



Adult Transition

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

June 2016



Adults who participate in AbilityFirst day programs are offered a variety of activities that both suit their personal interests and cultivate their social, physical, cognitive and creative abilities. Specific activities vary from center to center, but all fall into these four categories:

Basic Life Skills: learning about kitchen safety, preparing simple meals, using public transportation, completing job and volunteer applications and developing job readiness skills

Communication Skills: practicing self-expression and conflict resolution skills to use in both their home and community settings

Socialization Recreation: encompass a variety of interests. Friday Night Socials offer a fun, party atmosphere for adult participants. Day activities include; dancing, gardening, swimming, arts & crafts, karaoke/singing, drama, and prepping to participate in our AbilityFirst Stroll & Roll!

Healthy Living: choosing healthy meal options and portion control, incorporating exercise into their daily routine, swimming, and leisure activities

We always welcome your visits, so feel free to stop by the AbilityFirst community center near you.



Located in the beautiful San Bernardino National Forest, AbilityFirst Camp Paivika offers overnight summer programs for children and adults with disabilities.

http://www.camppaivika.org/register_summer_camp.htm

EMPLOYMENT



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your source for career exploration, training &

Skills Pro jobs

Use the Skills Profiler to create a list of your skills and match them to job types that use those skills. When your skills profile is complete, you can print it or save it. Learn more about [the Skills Profiler and how it works](#) or see an [example of a skills profile](#).

If you want to see how your skills from a current or past job can lead you into a new career, visit [mySkills myFuture](#).

Skills Profiler

- 1 Get Started
- 2 Select Activities
- 3 Select Skills
- 4 Rate Skills
- 5 Your Skills Profile
- 6 Next Steps



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Video Library

Explore Careers at a Glance

Self assessments

- What is an assessment?
- Interest assessment
- Skills assessment
- Work values

Learn about careers

- Career profiles
- What's hot
- Compare occupations
- Research industries

Plan your career

- Set career goals
- Salaries
- Licensed occupations
- Professional development

<http://www.careeronestop.org/ExploreCareers/explore-careers.aspx>

Real People, Real Jobs

Stories from the front line

Welcome! This site highlights the employment successes of people with Intellectual and Developmental Disabilities (IDD) who are working in paid jobs in their communities <http://www.realworkstories.org/>

EDUCATIONAL
EQUITY FOR ALL
..... Giving kids what they need to succeed

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Voter Registration

“My son just voted for the first time, even though he has cerebral palsy. He took the process very seriously and is so proud of his knowledge of the issues!”

Anyone, including people with a disability can vote as long as he meets certain conditions. The person must: 1. Be a United States citizen, 2. Live in California, 3. Be at least 18 years old, 4. Not be in prison or on parole for a felony, 5. Not have been told by a court that he or she cannot register to vote.

http://www.sos.ca.gov/elections/elections_vr.htm (800-345-8683)

TRAINING

Building Social Skills through ACTIVITIES



http://www.dannypettry.com/ebook_social_skills.pdf

This e-book provides a variety of activities to build social skills.

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INDEPENDENT LIVING SKILLS

Housing Options for Adults with Special Needs

Fifty years ago, most people with even moderate special needs were institutionalized throughout their adult lives. Now, thanks in part to societal changes and decades of litigation, most people with special needs, including those with very severe special needs, live in some type of community setting. In fact, the U.S. Supreme Court has specifically ruled that people with special needs who receive government benefits must be housed in the least restrictive possible setting. Here are some of the most popular housing options for adults with special needs.

- ✓ *Living with Parents or Other Family Members*
- ✓ *Section 8 Housing*
- ✓ *Group Homes / Supportive Housing*
- ✓ *Assisted Living Facilities*
- ✓ *Skilled Nursing Facilities (Nursing Homes)*
- ✓ *Special Needs Trust Ownership of a Home / Payment of Rent*

<http://specialneedsanswers.com/housing-options-for-adults-with-special-needs-14975>

WEBSITES AND RESOURCES

<http://www.ciclt.net/ul/mgres/2.HowtoHelpStudentsLeadIEP.pdf>
<http://www.innovativefinancial.com/newsletters/July2012/lg.html>
http://www.community.nsw.gov.au/_data/assets/pdf_file/0011/319367/leavingcare_checklist.pdf

Conservatorship When your teen turns 18 years old, she is legally an adult in the eyes of the law.

Conservatorship is a legal process some parents choose if their adult child has a developmental disability that affects her ability to make decisions. Whether or not to apply for conservatorship is a personal decision on the part of the family and the consumer. There are no right or wrong answers about whether to conserve an adult child. Some families chose to do so as soon as their teen turns 18, some chose to do so later, and some chose not to do it at all.

www.disabilityrightsca.org/pubs/500501.pdf

Student involvement in the IEP

According to the Individuals with Disabilities Education Act (IDEA) reauthorized in 2004, students must be invited to attend their IEP meeting beginning at age 16. However, attendance and participation in the meeting could and should begin much earlier, even in elementary school.

While your child may choose to lead all, part or none of the IEP meeting, the important thing to remember is to allow him or her to participate in any way possible. **Following are some steps students can take to lead an IEP meeting:**

- Write letter of invitation to the IEP
- Deliver the IEP invitation
- Attend the meeting
- Introduce everyone at the meeting
- State the purpose of the meeting
- Review past goals and performance
- Identify post-secondary goals in education, employment and where appropriate, independent living
- Discuss present level of academic and functional performance (PLAAFP), including results from transition assessments
- Develop IEP goals and action plans
- Design a course of study to meet post-secondary goals
- Ask for feedback
- Deal with differences in opinion
- State what supports are needed
- Close the meeting and thank participants
- Self-evaluate the IEP meeting
- Self-monitor progress made on goals and action plans

If your child is unable or chooses not to participate in any of these steps, there are other tasks that will help make him or her feel part of the process, such as preparing a snack or drinks for the meeting, presenting data sheets or other resources, keeping time, signing the IEP, sending thank-you notes, talking about likes and dislikes, etc. The [I'm Determined site](http://www.determined.org) also offers a variety of ways students can get involved.

https://www.ssdmo.org/step3/student_involve_iep.html