



Mapping Dreams: The Transition to Adulthood



KY-SPIN

(Special Parent Involvement Network)

Parent Training & Information (PTI)

Center

Funded by the U.S. Dept. of Education under IDEA since 1988 when Kentucky first received a PTI. KY-SPIN Parent Center provides training, information and support for children and youth with all types of disabilities (birth through 26 years old), their parents, families, and professionals.



We do NOT:
Act as Attorneys

We DO:



- ♥ Empower Families to Effectively Advocate for their Children
- ♥ Provide peer support to help families access needed information and resources

- ✓ Minnesota's Parent Training and Information Center
- ✓ Home to PACER's **National Parent Center on Transition and Employment**
- ✓ History of developing national parent training curricula through federal grants

Mapping Dreams: The Transition to Adulthood

Session Agenda

- Welcome & introductions
- The power of parent involvement
- Transition in the IEP
- Transition to employment
- 10 minute break
- Transition to postsecondary education or training
- Transition to independent living
- Closing thoughts, Q & A, evaluation surveys

Regarding COVID-19

For the sake of this presentation, we will be discussing what transition during “normal” circumstances can and should look like. However, we will be providing a resource at the end of the presentation.

Parents are Forever

- Parents have the “history”
- Know son or daughter the best
- Member of IEP team at least until transfer of rights
- Maintain high expectations
- Help student make informed choices
- Learn new supporting role

The Power of Parent Involvement and High Expectations

Family involvement is a greater predictor of successful outcomes for youth than income or social status.



High Expectations for Access, Opportunity and Participation

FEDERAL LAWS



- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)
- Workforce Innovation & Opportunity Act (WIOA)
- Olmstead Decision
- Higher Education Opportunity Act

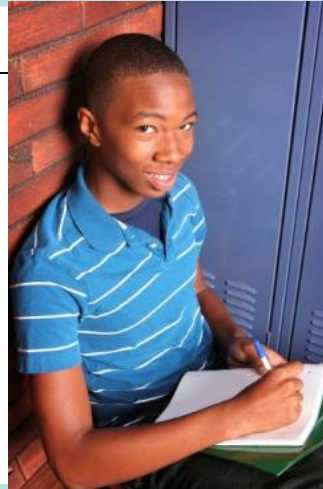
What Parents Can Do

- Hold and communicate high expectations
- Understand and take an active role in IEP process
- Support your youth's participation in the IEP process
- Make sure academic skills, self-advocacy skills, and accommodations are addressed
- Understand that the school can't and won't "do it all"

**Independent
living**

**Community
participation**

Employment



**Postsecondary
education**

**Recreation &
leisure**

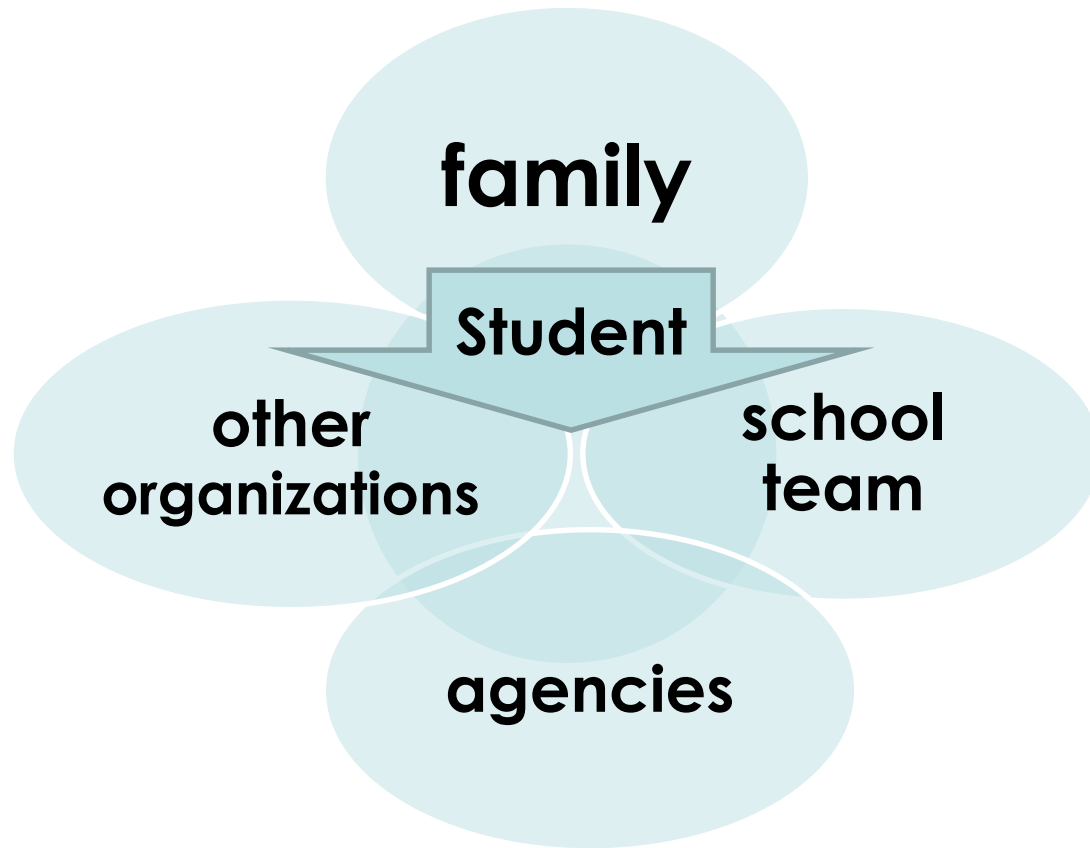
What skills do I need?
What support will I need
Who can help?

How We Can Go from “Here” to “There”

- Become aware of options
- Invite new people into student’s life
- Stay flexible
- Ask questions
- Advocate for needs to be met appropriately



Who Does the Planning and Why?



Transition in the IEP

IEP team identifies present levels of strengths, needs, interests



IEP: Measurable postsecondary goals



Transition services



Annual goals



Courses of study



Other activities

Mapping Dreams: The Transition to Employment

- Explore the options
- Talk with each other
- Set a destination
- Map a course
- “Recalculate”



Transition to Employment: Explore Options

- Explore interests, skills and dreams
- Discover how interests, dreams and skills relate to employment possibilities
- Plan for work-based learning opportunities

Transition to Employment: Explore Options

- Take note of “soft skills” development

Soft Skills = “The skills, traits, work habits, and attitudes that all workers across all occupations must have in order to obtain, maintain, and progress in employment.” *National Collaborative on Workforce and Disability for Youth*

Talk with Each Other

Handout: Talk to Your Child About Employment: A Checklist for Parents

Employment

Talk to Your Child about Employment

What am I good at?

What is hard for me?

What do I like to do for fun? What are my hobbies?

What kind of work would I like to do?

What skills do I still need to learn or improve?

What kind of accommodations do I use at school that could help me on a job?

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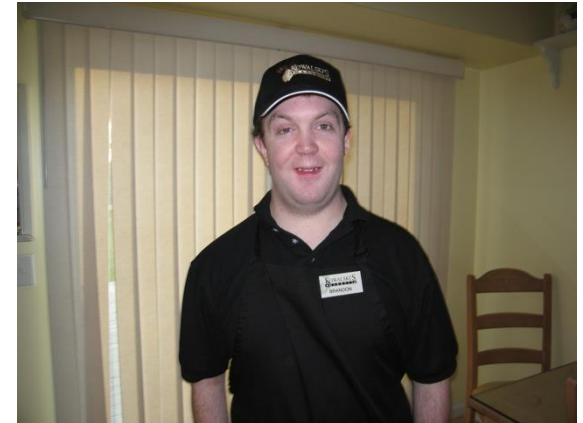
Transition to Employment: Set a Destination

- Measurable post-school goal for employment in the IEP
- Get My Future at Career Stop
 - www.careeronestop.org One [/GetMyFuture/](http://www.careeronestop.org/GetMyFuture/)
- Individual Learning Plans or ILPs for all of Kentucky's 6th grade through 12th grade students



Transition to Employment: Map a Course

- Develop a plan
 - Employment supports
 - Training
 - Job placement
- Set short-term goals
 - IEP goals and activities
 - Family support



Transition to Employment: Map a Course

- Find others to help
 - Vocation Rehabilitation (VR) Counselor
 - Specialized Deaf/Hard of Hearing Services
 - Kentucky Office for the Blind Counselor
 - Community Mental Health Centers

Mapping Dreams: The Transition to Postsecondary Education or Training

- Explore the options
- Talk with each other
- Set a destination
- Map a course
- “Recalculate”

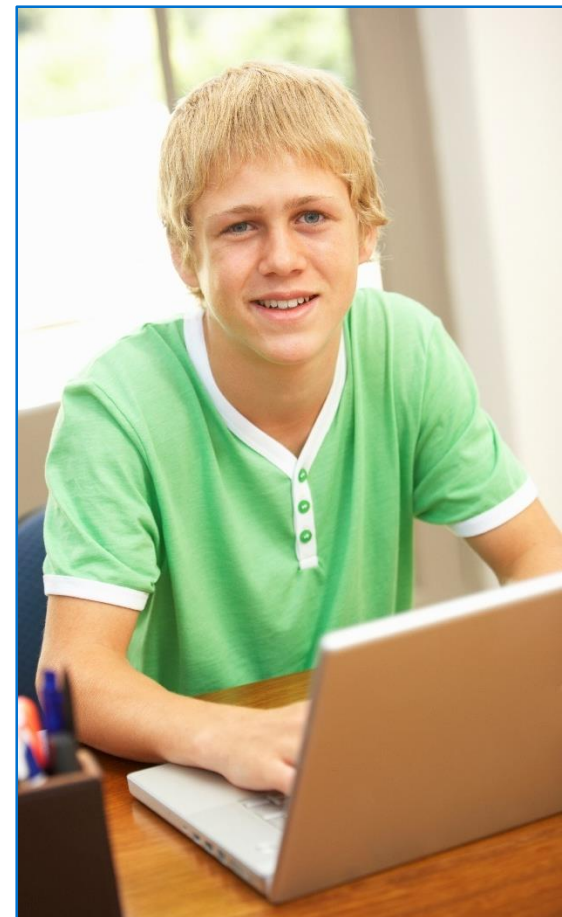


Why is Postsecondary Education or Training Important?

- Provides preparation for employment
- Builds life skills and social skills
- Lower unemployment rate for those who attended college
- College grads earn more money than those who did not attend college
- Most college students agree that going to college was “worth it”

What can you do to increase the chances for success?

- 63% of high school students with disabilities enroll in college
- 16% of those students attain a bachelor's degree
- 25% of those students earn associate degrees or vocational certificates



Learn about changes in rights and responsibilities

The IEP does not transfer with your child to a postsecondary education program.

Laws governing disability services in the postsecondary setting are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act Amendments Act (ADAAA), two antidiscrimination laws.

Talk with Each Other

Handout: Talk to Your Child About Postsecondary Education or Training: A Checklist for Parents

Mapping Dreams

Talk to Your Child about Postsecondary Education or Training

What are my abilities and strengths?

How does my disability affect my learning and ability to show what I know on tests?

What accommodations do I need to be successful?

What postsecondary education or training programs do my teachers and school counselors recommend for my areas of interest?

What classes will I need to take in high school to help prepare for my future goals?

What else might I want to know about postsecondary education or training?

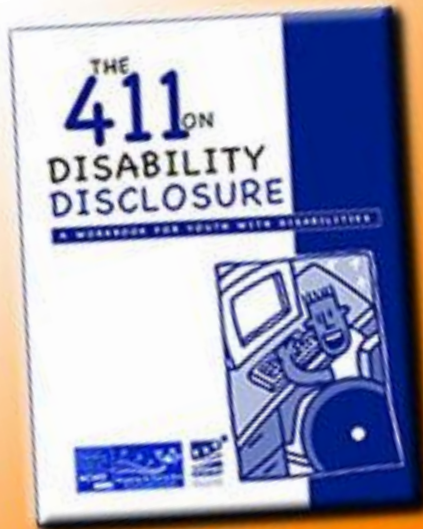
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Explore Postsecondary Options Together

- Certificate or trade school programs
- Two-year technical school or community college
- Four-year college or university
- College experiences for students with intellectual and developmental disabilities
- Other postsecondary and training options



How it works at college: Disability Disclosure

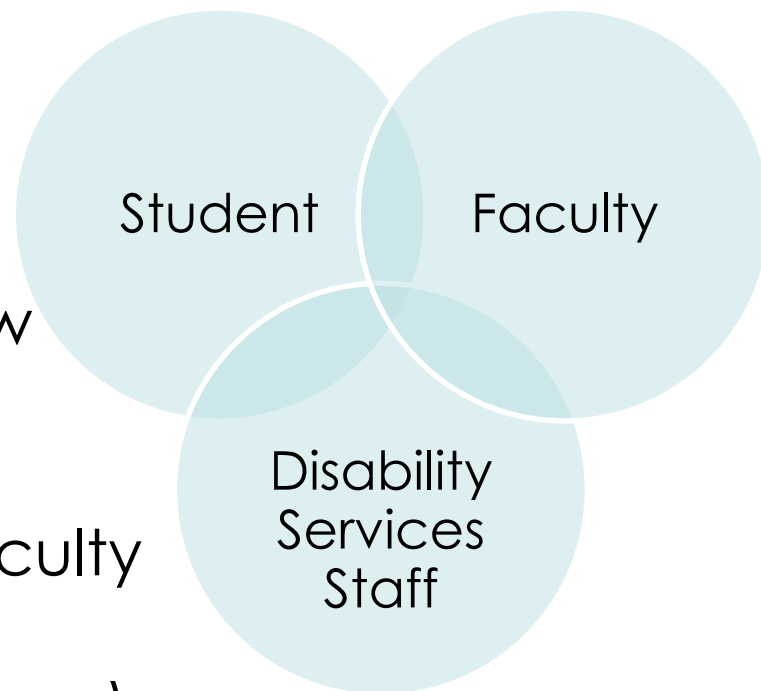


◆
One of the most personal decisions
you will make as a person with a
disability is whether or not to tell
someone about your disability.
◆

<http://pacer.org/transition/learning-center/employment/self-advocacy.asp>

How it works at college: The Interactive Process

1. Disclose disability
2. Provide documentation
3. Request assistance and follow process
4. Collaborate with staff and faculty to determine "academic adjustments" (accommodations)



What Families Can Do Now: Self-Advocacy is the Key to Success

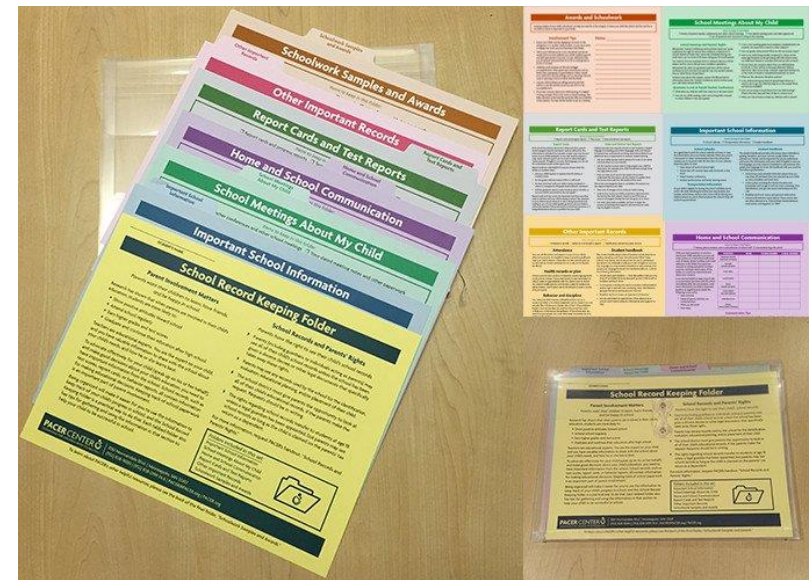
Help your young adult discover....

- how their disability affects them
- what kind of help they need to succeed
- how to ask for accommodations
- their strengths and weaknesses
- their short-term and long-term goals



Important Documents to Keep

- Current IEP or 504 Plan
- Recent Evaluation Report
- Medical Documentation
- High School Transcript
- Summary of Performance
- Diploma



College-Bound with Assistive Technology



PACER's
National Parent Center on Transition and Employment
with the Simon Technology Center

Presents

COLLEGE-BOUND WITH
ASSISTIVE TECHNOLOGY

Choose a Destination and Map a Course

Handout: Set a Postsecondary Education or Training Destination and Map a Course to Get There

Mapping Dreams

Set a Postsecondary Education or Training Destination and Map a Course to Get There

People usually plan journeys with a specific destination in mind, and map the way accordingly. It is important to begin to explore education and training options available to your youth before graduation, then beyond, based on their current interests and abilities. It may be helpful to revisit school or training programs as interests and goals change or as new opportunities become available.

Things to remember

- Parents can help their young adult start exploring postsecondary education or training opportunities. Be sure to plan ahead!
- Postsecondary programs have varying admissions requirements including entrance or placement exams.
- Schools or other agencies may be able to help.

Set a postsecondary education or training destination

When you and your son or daughter are planning for your young adult's journey to postsecondary education or training, you will need to decide on a specific destination or goal and then map a clear course of action to reach it. The information you gather from the activities and suggestions on the [PACER.org/transition](https://www.pacer.org/transition) website will help you determine the destination or postsecondary goal. It is important to choose the program and environment that fits your son or daughter's personality, learning style, and needs. Refer to the publication [Transition to Postsecondary Education or Training: What Parents Can Do Now](#) for more information about available postsecondary programs.

Map a course

Once you and your young adult have decided what kind of postsecondary education program they're interested in, you'll need to find appropriate schools.

- High school counselors and teachers are resources for this type of information.
- You can also call post-secondary school admission officers to request brochures and fact sheets about the school and its programs. Schools almost always include information about their programs online.
- If possible, visit the school with your young adult to see how he or she would fit in and if the atmosphere is a comfortable one.

When trying to find a school or program that is good for your son or daughter, consider what the requirements are for admissions.

- Determine if your son or daughter needs a certain grade point average to be accepted.
- Ask if he or she needs recommendations from high school teachers and community members, and if so, consider who would be the best recommenders.

Mapping Dreams: The Transition to Independent Living

- Explore the options
- Talk with each other
- Set a destination
- Map a course
- “Recalculate”



Transition to Independent Living: Explore Options

Will your son or daughter have the skills to live, learn and work in the community?

- Recreation and leisure activities
- Community participation



Transition to Independent Living: Explore Options

- Home living
 - Transportation
 - Medical care
 - Finance management
- Housing

PACER's Housing Project:
www.pacer.org/housing/



Talk with Each Other

Handout: Talk to Your Youth About Independent Living: A Checklist for Parents

Mapping Dreams

Talk to Your Child about Independent Living

Where do I want to live, and what do I want in my community? (For example: Do I want to live near a bus stop or other transportation? Do I want to live near my work?)

What are my favorite recreation and leisure activities? List three or more of your favorite activities, such as participating in sports, gardening, or playing a musical instrument.

How do I connect with people in my community? List three activities you would like to do, such as visit the library, volunteer, or join a club.

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Transition to Independent Living: Set a Destination and Map a Course

- Practice independent-living skills at home and in the community
- Determine skills or experiences best addressed at school

Transition to Independent Living: Set a Destination and Map a Course

- Check into supports or services available from community-based organizations and public agencies such as:
 - Developmental Disabilities Case Management and Support Services
 - Centers for Independent Living (CIL's)
 - Adaptive Recreation and Leisure Programs
 - Special Olympics Unified Champion Schools
 - Disability-specific organizations

www.pacer.org/transition

The screenshot shows the homepage of the PACER's National Parent Center on Transition and Employment. The header is green with the PACER logo and the organization's name. Navigation links include 'About Us', 'Contact Us', and a 'Google Custom Search' bar. There are buttons for 'Newsletter', 'Donate', and social media icons for Facebook and YouTube. A dark blue navigation bar contains links for 'Home', 'Videos', 'Learning Center', 'Stories', and 'Resource Library'. The main content area features a 'Learning Center' section with a photo of a man on a phone and a 'Learn more' button. To the right is a 'Features' section with a video player showing a woman saying 'I care about my community.' and text about voting rights. Below the video is a link for '10 Tips for Voters With Disabilities'. A large thumbs-up icon is overlaid on the bottom right of the screenshot.

PACER's National Parent Center on Transition and Employment

About Us | Contact Us | Google™ Custom Search | Search

Newsletter | Donate | Facebook | YouTube

Home | Videos | Learning Center | Stories | Resource Library

Learning Center

Find helpful information and resources on transition topics such as independent living, postsecondary education, and employment.

[Learn more](#)

Features

 **Vote!**

 I care about my community.

Vote! It's Your Right and Responsibility

A message from the Oregon Council on Developmental Disabilities, Disability Rights Oregon and the Oregon Secretary of State.

[10 Tips for Voters With Disabilities](#)

www.facebook.com/npcte

It's worth the effort!

“Dreaming, hoping, and seeing potential where others may not – that’s the role of the family. Believe in the capability of your child, cultivate patience, and view your child’s future with anticipation and optimism.”

~ High Expectations



COVID-19 Updates

[HOME](#)[ABOUT](#)[RESOURCES](#)[PARENTS](#)[YOUTH AND ADULTS](#)[EVENTS](#)[NEWS](#)[EN ESPAÑOL](#)[CONTACT](#)

HOW KY-SPIN, INC. IS HANDLING COVID-19

Our children and families safety is our top priority! As such our staff is working remotely. Now more than ever as we all navigate this uncharted territory with COVID-19 we are here for you. We have compiled a list of resources and guidance and will keep our page dedicated to COVID-19 updated as new content becomes available.

[KY-SPIN COVID-19 ADVISORY](#)

“KY-SPIN’s Tuesday Tips” and Weekly Webinars

**Every Tuesday and Thursday @ 11:00 am. (EST)
for the latest information and guidance. Topics
will vary...**

**For most up-to-date information/resources for
individuals with disabilities, their families and
professionals during COVID-19,
please visit our [webpage](#)**

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Contact Us – We're Here to Help!



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Please complete our evaluation