

# WELCOME TO PART 3 OF OUR PATHWAYS TO ADULTHOOD ZOOM SERIES

- Please mute your phones
- The PowerPoint will be posted on our website, [www.txp2p.org](http://www.txp2p.org)
- We would love to see your faces! Please turn your cameras on! :0)
- Type all questions in the chat box
- I will try to answer all questions throughout the call
- If I don't get to your question, please email me at: [cynda.green@txp2p.org](mailto:cynda.green@txp2p.org).

# THANK YOU TO OUR PARTNERS



# Pathways to Adulthood

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Part 3:  
**SCHOOL AND  
CAREER  
EXPLORATION**

**October 13, 2020**  
*1:30-3:00 pm*



- ➔ **Using the school years** for best transition outcomes
- ➔ How to explore career options and what resources are available to help
- ➔ How **TxP2P** can help

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**GOAL FOR THE PATHWAYS ZOOM  
SERIES:  
TO GIVE PARTICIPANTS THE TOOLS  
NEEDED TO PLAN FOR A GOOD LIFE  
FOR OUR YOUTH AFTER  
GRADUATION**

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# HOW DOES TRANSITION WORK DURING HIGH SCHOOL?

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# SCHOOL TRANSITION PLANNING AND SERVICES

In Texas, transition services must begin by the first IEP in effect when your student turns 14

- IEP must include measurable post-secondary goals in the areas of training/education, employment and independent living (where appropriate)
- Goals are based on age-appropriate assessments of your student's **strengths, preferences, interests and needs (SPIN)**
- Goals reflect your student's hopes for adulthood

# KEY COMPONENTS OF TRANSITION PLANNING

- Results of transition assessments
- Course of study (classes needed to graduate, related to post-secondary goals)
- Coordinated set of activities (special ed and related services) needed to be provided in and outside of school to make postsecondary goals a reality
- Community experiences
- Connecting with community agencies



# HELPFUL AREAS TO ADDRESS IN IEPS

- Transportation (bus training, how to get a driver's license, special transit access)
- Social/recreational skills
- Vocational skills, financial skills
- Daily living skills (can include study skills, communicating with teachers, etc)
- Promising academic goals
- Getting a State ID card

# KEY TRANSITION STAFF

Find allies and staff in your district who know and care about transition

Create a team spirit by sharing your vision and letting them know how important transition is to you and your student

Get to know your school district's TED (Transition and Employment Services Designee). To find your TED, go to:

<http://framework.esc18.net/display/Webforms/ESC18-FW-CountyInformation.aspx?ID=Transition>



# HOW CAN YOU BE READY FOR TRANSITION PLANNING?

Collect information about your youth: what are your youth's SPIN right now?

How can we build on SPIN to develop goals for the future?

What skills and experiences does your youth need to reach those goals?

Ask about every decision, will it help my youth live a better life after graduation?



# COLLECT INFORMATION ABOUT YOUR YOUTH

Inventory—get input from your youth and others who know him. Gather information on SPIN:

- Strengths—what's your youth good at?
- Preferences—what does she like doing?
- Interests—what does she actively pursue?
- Needs—what supports does he need to do something?

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# KEY COMPONENTS OF TRANSITION DURING HIGH SCHOOL

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## STUDENT PARTICIPATION IN ARD MEETINGS

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Student must be invited to attend ARD meeting if the purpose is to discuss transition services

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Request school staff to help your youth become involved in the IEP process

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Great chance to practice self-determination!

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Google student-led IEP meetings

# TRANSFER OF RIGHTS

When a student reaches 18, school will transfer educational rights to student. Student will become the decision maker at ARD meetings and will consent to or refuse services

Student can invite parents to attend and participate

To remain decision maker, parent must provide school with Guardianship, Power of Attorney, or Supported Decision Making document

[texasprojectfirst.org](http://texasprojectfirst.org), search for Guardianship and Alternatives

# 18+ PROGRAMS

Students may stay in school after 4 years of high school based on a **need** for special education or related services to complete their IEP.

Need determined by ARD Committee, including student and family;

Need based on data or evaluations.

To qualify for 18+, students must have received modifications in their academic program and have met their graduation credit requirements & state assessments



# GRADUATION

Know when your student will graduate, important part of planning

Summary of Performance (SOP) given to a student when they graduate

For more information:

<https://prntexas.org/?s=graduation+requirements>

# GRADUATION WALK

Students who will graduate under their IEP (not regular academic standards) and have been in high school for four years can participate in the graduation ceremony with their peers at age 18 and continue to be eligible for special education services until they graduate or age out.

If IEP says, *participating in graduation ceremonies* = student still eligible for sp ed

If IEP says, *graduating with a diploma* = student will not be returning for sp ed services

# POST-SECONDARY EDUCATION

Students going to 4-year university programs must enter on their own merit (No IDEA, could use Section 504 of Rehabilitation Act)

Visit campus services for students with disabilities to ask about accommodations

Plan by 9th grade what credits and testing will be required for college eligibility

Learn about 2-year degrees, community college programs, technical schools, etc.



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**HOW DOES HIGH  
SCHOOL HELP WITH  
CAREER EXPLORATION?**

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# ASSISTANCE DURING HIGH SCHOOL:

- Classes available to develop work skills, resume writing, good work habits
- Internships, first on-campus then off-campus (Community-Based Vocational Instruction or CBVI)
- Can graduate with a paid job in the community

# EMPLOYMENT EXPERIENCE IN HIGH SCHOOL

#1 factor predicting post-school career success: work experience during school

Work with school staff to be sure your youth gets work experience during school!

Ask about all available district vocational opportunities (staff and programs to help find a placement and teach on-the-job skills, such as **TWC**, Vocational Adjustment Counselor or VAC, supported employment, job coach, etc.)



# QUESTIONS TO ASK

How many hours/day and days/week is your youth able to work?

Does he like quiet or noise, inside or outside?

What supports does she need to work?

What work opportunities are near home? How will your youth get to work?

How can your community connections help?



# CREATIVE APPROACH TO WORK

- Base work exploration on your child's strengths, preferences, interests, needs; what has motivated them in the past
- Meet with youth and others who know her to brainstorm work ideas
- Look for a place where people have heart for their work or that is already diverse
- Join with other parents to start self-employment or work co-ops





# TEXAS WORKFORCE COMMISSION (TWC)

- TWC: state-wide agency that provides services related to employment to eligible individuals and businesses.
- Vocational Rehabilitation Services: for people with disabilities to help them prepare for, obtain, retain or advance in employment.
- Eligibility: Have a disability which results in substantial barriers to employment; need services to get employment; will be able to keep employment as a result of services.

# TWC FOR YOUTH AND STUDENTS

- **Pre-Employment Transition Services:** help preparing for post-secondary education and employment in collaboration with the family, high school, community college, or Educational Service Center.
- Vocational counseling, including job exploration and post-secondary training opportunities
- Counseling on opportunities for post-secondary education such as college, vocational schools, etc.
- Work-based learning experiences, including internships, on-the-job training
- Training in employer expectations, self-advocacy and social skills
- Devices, assessments, assistive technology, transportation

# POST GRADUATION TWC VOCATIONAL REHABILITATION SERVICES

For adults: vocational counselling and guidance, referrals, rehabilitation devices, therapy, assessments, on-the-job training, supported employment, transportation

- (800) 628-5115
- <https://www.twc.texas.gov/>

# HELPFUL WEBSITES

- [texasprojectfirst.org](http://texasprojectfirst.org) (parents and families of students with disabilities, sp ed focus)
- [Navigatelifetexas.org](http://Navigatelifetexas.org) (parent-state collaboration for Texas families raising children with disabilities; search for Transition Planning)
- [spedtex.org](http://spedtex.org) (Special Education Information Center for Texas)
- [prntexas.org](http://prntexas.org) (Partners Resource Network)

# OUR ASSUMPTIONS ABOUT WORK

- Everyone deserves the opportunity to work....given the right environment and supports.
- Your youth is ready to work NOW!
- Job creation takes effort, planning
- Forget work stereotypes; open up your mind to new possibilities.



# WHAT ARE THE ADVANTAGES TO WORKING?

Money and benefits

Social opportunities

Feeling of self-worth

Reason to get up in the morning

Learning new skills

Making a contribution

# WHAT ARE THE CHALLENGES TO WORKING?

- Transportation
- Behavior and social skills issues
- Motivation
- Limits on parents time, effort and resources
- Lack of public resources and supports
- Staying eligible for SSI and Medicaid

# WHAT ARE THE KINDS OF WORK?

- Competitive work: work for a business or organization that might have workers with and without disabilities
- Supported employment: working with the accommodations and supports needed on the job.
- Self-employment: being your own boss, way to gain experience and learn what you are good at.
- Volunteering: offers a great way to get experience and improve skills that might lead to future employment



# TWC AFTER GRADUATION

- **Workforce Solutions Vocational Rehabilitation Services** help prepare for, obtain, retain or advance in employment.
- **Eligibility:** Have a disability which results in substantial barriers to employment and are able to obtain, retain or advance in employment as a result of services
- **Services include:** Vocational counseling and guidance, on-the-job training, occupational or speech therapy and applied behavioral analysis, rehabilitation devices, including hearing aids, assistance with college education or trade certification

# EXPLORE OTHER RESOURCES

- Public funding for job supports:
- Medicaid Waivers provide Employment Assistance and Supported Employment to help the individual locate paid employment in the community.
- Local Intellectual and Developmental Disability Authority (LIDDA) provides Supported Employment; to find your LIDDA

<https://apps.hhs.texas.gov/contact/la.cfm>

# NETWORK WITH LOCAL ORGANIZATIONS

- Local parent organizations
- Local disability organizations, such as Arcs and Independent Living Centers
- Ask about scholarships, services, networking, work opportunities, local initiatives

# PATHS TO EMPLOYMENT

- Go to this website for information on Apprenticeships and Internships:
- <https://twc.texas.gov/students/training-education-opportunities-students>
- Web-based sales and services, like selling a service or what you make on-line. Examples: jewelry, art, popcorn; trip planning, computer and cell phone maintenance, web design, buying for client

# PATHS TO EMPLOYMENT

- Self-employment for profit or just for experience
- Start in the neighborhood providing services
- Expand as something works
- Examples: shredding, computer and cell phone advice, delivery, pet sitting
- <https://www.creditloan.com/blog/disabled-self-employment/>
- Google self employment disabilities for much more

# OTHER WEB RESOURCES

- Navigatelifetexas.org, search employment
- <https://www.pacer.org/transition/learning-center/employment/>
- <http://www.texasrealitycheck.com/>

# COLLECT INFORMATION ABOUT YOUR YOUTH

Inventory—get input from your youth and others who know him. Gather information on SPIN:

- Strengths—what's your youth good at?
- Preferences—what does she like doing?
- Interests—what does she actively pursue?
- Needs—what supports does he need to do something?



# SOME WAYS TO LEARN MORE ABOUT YOUR YOUTH'S SPIN

- What chores does he do at home?
- Does he collect anything in his room?
- What does he spend most time doing?
- What are his regular activities/routines?
- Where does he go in neighborhood and area?



# KEEP ASKING...

- Does she prefer Indoors or outdoors, quiet or busy, with people or alone?
- When's her highest energy level?
- For how long can she work at one time?
- In what settings does she best communicate?
- What supports does she need at work?
- What places are best to avoid?



# NOTICE TRENDS

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What employment areas do the conversations suggest?

What specific jobs are available in these employment areas?

# VISIT YOUR COMMUNITY

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<b>Identify</b>	Identify places where people with similar interests work.
<b>Have</b>	Have your youth visit a few of these places, with a supporter.
<b>Record</b>	Record responses to each place.

# CONSIDER WHAT SUPPORTS ARE NEEDED

- Write down where, when supports are most needed
- Ask what resources are available to assist with those support needs
- Any personal connections in the community, family and friends who can provide assistance?

## EXAMPLE: MEET JANE

- Jane's strengths are her sense of humor, she's a self-starter, and she finishes what she starts.
- She prefers to be outdoors and active.
- Her interests are participating in physical activity, computers, internet, and animals (especially dogs, she itches around cats).

# WHAT TRENDS STAND OUT FOR JANE? WHAT JOBS ARE AVAILABLE?

- 1. Work outdoors and active jobs, like lawn work, summer camps
- 2. Work with animals, like pet care, dog walking, zoo, vet practice, pet store
- 3. Computer jobs, like data entry, help neighbors with computers and phones; pursue tech skills

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## MAKE A PLAN

Pursue

Jane will pursue a job at the local zoo.

Create

Jane will create a job for herself walking dogs in her neighborhood.

Investigate

Jane will investigate classes or programs where she can add to her computer skills

# SUPPORTS

- Jane doesn't drive → she will need transportation assistance to the zoo. She hopes to learn to ride the bus.
- Jane stresses about encountering new places and people. She will need help with first contacts with dog owners.
- Jane will need guidance in investigating computer classes after she does her own on-line research.
- Jane plans to contact TWC and ask for a vocational counselor: can TWC will help pay for computer classes? Provide bus training?



# TO GET STARTED

- Focus on 1 area of interest
- Brainstorm jobs in that area
- Visit places where that work is done
- Connect with people in that area
- Take one small step first...

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YOU NEVER  
REALLY GET  
“THERE” BUT  
YOU ALWAYS  
GAIN  
EXPERIENCE!



Use what you learn from failures and even getting fired!



Take pride in what you are accomplishing, even little steps.



Connect with other families going through this process.



Create a team to help.

**Question? Comments?**



TEXAS PARENT  
TO PARENT  
PRESENTS

Part 4:

LEGAL PLANNING  
FOR AGE 18 AND  
BEYOND

**October 15, 2020**  
*1:30-3:00 pm*



- ➔ **Decision making at age 18: guidance and alternatives**
- ➔ **Estate planning and ABLE Accounts**
- ➔ **Health care transition**
- ➔ **Reconnecting with networks**
- ➔ **How TxP2P can help**

# **Come to us for transition help: Pathways to Adulthood**

A program at Texas Parent to Parent

Txp2p.org, click on Pathways to Adulthood

Please contact us for help with all transition issues:

email [cynda.green@txp2p.org](mailto:cynda.green@txp2p.org)

call 512-458-8600 or 866-896-9050

- To receive notification on upcoming trainings and events, please register at: [www.txp2p.org](http://www.txp2p.org). This also helps us continue to receive funding to support Texas families!



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