



**Presents:**

**Letting Go: Creating a  
Successful 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
- ♥ Lend a listening ear



# Equality vs. Equity (which is best?)



In the 1<sup>st</sup> image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the 2<sup>nd</sup> image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the 3<sup>rd</sup> image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



Transition simply means moving from one place to another.

# AS PARENTS

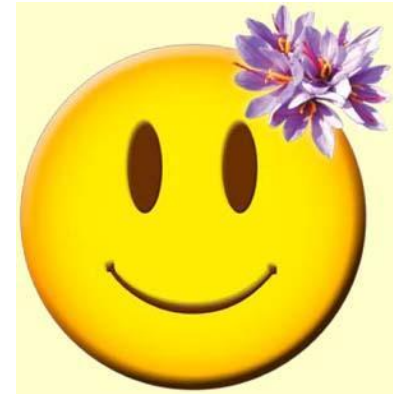
We want our children to be

**safe**

*happy*

**included**

productive





“The future is not something we enter. The future is something we create. And creating that future requires us to make choices and decisions... That all begin with a dream”

Leonard Sweet

# IDEA requires that an IEP include:

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter... (In Kentucky transition begins in 8<sup>th</sup> grade or age 14).

- appropriate measurable goals based upon transition assessments which relate to: training and education; employment and independent living skills
- a list of transition services (including courses of study) needed to assist the child in reaching those goals, and...
- beginning not later than 1 year before the child reaches the age of majority (18 in KY): a statement that the child has been informed of their rights and they will transfer to them when they turn 18.



**IDEA 2004  
614(d)(1)(A)**



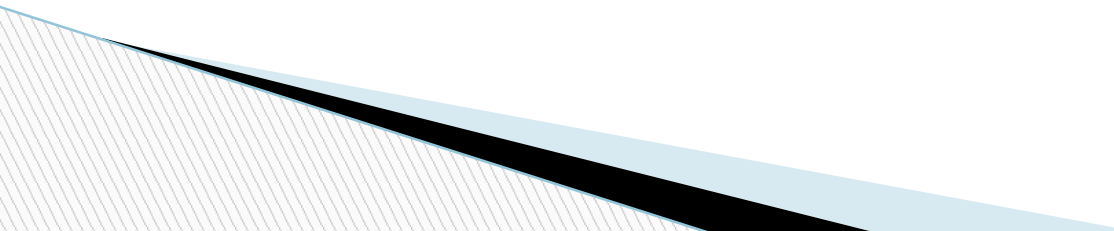
# Examples of Post-secondary goals

- Upon completion of high school, Kim will independently prepare for work each day, including dressing, making her bed, and making her lunch.
- After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.
- After completing high school, Karen will obtain a 4 yr. degree from a liberal arts college with a major in elementary education.
- Upon graduation from high school, Jason will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.
- After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Montgomery County Community College.

Key Words: will attend, will increase....these are measurable goals.

# What does the law say about how the IEP goals should support the transition goals?

For each post-secondary goal, there must be annual goals included in the IEP that will help the student make progress towards the post-secondary goal such as:

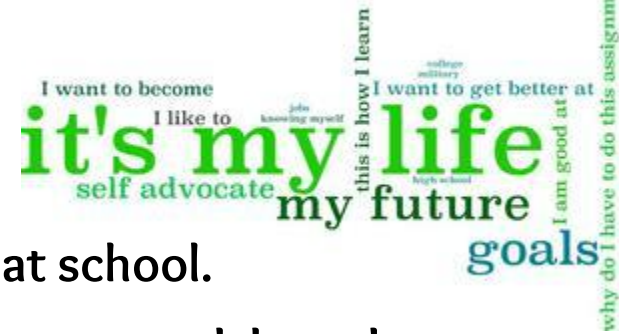
- Learning to use technology
  - Demonstrating work habits for career choice
  - Communicating effectively both verbally and non-verbally
  - Learning self-advocacy skills
  - Developing interpersonal skills
  - Using services and resources in the community
  - Learning legal rights
  - Problem solving in real life situations
  - Reading strategies, Mathematical procedures
  - Interviewing, writing a resume, completing applications
- 

## Transition Planning



- Talk to your child about their hopes and dreams (not yours 😊)
- Think of creative ways to help them achieve those dreams
- Schedule a Person Centered Planning Meeting. Invite important people in their lives other than family.
- Make a list of life skills that you know your child will need to work on to reach their goals

# SOME POSSIBILITIES

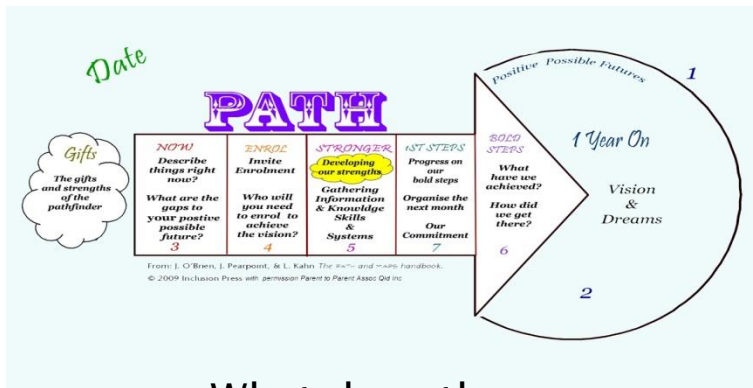


Look for and create opportunities to practice skills at school.

Encourage students to participate in and lead their IEP meetings:

- Introduce themselves and others they know
- Share information about their disability at their comfort level
- Come prepared to discuss their strengths, needs, interests & goals
- Use pictures, drawings, storyboards, portfolios, technology and/or video to portray their school day, activities and preferences
- Help to develop sections of their IEP
- Ask teachers about classroom progress and performance
- Give feedback on accommodations and modifications

# Questions to Help Prepare for Transition Planning



- What does the young person want to do with his or her life?
- What are his or her dreams, aspirations, or goals?
- What are the young person's needs, abilities, and skills?
- What are the outcomes that the youth and parents want?
- When will the young person graduate?
- What kind of diploma option is the best choice? (Only 2 in Kentucky)
- Are work experience classes appropriate to reach employment goals?
- How could the educational and transition program be more integrated into the regular program?
- Who will attend the IEP meeting? Is it time to invite Vocational Rehabilitation?
- **Person Centered Planning** is an ongoing problem-solving process used to help people with disabilities **plan** for their future. Groups of people focus on an individual and that **person's** vision of what they would like to do in the future.

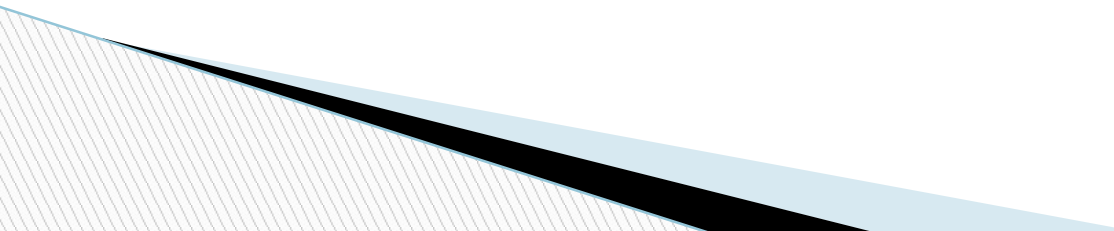
# What is Guardianship?

Guardianship is a legal relationship between a capable adult (the guardian) and either a minor (a person under eighteen years old) or a legally disabled person. A legally disabled person is a person who has been found by a court to be unable to care for personal needs and/or unable to manage financial resources.

There are many types of Guardianship.

Other options: Limited Guardianship, Power of Attorney, Advance Directives and Supported Decision Making.

We as parents tend to go from wanting the Least Restrictive Environment when our kids are in school to the most restrictive when they turn 18. There are many options to choose from. You have to decide what is best in your situation.



# SOME ALTERNATIVES



- Setting up a Durable Power of Attorney gives one person the ability to make certain decisions on behalf of another person (medical, financial)
- Designating a Representative Payee allows someone else to manage SSI and other funds for another person. This decision comes from the Social Security Administration.
- Having a bank account co-signer helps with money management skills.
- Supported Decision Making is a promising alternative to guardianship and can become part of the Durable Power of Attorney documentation.

# What is best?



Some questions to consider--

Looking at each individual - do they know how to...

- ❑ To take care of their own personal needs for physical health, food, clothing, or shelter?
- ❑ To manage personal financial resources?
- ❑ Skills so they won't be taken advantage of?
- ❑ Are there alternatives and/or supports available?
- ❑ Working throughout the years to identify what the person will need to live successfully in the adult world
- ❑ Providing skills training in areas of weakness.
- ❑ Developing circles of support/Supported Decision Making



# Supported Decision Making

Supported decision-making is the use of trusted friends, family members, and professionals to get the help we need to make our own decisions. This help can come in many forms including but not limited to evaluating a situation, weighing pros and cons, exploring options, offering advice based on experience, and/or explaining complicated documents or concepts.

Taken from [www.mychoiceky.org](http://www.mychoiceky.org)



# Great planning tools: [www.lifecoursetools.com](http://www.lifecoursetools.com)

## CHARTING the life course



### Life Trajectory Worksheet

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

On this side of the arrow list what the vision is for a good life.

On this side of the arrow list what you don't want to happen.

#### VISION for a GOOD LIFE

 Individual

 Family

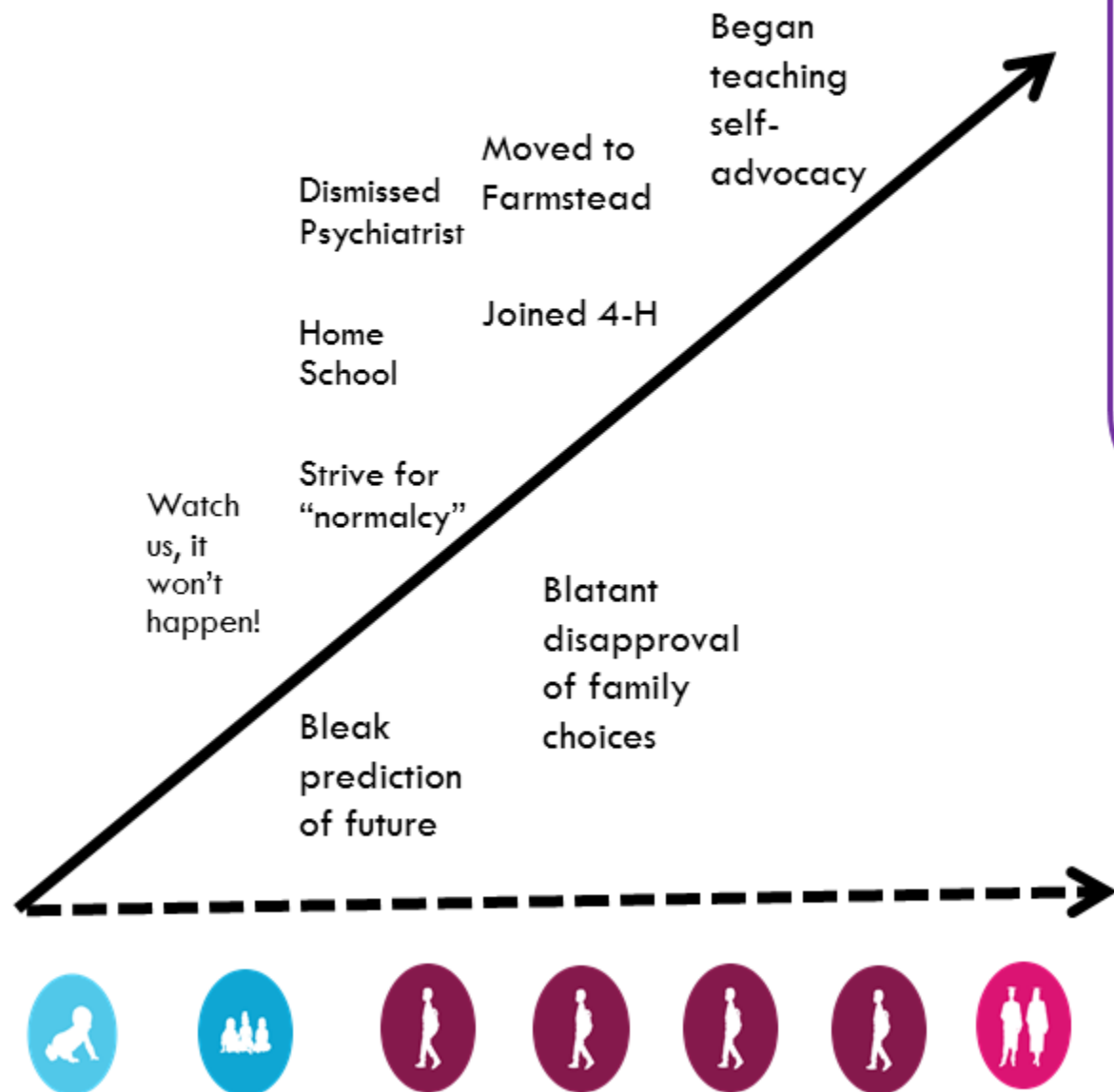
#### What I DON'T Want

 Individual

 Family



# Shaylee's Good Life Trajectory



## What We Want

- Live independently
- Work with animals
- Healthy self care
- Self-regulate behaviors
- Control over finances
- Access to transportation
- Strong supports in place as needed

## What We DON'T Want

- Over-medicated
- Taken advantage of
- Institution or group home
- Others make all decisions choices for her.

# DARE TO DREAM

How do we get from here to there?



- ✓ brainstorm and think outside the box
- ✓ imagine what a desirable future could look like
- ✓ create new possibilities to build a better future



# Defining the Dream (Beyond High School)



Picture that it is the year after your child exits school.

- What are they doing?
- Do they have a job?
- Are they attending college or training?
- Are they connected to their community?
- What are they doing during the day and evening?
- Where are they living?
- Who are they hanging with?
- How will they get there?

It will be here before you know it!



# WHOSE DREAM IS IT?



It is all about the person!

It should reflect on who that person is and what their gifts and talents are.

It should help the person live life similar to the lives of persons without disabilities

**INCLUSION** in the community after high school needs to start while they are in high school.

# What Skills Should I Know?



- Communication skills
- Self-understanding, including strengths, needs and effects of disability
- Self-advocacy skills (*using my voice ; sticking up for myself; letting people know what I need*)
- Goal setting skills
- Problem solving skills
- Social skills/friendship building
- Knowledge of their rights
- Ability to tell about their disability and request/utilize needed accommodations

# More Skills (not all but a few)

Needs vs. Wants

Budget/bill paying

Debit Card vs Cash

Navigating a store

Prices of items

Personal space issues

Basic personal information

Stranger danger

Social media do's and don'ts

Medication

(how, when and what to take)





# THEY NEED TO LEARN BOTH...

Self advocacy which is when you speak up for what you want, need, or are entitled to

and



Self determination which is taking control of your own life by using a combination of knowledge and skills

**" If you don't know where you are going,  
any road will take you there."**



**But it sure is nice to have a plan!**

# ROOTS and WINGS

Growing up means growing apart

Inviting others in

Building natural supports

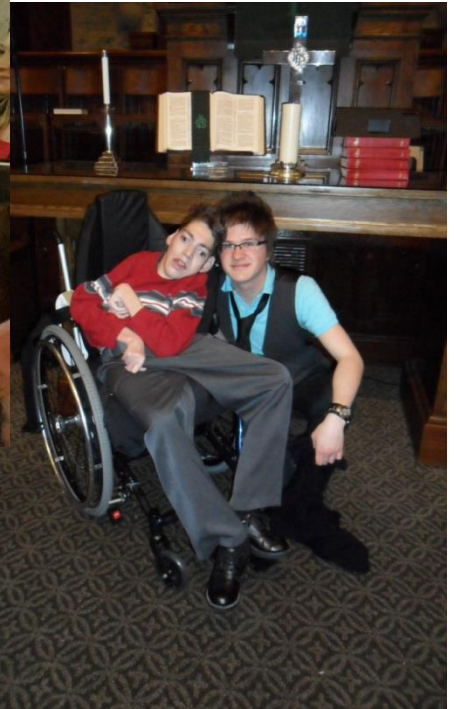
Taking acceptable risks...  
and the gift of failure



THERE ARE TWO  
GIFTS WE SHOULD  
GIVE OUR CHILDREN;  
ONE IS ROOTS, AND  
THE OTHER IS WINGS.

# LETTING GO

*“Barriers {such as overprotection} are usually more disabling than the limitations imposed by a person's physical or mental disability,” M. Ward*



# TAKE TIME TO DISCOVER



Who is this person? -- not defined by their disability

Look at the person's life experiences and who they are at home, school and community to identify personal preferences, conditions (where are they at their best) and contributions.



# TAKE TIME TO DISCOVER



What typical skills and talents do they have?

What are their motivational interests, people, and activities?

What environment or activity allows them to function best?

How do they learn new skills?

What are the supports needed to perform routines and chores?

What types of job tasks allow them to be successful?

What activities and places do they enjoy doing and going to?

Create an info sheet to share with others or have your young adult share it.

# DANNY



## What people like and admire about me...

My smile, my Casanova flirtatiousness, my easy going nature, how I laugh at scary movies and shows, my beautiful eyes, when I am a goof and make others laugh, how I make others feel good when I am silly, good listener

## Things that are important to me are...

Music (MXPX ,Beatles, Tom Petty, The CARS, CCR, Social Distortion, Gas Light Anthem, Living with Lions, Nora Jones , Sundowner etc. ), hanging out with friends and my team, being included in what is going on, visiting people and places like the Highlands, getting a massage, going to church, having my personal needs met, being repositioned and in different places, being stretched, doing art with Greta, interaction with others, being outside if the weather is not too hot or cold, being jigged, hanging with my dad, seeing my sister and others who live out of state, traveling



# Ways to best support me - Danny

- Take the time to get to know and understand my communication. Communication comes from physical cues observed-sounds, physical range of motion, facial expression, and movement of my eyes to tell whether I am in pain, happy, worried, tired, disinterested, or excited.
- Help me with all activities of daily living including full support for all personal care/dressing, taking medicine /feeding. Pay attention to detail.
- Help me keep my place clean and looking good.
- Treat me like a 30 year old.
- Help me explore new opportunities/places in community.
- Read my energy level to see what I need and “where I am at” to see if I need to rest or get going.
- I am not a morning person so schedule activities later.
- Interact with me like you would with anyone else.



LOVE ME FOR  
WHO I AM,  
NOT FOR WHO  
YOU WANT ME  
TO BE.





## Clayton Carroll

### Strengths:

*Highly Social  
Determined  
Shows Initiative  
Hard Working  
Independent  
Musical  
Creative  
Dependable  
Empathetic*

### Areas I Need Help:

*Reading  
Math  
Counting Money  
Managing Time  
Keeping Track of a Schedule  
Redirect when needed*

### Vision Statement:

I love my two jobs. I work at the Bread of Life Café and the Dunnville Christian Church Daycare. I also travel with my Mom and do motivational speaking. Someday I want to live on my own and get married to my girlfriend.

### Accomplishments:

- Worked at Bread of Life Café for 5 years
- I am registered to vote
- I have been the Band Staff Advisor for Casey County High School Marching Band for 4 years.
- I have spoke at many events and participated on student panels for students with disabilities.
- I am a self-advocate

### What Works for Me:

*Peer modeling and support  
Age-appropriate awards: breaks, money, music  
Specific explanations and showing me how*

### What Doesn't Work for Me:

*Giving me too many tasks at one time  
Removing me from friends*

# IT JUST DOESN'T HAPPEN OVERNIGHT!

Have high expectations! Expect results!

Planned teaching. Begin to find ways to create results.

Seizing the moment. Every moment should be a teaching moment.

Practice, Practice, Practice every opportunity you can! Social stories are a great way to practice. It is ground hog day every day at our house!!!



# SOME POSSIBILITIES



Other places to practice skills



Sports

Jobs while in school

Internships

School events



# MORE POSSIBILITIES

In the community

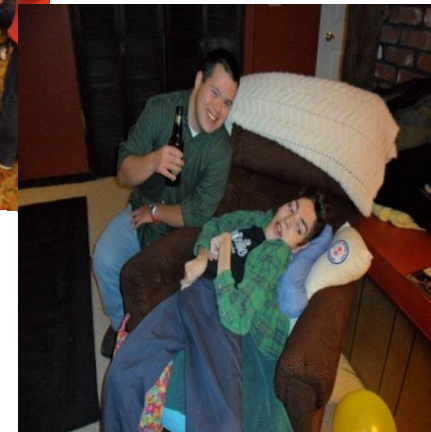
Recreation

Church

Volunteer work

Socializing

Travel



# LIVING LIFE AS AN ADULT...like everyone else!



Meet our newest member of 101.3 Clayton Carroll will be here Thursdays 12-2pm.



If you have  
questions...



(800) 525-7746  
(502) 937-6894  
spininc@kyspin.com  
[www.kyspin.com](http://www.kyspin.com)

Please complete our evaluation

Portions adapted/used from a training from  
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