

A DAY IN THE FUTURE

FEAT CONFERENCE SESSION

2-2-2017

“My interest is in the future;
as I’m going to be spending the
rest of my life there.”

Charles Kettering



How do you spend your day?

There are 4 areas to consider when planning for your child's future:

1. Education / Training
2. Work / Employment
3. Independent Living
4. Community / Rec / Leisure

Further Education or Training

- what are the options?

- 4 year college programs
- 2 year college programs
- Certificate programs at college (e.g. Vet Assistant)
- Continuing education courses at junior colleges
- Trade Schools (e.g. Construction Education Foundation, Cosmetology Schools, Culinary Arts Schools, etc.)
- Specialty Schools (American Broadcasting School, nonPareil Institute, etc.)
- TCC Transitional Skills Programs
- Texas A&M PATH Program
- Eastern New Mexico University, Rosewell
- Private Programs (e.g., Green Oaks School College Program)

Employment - what are the options?

- Competitive – Full Time Employment
- Competitive – Part Time Employment
- Supported Employment (can be PT, FT and/or customized)
- Competitive Employment – sheltered work environment
- Self-Employment
- Volunteer Work
- Developing work skills or active participation in one's day at a structured or unstructured day program, or in the home.

FACTS ABOUT ADULTS WITH DISABILITIES IN THE U.S.

December 2016 Disability Employment Statistics Ages 16 years and over

Labor Force Participation

- **People with disabilities: 20.1%**
- **People without disabilities: 68.1%**

Why should people with significant disabilities work?

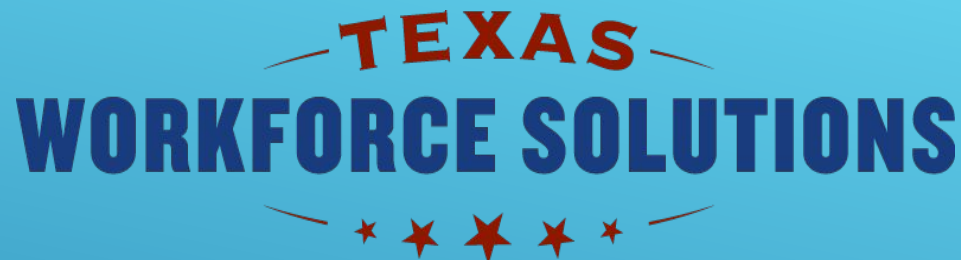
- It's natural to work (most people do)
- As wage earners, people gain more control over their lives (less dependency on SSI)
- Being employed and becoming a taxpayer is a valued role (valued by self, family & society)
- Employment expands social networks
- Duh! For the Paycheck!!!

EFFECTIVE EMPLOYMENT PLANNING IS A TEAM EFFORT !

- ▶ Student
- ▶ Parents
- ▶ School district
- ▶ State and community agencies



Who can help with employment - Adult Agencies!



Caution....the trap of the “Dream Job”!

- The first job is very often **NOT** the dream job - it is just a job that will lead to the next job...and the next job, and so on...
- There is a fine line between what is a high area of interest - a HOBBY - and a high area of interest- a JOB.
- Is your child ready for their first job?

Check out: <https://www.onetonline.org/>

Readiness for Employment Means:

- Being motivated to work
- Understanding your strengths, needs, skills and interests
- Understanding your support needs
- Having self-determination skills
- Recognizing available supports (outside or on-site)


Factors predicting post school career success:

- Academic preparation paired with work experience
- Youth Empowerment (Self determination & Self Advocacy)
- Family involvement and support
- Connections to ancillary services
- Employment!!

Academic Preparation and Work experience

- Transition Planning is KEY!
- Start with the end in mind and choose school courses to support that goal
- School and community based instruction offer job training and experiences. Functional performance is important!
- Work/volunteer experience while at school leads to greater success after school

Parents are Necessary Team Members

- Parents are key players in the transition planning process
 - Parents know their children better than anyone else
 - Parents need to share their expectations for their child with other key players
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What can we do at school?

- Students should attend their ARD meetings
- Students should participate in their ARD meetings
- Students should understand their accommodation needs and what works and doesn't work for them at school
- Students must learn to advocate for themselves

What is Self-Advocacy?

“Learning how to speak up for yourself, making your own decisions about your own life...”

Wrightslaw, 6/15/12

Understanding your strengths and needs, identifying your personal goals, knowing your legal rights and responsibilities, and communicating these to others.

What is Self-Determination?

Believing you can control your own destiny.

Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach these goals.

It means, making your own choices!

How do you help your child become self-determined?

Talk to them, ask them questions. Encourage them to make choices.

- What do you do like to do?
- What are you good at?
- What is hard for you?
- What should you do if you need help?
- What kind of job would you like?
- What are your dreams for the future?
- When you are an adult where do you want to live?

Employment - how can parents help?

By instilling work ethic!

Work ethic begins in the home - chores are essential.

By networking!

Utilize families, friends, and acquaintances to help find jobs for people with disabilities - the same way they help find jobs for non-disabled people.

By supporting the individual!

Once employed, be a voice of support for the person with their employer when needed.

What can parents do at home?


Teach “Employment First” thinking - employment is the first priority and preferred outcome for people with disabilities.

Develop awareness of employment through conversations with your child about jobs in the community, and reasons for working.

Take your child to work to help teach about employment

Continue to focus on career exploration. Encourage your child to volunteer during the summer or on weekends, or to complete odd jobs and household chores for friends and family.

Employability Skills (Work Ethic) Parents can Teach at Home :

- **Following Directions**
 - **Chores**
 - **Pet care**
 - **Pet grooming**
 - **Gardening**
 - **Cooking**
 - **Small appliance repair**
 - **Cleaning**
 - **Designing (e.g. room or clothes)**
 - **Lawn or yard work**
 - **Carpentry**
 - **Child care**
 - **Painting**
 - **Automobile maintenance**
 - **Technology skills - video game set-up, TV or DVD hook-up, web pages, internet, social media, etc.**
 - **Team work!**
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Things to work on

1. Being on time
2. Work Ethic/Attitude
3. Body Language
4. Energy
5. Being coachable
6. Being prepared
7. Safety Skills
8. Handling conflict
9. Appropriate hygiene/personal appearance

How employers think

The presence of disability neither deters or promotes hiring.
It's whether the individual can add value to the business.

Focus on strengths!

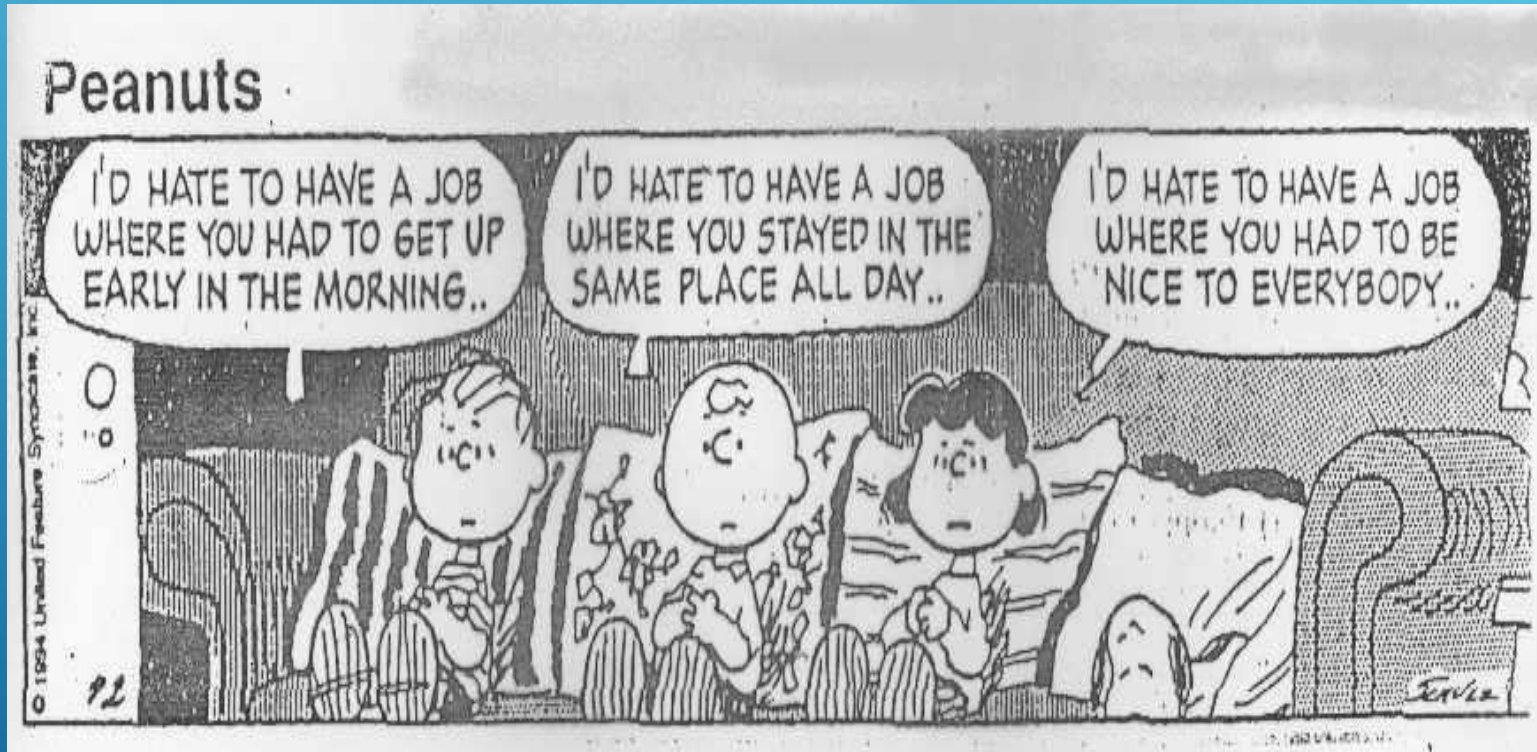
Employers are looking for employees who:

- Are technically competent
- Are trustworthy
- Show-up every day to work
- Are skilled in social interactions
- Can add value to their business-help make money,
save money or operate more efficiently
- Have work experience.**

Factors that Promote Successful Student Outcomes

- Paid work experiences or community-based instruction during high school
- Parent involvement
- A support network of family & friends
- A good job match - one that matches skills and interests
- Youth are able to access, accept, and use individually needed supports and accommodations for work experiences.
- Creative job development

JOB PREFERENCES ARE IMPORTANT



Independent Living

What living choices are available?

- Family home (with or without attendant care)
- Group Home (ICF/IDD, HCS)
- Supported living options (AFIL, CPSH, CLE)

What funding sources are available?

- HCS (Home and Community Services)
- MHMR
- Private funds

How do I prepare my child?

- Teach your child to be as independent with their daily living skills as possible: eating, toileting, bathing, showering, dressing, grooming, etc.
- Have your child learn, or participate in, as many housekeeping chores as possible: cleaning room, picking up, laundry, cooking, meal preparation, grocery shopping etc.
- Teach your child wellness and safety: what medicine to take and when, how to take care of themselves, appropriate sexuality, safety in the community.

Community recreation & leisure

How do you fill the rest of your day?

Q. What do I do if I am only working part time?

A. Recreation and leisure activities.

Q. How do I fill in my day when I am not working?

A. Volunteering - giving back to your community.

Q. How do non-disabled people fill their day?

A. The same way as non-disabled people!

Community recreation & leisure

What are the options?

- What is available for non-disabled peers in our community ?
- What special programs are offered in the community for disabled people? www.iddcouncil.org
- What activities can my child do without my support?
- What summer activities or camps are available?
- What day programs are available?
- Are there any funding sources for these activities?

Volunteering - what are my options?

The same places as non-disabled peers!

- Hospitals
- Churches
- Libraries
- Airport
- Charity stores (Grace, goodwill etc)
- Animal shelters
- Food banks
- <http://www.volunteermatch.org/>

Other considerations?

Prior to age 18, start thinking about:

- Guardianship v Supported Decision Making
- Special Needs Financial Planning
- TX ID Card / Drivers License
- Transportation Options
- Accessing all funding sources as soon as possible (SSI, MHMR services, Medicaid Waivers)

TAKE AWAYS

- Planning for the future begins NOW, not once 12th grade is finished!
- The goal for ALL students should be employment.
- The goal for all students should be to become as independent as possible.
- We have to plan for the full day - not just part of it.
- Are you allowing your child to become as independent as possible?

TAKE AWAYS

- Have you started looking for programs and facilities you will utilize for your child once they exit high school?
- Are you trying those programs out during breaks/summers to begin the transition process?
- Start planning future supports and support systems now!
- Is it time for your young adult to transition to their adult life?
- It is not always best for all students to stay in public school until age 22.
- **Don't hold them back - let the transition happen!**

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Thank you for attending our session!