



# Winston *Transitions*

## **General Program:**

Winston *Transitions* provides an extension to the Winston Preparatory School educational experience when appropriate, in a way that continues to build academic skills while developing life and work skills, so that the students can realize individually meaningful and active participation in education, work and life.

*Transitions* is a highly individualized program that is academically precise to match each student's strengths and needs. This core element of all Winston Prep programs is further enhanced by rich internship experiences (which sometimes lead to employment), the development of independent life skills, and functional personal goal setting.

## **Who WT Serves:**

The *Transitions* student community is comprised of a diverse group of learners with unique patterns of strengths and weaknesses all of whom need additional work to be prepared for post-secondary programs, or gain further academic, work, and/or life skills. This includes, but is not limited to, students with complexities that can be fully understood only by working with them on an individual basis. To assess whether this program is appropriate and needed for any one student we must assess them in a manner in keeping with Winston Prep's core Continuous Feedback System of individualized and responsive program design.

## **WT Goals:**

The Winston *Transitions* program is individually tailored to meet specific academic, cognitive, employment, independent living, and social emotional goals. Academic and Cognitive goals may include strengthening basic or higher level academic skills while challenging cognitive abilities, encouraging academic risk-taking, cultivating intrinsic motivation, and developing executive function skills. An overarching goal of the *Transitions* program is to strengthen the students' likelihood of gaining and retaining employment as well as pursuing appropriate academic goals (including college when appropriate). Goals in the employment realm may include identifying possible professions, providing opportunities for experience in different work environments, furthering training in a specific field, identifying appropriate next steps (college, technical school, employment), and developing the qualities necessary to retain employment. Finally, an emphasis is placed on developing independence and social emotional skills. Goals address increasing students' social emotional health and wellness; developing resilience; increasing self-advocacy, self-reflection and self-awareness; encouraging and strengthening independent living skills; and identifying and developing support systems.

**How WT Meets Goals:**

The academic and cognitive components of Winston *Transitions* target students' greatest areas of need, specifically those that are hindering their academic independence. Academic independence varies greatly for each Winston *Transitions* student and, as such, each academic program is specifically tailored to meet the individual goals of the student. For example, academic independence may mean building the basic mathematics skills needed to balance a checkbook for one student, but solidifying foundational knowledge of algebra in preparation for a college-level math course for another. Our program is highly individualized to accommodate this broad range of abilities and needs. While students are working on reaching their academic independence the Winston *Transitions* program simultaneously targets the gaining and retaining of employment, as well as acquisition of the additional social and personal skills that afford students the chance to live independently.

Each student in the program is assigned a hand-selected internship tailored to his or her needs and interests. These internships provide authentic hands-on workplace experience with performance evaluations and rubric completion that allow for meaningful and specific feedback, all leading to the development of transferable skills. Furthermore, within the daily academic course work students focus on developing and strengthening professional written and verbal expression skills.

While the academic, cognitive and employment components of the program are essential to the program, it is the social emotional development that completes Winston *Transitions* students journey toward independence. Throughout a student's time at Winston *Transitions* they are provided opportunities to develop and demonstrate interpersonal communication skills, manage conflict, enhance active-listening skills, build collaborative relationships that emphasize trust and respect and work cooperatively. In addition, a full-time Clinical Social Worker provides targeted group and individual activities to foster development.

Winston *Transitions* may be appropriate for any student who has not yet achieved the requisite, and individually appropriate, academic and social independence to succeed in academics, work, and independent living. Please contact our program director, John Civita ([jcivita@winstonprep.edu](mailto:jcivita@winstonprep.edu)), to begin to assess with us whether or not this program is the correct next step in your student's education.