

# STRATEGIC STORYTELLING

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How to Make  
It Work for  
You



# WHAT WE WILL COVER TODAY

We will cover three things:

1. What strategic storytelling is and how to do it

2. How it could be used to improve transition plans in IEPs

3. How it could be used to bring about more effective transition plans for all students with disabilities.

# WHAT IS STRATEGIC STORYTELLING?

A story that has a purpose to change how people –

- Think
- Act
- Make decisions
- Make policies

Strategic storytelling, is  
SMART storytelling

# THE PURPOSE OF STRATEG IC STORYTE LLING

Strategic storytelling helps  
you get from how things are  
to how things should be

# WHY STRATEGIC STORYTELLING IS NEEDED

- The time it takes to do something often dictates whether and how it is done
- Sometimes what you see is only a partial picture of the whole process
- What is agreed to is not understood in the same way by everyone participating
- What is agreed to, even if understood by everyone, is not fully implemented
- The ability to get meaningful information in a timely manner about what is implemented is sometimes difficult
- The ability to make adjustments along the way is sometimes challenging

# HOW TO APPROACH STORYTELLING

Start with an individual and his/her story

Collect information on individuals in the same circumstance

Determine if there is a pattern

Take your inquiry to the next level – that is go from the individual to the neighborhood, from the neighborhood to the town or city, from the city to the region, from the state to the nation, from the nation to the world

At each level share your story with people in the same situation, their family and friends, people who help/serve them, as well as policymakers such as administrators and political leaders

# IMPORTANT PARTS OF STRATEGIC STORYTELLING

First story –

Should be strong and clear

Should describe, explain, or provide –

- ☐ A need
- ☐ An urgency

Address reality and include –

- ☐ Accurate details
- ☐ Likely consequences

Be seen as an opportunity to bring about positive change

# IMPORTANT PARTS OF STRATEGIC STORYTELLING, BUILDING THE CASE BEYOND ONE

The second story and the ones that follow should include –

- Information about existing policies and how they have affected the people you have identified
- Numbers
- Similarities and differences related to treatment of individuals
- Examples of how people would like to see their lives change for the better
- Examples of how people think that might happen
- Costs associated with possible solutions
- Policy changes related to possible solutions
- Consequences if needed changes do not occur



# WHAT DOES IT TAKE TO IMPLEMENT STRATEGIC STORYTELLING AS A STRATEGY THAT CAN BE USED BY MANY?

Interest

Access to people who need help

Access to existing, already compiled, information

Ability to gather and train

Ability to write

Access to multiple media platforms

An understanding of the audience(s) you want to influence

An opportunity to share information with people who can make a difference

# WHAT DOES STRATEGIC STORYTELLING INSPIRE YOU TO DO?

- Stabilize a situation, keep it from getting worse
- Solidify support for desired change
- Identify barriers and find solutions
- Coordinate with others
- Test promising ideas
- Institutionalize best practices

WHAT  
ARE THE  
RESULTS  
OF THE  
STRATEGIC  
STORYTELLING

Connections  
Partnerships  
Influence  
Impact

# WHERE TO START STRATEG IC STORYTE LLING

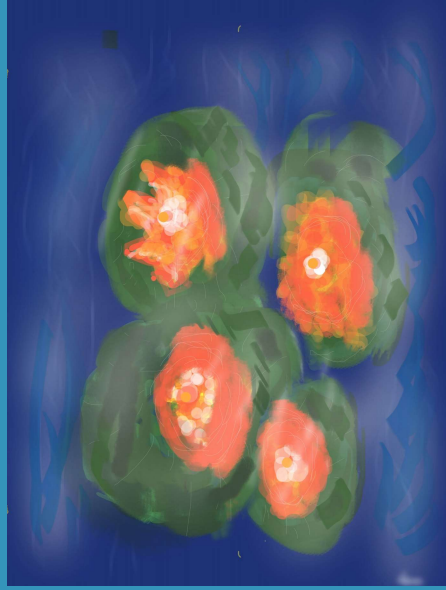
Where there is a target  
population

Where there are resources

Where there is capacity

Where there is receptivity

# QUESTIONS???



- What's not clear?
- What do you think of strategic storytelling?
- How might you use it?
- Any other thoughts or questions?

# TRANSITION PLANS – WHAT ARE THEY BASED ON



Student's preferences, interests, and abilities



Post-high school goals



Services that are available



Agencies with experience in certain services and with whom the school has a relationship



Actions that are consistent with school policies and relatively easy to implement

# TRANSIT ION PLANS – WHAT’S NOT IN THEM

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- Details
  - Direct connection to academic goals
  - Specific individuals responsible
  - Schedule – what’s happening when, how often
  - Way to measure progress or impact

# HAWAII'S TRANSITION OF SECTION OF THE IEP FORM

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Student's Name: \_\_\_\_\_

TRANSITION SERVICES NEEDS  
11. POST HIGH SCHOOL GOAL(S):  
\_\_\_\_\_

12. STUDENT'S INTERESTS:  
\_\_\_\_\_

13. BEGINNING AT AGE 14 YEARS, OR YOUNGER IF APPROPRIATE, STATEMENT OF TRANSITION SERVICE NEEDS FOCUSING ON THE COURSES OF STUDY NEEDED TO REACH POST SCHOOL GOAL(S):  
\_\_\_\_\_

14. BEGINNING AT AGE 18 YEARS, OR YOUNGER IF APPROPRIATE, A STATEMENT OF NEEDED TRANSITION SERVICES AND, IF APPROPRIATE, A STATEMENT OF INTERAGENCY RESPONSIBILITIES OR ANY NEEDED LINKAGES.  
\_\_\_\_\_

Post School Outcomes	Transition Services Needed	Agency/Responsible Linkages
_____	_____	_____



# TRANSITION PLANS – HOW TO IMPROVE THEM

- Assist the student create a storyboard of the student's preferences, interests, abilities, and post-school goals, and arrange for him/her to present to the IEP committee
- Use this to develop the transition plan
- Ensure that academic goals are influenced by and address post-school plans
- Provide details about how what is in the plan will be implemented – what, when, where, and how, as well as who will be involved
- Coordinate with those responsible for the academic side of the IEP
- Include how you are going to measure progress, success, impact
- Share the final transition plan with others

# TRANSITION PLANNING – THE BIG PICTURE

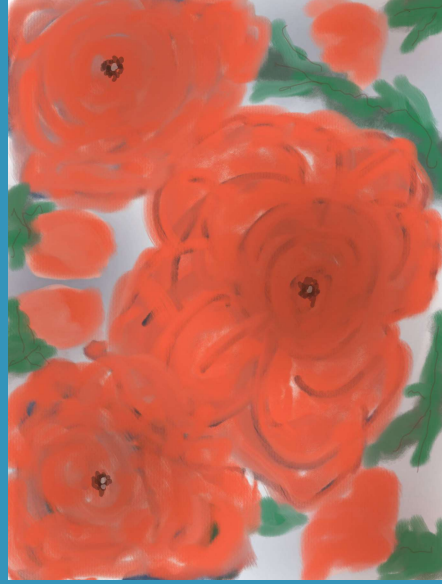
WHEN STUDENT WILL BEHAVIOR WHERE/WITH  
WHOM

During school	Action verbs:			
After school	The how	In school	By self	
After graduation		At home	W/help	
		On job	W/peers	
		At play		

# TRANSITION PLANS HAVE MULTIPLE USES

- One story can be –
- Combined with other stories to create a data base
  - Contrasted with other stories to illustrate consequences
  - Used to educate, build partnerships, create allies
  - Used to influence policymakers to change laws, regulations, guidelines, and behavior

# QUESTIONS???



- What do transition plans you have seen or participated in developing look like?
- Do they actually affect anything?
- Does everyone at the table have a common understanding of how they should be used?
- Any other thoughts?

USING  
STORYTELLING  
TO  
CHANGE  
MANY  
LIVES

We can concentrate on one  
transition plan at a time

OR

We can join forces to develop  
the infrastructure to develop  
effective transition plans for  
all students with disabilities

# WHY CREATE AN INFRASTR UCTURE TO IMPROVE TRANSITIO N FOR STUDENTS WITH DISABILITI ES?

- Too many students with disabilities leave high school without a credible plan for success as an adult
- Parents want successful futures for their children with disabilities, but don't always have the time and understanding to help foster successful futures
- Services, supports, and benefits that could drive such a plan are either not known or sufficiently coordinated
- Training programs and institutions of higher education are open to including young people with disabilities, but want advice on how to do so effectively
- Employers are open to hiring young people with disabilities, but want advice on how to do so effectively

# WHAT ARE THE BENEFITS OF A NEW INFRASTRU CTURE?

Young people with disabilities with plans for success

Empowered parents

Vibrant, focused partnerships among state agencies

Engaged employers

Vibrant communities

A strong economy

Use of state funds in ways that yield very positive cost-benefit comparisons

A sustainable plan of action

# WHAT WOULD THE INFRASTR UCTURE LOOK LIKE?

- Coordinating unit at the state level
- Transition Center in every school district or clusters of school districts
- Availability of technical assistance for transition centers
- Collection of information on impact on students with disabilities



# WHAT WOULD DISTRICT LEVEL TRANSIT CENTER SDO?

Conduct district level needs assessment

Help schools develop school-based plans

Prioritize service delivery

Provide multiple tracts of support for young people with disabilities: **academic, soft skill preparation, job readiness, job-sampling, internships, apprenticeships, interview skill training and practice, self-determination skill building, job-related clubs, coaching through simulations and real-life experiences, including job fairs and higher education recruitment events, at individual schools and through district-level events**

Provide training for parents

Conduct outreach to and engagement with community employers

Have access to technical assistance related to successful transition activities

# WHAT WOULD THE STATE PROVIDE TO DISTRICT TRANSITION CENTERS?

- Dedicated funding based on relevant population data
  - Innovative strategies for exiting high school with qualifications to enter a trade school, higher education, or secure a job, **STARTING WITH EFFECTIVE GUIDELINES FOR TRANSITION PLANS IN IEPS.**
  - Training for parents and students on what to do now to be ready for the future
  - Training on cross-agency collaboration
  - Outreach and engagement with employers to develop job opportunities
  - Policy exploration and research
  - Evaluation and reporting of progress
- Maintenance of a website dedicated to transition

# WHAT WE HAVE A BLUEPRINT ALREADY: SB3156 FROM THE 2019-2020 HAWAII LEGISLATURE

- Based on research and conversations with diverse stakeholders over a three-year period
- Introduced by educational leaders in the legislature
- Broadly supported in enthusiastic testimony from many
- Amended to ensure practicality, meaningful inclusion of all high schools in Hawaii, and by-in from all relevant state agencies and employers

# QUESTION S???



- What role do you want to play in improving transition plans?
- What role do you want to play in pushing for enactment of a 2021 version of SB3156?
- What do you want to know about how to proceed?
- What kind of help do you need to participate in being part of this desired change?

# CONTACT INFORMATION



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When contacting me  
subject line should say  
“TRANSITION”

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