Preparing for Adulthood
The more hands there to catch him when he falls the better. We firmly believe that the more deeply embedded Ian is in the life of his neighborhood, workplace and the city in general, the more people there will be who will notice if he is not there and who will work to keep him there as a member of the community” (Ferguson & Ferguson, 2001, p. 659)

Think about the Transition to Supported Adulthood!
– Supported Employment
– Supported Living
– Supported Membership in the Community
– Supported Self-Determination

Definition of Self-Determination

- Self-determination refers to an individual’s awareness of personal strengths and weaknesses, the ability to set goals and make choices, to be assertive at appropriate times, and to interact with others in a socially competent manner.

- A self-determined person is able to make independent decisions based on his or her ability to use resources, which includes collaborating and networking with others.

- The outcome for a self-determined person is the ability to realize his or her own potential, to become a productive member of a community, and to obtain his or her goals without infringing on the rights, responsibilities, and goals of others.

~Sierra & Lau-Smith, 1995

Assumptions that Guide Supported Self-Determination

- Developing communicative competence goes hand & hand with self-determination
- When self-determination is the focus, chances for students to initiate, indicate choices and influence daily routines are enhanced
- Acts of self-determination must be consistently reinforced
- Problem behaviors can be self-determination
- Self-determination is influenced by the family and friends as well as the family’s culture
The Personal Preference Indicators: A Guide for Planning
Moss (2006). Center for Interdisciplinary Learning and Leadership/UC, College of Medicine, University of Oklahoma Health Sciences Center

I Like To

<table>
<thead>
<tr>
<th>Accommodations that Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Praise</td>
</tr>
<tr>
<td>Communication Devices</td>
</tr>
</tbody>
</table>

Joe Benitez

In the Future I Want To

I'm doing

Adapted From

Accommodations that Work

Verbal Praise

Communication Devices

<table>
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<td>Visual Praise</td>
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DREAM SHEET

Strengths I Bring to Reach My Vision

Complete Building Trades and Math for Life classes

Attend college after high school

Own a small farm

Get married

Talk to my uncle (he owns a farm in Texas)

Participate in job shadowing experiences to learn more about running a farm

Action Steps to Reach My Vision

Dream Smartphone

Attend Prom

Attend Senior Picnic

Work!

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Attend Senior Picnic

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COACH

- Parent Interview – extensive
- Identify Priorities in the areas:
  - Having a home, now & in future
  - Being Safe and Healthy
  - Having Meaningful relationships
  - Having choice & control
  - Participate in meaningful activities
- Identify Additional Learning Outcomes
- Plan General Supports
- Develop IEP goals, objectives
- Identify needed Adaptations for Inclusion

COACH Skill Areas:

- Communication
- Socialization
- Personal Management
- Leisure & Recreation
- Selected Academics
- Home
- School
- Community
- Vocational
- Additional Learning Outcomes
  - General Ed classes

Plan

- Set goals
- Plan small steps to meet goals
- Anticipate results
- Be creative
- Visually rehearse

Self-Determination Model

Curricula for Participating and Directing IEP Transition Meetings


http://www.imdetermined.org/good_day_plan
Online materials

- Self-Determination Synthesis Center
  List of Curricula: [http://sdsp.uncc.edu/curriculum_components.pdf](http://sdsp.uncc.edu/curriculum_components.pdf)
- NSTTAC Evidence-Based Practices Lesson Plan Starters
  [http://www.nsttac.org/content/student-focused-planning-0](http://www.nsttac.org/content/student-focused-planning-0)
- Zarrow Center for Learning Enrichment Self-Determination Education Materials
  - ChoiceMaker Self-Determination Materials
  - IEP Team Education Module
  - It's Not Easy
  - Whose Future is it Anyway?

Adapting the MAPS Questions for Transition

**MAPS Questions**
1. What is individual's history?
2. Who is the individual?
3. What are the dreams?
4. What are the nightmares?
5. What are individuals needs?
6. What are the individual's strengths?
7. What would an ideal school day look like?

**Adaptations**
1. Who is individual?
2. What is individual's history?
3. What is the vision for his/her adult life?
4. What are some things individual doesn't want in his/her future?
5. What are individual's greatest strengths and contributions for community involvement?
6. What does individual need to be successful in his/her career?
7. What would an ideal day look like?

ACTIVITY: Angie’s Transition IEP

- Measurable postsecondary goal: Upon completion of high school, Angie will work 20 hours a week in an occupation that focuses on retail sales.
- Transition Services:
  - Instruction: Identify 3 specific within the retail sales occupations & research skills and experiences needed
  - Community Experiences: Job sample: 3 jobs of interest
    - 8 week Internship
  - Employment: Community based job sample and internship
    - Adult living and Daily living
- IEP goals:

From PCP to Postsecondary Goals

<table>
<thead>
<tr>
<th>Community Participation</th>
<th>Postsecondary Education &amp; Training</th>
</tr>
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<tbody>
<tr>
<td>- needs experiences with lots of different places</td>
<td></td>
</tr>
<tr>
<td>- Expand her social life</td>
<td></td>
</tr>
<tr>
<td>- Transportation is problem</td>
<td></td>
</tr>
<tr>
<td>- going to movies, fishing, camping, horseback</td>
<td></td>
</tr>
<tr>
<td>- likes to help people</td>
<td></td>
</tr>
<tr>
<td>- retail experience</td>
<td></td>
</tr>
<tr>
<td>- wants to work &amp; save money</td>
<td></td>
</tr>
<tr>
<td>- Likes animals – possible job</td>
<td></td>
</tr>
<tr>
<td>- Eager to please; friendly</td>
<td></td>
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<tr>
<td>Employment: Community Living</td>
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Adapting MAPS Questions for Transition

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Act

- Take risks
- Communicate
- Access resources and support
- Negotiate
- Deal with conflict and criticism
- Be focused and persistent

Strategies

- Communications skills training and practice
  - Role play for negotiation
  - Communication and conflict resolution
  - Incorporate teachers and administrators help
- Anticipate situations
  - Student’s goal
- Identify resources that will help them meet their goals
  - People and groups
  - (Also done during “Plan” stage)
- Watch a movie/video with a persistent/driven main character
  - Discuss the issues around persistence
  - Students identify how they can be persistent in a positive way

Representational Portfolios

From: http://ruralinstitute.umt.edu/Transition/portfolio.asp

- A marketing tool to represent job seekers to employers by making presentations on their behalf.
- A pictorial representation of the individual’s contributions and capabilities.
- The Portfolio is comprised of two components:
  - The first half of the Portfolio introduces the concept of Customized Employment to the employer
  - The second half introduces the job seeker and shares information about their potential contributions to an employer through narrative and pictures.

Self-Determination Model

Know Yourself & Your Environment → Value Yourself → Plan → Act → Experience Outcomes & Learn

Experience Outcomes & Learn

- Compare outcome to expected outcome
- Compare performance to expected performance
- Realize success
- Make adjustments & continue the cycle

Communication is Essential to Self-Determination

- Teaching Social/Communication Skills
  - AAC skills
  - Conversation skills
  - Decreasing inappropriate behaviors with pro-social communicative behaviors
  - Social skills training

From: Cobb & Alwell (2006)
What Works in Transition Synthesis Study

- Teaching Functional Life Skills
  - Money and purchasing
  - Other community-based instruction
  - Self-protection
  - Leisure skills
  - Domestic or home-keeping
  - Personal self care

Advice from the field...

We should identify:

"...natural situations during the school day, or during extracurricular activities, for teaching functional skills."

It is important **not** to assume that general education classrooms are non-functional for some students.

Skills Everyone Needs in the 21st Century: College & Career Ready

- Basic Math
- Basic Reading
- Problem Solving
- Teaming-Collaboration
- Communication
- Computer Knowledge

- ‘Employability Skills’
  - Dependability
  - Getting along with others
  - Appropriate dress and grooming
  - Initiative
  - Asking for help
  - Positive Attitude

Inclusive Education Leads to Better Outcomes

- Improved IEP Quality
  - Age-appropriateness
  - Functionality
  - Generalization
- Improved Instruction in General Education
  - Increased instruction in functional skills, basic academic skills, literacy, etc.
  - More engaged in learning and less isolation than in separate classes
  - Involvement and support from peers w/o disabilities
  - Individualized instruction in general ed classes
- Better outcomes
  - In school and postschool (fewer absences & referrals, higher social interactions & communication skills, better postschool outcomes)

Critical Element of Transition: School and Community Connections!!

Peer Tutoring & Peer Mediated Instruction
Peer Supports
Natural Supports in the Community
Facilitating Friendships and Social Interactions
What Type of Environments Encourage and Support Self-Determination?

- Availability of self-determined role models
  - Teachers - positive, proactive, problem-solving
- Opportunities for choice
  - Choice-making as a learning experience
- Patterns of response to student behaviors
  - Affect students’ level of encouragement
- Availability of student supports
  - Tailored to meet student’s specific needs

Involving Families

- Awareness of culture of the family
- Sharing information in multiple ways – meeting, workshop, letter, student project, phone calls, face to face
- Engaging families in the process
- Help them feel comfortable

Environment

Know Yourself & Your Environment

Value Yourself

Plan

Act

Outcomes & Learn


I'm Determined Videos

Student Involvement in the IEP

http://www.imdetermined.org/parents/

Strategies to Support Families

- NEXT S.T.E.P. - Teachers Talking to Teachers
  - Section devoted entirely to Parents & Other Advocates
  - Content around linguistic/cultural diversity of students and families
- STEPS to Self-Determination
  - Orientation session and workshop to include family members/ friends and student
- I’m Determined Project website
  - Section devoted to Parents
  - Materials to give to families: brochure, PowerPoint presentations (self-determination & student-led conferences)
- Zarrow Center website
  - It’s Not Easy PowerPoint presentation for teachers and families

The Family’s Role during Transition… Consider the Mobile

In a mobile, all the pieces, no matter what the size or shape, can be grouped together and balanced by shortening or lengthening the strings attached, or rearranging the distance between pieces.

So it is with a family. None of the family members is identical to any other; they are all different and at different levels of growth.

As in a mobile, you can’t arrange one without thinking of the other.

Think about Adult Life….

- What do you consider to be a successful adult life for students with significant disabilities?
- What are critical outcomes & future goals?
- What supports are needed during school and in adult life to get there?

Anything you’d change about your answer?