5J- “Let Me Lead: Youth Directed Supports”

Presenters:
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• **Topic:** High School PBIS, Students with Disabilities, Equity
• **Keywords:** Youth Voice, Tier 3, Academics
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Learning Objectives

1. Learn how students with disabilities can play an active role in the development of the supports they need.

2. Learn from family members as they discuss the role their children played in guiding the selection and implementation of supports.

3. Review concepts associated with self-determination as it relates to student voice.
Agenda

• Why Youth Directed Supports?
• Exemplars:
  • Ryan Bird, Landmark College
  • Laura Kern, Mother of Ryan Bird
  • Diego Reyes
• Questions
Best Practices: Students With Disabilities

Nothing About Us Without Us


- “autonomy, choice and control over their own lives, and participation in decision-making processes that affect them.”

Self-Determination

- IDEA & Secondary Transition
- Preparing youth post-secondary education
- 16 yrs. some state sooner

• National Parent Center on Transition and Employment (pacer.org)
Best Practices: Equity & Cultural Responsiveness

Core components of a culturally responsive SWPBIS system

1. Identify
2. **Voice**
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

Exemplars

Ryan Bird, Landmark College

Laura Kern, University of South Florida

Diego Reyes, San Diego County Office of Education-Juvenile Court & Community Schools
Can you please tell us a little bit about yourself – college name, grade level, hobbies, subjects you like in school, things you don’t like about school. If you have a “free” day what would you do?

What made you want to make sure your own choices (i.e. advocating) about your needs?

How did you get started in making sure your choices were heard about meeting your needs (school/academics, healthy living, etc.)?

Why do you think it is important for you to have your choices heard when it relates to getting your needs met?

What was easy about advocating for your choices?

What was hard about advocating for your choices?

What are some things that you need help from others to have your choices heard? How did you get the support?

What advice do you give to others high and college students who want to make sure their choices are heard?
Ryan Bird, Landmark College
Laura Kern, Mother Ryan Bird

- Can you please tell us a little bit about yourself – Ryan’s mom, etc. If you have a “free” day what would you do?
- When did you transition to start letting Ryan advocate for his own needs? Why did you start this transition?
- As a parent, this must be hard, how did you start this transition process? What were the first steps you took?
- How did the school/his teachers help you to start this transition process?
- What advice do you have for families who want to start this process?
Welcome to Bayside’s Spring 2023 Design Jam
Quarter 3

A Celebration of Student Work

CCSS Literacy/Writing Genre Focus: Argumentative
ELD Language and History Focus: Identifying Problems & Offering Solutions
CCSS Integrated Math Focus: Patterns That Lead to Structure
District Adopted Textbooks for History, Math and Science: McGraw Hill, Saava-Realize Pearson, Discovery Education, Study Sync, ELA district curriculum
SEL Focus for Quarter 3: Engaging practices are brain compatible strategies that can foster: relationships, cultural humility and responsiveness, empowerment, and collaboration.

LCAP Goal: Students will celebrate their differences as they complete the *Where I Am From* project.

**Problem:**
Multiple studies have found a strong link between heavy social media use and an increased risk for depression, anxiety, loneliness, and self-harm thoughts. Social media may promote negative experiences such as: Inadequacy about your life or appearance.

**Solution:**
Celebrating cultural diversity in the classroom helps students feel confident, accepted, and understanding of the world around them.
Where I Am From Poem

I am from the wrestling mat
From Adidas clothes and Nike shoes
I am from the wood and block house
Gray, purple color, smelling of food all the time
I am from cactus rose
Longer, fatter and shorter
I'm from family traditions and an Indian family
From Maria Guadalupe Reyes Navarro and Francisco Salinas
I'm from family cooks and the smell of birria
From “Work hard at home” and “Wash the dishes”
I'm from a Christian family, going to church every Sunday
From Los Angeles and Morelos
Making chilaquiles every week and eating dinner outside
From the hard work of my mom and my stepfather
The help of my grandparents and aunt
With family pictures on the walls in my parents room
A clean, well taken care of house, that was built by myself, my siblings, my parents and grandparents.

-by

Diego
Audio Music Production Class
Mixing, Editing and Arranging on Logic Pro
Students created images using Google Draw in the style of mosaic art. Then, they transferred their images onto various materials such as tote bags or mesh hats.
Diego Reyes, San Diego County Office of Education-Juvenile Court & Community Schools

• Can you please tell us a little bit about yourself – school name, grade level, hobbies, subjects you like in school, things you don’t like about school. If you could have one superpower (run fast, read minds, teleport, etc.) what would it be?

• Can you please tell us a little bit about your school?
Can you talk to us about Take Action Jam.

• What is Take Action Jam?
• What was your project last year? How did you project connect to the theme for Take Action Jam?
• What steps did you take to complete the project?
• If you needed help with your project, who did you go to for help and what help did they give you?
• Do you think Take Action Jam kept you excited about school? If yes, how?
• What do you like about Take Action Jam?
• What suggestions do you have to make Take Action Jam better?
• If you could develop a theme for Take Action Jam, what would it be?
Questions
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10/27/2023
Session ID- 5J - Let Me Lead: Youth Directed Supports

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