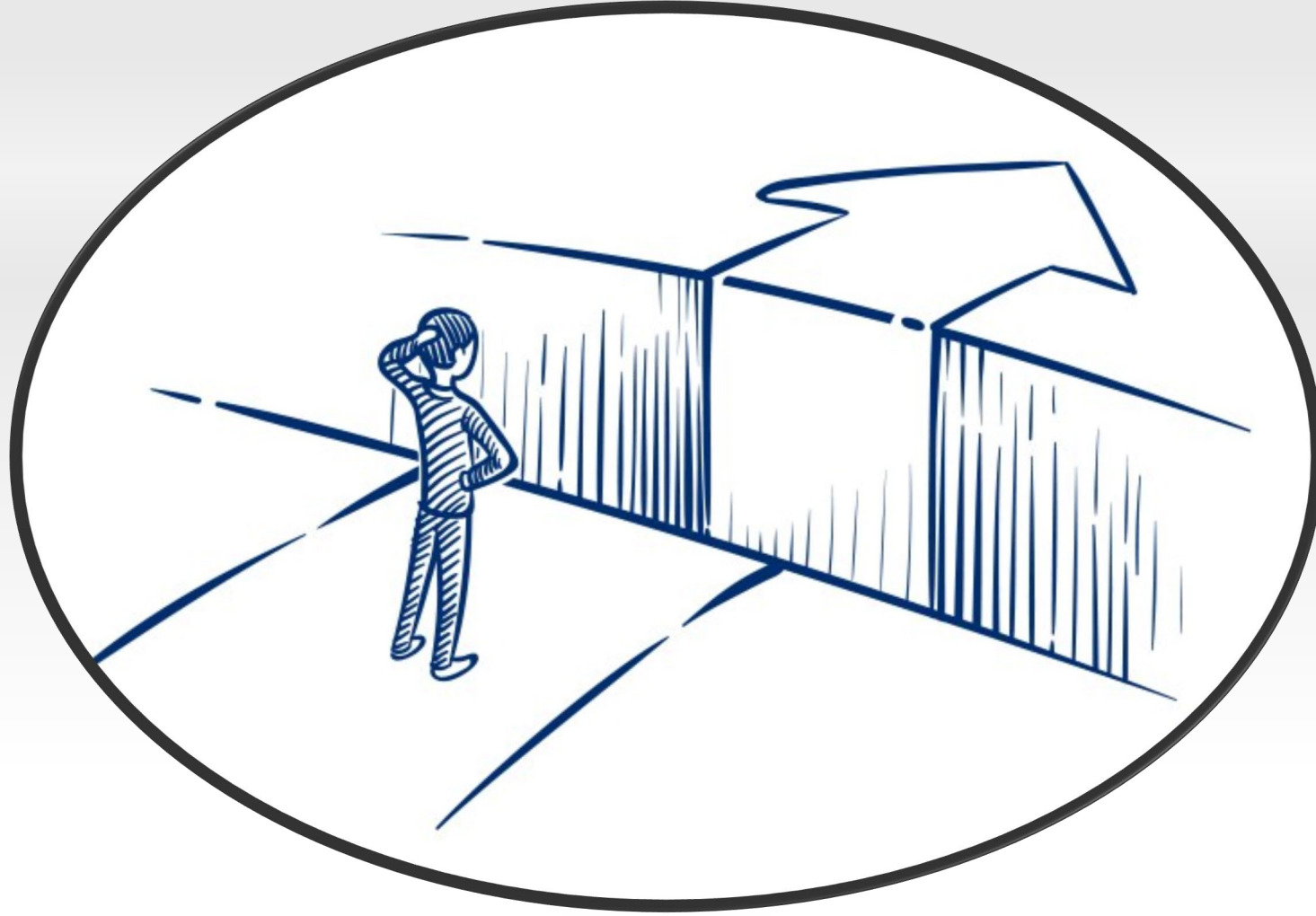
1. Watch TV
2. Play video games
3. Arts and crafts
4. Board games
5. Go for walks

What I Am Good At

1. Cleaning
2. Sorting
3. Counting
4. Puzzles
5. Folding



Thoughts?



Mapping Student Mindset



Nurture a **Growth** Mindset:

(Concept originated by psychologist Carol S. Dweck, *Mindset: The New Psychology of Success*, 2006)

The belief that skills grow through challenges, learning from failure, and adapting strategies to reach goals.



Bring to light a **Purpose**:

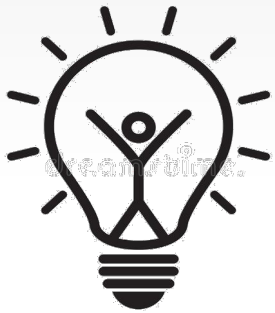
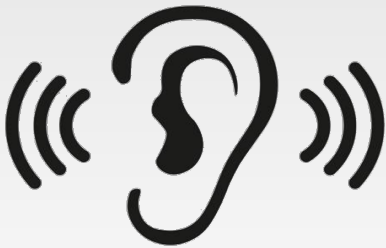
Finding purpose and meaning fosters perseverance, enjoyment, and a positive self-view, serving as an internal compass that guides decisions toward growth, satisfaction, and lasting fulfillment.



Support **Social** Belonging:

Understanding that learning is a social process shaped by students, families, teachers, and other influences working together to build knowledge and share roles.

Shift Your Own GPS



1. Set High Expectations
2. Listen First
3. Learn From the Student

**What does
structuring a
student mindset
look like?**



Benefits of Promoting a Student Mindset

- Assists youth in developing an active role for their learning in all environments;
- Allows youth to explore, connect and participate in deep-learning to enhance knowledge and retention;
- Enhances power skills beyond the ABCs, such as:
 - Creativity,
 - Collaboration/Teamwork,
 - Communication,
 - Leadership,
 - Problem Solving;
- Increases self-efficacy; the belief in oneself and the capacity to carry out essential behaviors and generalize skills to multiple environments; and
- Increases post-school outcomes for all students with disabilities, regardless the impact of disability.



GPS & The Secondary Transition process



A Culture of Growth Based on Student Mindsets and Behaviors

- Post-school development is a lifelong process beginning at pre-K.
- All students need to have the opportunity to explore interests, abilities, values and goals.
- All students have freedom of post-school participation, training and career choice.
- Post-school development should engage students, parents and community partners.
- Students have the right to change their aspirations and goals at any time.
- Post-school conversations and experiences must be strength-based.

Student Focused Planning for Engagement, Independence & Success

The process must:

1. Lead with a strength-based vision,
2. Empower students to take the lead by developing self-determination and self-advocacy skills regardless of disability, and
3. Be Secondary Transition planning that fosters growth mindsets by helping students set goals and leverage agency support to make informed decisions.

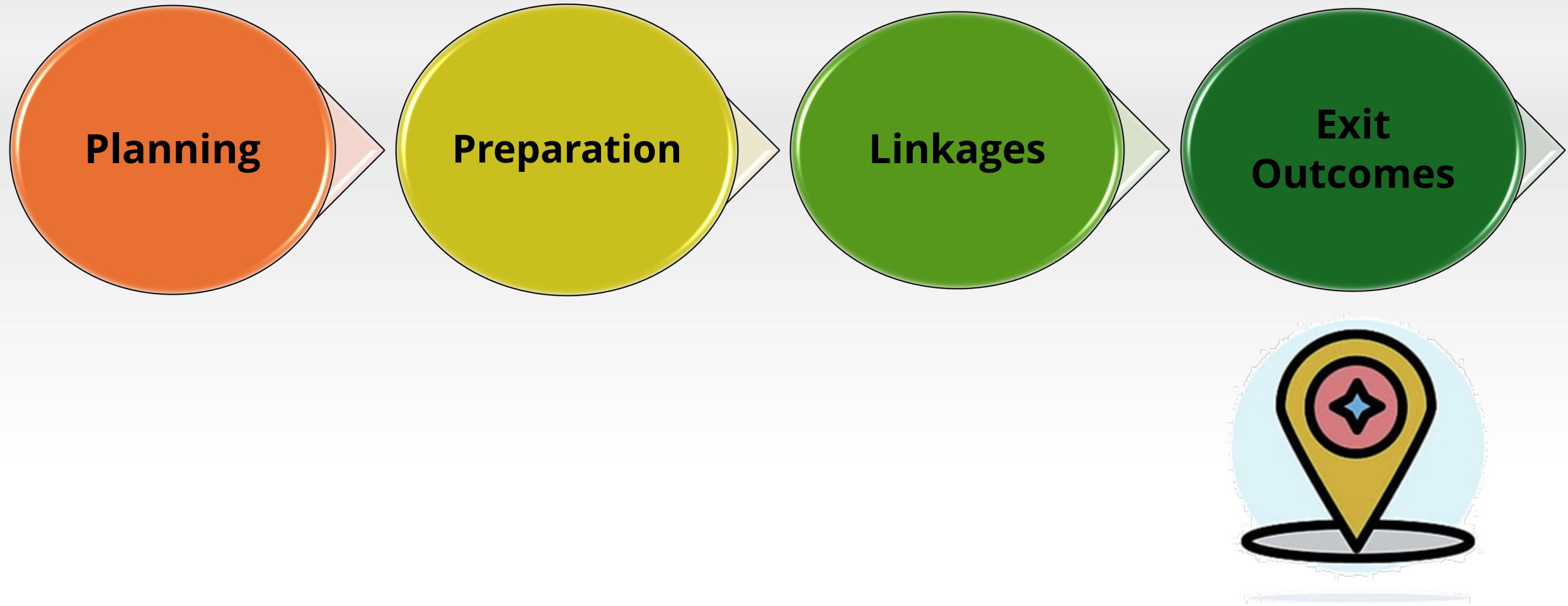
Adapted from Johnson, J. R. (2003). Parent guide: What parents & families need to know about transition education and planning: An insider's perspective – 4.



TRAFFIC
CONTROL

WAIT AND
FOLLOW
PILOT CAR

Secondary Transition Planning: Scope and Sequence



Planning and Preparation: Building the Foundation

Planning

- Family Engagement & Involvement
- Preferences & Interests
- Goals & Outcomes
- Expectations & Priorities



Preparation

- Home-Based
- School-Based
- Work-Based
- Community-Based

Linkages and Exit Outcomes: Connecting Pathways to Post-School Success

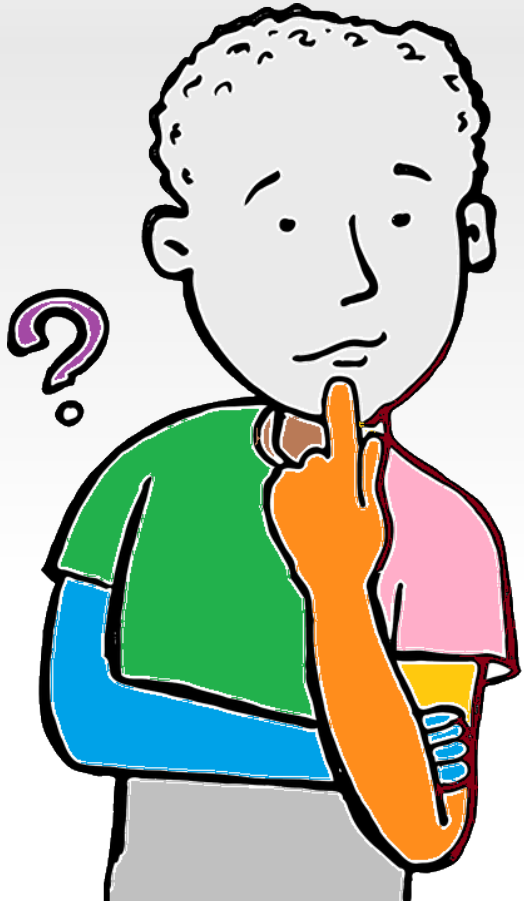
Linkages

- Division of Vocational Rehabilitation
- Community Services Agencies
- Postsecondary
- Employers
- Independent Living
- Public Services/ Resources



Exit Outcomes

- Employment
- Postsecondary Education
- Independent Living
- Community Access / Participation
- Socialization / Friendship
- Relationships



Secondary Transition planning strategies don't just prepare students for post-school life - they actively shape how students think about themselves, their abilities, and their future.

Planning

1. Family Engagement & Involvement

- a) **How it promotes mindset:** When families are actively involved, students feel valued as families reinforce learning, model self-advocacy, and build persistence and self-efficacy.
- b) **Example:** Families help students view challenges as learning opportunities, fostering reflection and resilience.

2. Preferences & Interests

- a) **How it promotes mindset:** Centering planning on students' interests builds intrinsic motivation, engagement, and a growth mindset.
- b) **Example:** A student interested in graphic design can link school projects or internships to real-world skills they are passionate about, reinforcing confidence in their abilities.

More Planning

3. Goals & Outcomes

- a) **How it promotes mindset:** Setting clear, achievable goals teaches students to plan, monitor progress, and celebrate accomplishments, reinforcing self-determination and persistence.
- b) **Example:** When a student tracks progress toward employment or college goals, they learn that effort and strategies influence success, strengthening a sense of agency.

4. Expectations & Priorities

- a) **How it promotes mindset:** Communicating high, realistic expectations encourages students to stretch beyond comfort zones while prioritizing what matters most for long-term growth. It helps them develop resilience, responsibility, and focus.
- b) **Example:** Teachers set expectations for independent work or social skills in the classroom, while students prioritize steps that matter most for their career or postsecondary plans.

Preparation

1. Home-Based Preparation

- a) **How it promotes mindset:** Involving students in daily responsibilities builds independence, confidence, and problem-solving - fostering self-determination.
- b) **Example:** Managing personal finances or meal planning teaches students that planning and consistent effort lead to success.

2. School-Based Preparation

- a) **How it promotes mindset:** Classroom and school experiences provide opportunities to practice academic and social skills, take on leadership roles, and experience successes and setbacks in a safe environment.
- b) **Example:** Participating in group projects or class presentations helps students learn to set goals, collaborate, and reflect on their progress.

More Preparation

3. Work-Based Preparation

- a) **How it promotes mindset:** Real or simulated work experiences give students a sense of responsibility, accountability, and competence. They learn that skills, effort, and perseverance directly influence outcomes, reinforcing self-confidence and agency.
- b) **Example:** A student completing an internship or job shadowing develops problem-solving skills and sees the link between preparation and success in the workplace.

4. Community-Based Preparation

- a) **How it promotes mindset:** Community engagement fosters social awareness, adaptability, and independence, empowering students to contribute beyond school. It encourages a can-do attitude and resilience in real-world contexts.
- b) **Example:** Volunteering or using public transportation independently helps students practice decision-making, communication, and self-advocacy.

From School to Life

Students just don't build skills in isolation.

They practice and apply them with the help of agencies that will be part of their adult lives, making the planning process more authentic and sustainable.



Linkages

1. Division of Vocational Rehabilitation (DVR)

- a) **How it promotes mindset:** Provides students with guidance, skill-building, and access to resources for employment. Helps students see possibilities and plan for independence, reinforcing self-determination and confidence.
- b) **Example:** DVR counseling helps a student identify career goals and take steps to achieve them, showing that planning and effort lead to results.

2. Community Services Agencies

- a) **How it promotes mindset:** Offers support in areas like housing, transportation, or social skills. Students learn to navigate resources and advocate for their needs, building problem-solving and independence.
- b) **Example:** Connecting with a local disability services program teaches students how to request accommodations and assert their rights.

More Linkages

3. Postsecondary Education

- a) **How it promotes mindset:** Prepares students for higher education by building academic and self-advocacy skills, reinforcing that effort and persistence open new opportunities.
- b) **Example:** College orientation or tutoring programs help students develop time management and study strategies, promoting confidence in their ability to succeed.

4. Employers

- a) **How it promotes mindset:** Exposure to real-world work environments teaches responsibility, teamwork, and adaptability. Students learn that skills and effort directly impact outcomes, fostering agency and resilience.
- b) **Example:** Worksite visits, internships, or apprenticeships let students practice skills and receive feedback, showing that growth comes from active engagement.

Even More Linkages

5. Independent Living Services

- a) **How it promotes mindset:** Supports students in managing daily life and personal responsibilities. Builds confidence that they can take charge of their own lives, reinforcing independence and self-efficacy.
- b) **Example:** Learning to budget, cook, or manage transportation encourages problem-solving and self-reliance.

6. Public Services/Resources

- a) **How it promotes mindset:** Introduces students to social, recreational, and health resources that expand independence and community participation, showing that support is available when needed.
- b) **Example:** Accessing public libraries, recreation centers, or healthcare services helps students take initiative and develop practical life skills.

Exit Outcomes

1. Employment

- a) **How it promotes mindset:** Securing a job reinforces self-efficacy, responsibility, and perseverance. Students see that their effort, skills, and planning directly influence real-world success.
- b) **Example:** A student who attains a part-time or full-time job gains confidence in their ability to contribute and achieve goals independently.

2. Postsecondary Education

- a) **How it promotes mindset:** Continuing education builds academic confidence, problem-solving skills, and long-term goal orientation. Students learn that sustained effort and self-advocacy open new opportunities.
- b) **Example:** A student attending college or vocational training develops time management and self-directed learning skills, reinforcing a growth mindset.

More Exit Outcomes

3. Independent Living

- a) **How it promotes mindset:** Managing daily life tasks fosters autonomy, self-determination, and resilience. Students realize they can navigate challenges and make choices that affect their lives.
- b) **Example:** Living independently, budgeting, decision making, or cooking for oneself teaches that competence comes from practice and persistence.

4. Community Access / Participation

- a) **How it promotes mindset:** Engaging in the broader community develops confidence, initiative, and adaptability. Students experience that participation and effort lead to meaningful social and civic contributions.
- b) **Example:** Volunteering, attending community events, or using public transportation independently reinforces problem-solving and decision-making.

Even More Exit Outcomes

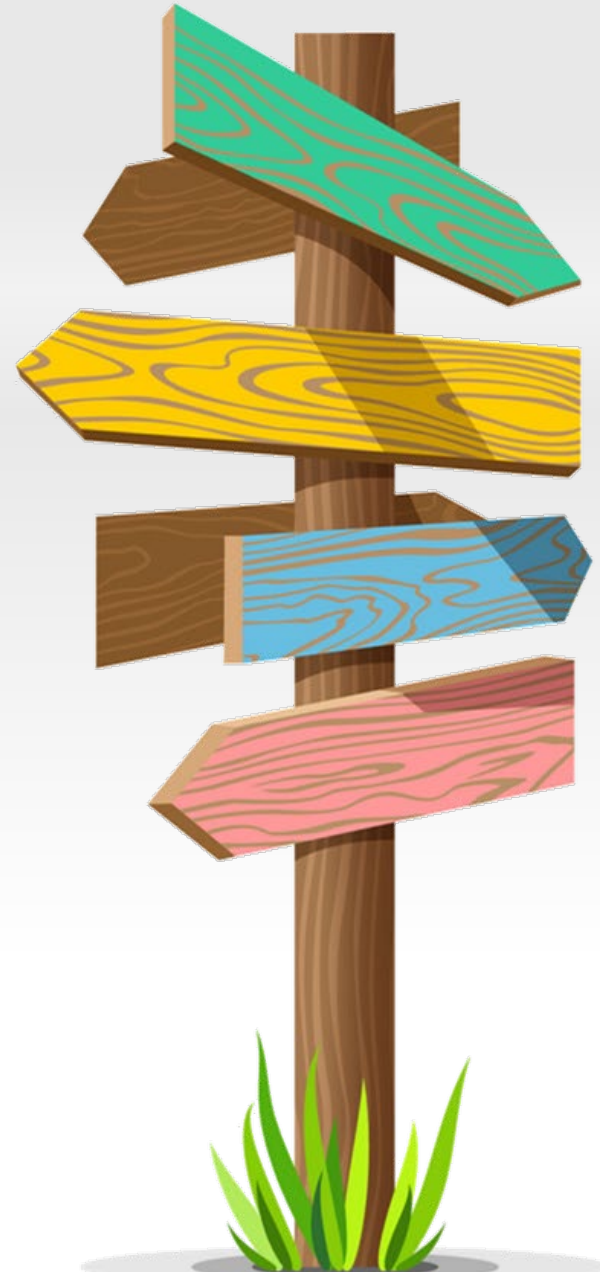
5. Socialization / Friendship

- a) **How it promotes mindset:** Developing friendships and social skills builds self-awareness, empathy, and collaboration. Students learn that relationships are strengthened by effort, communication, and adaptability.
- b) **Example:** Participating in clubs, sports, or peer groups helps students navigate social challenges and celebrate successes.

6. Relationships

- a) **How it promotes mindset:** Maintaining healthy personal and professional relationships promotes resilience, emotional intelligence, and confidence. Students learn that persistence, communication, and mutual respect shape outcomes.
- b) **Example:** Mentoring relationships or peer partnerships teach students to seek support, provide feedback, and advocate for themselves.

**Common
Secondary Transition
Practices
as
Strategies
for fostering
Student Mindset**



Age-Appropriate Secondary Transition Assessment as a Strategy

- **Ongoing Process**

- Happens over time as students grow, reach milestones, form relationships, and adapt to new environments.

- **Assessment as a Tool**

- Gathering information about students' preferences, interests, strengths, and needs to guide planning.

- **Student Growth**

- Helps students learn about themselves, practice self-advocacy, and develop skills to navigate transitions successfully from school to adulthood.

Person Centered Planning as a Strategy

- **Collaborative Tool**

- Brings a group together to support the student's goals and intentional path.

- **Strengths-Focused**

- Shifts away from deficits; emphasizes opportunities, self-determination, personal freedom, and community engagement.

- **Student-Driven**

- Based on preferences, interests, and needs; can guide all areas of life and education.

- **Action-Oriented**

- Serves as a foundation for other plans to support holistic growth.

Leadership as a Strategy

Involve the student in the IEP Process as much as possible!

- **Empowers Students**

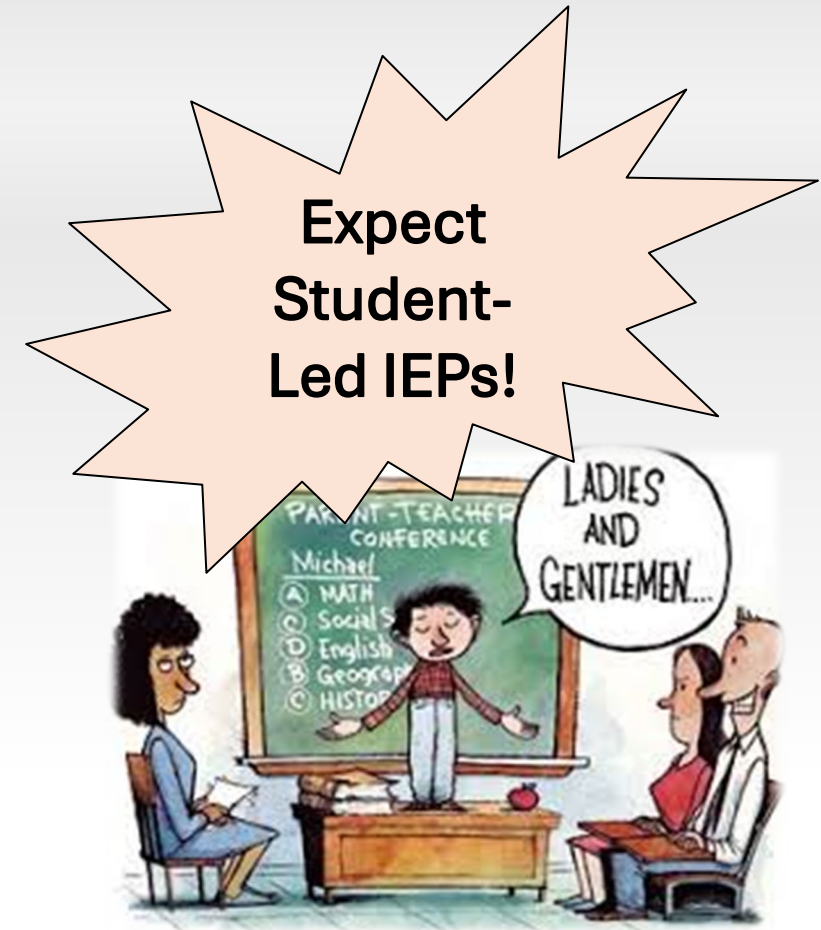
- Encourages self-determination, self-advocacy, and ownership of their learning.

- **Strengths-Focused**

- Students share their interests, preferences, and achievements.

- **Reflective & Action-Oriented**

- Students participate in planning, lead meetings, and track progress toward goals.



Creative Thinking as a Strategy

- Empowers Students**

- Encourages problem-solving, self-expression, and confidence in their ideas

- Strength-Focused**

- Builds on individual talents, interests, and unique ways of thinking

- Active Participation**

- Involves students in hands-on, collaborative, and decision-making activities

- Skill Building**

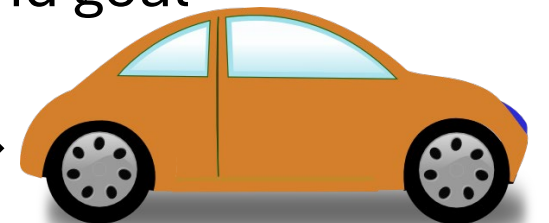
- Develops critical thinking, adaptability, and real-world problem-solving skills

- Applied in Real Life**

- Connects creativity to school projects, personal goals, and community experiences

Self-Advocacy as a Strategy

- **Explore and Connect**
 - Help students identify dreams, desires, and classroom expectations.
- **Start Small**
 - Use concrete, understandable goals (e.g., organization, kindness, completing work, participation).
- **Build Skills**
 - Practice decision-making, problem-solving, perseverance, and viewing failure as progress.
- **Apply Broadly**
 - Extend self-advocacy to daily responsibilities, academics, and goal tracking.



Family Engagement as a Strategy

- Active Participation**

- Involve families early in the IEP process and transition planning.

- Skill-Building**

- Help students practice goal-setting, teamwork, self-determination, and daily living skills.

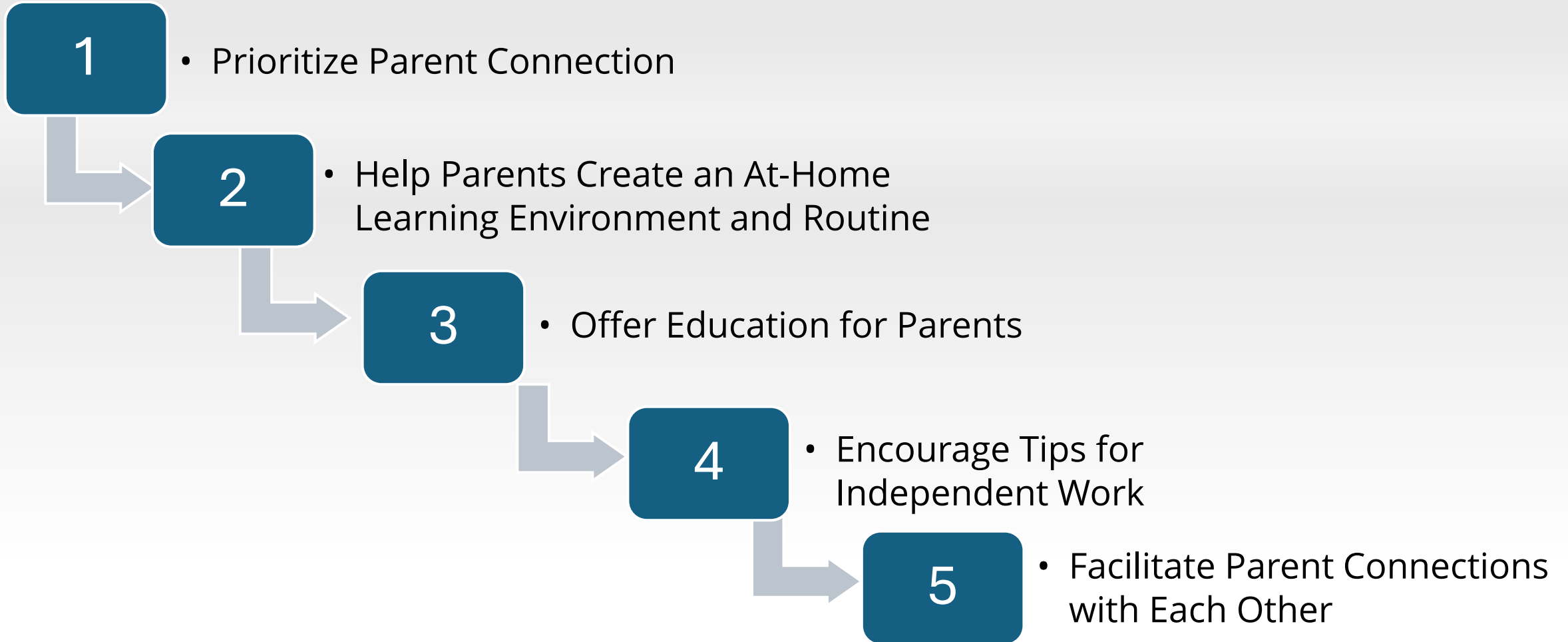
- Communication & Support**

- Encourage families to help students understand strengths, needs, and how to ask for support.

- Collaboration & Feedback**

- Use workshops, surveys, focus groups, and volunteering to strengthen family-school partnerships.

Ensuring Families are Active Participants



Interagency Collaboration as a Strategy

- Start Early:**

- Help families understand how services and supports will assist their child's future success and independence.

- Agency Support:**

- Partnerships with agencies provide social, educational, and employment resources that help students build confidence, develop skills and gain experiences.

- From Dreams to Adulthood:**

- Support turning dreams into goals and goals into a thriving, independent adult life through community connection and engagement.

Who Can Be at the Table?



Community Partners: Businesses, organizations, and outside agencies that support student transition.

Examples: Career & Technical Education (CTE), DVR, Case Management Agencies, adult education, higher education, employers, leisure programs, guidance counselors, and other community service representatives.

Case Management as a Strategy

- **Centering Strengths:**
 - Using creative tools, Secondary Transition Assessments, and Person-Centered Planning to highlight what students *CAN* do.
- **Building Self-Advocacy:**
 - Encouraging student-led IEPs and goal setting to foster ownership and voice.
- **Creating Purpose:**
 - Helping students connect learning to personal goals and future aspirations.
- **Fostering Belonging:**
 - Engaging families and community partners to build a supportive network.
- **Promoting Growth:**
 - Shifting mindsets to embrace challenges, adapt strategies, and celebrate progress.

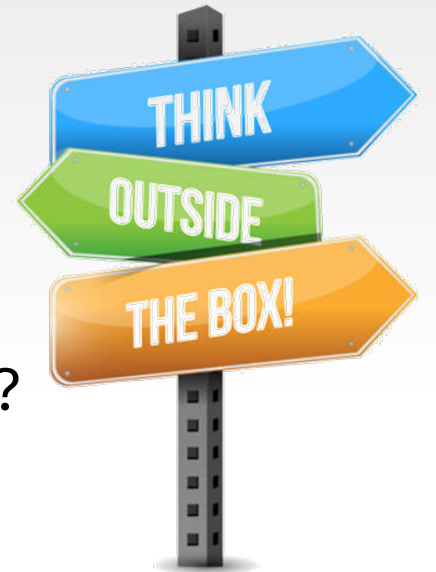


When students see themselves
as capable, connected, and
in control of their future,
they grow forward
- ready to thrive beyond high school!

Recalibrating GPS for Student Success

Use GPS to shift student mindset into action! Ask yourself about...

- 1. Goals:** Are students setting meaningful, personalized goals that reflect their strengths, interests, and aspirations?
- 2. Pathways:** Do they see multiple routes to success, including education, training, work-based learning and community engagement?
- 3. Strategies:** Are they equipped with tools and opportunities to navigate challenges, build resilience, and advocate for themselves?



For Growth, Purpose and Belonging:

1. Age-Appropriate Transition Assessment

- The T-Folio
- Colorado Department of Education: Secondary Transition Assessment Identification & Resource Tool

2. Creative Thinking

- THE INSTITUTE FOR ARTS INTEGRATION AND STEAM: Creative Thinking Activities for Students
- Empower Your Future: Career Readiness Curriculum Guide
- ACT for Youth: SEL Toolkit: Decision Making



For Student Focused Planning

1. Planning Resources:

- [Project 10: transition education network Student-Focused Planning](#)

2. Person Centered Planning:

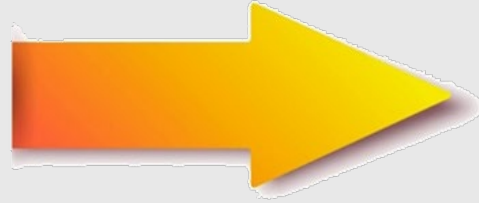
- [Project 10 Transition Education Network: Person Centered Planning and Tools](#)
- [LifeCourse Nexus: Person-Centered Planning](#)

3. Student-Led IEP:

- [I'm Determined Video Series: Student Involvement in the IEP Process](#)
- [I'm Determined Elementary IEP Template](#)
- [I'm Determined Secondary IEP Template](#)
- [Student Led IEP Checklist](#)



For Preparing



1. Colorado Secondary Transition Framework: Pathways to Possibilities Toolkit
2. **Interagency Collaboration**
 - Colorado Department of Education: Building Your Interagency Transition Team
 - Colorado's Interagency Sequencing of Services Initiative for Students and Youth with Disabilities
3. **Self-Advocacy**
 - I'm Determined Toolbox of Resources to Help Build Self-Determination Skills

For Family Engagement

- Special Education Secondary Transition Planning and Engaging with Families English
- Special Education Secondary Transition Planning and Engaging with Families Spanish
- Household Chores For Kids and Teens with Disabilities
- I CAN HELP! A List of Chores by Age
- A Day In Our Shoes: Independent Living Skills Checklist



Driving the Conversation: Q &A



Feel Free to Connect

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