Welcome to Part 1 of our Pathways to Adulthood Zoom series

- Please mute your phones
- 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 at the end
- If I don’t get to your question, please email me at Cynda.green@txp2p.org.
Thank you to our Partner for bringing this training to you!

This work is supported by the Texas Council for Developmental Disabilities through a grant from the U.S. Administration for Community Living (ACL), Department of Health and Human Services (HHS), Washington, D.C. 20201, with a 100% federal funding award totaling $5,907,507. Council efforts are those of the grantee and do not necessarily represent the official views of nor are endorsed by ACL, HHS, or the U.S. government.
Goal for the Pathways Zoom series:
To give participants the tools needed to plan for a good life for our youth after graduation
Getting started on transition

- Emotional roadblocks to transition
- Planning for the future
- Independence and Choice
- Personal Networks of Support
Emotional roadblocks

What emotions come up about transition?

Typical feelings are:

• denial
• fear
• discouragement
• being overwhelmed, burned out
• lacking options or resources for the future
What does it take to move forward?

- A change in family structure
- A request from your school
- Your youth's changing wants and needs
- A new opportunity
- A crisis—that’s why you’re here, to plan thoughtfully, not in crisis mode!
Find emotional support

• Connect with other parents
• Read *A Good Life*, available at planinstitute.ca/learning-centre/publications/
• Talk to your school staff
• Access Texas Parent to Parent
  • PTA website txp2p.org, click on Pathways to Adulthood, or call 866-896-6001
• Navigatelifetexas.org, click on Transition to Adulthood
Keep your eye on the real goals

- What kind of person do you want your youth to be as an adult? And what kind of person does your youth want to be?
- What can you do to encourage him or her to grow into that person?
- Letting go = small steps to give your child opportunities to try something new, take a little risk, make decisions for himself
Planning for The Future

By creating a vision, you and your child take control of their life and the path it takes, not the system.

Your vision...
- is your why
- gives you direction
- guides your decisions

All decisions create consequences. Without the direction of a vision to guide you, you may end up somewhere else – somewhere you don’t want to be.

Why Create a Plan?

- Preparing for the future takes years
- Planning reduces anxiety and builds hope for families
- A vision for the future helps guide current decisions

Start Now!
It’s never too early & it’s never too late!
Essential Questions

Sit down with your youth and 5-10 people who know him or her well and ask:

1. What do you like/dislike?
2. What are you good at? Talents? Strengths?
3. In what areas do you need support?
   • Now name some goals based on 1-3.
   • Brainstorm ideas for carrying out a goal.
Where might you get assistance?

• Information and links at Texas Parent to Parent Pathways to Adulthood
• Navigate Life Texas Person-Centered Planning
• Institute for Person-Centered Practices
• Texas Project FIRST Person-Centered Planning
• Transition Inventory in binder (You’ll receive a binder if you complete this series!)
• If no facilitators available in your area, do it yourself! The DREAMWORKS template can provide guidance.
Independence and Choice

“A comfort zone is a beautiful place, but nothing ever grows there.”
—Unknown

Independence is not measured by the number of tasks we can do without assistance, but the quality of life we can lead with assistance.
—Americans with Disabilities Act of 1990

How do we build our children’s independence?

• Change yourself first!
• Give up control, hold back
• Have faith in others and in your youth
• Stop doing for your youth what he can do for himself
• Allow some risks with safety net as needed – there is dignity in risk
• Talk less, listen more

For new ways of thinking about disability, check out the Disability Is Natural website.

Watch this video to learn how Self-Determination makes a difference in the lives of people with disabilities.
Encourage Choice Making

The potential for self-determination exists in all persons regardless of their age, perceived abilities or complexity of their support needs.

“People with disabilities with higher levels of self-determination are healthier, more likely to be employed, earn more per hour, and experience more independence.”
- Wehmeyer & Schwartz

Evaluate your youth’s ways to make choice. Does she need new or expanded ways to communicate choices?

Start with little things.

Observe behavior, usually telling us a choice loud and clear!

Surround your youth with people who will honor his or her choices and communications.
Stages

1. Help your youth to bond with others beside yourself — other adults, peers, caregivers

2. Send your child to camp or for a weekend out of your home occasionally

3. Redefine your relationship as your youth matures, adult to adult!
Start Thinking Long Term

Promote
• Promote any interest your youth might have—interests open doors to groups, work, etc.

Start
• Start talking to your youth about work, responsibility, the future and goals

Go
• Go to the ARD table ready to talk about your vision/your youth's vision for the future

Prepare
• Prepare your youth to advocate for himself, for example, setting up appointments, answering questions, reporting on medical history, leading ARD meetings

“It’s better to look ahead and prepare than to look back and regret.” – Jackie Joyner Kersee
Learn About Self-determination

When students learn to exercise self-determination, they will:

• know what their options are
• take the initiative
• speak up for themselves
• exercise their independence
• make choices
Balance Between Safety and Independence

• What’s important **TO** (likes, desires, hopes, dreams, fulfillment) your child?

• What’s important **FOR** (health and safety) your child?

• Work for balance

  “No one does anything that is ‘important for’ them unless a piece of it is ‘important to’ them.” – Unknown

For a closer look: Navigate Life Texas [Person-Centered Thinking](#)
Prioritize Your Next Steps

Whatever the age of your child, now is the time to get started!

What steps do you think should come first?

What are the barriers to getting started?

What are you ready to commit to now?

The Texas Parent to Parent Transition Inventory may provide some guidance.
Where to Begin

- Start a file to collect information
- Find names of useful people/organizations
- Talk to friends and family
- Get on waiver interest lists
- Keep resources under $2000
- At age 18 rules are different – be ready for the changes

The Texas Parent to Parent Transition Inventory will provide some guidance.
HOW DOES TRANSITION WORK DURING HIGH SCHOOL?
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
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?
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?
KEY Components of Transition During High School
Student participation in ARD meetings

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

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

Great chance to practice self-determination!

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://prnttexas.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 special education services

- If IEP says, *graduating with a diploma* = student will not be returning for special education 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.
HOW DOES HIGH SCHOOL HELP WITH CAREER EXPLORATION?
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 motived 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, special education 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 parent's 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
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](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/](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/
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

What employment areas do the conversations suggest?

What specific jobs are available in these employment areas?
Visit your community

- Identify places where people with similar interests work.
- Have your youth visit a few of these places, with a supporter.
- 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?
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…
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.
Still feeling overwhelmed?

Pick one thing to begin with

Look for allies--organizations? Other parents? family members?

Prioritize--what seems most urgent?

Include your youth in all discussions and plans

Just do it!!
Who can help?

Read *A Good Life*, by Al Etmanski, available at planinstitute.ca, scroll to bottom, Publications

Texas Network Connections (TxP2P program) helps families and individuals set up networks. txp2p.org/services/texas-network-connections

How-to at txp2p.org » Services » Texas Network Connections and scroll down to How-to for creating networks of support
Personal Networks

Personal networks promote planning and social opportunities in the present, assist with decision-making, and work to be sustainable after parents can no longer be available. Learn more about networks, how they benefit families and how the TxP2P Texas Network Connections Program can help you start a network.
The goal of the Txp2P Transition Center of Central Texas is to assist families to develop high quality lives for their youth and adults with disabilities after they graduate from public school.

Assistance includes...

- a 1 to 2-hour consultation with parents of teens and adults with disabilities, either in person or via Zoom
- working through a transition inventory and helping the family to establish next steps and longer-range goals
- a resource bank to access during the 1-1 session and afterward
- transition peer mentors and information on important transition topics
- opportunities for a family to work on their youth’s future: join a Transition Action Group, start a personal network, become a transition mentor, or become a network facilitator.
Let's start now to build opportunities for a good life,

For our children and for all people with disabilities.
PATHWAYS TO ADULTHOOD
Part 2
Thursday
December 15, 2022
1:30 to 3:00 pm

Invites YOU to Attend Our
PATHWAYS TO ADULTHOOD
Virtual 2-Part Workshop Series
Facilitated by Cynda Green & Cindy Paschall

PTA training is designed to provide participants with tools and information needed to help plan a good life for youth after graduation. It is open for families whose children have a disability, chronic and mental health condition, or other special healthcare needs and the professionals who work with them.

Our two-part workshop series will offer an overview of the following topics:

PART-1: December 13, 2022
1:30 p.m. – 3 p.m.
Managing Emotions
Public School Transition
Self-Determination
Creating a Place Called Home
Employment

PART-2: December 15, 2022
1:30 p.m. – 3 p.m.
Supports for Success
Guardianship Alternatives
Estate Planning
Healthcare Transition
Publicly Funded Programs
Eligibility Requirements and Your Rights

Register for PART-1:
https://us02web.zoom.us/meeting/register/tZQ1doy-zGQsGjJq1eVZ-A0Q2lh52QDWqOQ

Register for PART-2:
https://us02web.zoom.us/meeting/register/tZQ1doy-zGQsGjJq1eVZ-A0Q2lh52QDWqOQ

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• To receive notification on upcoming trainings and events, please register at: https://www.txp2p.org/. This also helps us continue to receive funding to support Texas families!
Your opinion is very important to us:

Thank you !!!