

# TRANSITION GUIDE

SPECTRUM ACADEMY • 2017 - 2018

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## WHAT IS TRANSITION?

**Transition** refers to the time your student leaves public school and enters the adult community to live and work. Developing a Transition Plan is a requirement of the IEP team beginning when the student turns 14. It is never too early to start thinking about your student's ability to function in the adult world. Planning includes the identification of the following:

- ♦ Transition Services - a coordinated set of targeted activities to meet identified needs
- ♦ Post-Secondary Goals – a target set of skills in four distinct areas that become the focus of the Transition Plan in the areas of Education/Instruction, Career/Employment, Community, and Adult Living with a plan for monitoring progress
- ♦ Course of Study – this outlines the pathway of courses a student will complete through the completion of graduation requirements or reaching age of majority (age 22)

## WHO IS INVOLVED IN THE TRANSITION PROCESS?

In addition to the student and family, there are several stakeholders who are involved in the transition process. The following is an overview of how a student with disabilities and each stakeholder can benefit from collaboration. It shows how we can work with and for a student as he/she transitions from school to employment and adult life:

- ♦ **The individual with a disability to the maximum extent possible and whenever appropriate**
- ♦ The parents of a child with a disability
- ♦ A representative of the local educational agency (LEA) who is: qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; knowledgeable about the general education curriculum; and knowledgeable about the availability of resources of the LEA
- ♦ Not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment)
- ♦ Not less than one special education teacher or, where appropriate, not less than one special education provider of such child
- ♦ An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above
- ♦ At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate

*(Office of Special Education and  
Rehabilitative Services United States  
Department of Education, 2017)*

"I think it is helpful for kids and young adults to have disability pride."

- *Andy Imparato, Executive Director of the Association of University Centers on Disability*

## CONTACTS

Utah Independent Living Center  
<http://www.uilc.org/index.html>  
(801) 466-5565

Vocational Rehabilitation  
<http://www.usor.utah.gov>  
800-473-7530

Division of Services for People with Disabilities  
<https://dspd.utah.gov/>  
(884) ASK-DSPD

USU Aggies Elevated  
<http://aggieselevated.com/>  
435-797-0688

U of U Center for Disability Services  
<http://disability.utah.edu/>  
801-581-5020

SLCC Disability Resource Center  
<http://www.slcc.edu/drc/er>  
801-957-SLCC (7522)

Davis Technical College  
<http://www.datc.edu/>  
801-593-250

UVU Passages  
<http://www.uvu.edu/autism.asd>  
801-863-7620

Jordan Academy for Technology and Careers  
<http://www.jordantech.org>  
801-256-5900

## SOFT SKILLS

To be college ready and have the tools to be successful, students can benefit from working on many skills as early as elementary and middle school:

- Self-advocacy
- Responsibility
- Self-management
- Communication
- Teamwork and collaboration
- Critical thinking and problem-solving
- Study skills
- Comfort with technology
- Tolerate ambiguity
- Comfort with diversity
- Ability to work independently
- Ability to follow directions
- Have personal goals
- Be engaged

(Nelson, 2011)

## WHAT OTHER HELP IS AVAILABLE FOR MY STUDENT?

**Utah Independent Living Center** serves Salt Lake, Summit, and Tooele Counties to assist persons with disabilities achieve greater independence by providing services and activities which enhance independent living skills.

**Social Security** such as the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) disability programs are Federal programs that provide assistance to people with disabilities. Only individuals who have a disability and meet medical criteria may qualify for benefits under either program.



**Vocational Rehabilitation Counselors** represent Vocational Rehabilitation (VR). Services are provided under the Utah State Office of Rehabilitation for the purpose of assisting eligible individuals with disabilities to prepare for and obtain employment, and increase independence. The role and responsibility of the Rehabilitation Counselor is to work as a member of a transition team for each student who is referred or determined eligible to ensure a seamless transition from the Special Education system into the VR system. Individual supports may include:

- Behavior Supports
- Companion Services
- Day Services
- Environmental Adaptations
- Financial Services
- Respite Care
- Support Coordination
- Supported Employment
- Supported Living
- Transportation Services

**College Disability Resource Center Counselors** All Utah colleges, public and private, provide supports for eligible students with disabilities. These supports may include accommodations that allow the students access to programs offered. Some universities have programs specifically to support college students with disabilities:



*Passages* – Utah Valley University Passages is a program to support individuals with Autism Spectrum Disorder to more fully realize their potential and utilize their strengths for enriched lives. Classes focus on the skills needed to succeed in college as well as in everyday life.

<https://www.uvu.edu/autism/resources/asd.html>

*Aggies Elevated* – Utah State University Aggies Elevated is an inclusive residential campus experience for young adults with intellectual disabilities. Students live in the dorms, attend classes with their typical peers and participate in all aspects of campus life. <http://aggieselevated.com/>

**Case Managers, Student Service Workers, and Mental Health Professionals** play an important role in transition planning for students for whom they provide services. These professionals may provide and coordinate services for an individual with input from parents or guardians.

## WHAT IS THE TRANSITION PLAN?

**Transition Plan** is a required part of a student's Individualized Education Program (IEP) and must be developed and in place during the school year that the student turns 14. The IEP team must consider specific areas of transition to determine if goals/training are needed in the following areas: Career/Employment, Academics, Community, and Adult Living/Independent Living Skills.

**Post-Secondary Goals** are developed for the student as a component of the Transition Plan. These goals are developed within the following areas: Post-secondary Education, Employment, and Independent Living (if needed).

**Consent to Agency Invitation to Transition Meeting** is a form signed during the first transition IEP and requires a parent/guardian signature either consenting or denying a school the authority to invite a representative of the agency or agencies which may be responsible for providing post-secondary transition services to an IEP meeting. Agencies that may be invited to the transition meeting include Vocational Rehabilitation, the Division of Services for People with Disabilities, the Department of Workforce Services, college/university Disability Services or Accessibility Services Department, and/or other pertinent transition agencies.

**Notice to Parents and Students Regarding Age of Majority Rights That Transfer under IDEA** is a form to notify parents that age of majority is the legal age established under state law at which an individual is no longer a minor and has the right and responsibility to make certain legal choices that adults make. In Utah, educational rights transfer at the age of majority, 18 years old, unless guardianship is established. All of the following educational rights provided to the parents transfer to the student:

- ♦ Right to refuse special education services.
- ♦ Request for mediation or due process hearing to resolve a dispute about evaluation, identification, eligibility, IEP, placement, or other aspects of a free appropriate public education (FAPE).
- ♦ Receive notice of and attend individual education program (IEP) meetings.
- ♦ Consent to change in placement.
- ♦ Consent to reevaluation.

As an adult, your student has the right to determine whether or not to invite their parents to the IEP meeting. \*NOTE: Spectrum Academy has the right to invite parents to be a member of the IEP team as "an individual who has knowledge or special expertise regarding the student" (34 C.F.R. §300.321).

**Plan for Career and College Readiness (PCCR)** serves to identify a student's interests as the Transition Plan is developed. Starting in 8<sup>th</sup> grade and every year thereafter, students at Spectrum will meet with a counselor or functional skills teacher to develop a PCCR. This plan serves as one component to gather information about the student's interests and abilities, and review credits towards graduation.

**Transition Assessments** are administered to the students beginning in the 8<sup>th</sup> grade. Assessments have been selected to identify students' interests, abilities, and to generate potential work/career/education options.

## HOW WILL MY STUDENT'S TRANSITION NEEDS BE ADDRESSED?

Spectrum Academy begins working with families on the transition process when students are in middle school. From elementary to middle school, students often make their first big move into a secondary setting. To support this natural change, the students, parents, and the rest of the IEP team will identify an appropriate course of study that meets each student's unique needs.

	6th	7th	8th	9th	10th	11th	12th
Social Skills	✓	✓	✓	✓	✓	✓	✓
Executive Functioning	✓	✓	✓	✓	✓	✓	✓
Electives	Keyboarding	Keyboarding, CTE Intro	FACS, Digital Literacy	Occupational Prep, Transition Planning, Employment Foundations, Employment Applications, CTE classes, Art, Foreign Language, Yearbook			
Activities		*DTC Visit	DTC Visit	Individualized on the Transition Plan			
Assessments			CCR	CCR, Employability/Life Skills Assessment, Transition Planning Inventory – 2 <sup>nd</sup> Education, Interest Inventories,			
Documents			Transition Plan & IEP				

\*Davis Technology Center

## HOW WILL MY STUDENT BEGIN THE TRANSITION PROCESS AT SPECTRUM?

As students make the move from the elementary setting, many elements of their school day changes. To help facilitate this first major transition in a student's education career, Spectrum Academy offers three different courses of study to best meet each student's needs. Participation in a course of study is determined by many factors, such as academic levels, functional performance, and individual supports, in CCR and IEP meetings.

### Traditional Course of Study

The Traditional Course of Study is designed for student who are performing academically on or above grade level in reading and math. Students who are less than two years below grade level will also benefit from participation in this course of study with explicit academic supports. Classes include:

- ♦ 3 years of English, Math, Science, & Social Studies
- ♦ 3 years of Social Skills
- ♦ 1 ½ years of PE
- ♦ Grade level electives: College & Career Readiness (CCR), Health, Family and Consumer Studies (FACS), Art, Music, Keyboarding
- ♦ 6th Grade Study Lab
- ♦ Leveled placement in English and math

\* Students participate in the Student Assessment of Growth and Excellence (SAGE) for standardized testing.

"Often when you think you're at the end of something, you're at the beginning of something else."

— Mr. Rogers

### Core Strategies Course of Study

The Core Strategies Course of Study is designed for 6<sup>th</sup>-8<sup>th</sup> grade students who have been identified as participating on the UAA. Students are usually performing below grade level. Classes within this course of study offer students instruction on their performance level as well as reduce the number of transitions during the school day. Classes include:

- ♦ 3 years of English, Math, Science, & Social Studies
- ♦ 3 years of Social Skills
- ♦ 3 years of Life Skills
- ♦ 1 ½ years of PE
- ♦ Grade level electives: College & Career Readiness (CCR), Health, Family and Consumer Studies (FACS), Art, Music, Keyboarding

Core classes are taught in a two period block

- ♦ English and Social Studies
- ♦ Math and science

In order for a student to take classes in the Core Strategies or Functional Skills Courses of Study, it must be determined on an individualized basis that he/she is eligible for an alternative course of study and the alternative state assessments. IEP teams determine a student's eligibility to receive instruction on the Essential Elements. This course of study is clearly linked to grade level content and promotes access to the general curriculum for students with significant cognitive disabilities. Utah's alternative state assessments are the Dynamic Learning Maps (DLM) Assessment for English and Math and the Utah Alternative Assessment (UAA) for Science.

### Functional Skills Course of Study

The Functional Skills Course of Study is designed for students who are performing significantly below grade level for academics and below development level for adaptive skills. This program focuses on instruction of basic reading, math, communication, socialization and adaptive life skills such as:

- ♦ Writing for communication
- ♦ Comprehension
- ♦ Functional math skills
- ♦ Personal hygiene
- ♦ Skills related to life after high school

Instruction for students is developed using Applied Behavior Analysis (ABA). This includes an analysis of a student's performance and abilities, the development of an individualized program, and program monitoring for effectiveness.

## WHY IS MIDDLE SCHOOL TRANSITION IMPORTANT?

School transition is not a "one size fits all" approach, but a framework that includes strategies as well as policies and procedures tailored to meet the needs of students, schools, and the extended learning community. Strategic planning is necessary to insure students have a successful middle school experience. Families and students can have a greater peace of mind with a well-planned, comprehensive program that includes supports designed to:

Help students form a realistic expectation of what middle school will be like. ♦ Provide a positive and successful first impression. ♦ Respond to the needs and concerns of students. ♦ Support school-initiated family and community partnerships. ♦ Demonstrate an inviting, supportive, and safe environment. ♦ Have multi-faceted guidance and support structures. ♦ Build a sense of community by supporting meaningful relationships and learning. ♦ Ensure a successful introduction to the middle school experience. ♦ (*Georgia Department of Education, 2017*)



## HOW WILL MY STUDENT BEGIN THE TRANSITION PROCESS AT SPECTRUM?

Students at Spectrum Academy have the option to participate in one of three graduation tracks. To further meet the students' individual needs, they may take courses from more than one track for the development of an education plan that best suits their needs. Both the Traditional and Occupational Course of Study Track allow students to earn credits towards a traditional diploma.

### Traditional Course of Study

The Traditional Course of Study is designed for students who are planning on attending a university or college. Courses for this track include:

- ♦ English / Language Arts (4 credits)
  - ♦ Math (3)
  - ♦ Science (3)
  - ♦ Social Studies (3.5)
  - ♦ Healthy Lifestyles (2)
  - ♦ Fine Arts (1.5)
  - ♦ Career and Technical Education (1)
  - ♦ Computer Technology (1)
  - ♦ Financial Literacy (.5)
  - ♦ Elective credits (8)
- = 27 Credits

Students must also take the ACT or SAT test to apply for college.

ACT test information:  
<http://www.actstudent.org>

SAT test information:  
<http://sat.collegeboard.org/home>

The Utah System of Higher Education recommends courses appropriate for applying to college:  
<https://stepuputah.com/id/students/course-recommendations/>

\* Students participate in the Student Assessment of Growth and Excellence (SAGE) for standardized testing.

Completion of courses on these tracks meets the Utah's graduation requirements for receipt of a traditional high school diploma. Students on the OCS track may meet this requirement via course substitution, as determined by the IEP team and documented in the IEP.

### Occupational Course of Study

The Occupational Course of Study (OCS) is designed for students who are planning for employment following school. This includes the identification of students' strengths and interests and providing appropriate job placement for skill development. Courses for this track include:

- ♦ English I\*, II, III, IV
- ♦ Math I, II, III, IV
- ♦ Applied Science I, II, III
- ♦ Social Studies I, II, III
- ♦ Occupational Preparation I, II, III, IV

Additionally, students will need to complete the following hours:

- ♦ 200 hours of school-based vocational & independent living training
- ♦ 100 hours of community-based vocational training
- ♦ 200 hours of Competitive Employment

\* Students will participate in the DLM for English and Math and the UAA for Science for standardized testing as determined by the IEP Team.

### Functional Skills Course of Study

The Functional Skills Course of Study is designed for students who have significant cognitive disabilities and required a modified curriculum. Students receive instruction based on the Essential Elements that allows them access to the general curriculum. In the Functional Skills program students are learning skills such as:

- ♦ Cooking
- ♦ Personal hygiene
- ♦ Job skills
- ♦ Skills related to life after high school

Instruction for students is developed using Applied Behavior Analysis (ABA). This includes an analysis of a student's performance and abilities, the development of an individualized program, and program monitoring for effectiveness.

\* Students also participate in the DLM for English and Math and the UAA for Science for standardized testing.

Completion of courses on this track meets the requirements for receipt of a Special Education Certificate of Completion. This does not end the student's eligibility for a FAPE if the student has not reached age 22.

## SPECTRUM TRANSITION & ACADEMIC RESOURCE SCHOOL



Spectrum Academy in North Salt Lake now offers a new program for students on the Functional Skills Course of Study. The Spectrum Transition & Academic Resource School (STARS) is a specially-designed facility that meets the unique needs of our students. The STARS program will serve students in grades K-12 by providing differentiated instruction on the Essential Elements to help students develop skills in support of a successful transition to adulthood.

The instructional staff will implement Applied Behavior Analysis and other research-based techniques to provide individualized instruction for students centered on their IEP services, goals, and accommodations. Students in the STARS program will also benefit from the following on-site services and resources:

- ♦ Licensed Special Education Teachers
- ♦ Occupational Therapy
- ♦ Speech Therapy
- ♦ Adaptive Physical Education
- ♦ Play-Based Learning
- ♦ Social Skills Instruction
- ♦ Executive Functioning Instruction
- ♦ Discrete Trial Training
- ♦ Zones of Regulation
- ♦ Positive Behavior Supports
- ♦ Individualized Behavior Interventions
- ♦ Sensory Supports
- ♦ Transition Services
- ♦ Life Skills Instruction
- ♦ Vocational Education

Teacher to student ratios will remain low with 1 teacher to every 3-4 students, depending upon the intensity of supports needed. The STARS facility will offer specialized areas for classes, small group, and one-on-one therapy sessions. Targeted socialization opportunities for secondary and elementary students will allow for maximized instruction with age-appropriate grouping. Additionally, the STARS staff will work closely with the North Salt Lake Secondary and Elementary Schools to provide integrated learning experiences throughout the school year. Please contact, Christina Guevara, STARS Program Director, for more information. [cguevara@spectrumcharter.org](mailto:cguevara@spectrumcharter.org)

## SPECTRUM ACADEMY'S C.R.E.A.T.E. PROGRAM

The CREATE acronym stands for Career Readiness, Educational Advancement, Training and Employment. At the CREATE Campus, students will explore their career interests and gain knowledge and skills in career pathways. By offering bridging supports to students as they learn and grow in not only job skills, but also social and soft skills, Spectrum Academy's CREATE Campus will help students become well positioned for successful acquisition and retention of fulfilling careers.



Currently, CREATE programming includes courses in Business Office Specialist, pathways in Family and Consumer Science and Information Technology, and internships and vocational experiences in the School-to-Work program. Students interested in pursuing CREATE courses should complete the application in its entirety. Upon completion and review of the application by the Counseling Office, the student will be informed of their acceptance into courses and/or a pathway. Criteria for enrollment in CREATE courses include that the pathway is in alignment with the student's IEP or college and career readiness goals; the student demonstrates commitment to their pathway; the required prerequisite courses have been successfully completed; the student is in a place in their educational pathway at which participation will best benefit them. Please contact Rachel Colledge, Secondary School/CREATE Principal for more information.



## CONTACTS

Department of Human Services, Office of Public Guardianship  
(801) 538-8255  
[www.opg.utah.gov](http://www.opg.utah.gov)

Disability Law Center  
(801) 363-1347  
(800) 662-9080  
<http://disabilitylawcenter.org/>

National Resource for Supported Decision Making  
<http://www.supporteddecisionmaking.org/states>

Guardianship Associates of Utah  
(801) 533-0203  
<http://www.guardianshiputah.org/>

Advocates as Leaders  
801-845-7353

Utah Parent Center  
801-272-1051  
<http://www.utahparentcenter.org/transition-to-adult-life/>

"We have a moral duty to remove the barriers to participation, and to invest sufficient funding and expertise to unlock the vast potential of people with disabilities."

- Stephen Hawking

## HOW CAN I SUPPORT MY STUDENT AS AN ADULT?

There are many options that an individual with a disability and their family can explore to provide support once the individual turns 18 and is considered a legal adult who is presumed competent unless a court determines otherwise. When supporting an adult with a disability there are several factors to consider when selecting the best option. Focus should be on promoting as much independence to make safe and appropriate decisions. Every adult with a disability deserves to enjoy the privileges of being an adult to the maximum extent possible. Options for support include:

**Durable Power of Attorney** allows for a person to make decisions for an individual with a disability in the areas of finances and property.

**Mental Health Declaration** allows an adult who is not incapable to make a declaration of preferences or instructions regarding his/her mental health treatment. The declaration may include, but is not limited to, consent to or refusal of specified mental health treatment.

**HIPAA Release Form** is an authorization for use or disclosure of an individual's protected health information under the Health Insurance Portability and Accountability Act of 1996.

**Advance Health Care Directive** allows for individuals with disabilities to specify how they want medical treatment to take place, including end of life conditions.

**Supplemental Security Income Designated Payee** is a representative on an individual with a disability who is authorized to spend the disability benefits appropriately for the individual's needs, properly account for money spent, and report certain changes in the life or living situation of the individual.

**Special Needs Trust** with named Trustee manages the trust for the benefit of an individual with a disability. The Trustee spends the funds in the best interest of the beneficiary, keep up to date on relevant legal requirements, invest trust funds, file taxes, maintain records, and more.

**Supported Decision Making** is recognized as an alternative to guardianship through which people with disabilities use their friends, family members, and professionals to help them understand the situations and choices they face so they can make their own decisions. Supported Decision Making allows for people to retain their Constitutional Rights, have control over decisions that affect their lives, and to receive assistance from trusted supports to make decisions when needed.

**Guardianship** is the legal process whereby a petitioner, usually parents, receive the legal right to continue caring and advocating for their adult child with disabilities. A guardian is appointed by a judge and is someone who can help a person with making life decisions or make decisions for them. A partial (limited) guardian can make decisions, with or without input or permission from the person in some areas of their lives. A full guardian can make decisions, with or without the person's opinion or permission in all areas of their lives, Guardianship is granted for adults with disabilities who are deemed incapacitated.

## ADDITIONAL CONSIDERATION FOR ADULT SUPPORT

- ♦ **Will** - Allows for the direct the distribution of property and leave assets to your children, grandchildren, charities, or other heirs. Allows you to name a guardian for your minor children. If you die without a will, state law determines how to distribute your assets.
- ♦ **Revocable Trust** - Allows your family to avoid probate and the accompanying delay, court costs, publicity, and attorney fees of a will. A revocable trust allows assets to pass automatically to your heirs without delay and excessive costs.
- ♦ **Medicaid** - Provides long-term medical care for children with disabilities. Children who receive SSI are automatically eligible to receive insurance through Medicaid, but must apply.
- ♦ **Life Care Plan** - Outlines the child's particular needs and preferences. This type of planning should address questions as to where the child will live, who will have a personal interest in the child, and how all of the child's financial, personal, physical, emotional and spiritual needs will be met.



## TRANSITION SKILLS CHECKLIST

A transition checklist is designed to give family members an easy to use list of topics and activities to consider while making the transition from the school setting to adulthood. This checklist outlines activities that are specific to different grade levels and/or ages. This list is not comprehensive. Ages listed are suggested for discussion. Children grow at their own rates and may reach these milestones at different times. The goal is for young people to grow up healthy and ready to learn and work and to have the best possible lives.

<p><b>Ages 2-5</b></p> <ul style="list-style-type: none"> <li>○ Learning, then becoming independent with self-care (feeding, dressing, toileting, hygiene, etc.)</li> <li>○ Goes places with family in the community</li> <li>○ Does home chores</li> <li>○ Communicates own needs and preferences</li> <li>○ Family knows about ADA, IDEA, futures planning, wills, trusts, guardianship issues, power of attorney, health surrogate</li> <li>○ Follows directions</li> <li>○ Has beginning knowledge of condition/special needs</li> <li>○ Building understanding of condition/special needs and treatments</li> <li>○ Learning to make choices and experience consequences</li> </ul>	<p><b>Ages 11-15</b></p> <ul style="list-style-type: none"> <li>○ Discusses job and career interests</li> <li>○ Can manage money and has shopping skills</li> <li>○ Participates in school IEP, 504, transition meetings</li> <li>○ Knows how smoking, drinking, chewing, drugs affect body and condition</li> <li>○ Understands sexuality, pregnancy, and birth control</li> <li>○ Sees doctor for some time privately</li> <li>○ Manages own medication and treatment regime; notifies caregiver of need for medication refills</li> <li>○ Knows side effects of medication and interactions with food, alcohol, etc.</li> <li>○ Successful with school expectations</li> <li>○ Has visited workplaces and/or volunteers</li> </ul>
<p><b>Ages 6-10</b></p> <ul style="list-style-type: none"> <li>○ Knows identifying information – home address, phone number, parents’ names, parents’ cell phone numbers</li> <li>○ Has someone to talk to about concerns</li> <li>○ Interacts appropriately with peers and adults</li> <li>○ Attends school regularly and is progressing</li> <li>○ Has fun, recreation, hobbies</li> <li>○ Uses computer</li> <li>○ Has personal safety skills – phone, seat belts, street-crossing, strangers</li> <li>○ Working with parents/caregivers in doing self-care related to medications and treatments</li> <li>○ Has plan for emergencies – knows when to call 911</li> <li>○ Answers questions from doctor, nurse, therapists, etc. about condition</li> </ul>	<p><b>Ages 16-18</b></p> <ul style="list-style-type: none"> <li>○ Can write a resume and complete a job application</li> <li>○ Works part-time and/or volunteers</li> <li>○ Can budget money</li> <li>○ Can grocery shop, cook, plan meals, do laundry, and keep house</li> <li>○ Has transportation and is planning for driver’s license or ADA transportation card</li> <li>○ Knows about school to work, Vocational Rehabilitation (VR), and other community resources for work preparation</li> <li>○ Family explores guardianship if needed (age 18 is age of majority when youth legally makes own decisions); assent to consent; health surrogate</li> <li>○ Family knows about reapplying for SSI at age 18 with adult standards, exploring supports for community living, waiver programs, respite, other community services for adults with disabilities (get on waiting lists)</li> <li>○ Has contacted VR to discuss services</li> <li>○ Knows laws, policies, rights, and responsibilities for people with disabilities</li> <li>○ Has driver’s license or state ID card</li> <li>○ Knows how to register for college entrance exams, apply to post-secondary institutions and financial aid</li> <li>○ Knows about ADA, IDEA, futures planning, wills, trusts, guardianship issues, power of attorney, health surrogate</li> <li>○ Is completing high school</li> <li>○ Has definite plans for work and/or vocational training/college</li> <li>○ Has plans for independent or supported living</li> </ul>

**“There needs to be a lot more emphasis on what a child can do instead of what they cannot do.”**

**- Temple Grandin**

## PREPARING FOR POST-SECONDARY LIFE

Surveys consistently show that many high school graduates do not meet employers' standards in a variety of academic areas, as well as in employability skills such as attendance, teamwork and collaboration, and work habits. (National Association of Manufacturers, 2005; Peter D. Hart Research Associates, 2005). There are many activities that a parent/guardian can do to help a student prepare for educational and, ultimately, vocational success. These 20 Powerful Strategies can help prepare your child for rigor of inclusive post-secondary education. (*Wade, 2017*)

Make sure your child is a regular attendee at an over-night, sleep-away camp.	Have your child become comfortable with electronic communication, including email and attachments.	Empower your child to manage a schedule using a cell phone (calendar times, reminders, etc.).	Strategize a system for independent medication management.	Help your child practice talking about disability characteristics, best learning styles, and needs.
Sign up for a drama or improv group.	Have your child call and make appointments for doctor / dentist / advisor.	Give your child a budget for clothing. Step back from the selection process.	Support choice-making.	Start a savings program for college.
Build expectations for post-secondary life (working, living independently).	Open a bank account with your child. Give your child the debit card and train responsible use of money.	Let your child fail, and talk through making a different choice next time.	Help your child become comfortable with down-time & using time constructively.	Use public transportation, even if YOU don't live on the bus line.
Encourage moderation strategies around food and money.	Fill your life with interests other than the social / sports / activity schedule of your child.	Support your child in volunteering for an organization. (Excellent work experience.)	Dignify your child's desires with high expectations.	Use Family Support dollars to pay for inclusive camping experiences and extend the use for post-secondary programs.