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# SUPPORTING STRONG TRANSITIONS

The Postures, Practices, and Partnerships that Change Trajectories

Erik Carter | Vanderbilt University  
[www.erikwcarter.com](http://www.erikwcarter.com)

## SUMMARY OF KEY POINTS

1. When in doubt, reverse the question
2. Disability is not a reliable predictor of student's aspirations
3. Youth with disabilities don't have "special needs"
4. Compliance is our floor, not our ceiling
5. We should pursue much more than mere inclusion
6. Our postures are experienced by students and families
7. Youth with disabilities deserve the best of what we know works
8. It is not good to be alone
9. Schools must not go-it alone
10. We must think beyond the system
11. Data isn't a "four-letter word"
12. Reflect regularly on your practices
13. We are someone's barbarous ancestors (be humble)
14. Press on

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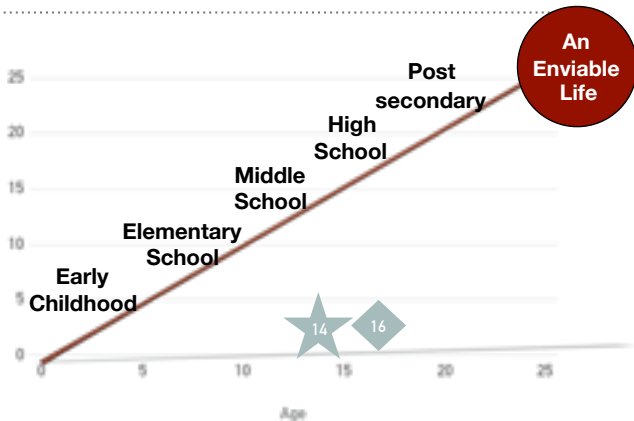
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## CAN YOU DRAW A LINE FROM EARLY EXPERIENCES TO LATER OUTCOMES?



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“

What might flourishing look like for the students whom you support?

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**WHEN IN DOUBT, REVERSE THE QUESTION**

POINT #1




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**OUTCOMES WE MEASURE**

- Employment
- Community Living
- Educational Opportunities
- Community Involvement




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### INDICATORS OF FLOURISHING

- Friendships
- Intimacy/being loved
- Sense of purpose
- Being valued and needed
- Self-direction
- Belonging
- Good health
- Sense of security
- Spirituality and faith

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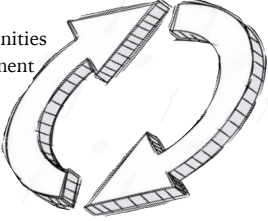
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➤ Employment  
➤ Community Living  
➤ Educational Opportunities  
➤ Community Involvement





- Friendships
- Intimacy/being loved
- Sense of purpose
- Being valued/needed
- Self-direction
- Belonging
- Good health
- Sense of security
- Spirituality and faith

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**DISABILITY IS  
NOT A RELIABLE  
PREDICTOR OF  
STUDENT'S  
ASPIRATIONS**

POINT #2



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Watch this again at: [www.tennesseeworks.org/success-stories](http://www.tennesseeworks.org/success-stories)

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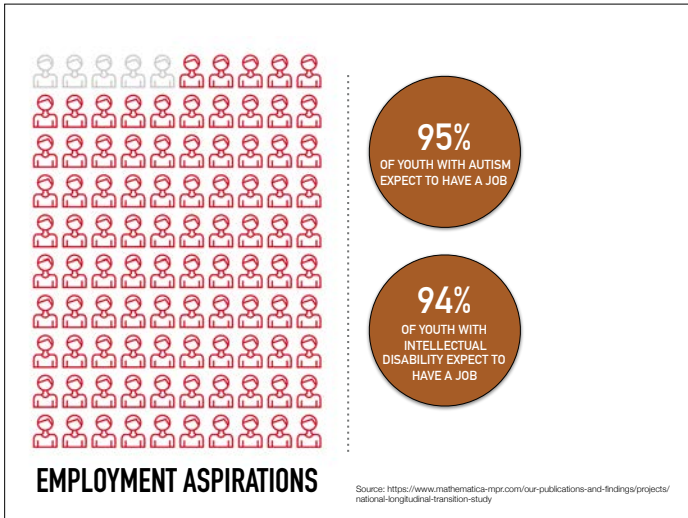
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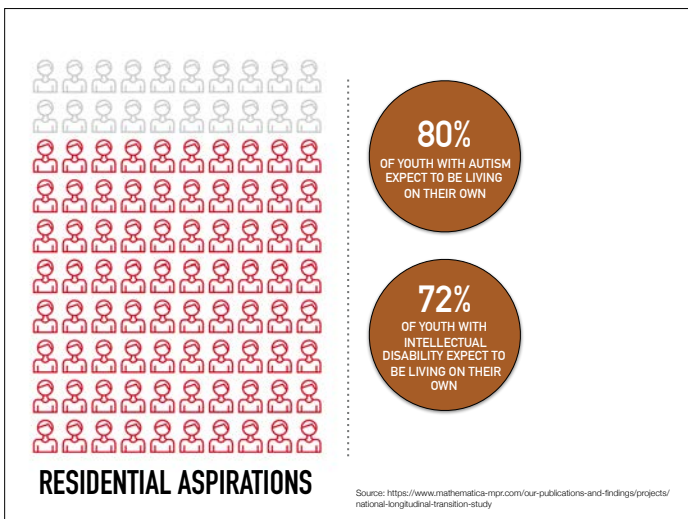
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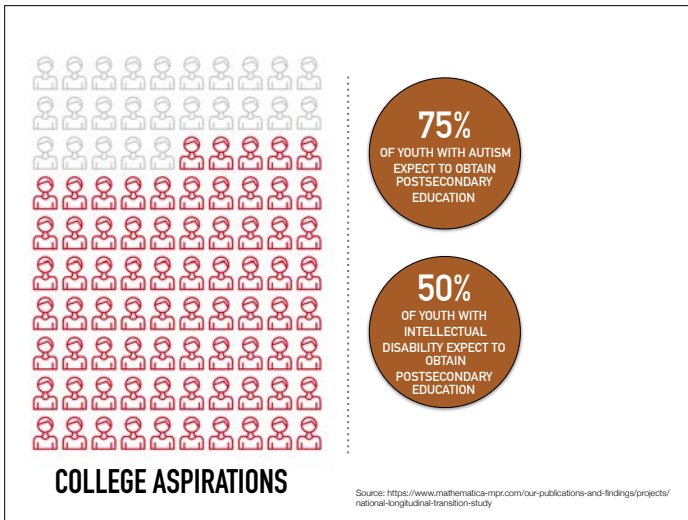
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**75%**  
OF YOUTH WITH AUTISM  
EXPECT TO OBTAIN  
POSTSECONDARY  
EDUCATION

**50%**  
OF YOUTH WITH  
INTELLECTUAL  
DISABILITY EXPECT TO  
OBTAIN  
POSTSECONDARY  
EDUCATION

**COLLEGE ASPIRATIONS**

Source: <https://www.mathematica-mpr.com/our-publications-and-findings/projects/national-longitudinal-transition-study>

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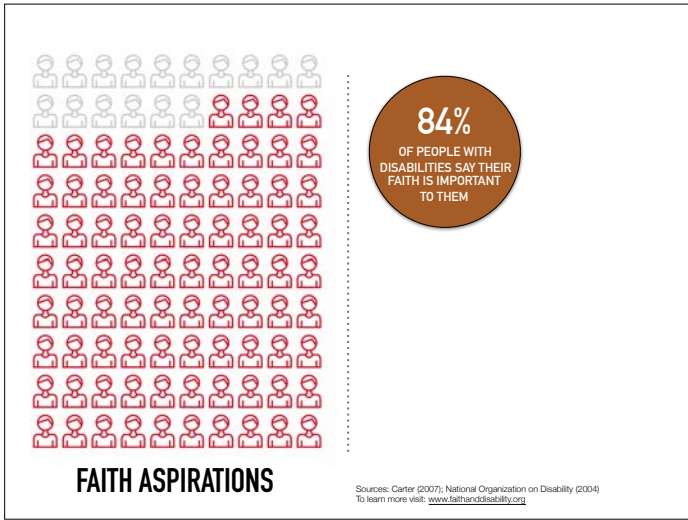
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**84%**  
OF PEOPLE WITH  
DISABILITIES SAY THEIR  
FAITH IS IMPORTANT  
TO THEM

**FAITH ASPIRATIONS**

Sources: Carter (2007), National Organization on Disability (2004)  
To learn more visit: [www.faithanddisability.org](http://www.faithanddisability.org)

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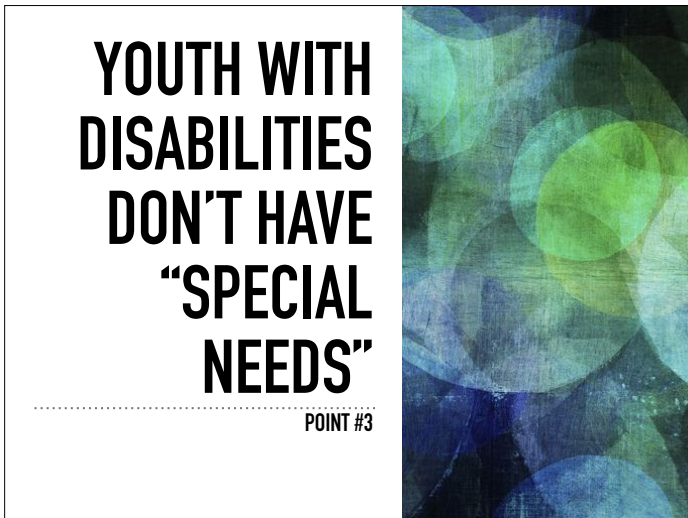
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**YOUTH WITH  
DISABILITIES  
DON'T HAVE  
"SPECIAL  
NEEDS"**

POINT #3

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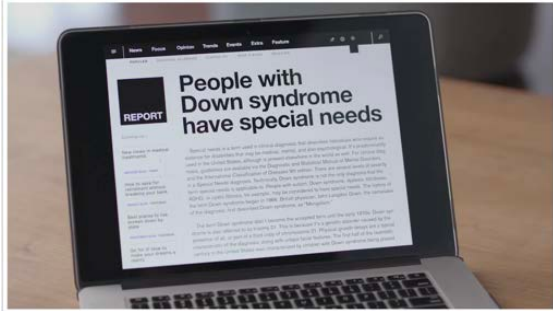
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<https://www.youtube.com/watch?v=kNMJaXuFuWQ>

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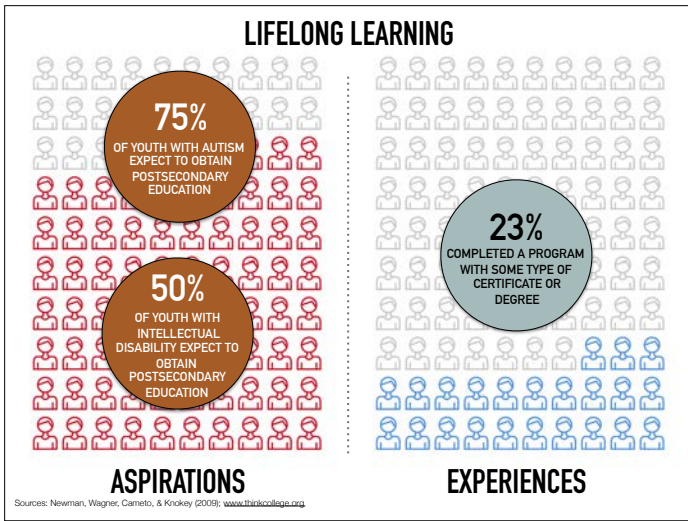
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### PROGRAMS IN NORTH CAROLINA

- ▶ Alamance Community College
- ▶ Cape Fear Community College
- ▶ Central Carolina Community College
- ▶ Cleveland Community College
- ▶ Haywood Community College
- ▶ Mayland Community College
- ▶ Pitt Community College
- ▶ Randolph Community College
- ▶ South Piedmont Community College
- ▶ Wake Technical Community College
- ▶ Appalachian State University
- ▶ University of North Carolina Chapel Hill
- ▶ University of North Carolina Greensboro
- ▶ Western Carolina University

NUMBER OF PROGRAMS: 1-3, 4-6, 7-9, 10+

**WWW.THINKCOLLEGE.NET**

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### GREAT POSTSECONDARY EDUCATION RESOURCES...

**WWW.THINKCOLLEGE.NET**

**WWW.AHEAD.ORG**

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## A COMMUNITY OF FAITH

**84%**  
OF PEOPLE WITH DISABILITIES SAY THEIR FAITH IS IMPORTANT TO THEM

**ASPIRATIONS**

**48%**  
OF ADULTS WITH IDD ATTENDED A RELIGIOUS SERVICE IN THE LAST MONTH

**32%**  
OF PARENTS LEFT THEIR PLACE OF WORSHIP BECAUSE OF THE RESPONSE

**EXPERIENCES**

Sources: Carter, Kleinert, et al. (in press); Ash, Collins, & Carter (2013)  
To learn more visit: [www.faihanddisability.org](http://www.faihanddisability.org)

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## GREAT COMMUNITY INCLUSION RESOURCES...

**[WWW.FAITHANDDISABILITY.ORG](http://WWW.FAITHANDDISABILITY.ORG)**

**[HTTPS://VKC.VUMC.ORG/VKC/RESOURCES/RELIGIONSPIRITUALITY/](https://vkc.vumc.org/vkc/resources/religionspirituality/)**

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# ELEVATING OUTCOMES

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“...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living...**”

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (2004)

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“...equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT;  
AMERICANS WITH DISABILITIES ACT; DD ACT

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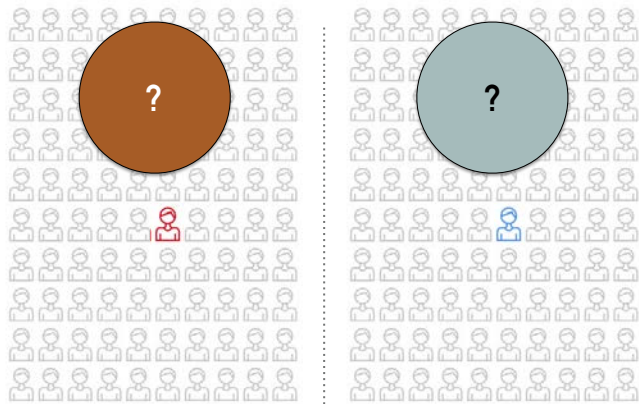
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**OTHER AREAS OF FLOURISHING?**



**ASPIRATIONS**

**EXPERIENCES**

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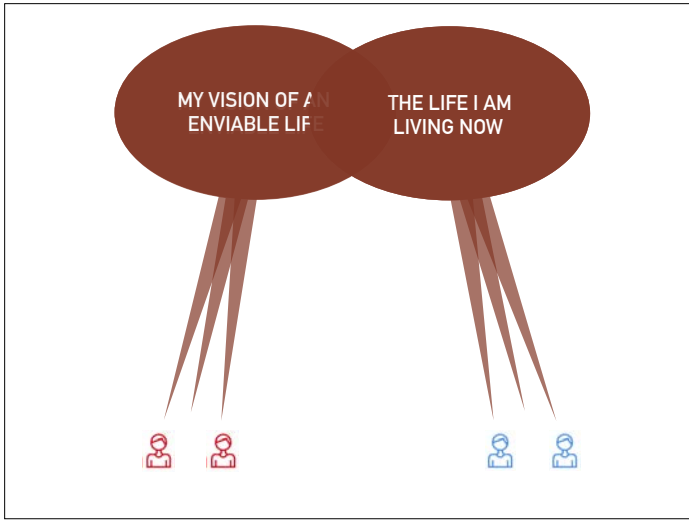
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**WE SHOULD PURSUE MUCH MORE THAN MERE INCLUSION**

POINT #5

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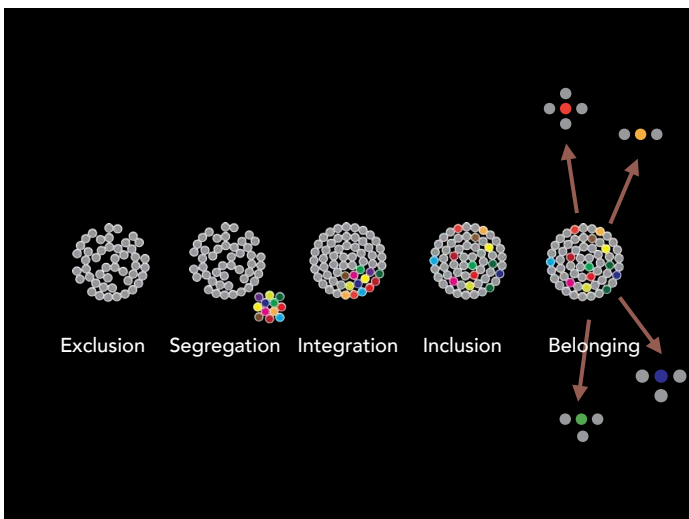
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## SECONDARY SCHOOL: A CRITICAL JUNCTURE

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### IDEA (2004) AND THE TRANSITION MANDATES

► ...coordinated set of activities for a child with a disability that is designed to be within a **results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities...

► The coordinated set of [transition] activities must:

- (a) be based on the individual child's **needs**;
- (b) take into account the child's **strengths, preferences, and interests**; and
- (c) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.



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**THE PEOPLE WE ENGAGE**  
**THE PRACTICES WE PURSUE**  
**THE POSTURES WE ADOPT**

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## THE POSTURES WE ADOPT

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**POWERFUL POSTURES**

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- ▶ Communicating high expectations
- ▶ Recognizing individuality
- ▶ Prioritizing strengths
- ▶ Presuming competence
- ▶ Forging connections
- ▶ Affirming intrinsic worth and dignity

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**THE EXPECTATIONS WE HAVE**

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**THE VIEWS  
WE EMBRACE**



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**THE GIFTS  
WE SEE**



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Watch this video at: <https://www.youtube.com/watch?v=F-TyPFYMDK8>

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**Intellectual disability** is “a disability characterized by **SIGNIFICANT LIMITATIONS** both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.”  
AAIDD definition (2010)

Autism spectrum disorder is characterized by...

- **DEFICITS** in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
- **DEFICITS** in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
- **DEFICITS** in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

DSM-V Definition

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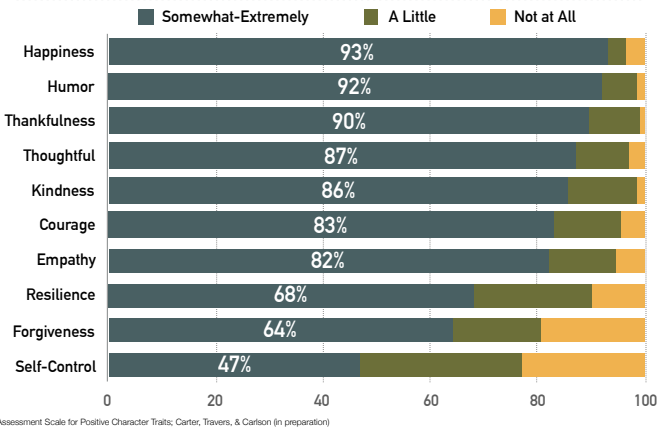
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**HOW MUCH IS EACH TRAIT CHARACTERISTIC OF YOUR SIBLING?**




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...based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests”

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**INTRODUCTION TO COURSE**  
 In this course, you will apply the guidelines for choosing appropriate transition assessment and gain knowledge on the methods for conducting quality and comprehensive assessment.

**COURSE OBJECTIVES**

**GUIDING QUESTIONS**

**Introduction to Age-Appropriate Transition Assessment**

**Lessons & Additional Resources**  
 Click a Video Below to Begin

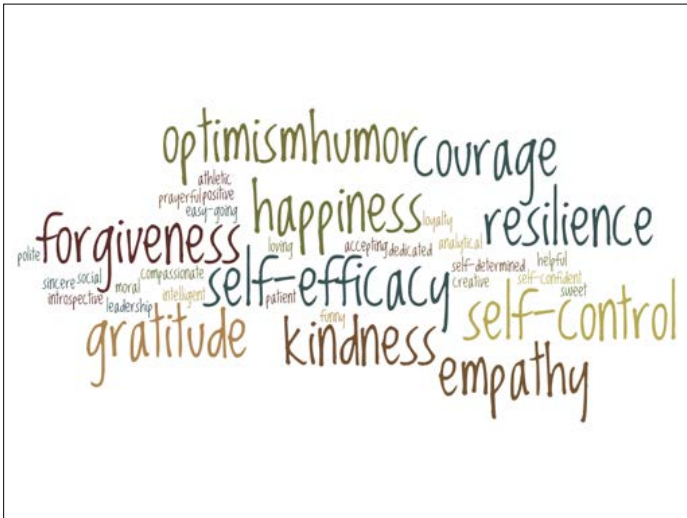
**Lesson 1**

Manual

FAQ Frequently Asked Questions

<https://transitiontn.org/assessment-database/>

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**HIRE MY STRENGTHS** OUR PARTNERS TOOLKIT RESOURCES VIDEOS EVENTS

stretology  
 REACTIVE Artist in A  
 Faith on  
 leading RESPECT

**HIRE MY STRENGTHS** [www.hiremystrengths.org](http://www.hiremystrengths.org)  
 National Disability Employment Awareness Month

[www.hiremystrengths.org](http://www.hiremystrengths.org)

**THE WAY WE  
SERVE**



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**OUR  
POSTURES ARE  
EXPERIENCED  
BY OTHERS**

POINT #6



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**THE PRACTICES WE PURSUE**

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# YOUTH DESERVE THE BEST OF WHAT WE KNOW WORKS

POINT #7



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## SOURCES FOR RESEARCH-BASED PRACTICES IN TRANSITION

- ▶ National Technical Assistance Center on Transition (<https://transitionta.org>)
- ▶ Transition Tennessee (<https://transitiontn.org>)
- ▶ Rehabilitation Research and Training Center (RRTC) on Employment of Transition-Age Youth with Disabilities (<https://transition.vcurrtec.org>)
- ▶ Center on Secondary Education for Students with Autism Spectrum Disorders (<https://csefa.fpg.unc.edu>)
- ▶ Youth Employment Solutions Center (<https://yestoemployment.org>)
- ▶ Center on Transition Innovations (<https://centerontransition.org>)
- ▶ Iris Center (<https://iris.peabody.vanderbilt.edu>)

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## SOME EXCELLENT (FREE) EVIDENCE-BASED GUIDES

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- ▶ **Evidence-Based Practices and Predictors in Transition**  
*National Technical Assistance Center on Transition*  
[www.transitionta.org](http://www.transitionta.org)
- ▶ **Guideposts for Success**  
*National Collaborative on Workforce and Disability/Youth*  
[www.ncwd-youth.info](http://www.ncwd-youth.info)
- ▶ **National Standards & Quality Indicators**  
*National Alliance for Secondary Education and Transition*  
[www.naset.org](http://www.naset.org)



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## HIGH-QUALITY TRANSITION ASSESSMENT & PLANNING

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## TRANSITION ASSESSMENT

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The first IEP to be in effect when a child with a disability turns 16 (or 14 in some states) must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- The transition services (including courses of study) needed to assist the child in reaching those goals.  
(§300.320(b))

Transition activities must be:

- “based on the individual child’s **needs**, taking into account the child’s **strengths, preferences, and interests**”

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“An ongoing process of collecting information on the student’s **strengths, needs, preferences, and interests** as they related to the demands of **current and future living, learning, and working** environments.”

SITLINGTON, NEUBERT, BEGUN, LOMBARD, & LECONTE (2007)

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		Transition Domains		
		Living	Learning	Working
Assessment Areas	Interests	?	?	?
	Preferences	?	?	?
	Strengths	?	?	?
	Needs	?	?	?

Revisited over time 

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**INDICATOR 13 CHECKLIST**

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
2. Are the postsecondary goals updated annually?
3. Is there evidence the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
4. Are there transition services in the IEP that will reasonably enable the student to meet her or his postsecondary goals?
5. Do the transition services include courses of study that will reasonably enable the student to meet her or his postsecondary goals?
6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?
7. Is there evidence the student was invited to the IEP team meeting where transition services were discussed?
8. If appropriate, is there evidence a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority?

Source: <https://transitionta.org/transitionplanning>

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“

To what extent will the written plans you see **reasonably enable** young people with disabilities to attain their post-school goals? ”

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**DOWNLOADABLE RESOURCES**

- ▶ Example Postsecondary Goals
- ▶ Postsecondary Goals Checklist
- ▶ Transition Services Checklist
- ▶ Transition Services Examples
- ▶ Course of Study Checklist
- ▶ Course of Study Examples & Non-Examples
- ▶ Annual Goals Checklist
- ▶ Summary of Performance Checklist
- ▶ Summary of Performance Template
- ▶ FAQs
- ▶ Resources



Source: [www.transitionn.org/developing-a-high-quality-transition-plan/](http://www.transitionn.org/developing-a-high-quality-transition-plan/)

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**ENHANCING SELF-DETERMINATION**



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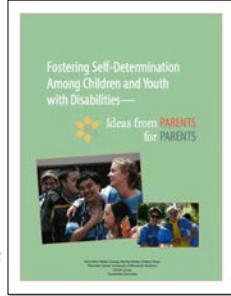
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## SELF-DETERMINATION SKILLS AND OPPORTUNITIES

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting
- Self-management strategies
- Self-advocacy and leadership
- Self-awareness & self-knowledge



Download this guide: <http://www.waisman.wisc.edu/naturalsupports/pdfs/FosteringSelfDetermination.pdf>

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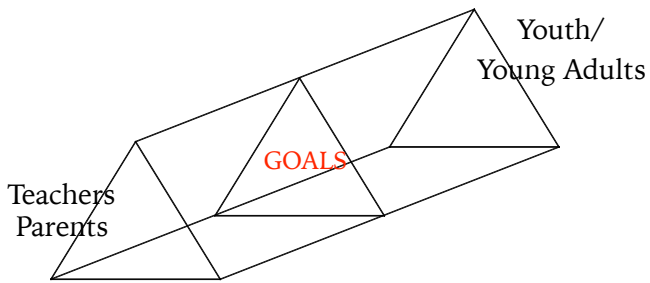
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## STUDENT-LED TRANSITION PLANNING

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# CONNECTING TO INCLUSIVE EXPERIENCES



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Cafeterias



Service-Learning Projects



School Clubs



Extra-curriculars



Recess



Field Trips

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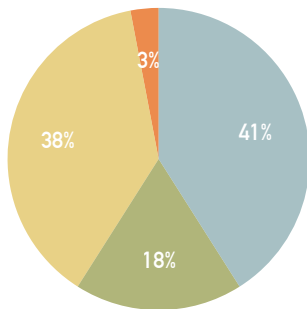
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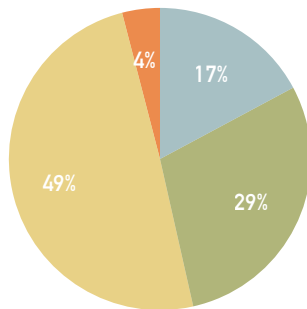
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Autism



Intellectual Disability

● Mostly General Education ● Special and General Education  
● Mostly Special Education ● Elsewhere

Source: [www.ideadata.org](http://www.ideadata.org)

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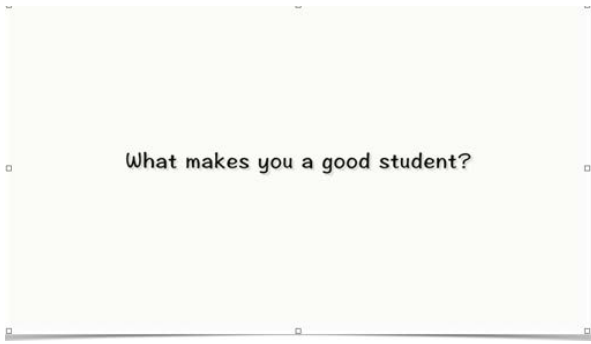
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See this video and others at: [www.transitiontn.org](http://www.transitiontn.org)

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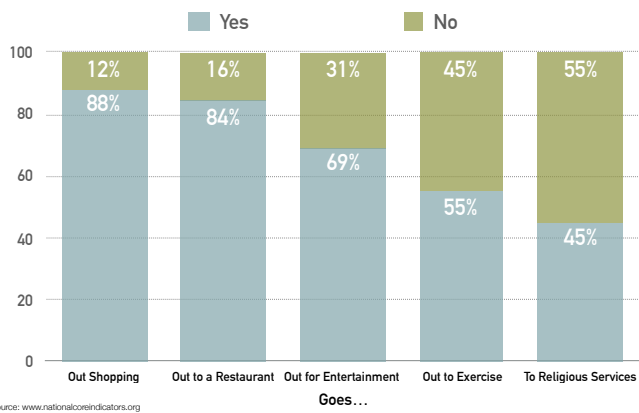
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### COMMUNITY INVOLVEMENT IN THE LAST MONTH




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## CAREER DEVELOPMENT EXPERIENCES




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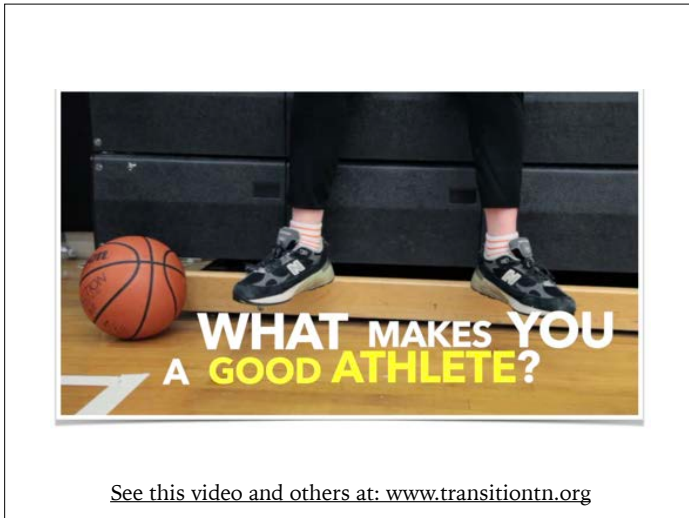
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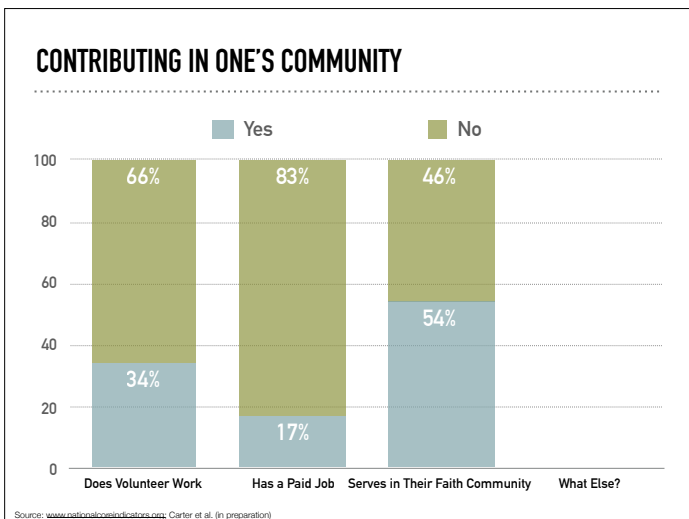
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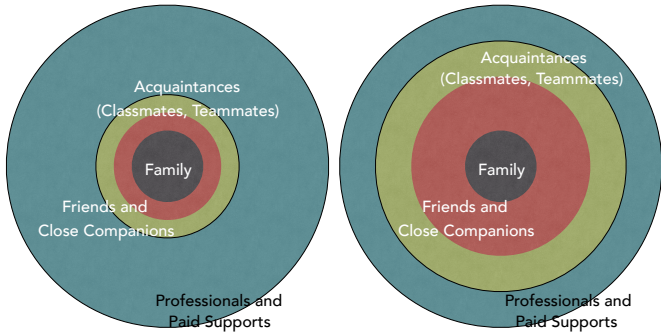
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## THE RELATIONSHIPS WE ENJOY



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**43%**  
OF YOUTH WITH AUTISM  
NEVER SEE FRIENDS  
OUTSIDE OF SCHOOL.

**84%**  
NEVER OR RARELY  
RECEIVE TELEPHONE  
CALLS FROM  
FRIENDS

**50%**  
HAVE NOT BEEN INVITED  
TO ANOTHER YOUTH'S  
SOCIAL ACTIVITIES IN  
THE PAST YEAR



### EXPERIENCES

Sources: [www.nflts2.com](http://www.nflts2.com)

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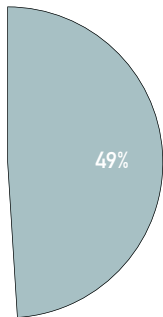
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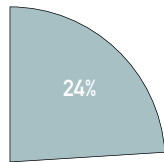
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**Never invited to a social activity  
with friends in the last 12 months**



**Have no friends outside of staff  
and family**

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Young Adults With...	Who Saw Friends Outside Of Work At Least Weekly
Intellectual Disability	58%
Autism	48%
Multiple Disabilities	53%
Deaf-Blindness	63%
Orthopedic Impairment	66%
Emotional Disturbance	75%
Hearing Impairment	75%
Traumatic Brain Injury	77%
Visual Impairment	77%
Other Health Impairment	80%
Learning Disabilities	83%
Speech/Language	84%

Source: Newman, Wagner, Knokey, Marder, et al. (2011)

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“ Whatever it is that rights and choice can do—and we do not have to prove that they can do a lot of very important things— but whatever rights and choice can do, they are not going to make me your friend. ”

—Hans Reinders

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**CAN WE NAME PEOPLE SHE CAN...**

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- Eat with?
- Walk with?
- Celebrate with?
- Cry with?
- Play with?
- Pray with?
- Shop with?
- Watch the big game with?
- Do absolutely nothing with?

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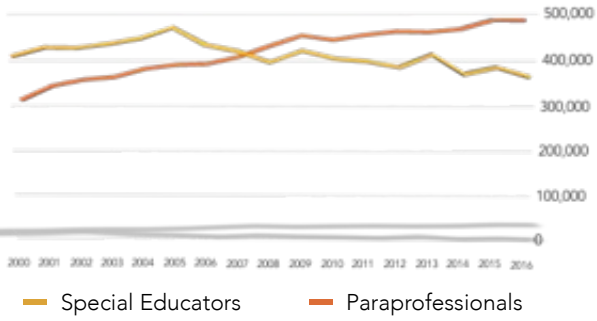
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# EDUCATIONAL TRENDS: STAFFING




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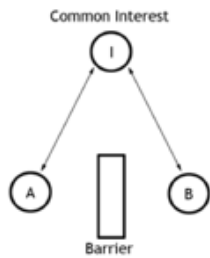
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## FRIENDSHIP FORMULA

- Shared activities
- Common interests
- Sufficient support
- Regular opportunities over time




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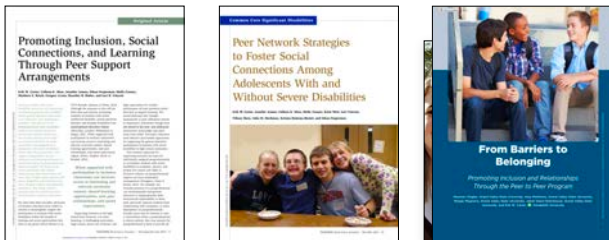
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## SOME PROMISING ALTERNATIVES



Peer Support Arrangements

Peer Networks

Peer Partner Programs

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**WHERE CAN I LEARN MORE FOR FREE?**

- ▶ **Peer Mentoring to Students with Disabilities**  
<http://www.engagingalllearners.ca/sal/peer-mentoring/>
- ▶ **Starting Points and Possibilities for Promoting Relationships and Learning**  
<https://www.pattan.net/supports/inclusive-practices/other-projects-and-trainings/>
- ▶ **Kentucky Peer Support Project**  
<http://www.kypeersupport.org/how-to-modules/>




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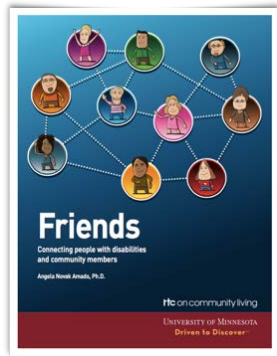
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**FORGING COMMUNITY CONNECTIONS**

- ▶ Strategy 1: Identify who the person already knows and where the relationship can be strengthened and deepened
- ▶ Strategy 2: Identify who would appreciate this person's gifts
- ▶ Strategy 3: Identify where you can find an interested person
- ▶ Strategy 4: Identify associations and clubs
- ▶ Strategy 5: Identify community places where people engage in one of this person's interests
- ▶ Strategy 6: Identify community places that are hospitable and welcoming
- ▶ Strategy 7: Identify places where the person can fit in just they way they are



[http://itc.umn.edu/docs/Friends\\_Connecting\\_people\\_with\\_disabilities\\_and\\_community\\_members.pdf](http://itc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf)

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**SCHOOLS MUST NOT GO IT ALONE**

**POINT #9**




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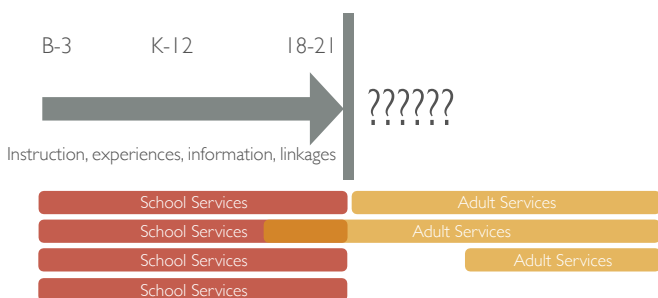
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### FROM ENTITLEMENT TO ELIGIBILITY




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### SUPPORTS AND PARTNERSHIPS

#### Disability Services

- Vocational Rehabilitation (traditional and Pre-ETS)
- Tennessee Rehabilitation Center (TRC)
- Employment providers
- Higher education programs (e.g., Next Steps, IDEAL, etc.)
- Centers for Independent Living
- Group homes or supported living providers
- Social Security/SSI
- Recreational services and supports for youth with disabilities (e.g., Best Buddies, Special Olympics)
- Disability advocacy groups or legal services (e.g., The Arc, Family Voices, Disability Advocacy Center)
- Support groups/training centers for parents or family members
- Mental health services and supports Adult day programs
- Specific disability agencies (e.g., Autism TN, United Cerebral Palsy, Down Syndrome Society)

#### Generic Services

- U.S. Armed Forces
- Job Corps
- American Job Centers (One Stop Career Center)
- Local employers
- Craft apprenticeship programs (e.g., electrical, plumbing, carpentry)
- Other vocational training programs
- 2-year colleges
- 4-year colleges and universities
- Juvenile Justice Center
- Recreational or social organizations (e.g., YMCA, dance studios, summer camp)
- Service organizations (e.g., Kiwanis, Rotary Club, Knights of Columbus)
- Local transportation providers

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**WE MUST  
THINK  
BEYOND THE  
SYSTEM**

POINT #10




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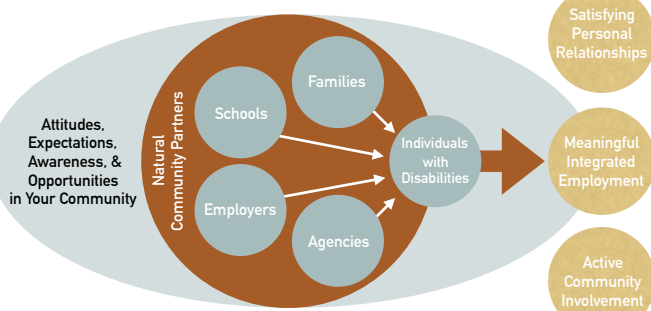
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## ENGAGING THE ENTIRE COMMUNITY



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## COMMUNITY CONVERSATIONS

To Learn More: Carter, Blustein, Rowan, & Harvey (2014); Carter, Blustein, Bumble, Harvey, Henderson, & McMillan (in press); Carter, Owens, Swedeen, Trainor, Thompson, Dickinson, & Cole (2009); Carter, Swedeen, Cooney, Walter, & Moss (2012); Trainor, Carter, Swedeen, & Pickett (2012); [www.tennesseeworks.org/mingrant](http://www.tennesseeworks.org/mingrant)

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## TRANSITION COMMUNITY CONVERSATIONS

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**EMPLOYMENT & DISABILITY COMMUNITY CONVERSATIONS**

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110



**FAITH & DISABILITY COMMUNITY CONVERSATIONS**

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**INDEPENDENT LIVING COMMUNITY CONVERSATIONS**

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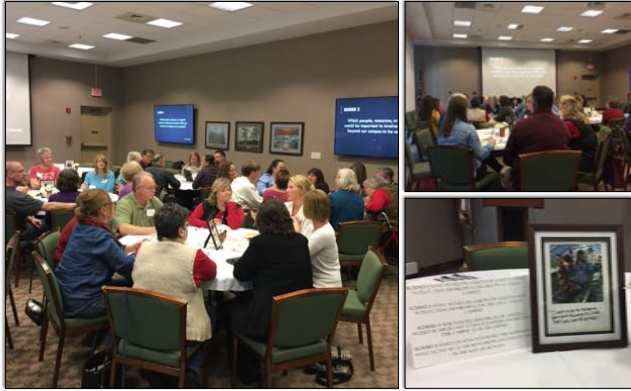


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**INCLUSIVE HIGHER EDUCATION COMMUNITY CONVERSATIONS**

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See this video at <https://vimeo.com/128290120>

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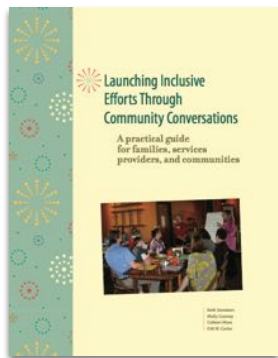
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**TO LEARN MORE**



<http://www.waisman.wisc.edu/ccdd/pdfs/products/community/LaunchingInclusiveEfforts.pdf>



<https://transitiont.org/community-conversations/>

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# DATA ISN'T A "FOUR LETTER" WORD\*

POINT #11

\*TECHNICALLY IT IS.



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“

If you don't know where you're going,  
you might not get there.

-Yogi Berra

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“

If we have data, let's look at data. If  
all we have are opinions, let's go with  
mine.

-Jim Barksdale

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“

What gets measured, gets managed.

*-Peter Drucker*

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122

“

In God we trust. All others must  
bring data.

*-W. Edwards Deming*

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**REFLECT ON  
YOUR  
PRACTICES**

POINT #12



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### WHEN IT COMES TO POSTURES, PRACTICES, AND PEOPLE?

- ▶ What are we doing well right now?
- ▶ What could we be doing better or more of?
- ▶ What could we be doing differently?
- ▶ What can we begin doing next in each of these areas?




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### TO WHAT EXTENT ARE WE...

1. Using person-centered practices?
2. Focusing on students' strengths?
3. Fostering self-determination?
4. Holding high expectations?
5. Promoting inclusive practices?
6. Focusing on outcomes?
7. Developing strong partnerships?
8. Adopting data-driven approaches?
9. Starting transition early?
10. Moving beyond compliance?



Source: [www.transitiontn.org/guiding-principles/](http://www.transitiontn.org/guiding-principles/)

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#### Transition Guiding Principles: Self-Reflection Tool and Action Plan

High-quality transition services and supports should reflect best practices and strong values. Consider each of the ten guiding principles listed below and addressed in the first course. To what extent do the transition practices in your school or district reflect each of these principles? What next steps are needed to strengthen services and supports in relation to each area?

TO WHAT EXTENT ARE WE...	TO WHAT EXTENT ARE WE...				WHAT ACTIONS SHOULD WE TAKE TO	WHO WILL BE TAKE THE LEAD FOR EACH	HOW WILL WE KNOW WE HAVE BEEN
	NOT AT ALL	A LITTLE	SOMEWHAT	FULLY			
1. USING PERSON-CENTERED PRACTICES?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2. FOCUSING ON STUDENTS' STRENGTHS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3. FOSTERING SELF-DETERMINATION?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
4. HOLDING HIGH EXPECTATIONS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
5. PROMOTING INCLUSIVE PRACTICES?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

TO WHAT EXTENT ARE WE...	TO WHAT EXTENT ARE WE...				WHAT ACTIONS SHOULD WE TAKE TO STRENGTHEN THIS AREA?	WHO WILL BE TAKE THE LEAD FOR EACH ACTION?	HOW WILL WE KNOW WE HAVE BEEN SUCCESSFUL?
	NOT AT ALL	A LITTLE	SOMEWHAT	FULLY			
6. FOCUSING ON OUTCOMES?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
7. DEVELOPING STRONG PARTNERSHIPS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
8. ADOPTING DATA-DRIVEN APPROACHES?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
9. STARTING TRANSITION EARLY?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
10. MOVING BEYOND COMPLIANCE?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Source: [www.transitiontn.org/guiding-principles/](http://www.transitiontn.org/guiding-principles/)

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**WE ARE  
SOMEONE'S  
BARBAROUS  
ANCESTORS**

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POINT #13



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**PRESS ON**

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POINT #14



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**SUPPORTING STRONG TRANSITIONS**

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ERIK.CARTER@VANDERBILT.EDU  
[www.erikwcarter.com](http://www.erikwcarter.com)

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