

Dreams of the Future

Amy Papacek, PhD

Andrea O'Brien, MEd

Advocates

Susan Marks & Advocates, PLLC

www.susanmarks-advocates.com

www.facebook.com/SMarksadvocates/



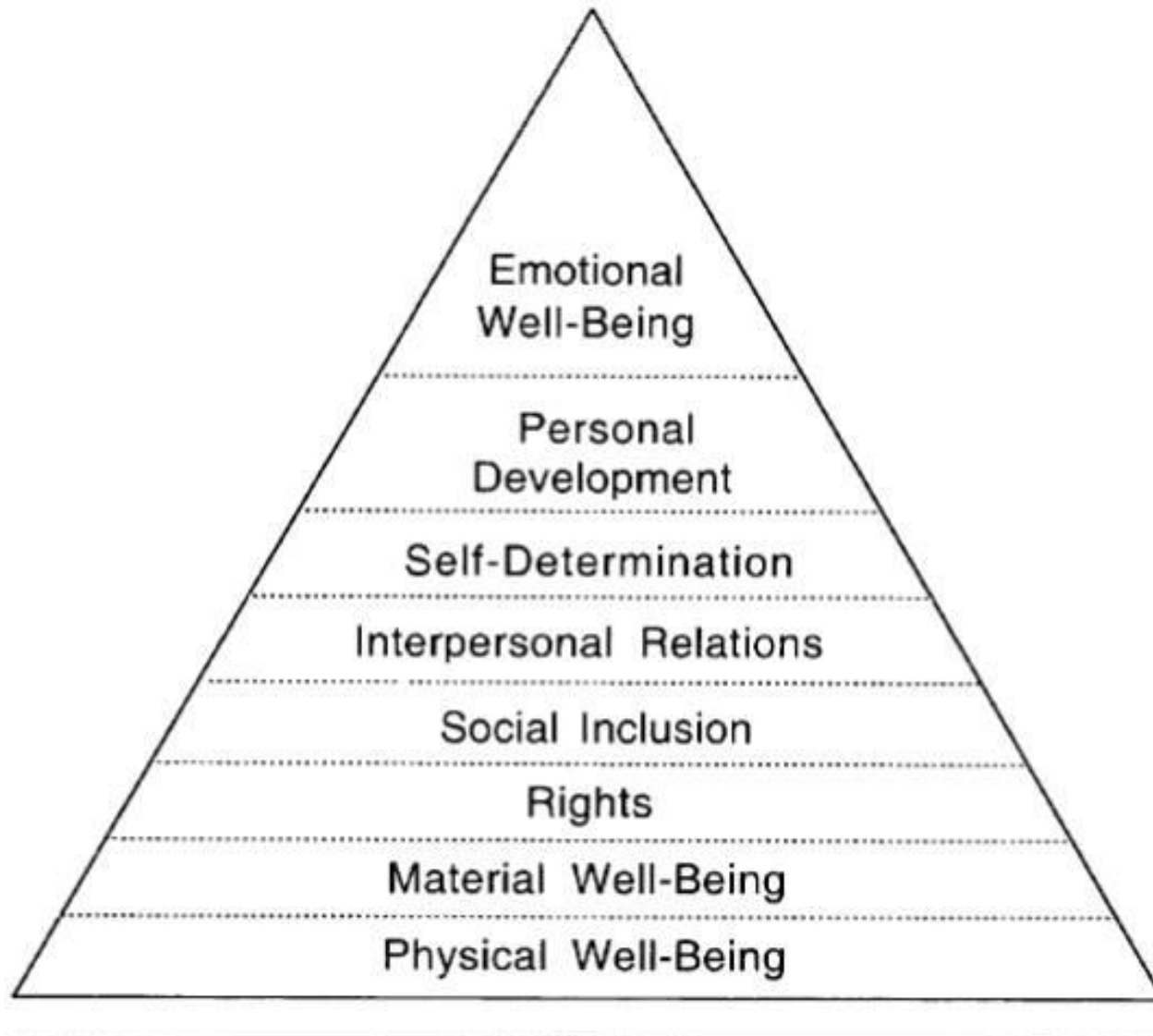


FIGURE 1. Hierarchical nature of core quality of life dimensions.

Self-Determination

For Students with
Intellectual Disabilities
and

WHY I WANT EDUCATORS TO KNOW WHAT IT MEANS

Contrary to what many people assume, students with intellectual disabilities are capable of directing some aspects of their own lives. If we are to create democratic classrooms, Ms. Marks argues, we must promote self-determination for all students.

Key Idea #1. All People Want Some Level of Self-Determination in Their Lives.

Key Idea #2. Rich and Varied Experiences Are Necessary for Promoting Self-Determination

Key Idea #3. Self-Determination Is a Lifelong Learning Process

What is Transition Planning?

- Planning for the future
- Planning for adulthood



(Some) Considerations

- Self-Determination and Self-Advocacy
- Going to college
- Getting a job
- Residential living
- Leisure/Recreation
- Relationships
- Community mobility
- Using/accessing services
- Guardianship

What does IDEA require?

What must be included in a student's IEP no later than when student turns 16 :

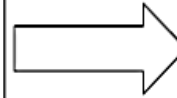
Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

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

Transition Assessment Process

Person-Centered Plan

- Who is this person?
- What are the dreams?

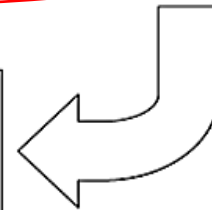


What do we need to know?

1. Records Review
2. Psycho-educational Report
3. Interviews
4. Transition preference
5. Transition assessment tools
6. Strengths

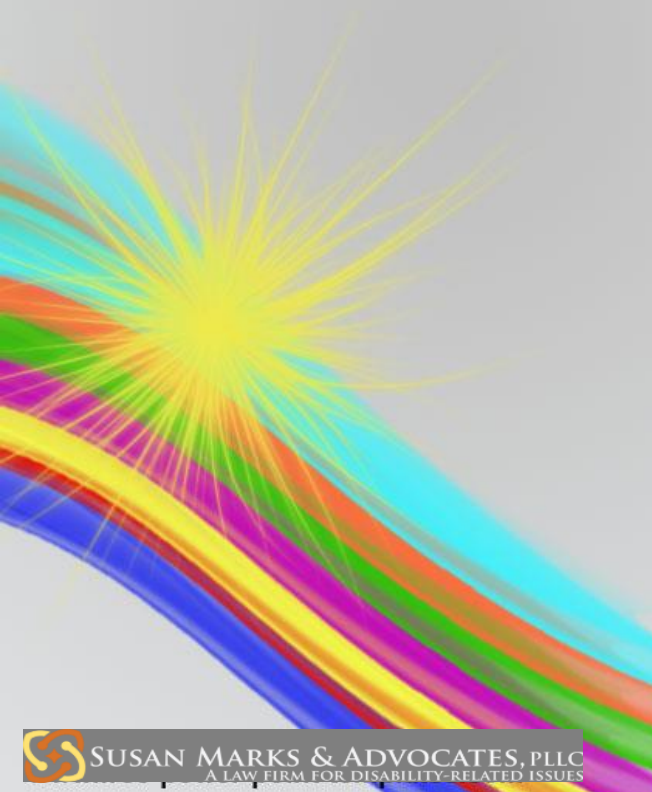
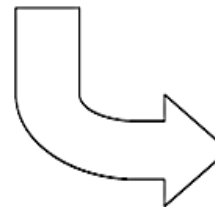
Advancing the Dream

- What skills does this person need to have?
- What experiences does this person need to have?
- What resources and services are needed and available?
- What does the team need to provide?



Transition Plan

- Develop goals
- Specify services and activities
- Identify transition team members and roles
- Evaluation plan and data monitoring system



Person-Centered Planning

Who is this person? And what are his/her dreams?

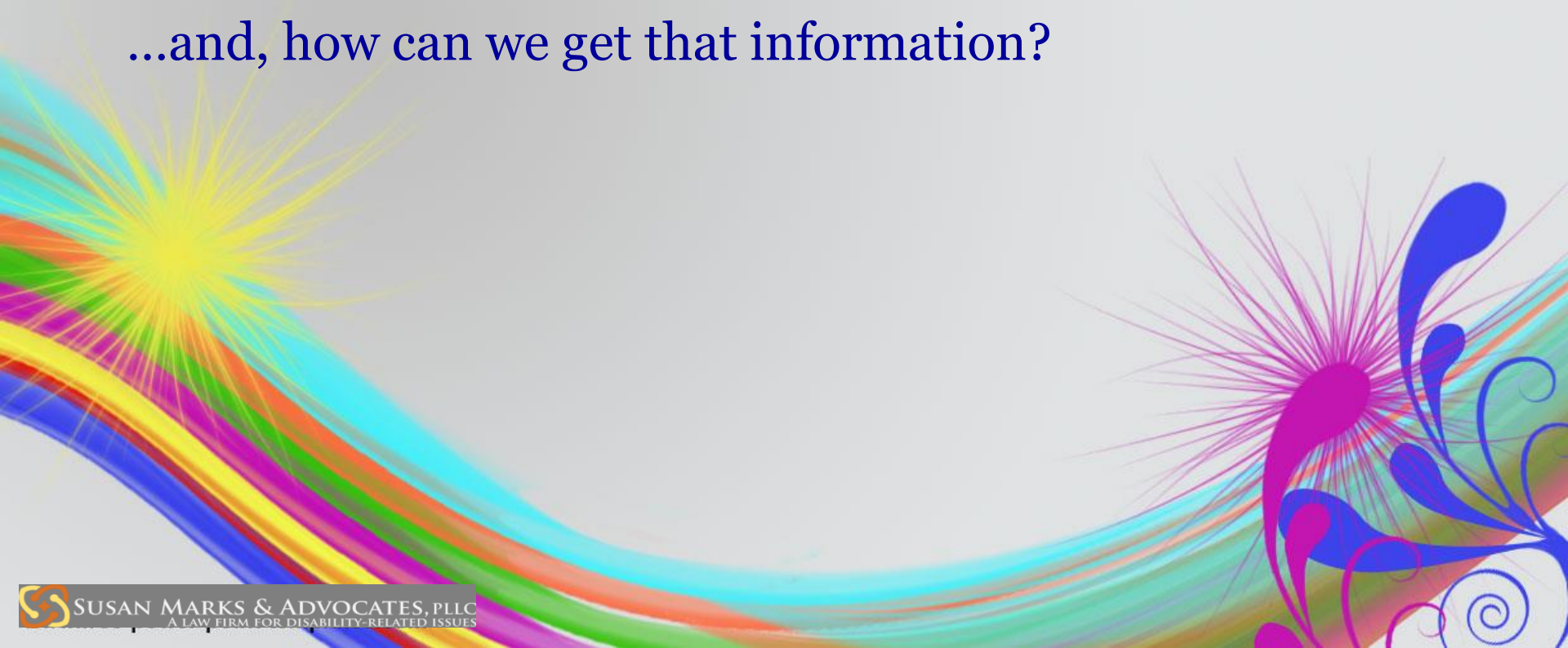
[Jenica Powerpoint.pptx](#)

MAPS Worksheet for _____

1. What is _____ history?
2. What is your dream for _____?
3. What is your nightmare?
4. What are _____ strengths/gifts?
5. What are _____ needs?
6. What would an ideal day at school be like for _____?

What do we need to know?

...and, how can we get that information?



Age-Appropriate Transition Assessments

- Observations
- Career Interests
 - Student Surveys/Interviews/Assessments
 - Job Analysis (i.e., Environmental Job Assessment Measure)
 - Ecological Inventories
- Parent Surveys (i.e., Parent Transition Survey)
- Teacher Surveys
- Curriculum-Based Measures (i.e., Brigance Transition Skills Inventory)

Select assessments that help the student to answer the following questions:

- Who am I?
- What are my unique talents and interests?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?
- What are my options in the school and community for preparing me for what I want to do, now and in the future?

Transition Assessment Process

Person-Centered Plan

- Who is this person?
- What are the dreams?

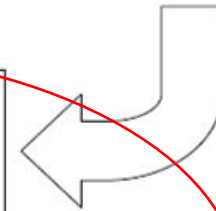


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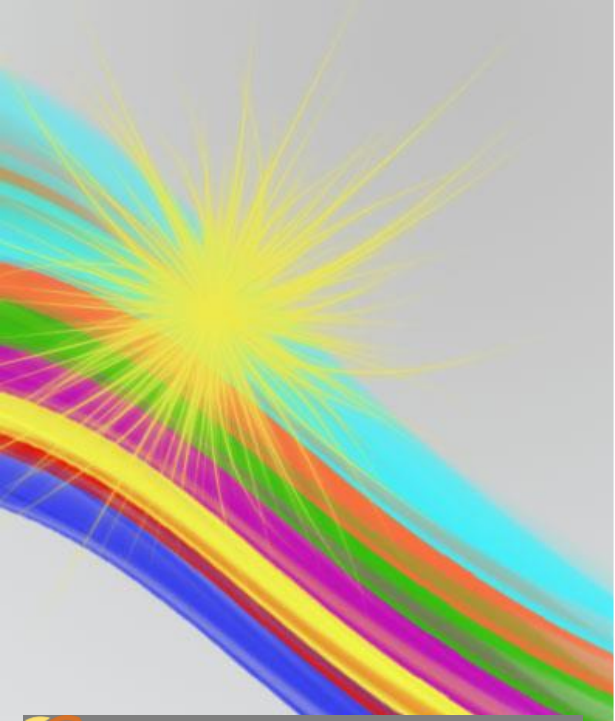
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What is needed to advance the dream?



What skills and/or experiences will the student need?

- Self-Advocacy & Self-Determination
- Getting around in the community
- Managing relationships
- On-the-job experiences
- High school courses

What resources and services are needed?

- Division on Developmental Disabilities
- Vocational Rehabilitation
- Community-Based Instruction
- College Exploration
 - Dual enrollment programs
- Empowerment Scholarship Accounts
- Provider Agencies
- Natural Supports

Transition Assessment Process

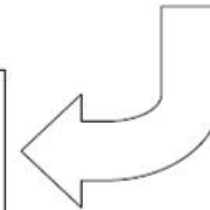
Person-Centered Plan

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- What are the dreams?



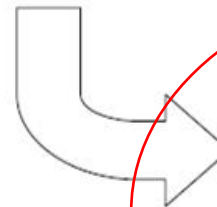
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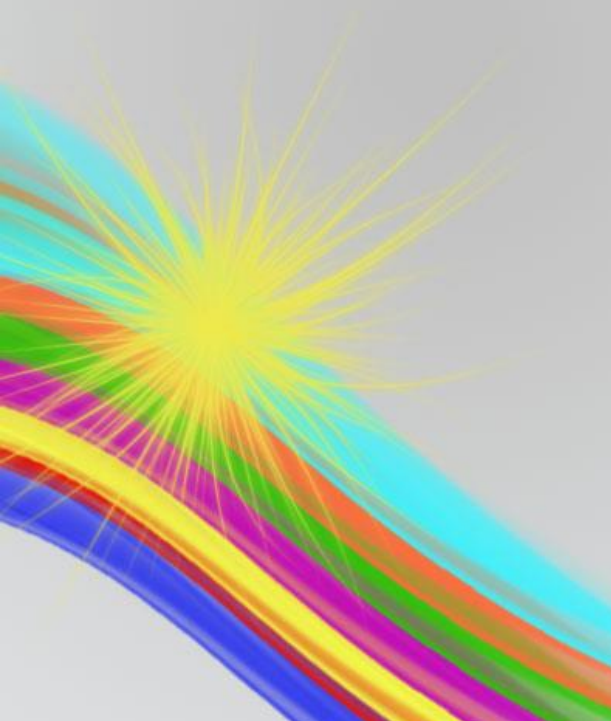
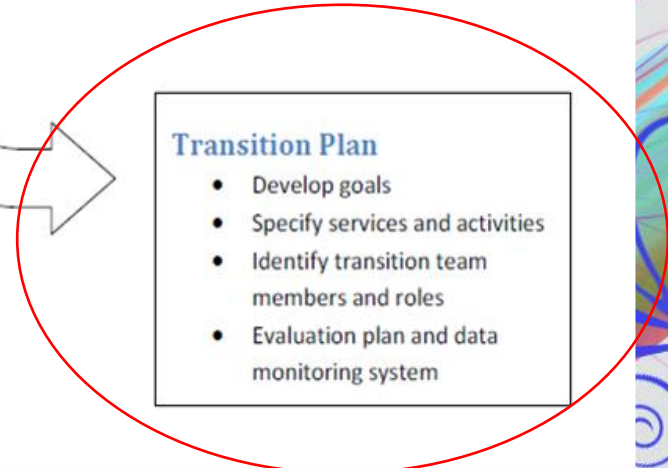
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Formulating the Plan

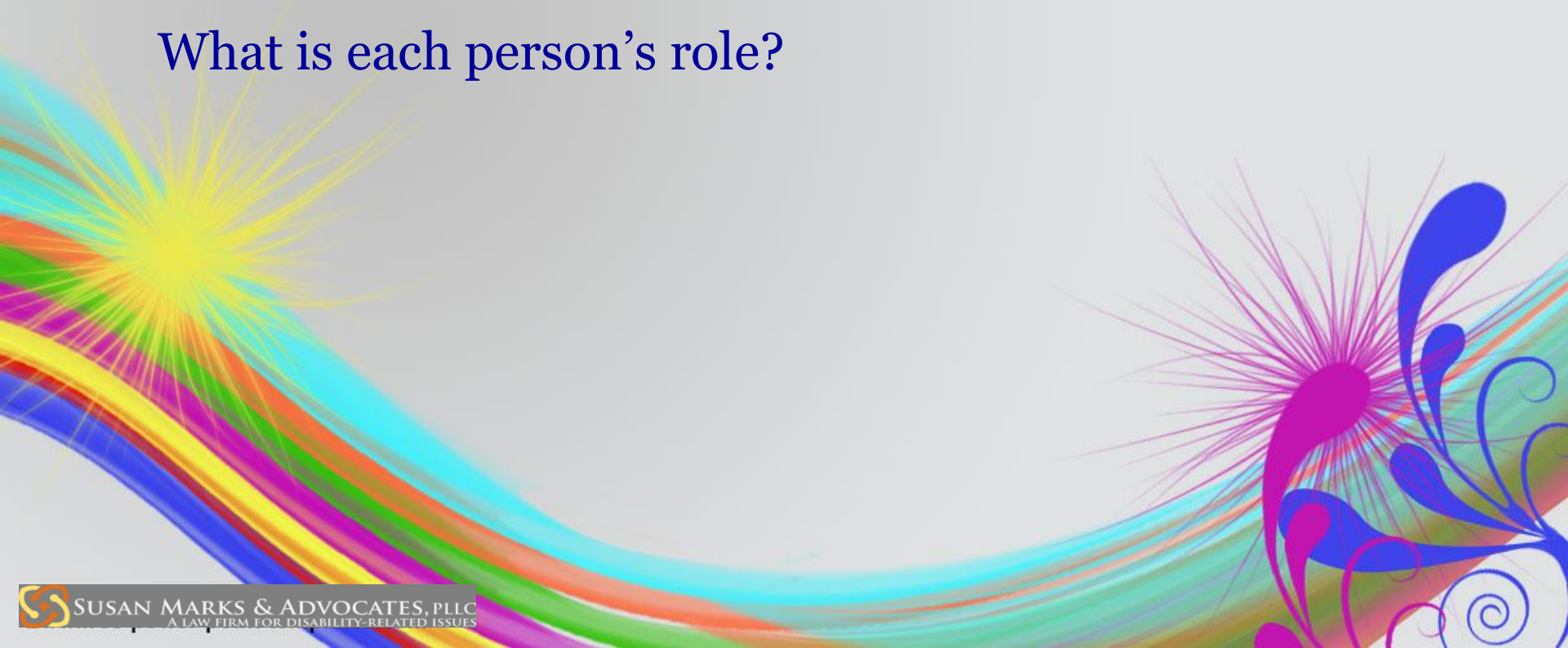


Guiding Questions

- Who is on the transition planning team?
- What is each person's role?
- What are the goals?
- How will we evaluate the plan to make sure we are on track?

Who is on the planning team?

What is each person's role?



What are the goals?

- ✓ Measurable
- ✓ Observable
- ✓ Postsecondary Outcome



Compliant

Education/Training: Melissa will attend a four year liberal arts college.

Employment: Sam will volunteer for 10 hours per week at the local food bank.

Independent Living: Bella will use an augmentative communication device to interact with her environment more independently

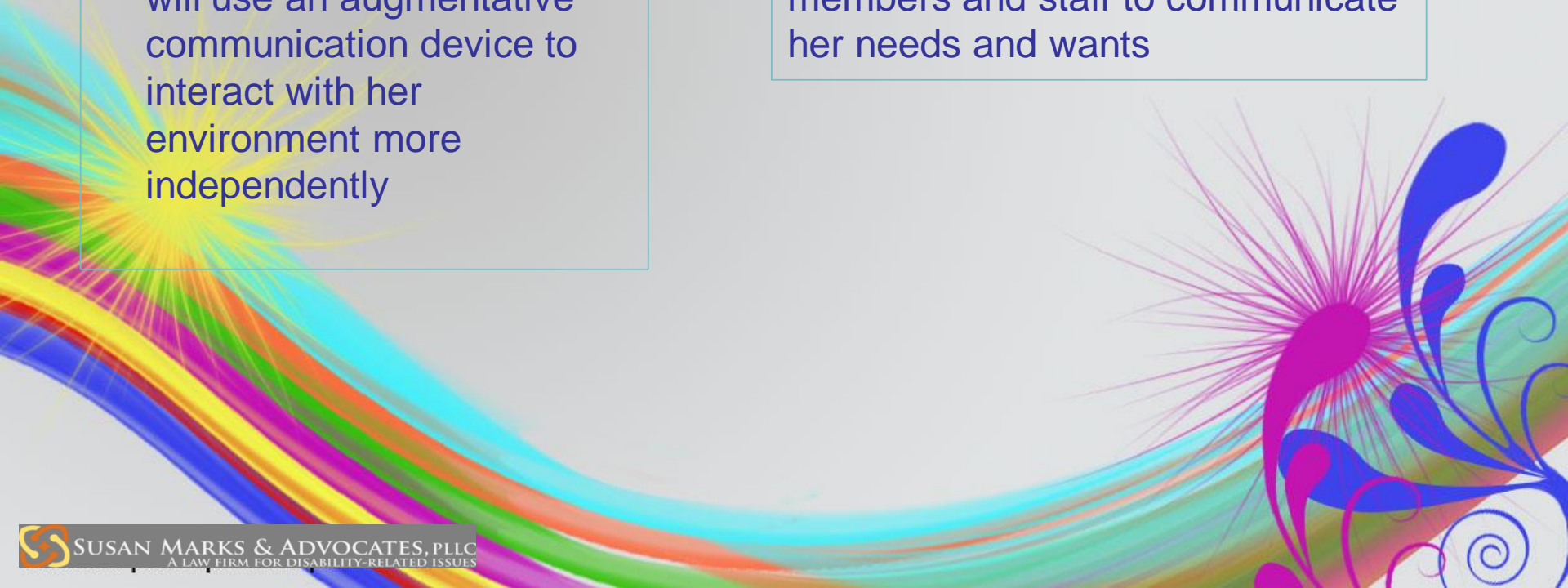


Not Compliant

Melissa plans to enroll in a four- year university.

Sam hopes to improve his vocational skills through work experiences.

Bella will rely on family members and staff to communicate her needs and wants



GOING TO COLLEGE

Resources to Plan for College

- Think College
– <http://www.thinkcollege.net/>
- Project Focus

GETTING A JOB

Think beyond sheltered workshops and enclaves!

[Survey Finds Just 1 In 3 With Intellectual Disabilities Employed](#)

Supported Employment

Competitive employment

Integrated work sites

Job coach and natural supports

Customized Employment

Task reassignment

Job carving

Job sharing

GETTING A HOME

Residential options

- Live with family member
- Live with a friend
- Group home
- Own home

HAVING LEISURE & RECREATIONAL ACTIVITIES



ACCESSING TRANSPORTATION



HAVING A RELATIONSHIP



Sexuality Education

- Feature Issue on Sexuality and People with Intellectual, Developmental and Other Disabilities
 - <https://ici.umn.edu/products/impact/232/>
- Joint Position Statement of The Arc & AAIDD
 - <http://www.thearc.org/page.aspx?pid=2376>

MANAGING SERVICES

- Division on Developmental Disabilities
- Vocational Rehabilitation
 - Provider Agencies
 - Natural Supports

Personal Assistants

- [Making the Move to Managing Your Own Personal Assistance Services \(PAS\): A Toolkit for Youth with Disabilities Transitioning to Adulthood](#)



How will we evaluate?

Are we following our road map?



Transition is a Process

- Things change! Transition doesn't happen all at once!
- We continue to grow and change our dreams.
- Learning to make choices is a gradual process.
- How we approach the process will determine “buy-in”
 - Stay focused on self-determination.
 - Build a community for the student.



*The future belongs to those who
believe in the beauty of their dreams*

Eleanor Roosevelt

Resources for Transition Planning

- It's My Choice!
 - http://mn.gov/mnddc/extra/publications/choice/Its_My_Choice.pdf
- Personal Preference Indicators
 - <http://www.ouhsc.edu/thecenter/products/personalpreference.asp>
- Keeping It Real: How to Get the Supports You Need for the Life You Want
 - http://rwjms.umdnj.edu/boggscenter/projects/keep_real_more.html
- I want a good life: Supporting my life with My Plan workbook
 - <https://ttaonline.org/Resource/JWHaEa5BS77En3ftxdQC5Q/Resource-i-want-a-good-life-supporting-my-life-with-my-plan-workbook>