



# Adult Transition

Newsletter for Teachers Working With Students 18-22  
Educational Equity for All

February 2016



## The Perfect Career

*Discover the career that's right for you!*

Developed by James C. Gonyea

The Perfect Career Interest Inventory will help you select a career direction that matches your interests. Our inventory is ideal for high school and college students planning their first career, as well as adults in career transition - and it's free!

You may use our inventory by itself as a **quick, introductory** program of career exploration. If this is your preference, click on the New User or Returning User link below.

<http://www.iccweb.com/services-resources-available/perfect-career-interest-inventory/>

### Core workplace skills

Definition: Skills that are required across a number of careers/ occupations/ jobs.

Job seeking

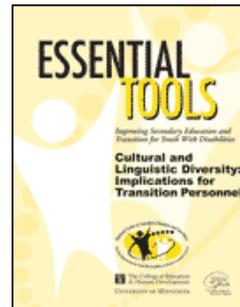
- writing resume
- resources to locate jobs
- applications
- job interviews

Job keeping

- rules of workplace
- understands requirements
- basic skills for job
- basic technology literacy
- ability to work with others

## EMPLOYMENT

### Transition and Career Preparation

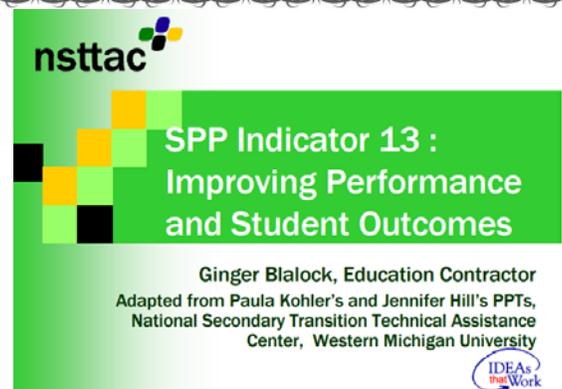


Essential Tools:  
Cultural and Linguistic  
Diversity: Implications  
for Transition  
Personnel

By D. Leake and R. Black

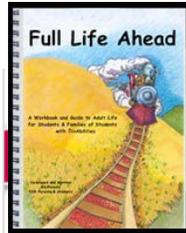
A handbook summarizing current research about transition and Culturally and Linguistically Diverse (CLD) youth with disabilities. It offers information on how transition personnel can effectively support these youth by building on their strengths and enhancing natural supports available within their families and communities. Published by the Institute's National Center on Secondary Education and Transition. (2005) • Cost: Free, available only on the Web

[https://ici.umn.edu/index.php?products/view\\_all/3](https://ici.umn.edu/index.php?products/view_all/3)



<http://www.ped.state.nm.us/seo/dl09/triAnnual/SPP%20Indicator%2013.pdf>

## FEATURED IDEA OF THE MONTH



A Workbook and Guide to Adult Life for Students with disAbilities and Their Families

The Full Life Ahead Foundation exists to “infect” individuals with disAbilities and their families and communities with Hope. The hope to live the life of their choice. Hope to dream and to use your own unique gifts to succeed. We find ways through our HOPE network to open doors of opportunity to live and work in your own community making it possible to live a life that is FULL of choices!

<http://www.fulllifeahead.org/store/>



**TRAINING**  
**National Association of**  
**naset**  
**Special Education Teachers**  
**Self Determination Self Determination: What it means and how to help your student develop self determination**

One of the most significant concepts to emerge in the last few decades is the awareness of the importance of self-determination in the life of an individual with a disability. For too long, professionals made decisions for people with disabilities with little input from the individual or parents. While these decisions were motivated by good intentions, they may have overlooked the desires, hopes, and aspirations that remained hidden within the person with disabilities. As our society has become more sensitive to the needs and rights of the disabled, we have moved to the concept of self-determination as a crucial element in the design of a life plan.

Self-determination is a person's ability to control his or her own destiny. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead children or individuals to set goals for themselves, and to take the initiative to reach these goals. To do this one must be in charge, which is not necessarily the same thing as self-sufficiency or independence, make his or her own choices, learn to solve problems effectively, take control and responsibility for his or her life, learn to experience and cope with the consequences of making decisions on his or her own. <http://www.naset.org/selfdetermination2.0.html>

## WEBSITES AND RESOURCES

<http://www.pacer.org/parent/php/PHP-c107.pdf>  
[http://www.doe.virginia.gov/special\\_ed/disabilities/autism/technical\\_asst\\_documents/autism\\_transition.pdf](http://www.doe.virginia.gov/special_ed/disabilities/autism/technical_asst_documents/autism_transition.pdf)  
<https://www.disability.gov/resource/disability-govs-guide-student-transition-planning/>

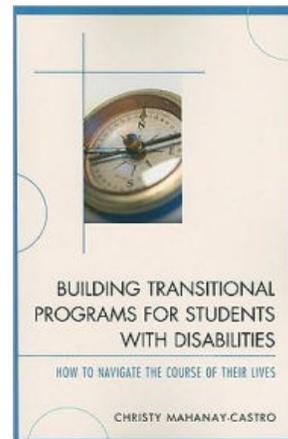
## INDEPENDENT LIVING SKILLS **Impact**

### **Supporting Independent Travel Through Skills Training** By Donna Smith

Transportation – how we get to and from the events that make up our lives – is a primary consideration for everyone, including people with developmental disabilities. This article will focus on skills training as one essential component of independent travel.

If transportation is critical to the accomplishment of the business of life, then good independent travel skills are critical to the successful use of transportation. While it is generally accepted that people need a certain amount of education, training, and hands-on experience to learn to safely and independently drive a vehicle, the same attention is not necessarily given to the provision of skills needed to safely and independently use public transportation. The fact remains that driving will not be a viable option for many people with developmental disabilities, and alternatives such as use of public transportation are essential to enhancing quality of life and advancing independent living. Travel training or travel instruction is the profession that teaches such skills, and there is growing recognition of its value by educators, human service providers, transportation providers, and the disability community.

<http://ici.umn.edu/products/impact/183/over9.html>



### **Building Transitional Programs for Students with Disabilities: How to Navigate the Course of Their Lives**

by Christy Mahanay-Castro Ph.D.