



Never Too Early to Plan for School and Work

Presented to the ARC of Arizona Developmental Disabilities Family Resources Conference
November 18, 2016



ARIZONA STATE UNIVERSITY

What We Already Know: Post School Success Predictors

(Source: U.S. Department of Education)

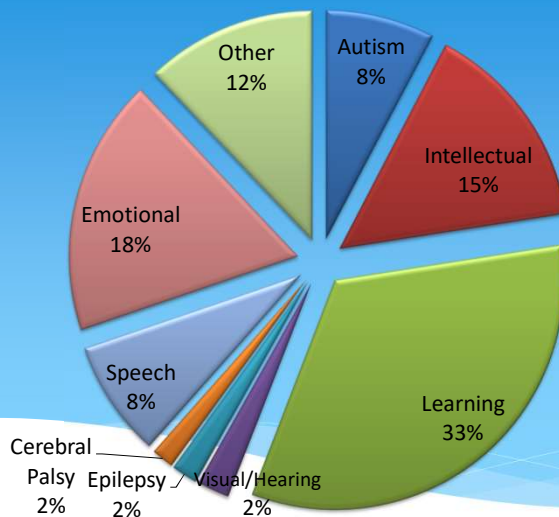
- * career awareness
- * community experiences
- * paid employment/work experience
- * parent expectations
- * parental involvement
- * self-advocacy/self-determination
- * self-care/independent living skills
- * social skills
- * transition program
- * vocational education
- * work study

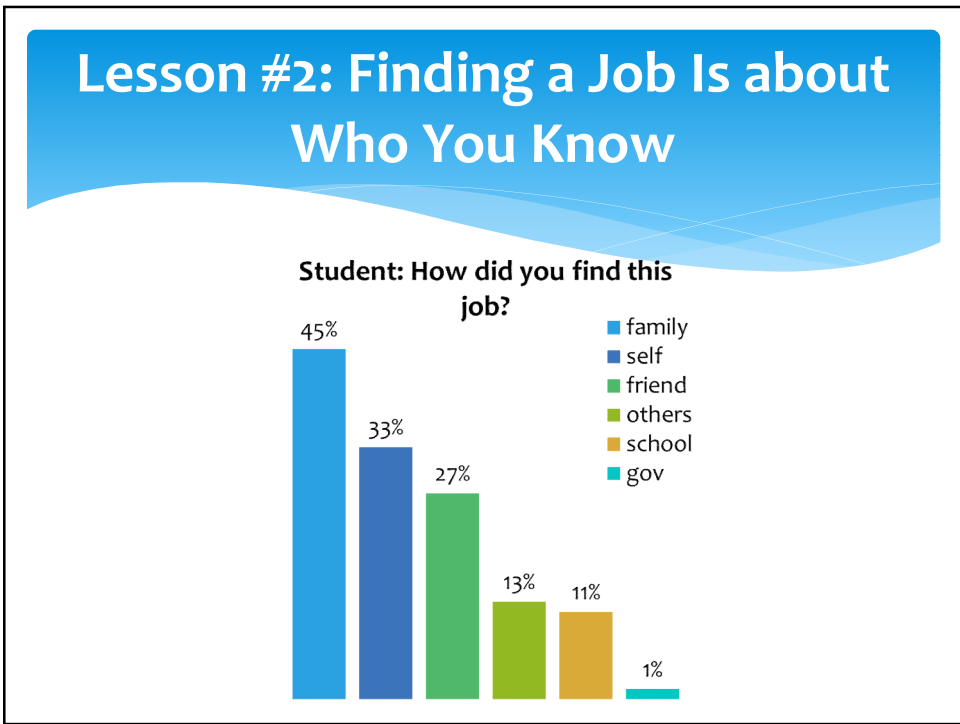
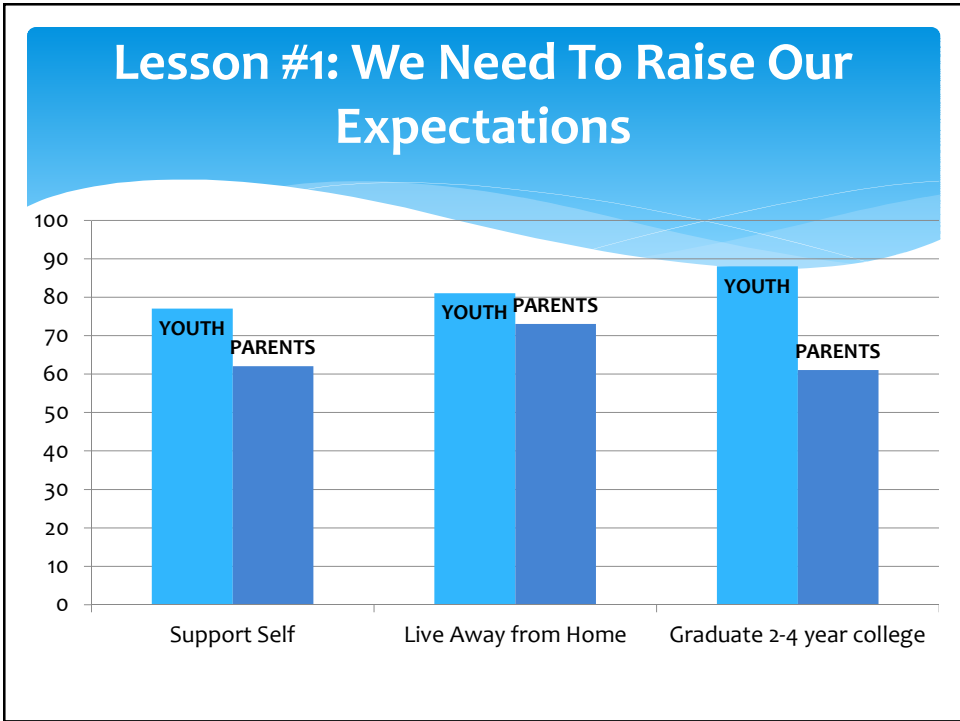
The Graduation Cliff Study (2014): What We Wanted to Know

1. How are public high schools preparing students?
2. How are students and parents preparing?
3. What are the expectations?
4. What's working?

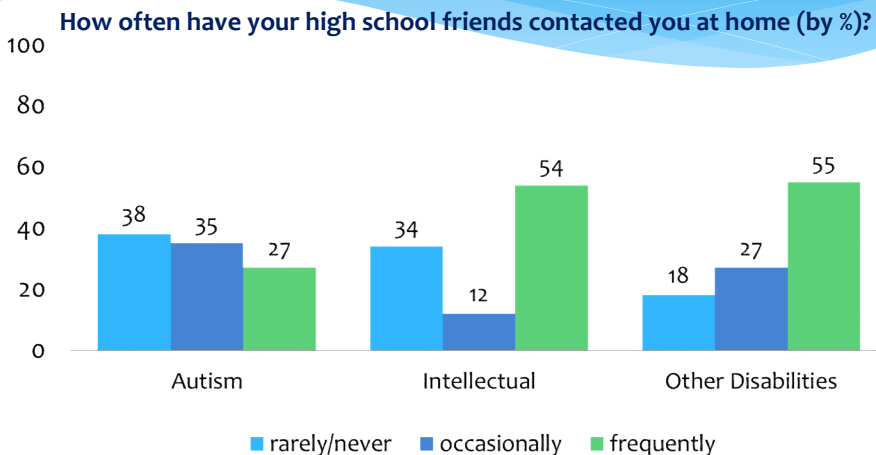


Youth Demographics (858 Youth Reporting)

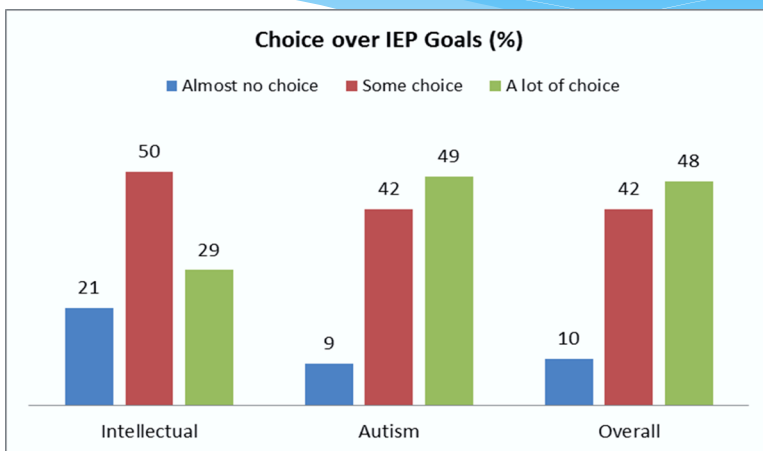




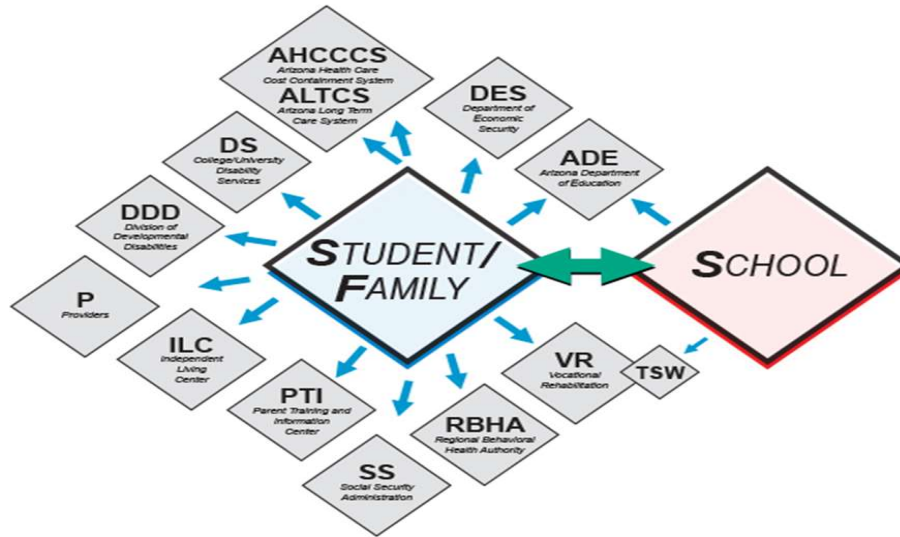
Lesson #3: We Need to Facilitate Opportunities to Build Meaningful Friendships



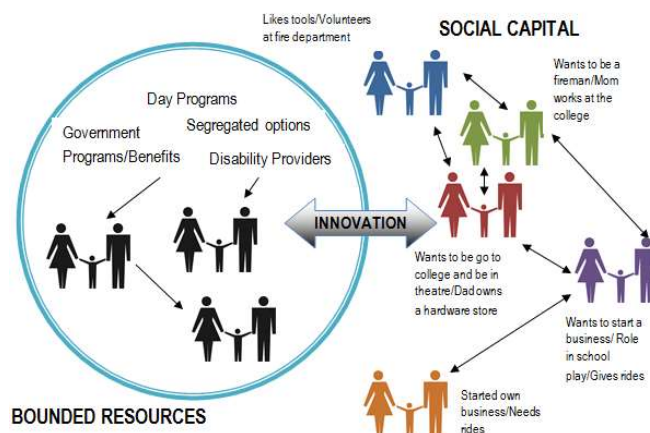
Lesson #4: Learning How to Speak Up at Home and School Promotes Outcomes



Lesson #5: Learn How to Navigate the System

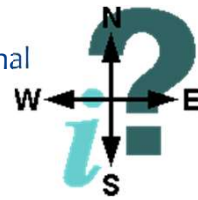


Don't Rely Solely on "The System": Build Resources and Connections in Your Own Neighborhoods and Communities



Think Out of the Box

- **Independence over Dependence:** How can individuals be offered more opportunities at school and at home to make decisions, become more independent and learn from failure, while still remaining safe?
- **Encouraging over Steering:** How can individual interests and dreams be supported by an education system with a shortage of resources?
- **Network-Building:** How can we build informal transition-focused support networks that build upon the strengths and the desires of the individual?



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