Transition to Adulthood Webinar

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Objectives

- Identify two methods of assessment of post-secondary strengths and needs.
- Identify two strategies to assist with training for post-secondary life.
- Learn at least four areas of post-secondary life to provide training and support.

Schools

**Indicator 13:**

- Measurable post-secondary goals
- Updated annually
- Based on assessment
- Transition services
- Course of study
- IEP goals related to transition needs
- Evidence student invited to the meeting
- Evidence participating agencies invited with prior parental/student consent

When?

11 Considerations for Students with Autism:

Transition Planning can begin at ANY age.
Specifically mentions transitions from home to community and transition to post-secondary life.

(New Mexico Register: Subparagraphs (a-k) of Paragraph (5) of Subsection (O) of 6.31.2.11 NMAC)

Self-Determination

Self determination is the idea that we are free to choose our own actions. Skills such as decision making, goal-setting, problem solving, self-advocacy, and self-awareness are a part of this process. Self-determination has been linked to positive transition outcomes in:

• Employment
• Independent living
• Recreation and leisure
• Quality of life
• Life satisfaction.

Antosh, et al. (2013)

Teamwork

• Think about who should be involved on your child’s transition team.
  • Family
  • Friends
  • Educators
  • Employers
  • Medical
  • Etc.
• Plan early!
Assessment

**Formal Assessments**
- Achievement Tests
- Adaptive Behavior and Independent Living Assessments
- Aptitude Tests
- Career Development Measures
- Intelligence Tests
- Interest Inventories
- On-the-job and Training Evaluations
- Personality and Preference Tests
- Self-determination Assessments

Walker, Kortering, Fowler, Rowe, & Bethune (2013)

**Informal Assessments**
- Curriculum-based assessments
- Environmental Analysis
- Interviews and questionnaires
- Observation and task analysis
- School Performance Measures
- Transition Planning Inventories

Robin Halverson, Petersen, & Rohrbach (2005)
Walker, Kortering, Fowler, Rowe, & Bethune (2013)

Instruction

- Curriculum
- Assessment
- Scaffolding—"I do, we do, you do"
- Transition Team
- Beyond 18?
Areas of Support

1. Employment
2. Education
3. Housing
4. Life Skills/Socialization
5. Communication
6. Guardianship
7. Benefits/Health Care
8. Other individual needs…this list is NOT comprehensive!

Life journey (2006)
Lifespan transitions
Transitions tool kit (2011)

Employment

<table>
<thead>
<tr>
<th>Secured or Segregated</th>
<th>Supported Employment</th>
<th>Competitive Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic skills: collating, assembling, packaging</td>
<td>Variety of skill sets or assignments</td>
<td>Any full or part time job</td>
</tr>
<tr>
<td>High level of supervision with behavior supports in place</td>
<td>Supports as needed, which may decrease as the worker gains independence</td>
<td>Market Wages</td>
</tr>
<tr>
<td>Self-contained unit, limited integration with workers without disabilities</td>
<td>Work with neurotypical individuals in a variety of work environments</td>
<td>Similar responsibilities and training as neurotypical coworkers</td>
</tr>
</tbody>
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Education

Individuals with Disabilities Education Act (IDEA)

• Free and Appropriate Public Education
• Least Restrictive Environment
• IEP provides academic supports and services (accommodations, modifications, possibly services like PT, OT, Speech, Behavioral)
Education

American Disabilities Act and Section 504 of the Rehabilitation Act of 1973

- Public institutions cannot discriminate against "otherwise qualified" individuals due to disability.
- Colleges set standards for who is qualified to be a student.
- Colleges can reject applicants who do not meet these standards

Education

- Disclosure
  - Student’s decision and responsibility
- Essential Requirements and Accommodations
  - Dismissal for failing to make academic progress with accommodations
  - School not required to make modifications
- Code of Conduct
  - Same discipline procedures
- Reasonable Accommodations vs. Personal Services
  - College not required to provide personal services

Ashkenazy & Latimer (2011)

Housing

Possible options

Independent Living
Supported Living
Group Home
ICF-ID
Life Skills/Socialization/Communication

- Life skills—asses, teach, and practice
- Accommodations/modifications (i.e., grocery shopping, sensory needs, etc.)
- Social Skills—Different places have different rules

  Group Activities
  - Center for Self-Advocacy
  - Special Olympics/Sports Groups
  - Hobby clubs
  - Others?

  How to teach social skills
  - Curriculum?
  - Role-playing?
  - Peer Modeling?
  - Dating/marriage/child?

Communication
- How does your child communicate?
- How do you communicate with your child?

Guardianship

Age of Majority in New Mexico: 18
Guardian’s responsibility to initiate process

- Types of guardianship
  - Full guardianship
  - Conservatorship
  - Medical

Benefits/Health Care

- SSI
- SSDI
- State General Funds
- Medicaid options
- Medicaid Waiver
- Mi Via
- Other Insurance Options

Health Care Providers
Questions?

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References