Partnerships for Success: Creating Positive School Experiences and Developing Leaders

Colleen Lambert
Partnerships for Success, clambert@partnershipsforsuccess.com

Cindy Saylor
Partnerships for Success, cdsaylor@bellsouth.net

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gapbs

Recommended Citation
https://digitalcommons.georgiasouthern.edu/gapbs/2014/2014/28
PARTNERSHIPS FOR SUCCESS

CREATING POSITIVE SCHOOL EXPERIENCES
AND DEVELOPING LEADERS

CINDY SAYLOR, PROGRAM COORDINATOR
COLLEEN LAMBERT, PROGRAM COORDINATOR
ERIN VINOSKI, RESEARCH ASSOCIATE, CENTER FOR LEADERSHIP IN DISABILITY, GSU
LET’S HAVE SOME FUN!
WHAT IS PARTNERSHIPS FOR SUCCESS?

❖ Grant funded through the Georgia Council on Developmental Disabilities

❖ Piloted by the Hall County School System

❖ Promotes school & community wide inclusion

❖ Promotes self-determination, leadership and successful transition
PARTNERSHIPS FOR SUCCESS COMPONENTS

- Self-Determination
- IEP Participation
- Futures Planning
- Partnerships for Success Clubs
- Leadership Class/Development
HOW ARE PFS AND PBS INTERRELATED?

- Student Participation
- Creating Opportunity
- Building Competency
- School Climate & Culture
Self-Determination

a combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach these goals
Who is Self-Determined?

Martin and Marshall (1995) described self-determined people as “individuals who know how to choose ---

- They know what they want and how to get it.
- From an awareness of personal needs, self-determined individuals choose goals, then doggedly pursue them.
- This involves asserting an individual’s presence, making his or her needs known, evaluating progress toward meeting goals, adjusting performance, and creating unique approaches to solve problems.
SELF-DETERMINATION SKILLS GAINED THROUGH PFS PARTICIPATION

- I/they know what I/they like, need, and are good at.
- I/they believe that I/they can set my/their own goals to get what I/they want and need.
- I/they make plans to meet goals on my/their own.
- I/they begin to work on plans to meet my/their goals as soon as possible.

- Students
- Family Members
- Educators
IEP Participation

Students who are actively engaged in their education are more likely to complete school.
<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is more aware of the purpose of IEP meetings.</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>Student understands their disability better.</td>
<td>52%</td>
<td>75%</td>
</tr>
<tr>
<td>Student spoke at IEP meeting</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>Student led IEP meeting</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Student helps determine IEP goals</td>
<td>36%</td>
<td>38%</td>
</tr>
</tbody>
</table>

**INCREASE IN IEP SKILLS**
Futures Planning

Family and friends supporting students to achieve their goals
"Perhaps the most important finding of the evaluation, for the second consecutive year, is that *participation in PFS fosters meaningful and balanced relationship among students with and without disabilities.*"
Statewide Impact

PFS programs were active in 19 schools across nine Georgia counties during the 2013-2014 school year. This map shows the geographic coverage of counties that hosted PFS programs.
PFS Club Impact

Planning and Goal-Setting

Leadership

Friendship

Confidence and Communication
Social Activities

Dinner & Movie
Atlanta Braves Game
School Dance
Christmas Party
School Pageant
School Football/Basketball Games

Trivia Nights
Haunted House
School Plays
Picnic in Park
Game Night

Dress Shopping for Homecoming/Prom
Community Service Activities

- Pumpkins for Children in Hospital
- Garden Clean-up
- Special Olympics
- Blood Drive
- Trunk-or-Treat
- Disaster Relief
- Reading with Elementary Schools
- Coats for Foster Care
- Relay for Life
- Thanksgiving for School
- Adopt-A-Family
- Food Pantry
- Nursing Home Visit/Caroling
- Yard Sale/Car Wash
Leadership Activities

- Co-Officers
- Leadership Conference
- Leadership Class
- Outside the box leadership positions
- Presentations
PFS Club – where do you begin?

- Contact PFS Coordinators, www.partnershipsfor SUCCESS.com

- Obtain Approval – School/District Level

- Know the requirements for establishment of a new organization

- Identify a Club Sponsor

- Identify a core group of students - Begin with a small Leadership Team
Begin a Leadership Class

- Obtain approval from Administration
- Select Teacher
- Selection of Students
- Establish Class Structure - Curriculum

Next Steps
"Students’ ability to verbalize needs; builds confidence and prepares for independence…"

"We have been looking for more inclusive opportunities for our students."

"Students who were previously unengaged became engaged."
PFS students are working to help change their communities’ views of disability. Perhaps most importantly, students with and without disabilities are developing meaningful and balanced friendships with each other and are helping to build school systems that are more supportive of youth with disabilities.
CONTACT INFORMATION

WWW.PARTNERSHIPSFORSUCCESS.COM

CDSAYLOR@BELLSOUTH.NET

CLAMBERT@PARTNERSHIPSFORSUCCESS.COM