

# MY KIDS GOING TO BE A GROWN UP?!?!?

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## OPTIONS FOR MY CHILD AFTER HIGH SCHOOL

As attitudes and laws evolve, more and more choices become available for people with disabilities.

However, without preparing for these options they may be out of reach for many.

## WHAT ARE MY CHILD'S CHOICES? INDEPENDENT/SUPPORTED LIVING

- House or Apartment
  - with limited to extensive supports ranging from natural supports, agencies, and Medicaid Waiver services
- Group Homes
  - extensive supports with limited opportunities for community involvement/independence.
- State Supported Living Centers
  - extensive supports with extremely limited opportunities for community involvement/independence.
- Day Habs
  - a community-based program designed to help people with developmental disabilities lead more independent and productive lives; some provide independent living and employment training.

## WHAT ARE MY CHILD'S CHOICES: EMPLOYMENT/VOLUNTEERING

- **Volunteering**
  - authentic work experience with lower responsibilities and greater flexibility
- **Job Carving**
  - looking at the skills your child excels in that other more qualified employees are getting paid for but could get pieced together to create a unique job
- **Supported/Competitive Employment**
  - **Supported Employment:** well-defined approach to helping people with disabilities participate in competitive labor market, helping them find meaningful jobs and providing ongoing support from a team of professionals. This is competitive employment, but with long-term supports from an agency.
  - **Competitive Integrated Employment:** The consumer must earn at least minimum wage, as defined by the Fair Labor Standards Act, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by non-disabled workers. Competitive employment is gained through typical channels, or the support of school or community organizations.

## WHAT ARE MY CHILD'S CHOICES? POST SECONDARY EDUCATION/TRAINING

- **College/University**
  - can provide very limited accommodations
- **Technical School**
  - similar to college, with limited accommodations, but your child could concentrate on the skills they need for employment and skip many of the academic competencies
- **Alternative programs**
  - these have extensive supports and are becoming more and more available (e.g., PATHS). [ThinkCollege.com](http://ThinkCollege.com)

## INDEPENDENT LIVING

What do you mean my kid won't want to live at home (under my wing) forever?!?!?

## THINGS TO CONSIDER

- **Your child will likely outlive you**
- **Your child will likely want to live “independently”**
  - YOU should want them to live independently
  - Statistically people with disabilities live independently only marginally less than people with disabilities
  - There are more options (and supports) now than ever

## CRITICAL SKILLS NEEDED FOR INDEPENDENT LIVING

- Independence (as much as possible for living in any environment)
- Home upkeep (cleaning, laundry, dealing with emergencies)
- Staying healthy (cooking, shopping, recreation)
- Getting from point A to B to... (learning to use transportation options)
- Communication to get needs met and to deal with emergencies
- Knowing formal and informal resources
- Community safety skills

## HOW DOES MY CHILD GAIN THOSE SKILLS?

- Authentic Experience! (without experience no person can know what they do not know, what they need to learn [maybe what they can learn], and how they will deal with situations)
  - Chores
  - Participate independently in community activities
  - Volunteer or work
  - Gradually
- Course selections
- Participate in assessments for evaluating needs
- Use resources

## AGENCIES AND RESOURCES FOR INDEPENDENT LIVING

- Medicaid Waivers
  - Handouts in the back
- BVCIL The BVCIL is a consumer-based, consumer-controlled, cross-disability, cross-cultural, non-residential, private nonprofit 501(c)(3) charitable organization whose mission is to promote the full inclusion and participation of individuals with disabilities in all aspects of community life. [Bvcil.org](http://Bvcil.org)
- Autism Clinic
  - Provides a variety of services:Autism Assessment/Diagnosis (3-6 years of age), Social clubs for all ages, Private therapy, In home therapy, and Parent Training
- CDD
  - The Center on Disability and Development at Texas A&M University (CDD) supports the self-determination, community integration, and quality of life of people with disabilities and their families. [cdd.tamu.edu](http://cdd.tamu.edu)

## EMPLOYMENT

How can my child have a MEANINGFUL and PURPOSEFUL life after high school.....

Work can not only provide money but it can provide meaning/purpose for your child. It can be a good reason to get out of the house or, even, out of bed.

## EMPLOYMENT

- The single most important factor that predicts successful employment:
  - Employment experience
    - This can be gained through participating in home chores, volunteering (in the community or school), and work
- Learning of soft skills for employment can be difficult
  - Knowledge can be learned through
    - Assessments: career interest inventories, preference indicators
    - Course selection
    - Volunteering in areas of interest (or strengths)
    - Speaking with people in varied fields

## EMPLOYMENT: REQUISITE SKILLS

- Self-determination
  - learning how to speak up for yourself, making your own decisions about your own life, learning how to get information so that you can understand things that are of interest to you, finding out who will support you in your journey, knowing your rights and responsibilities, problem solving, listening and learning, and reaching out to others when you need help and friendship
- Self Advocacy and the work environment
  - Knowledge of needs and how to get support (or support self) as needed
  - Appropriate communication/social skills
  - Knowledge of rights and responsibilities

## EMPLOYMENT: SOFT SKILLS

- Skills that are essential for success in every field of employment
  - Communication
  - Decision making
  - Problem solving
  - Self-motivation (i.e., act without prompting and ability to move to new task independently)
  - Working with a team/co-workers
  - Time management

## EMPLOYMENT: AGENCY SUPPORT

- **TWS-VRS**
  - [www.twc.state.tx.us](http://www.twc.state.tx.us)
- **TWSWIOA**
  - The Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers secure employment, education, training, and support services necessary to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.
- **BVCIL- [bvcil.org](http://bvcil.org)**
  - The BVCIL is a consumer-based, consumer-controlled, cross-disability, cross-cultural, non-residential, private nonprofit 501(c)(3) charitable organization whose mission is to promote the full inclusion and participation of individuals with disabilities in all aspects of community life.
- **CDD – [cdd.tamu.edu](http://cdd.tamu.edu)**
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## POST SECONDARY EDUCATION

....You mean college or technical school may be a realistic option for my child?



## POST SECONDARY OPTIONS

- 18 + Services (received through the school district, NOT considered post secondary)
  - Services that are available for any student who meets eligibility and whose ARD committee determines that the student requires continued support to meet transition needs. There is not a comprehensive list of services that a school district must offer. Services will be determined by the ARD committee based on the results of transition assessments.
- Life Skills Programs
  - Some students may not have the academic and/or social skills to attend four-year colleges or universities, two-year colleges, vocational-technical programs, or adult education programs. In these cases, students may have the need and desire to increase basic academic skills and knowledge, but may have an equal need to learn increased social and life management skills, while also receiving vocational training.
- Adult Education and Continuing Education Programs
  - Continuing education programs are most often housed at colleges and universities or a center for independent living (BVCIL) . Students may take continuing education courses to see what a similar college academic course will be like, to retain certification in specific fields of study/employment, or for self-enrichment.

## POST SECONDARY OPTIONS CONT.

- Vocational-Technical School and Programs
  - Vocational-technical schools and programs offer education and training that is specifically targeted to specialized areas within the employment domain
    - Examples: computer technician, nurse's aide, geriatric medical assistant, broadcast technician, veterinarian assistant, plumbing, air conditioning, truck driving, cosmetology, etc.
- Certification Programs for People with Intellectual Disabilities
  - "Think College" is a great resource to provide a list of schools who have programs specifically for people with intellectual disability.
    - Examples in Texas: TAMU (PATHS) , Austin Community College (STEPS), University of Texas (UT informal classes), West TAMU (WTLIC), Houston Community College Northwest and Central ( VAST), Texas Tech ( CASE)
- Two Year Colleges
  - Students attend two-year colleges to earn an Associate of Arts (AA) degree or an Applied Science (AAS) degree. Students who earn an AA degree may later transfer credits to a four-year college or university
- Four-year Colleges and Universities
  - Students attend four-year colleges and universities to earn bachelor's degrees by successfully completing the degree program.

# DIFFERENCES FROM HIGH SCHOOL TO COLLEGE

## HIGH SCHOOL

- Everyone else holding responsibility for supports
- Parents/Teachers/Coaches manage student's time
- Great amount of accommodations AND modifications
- Parents have access to child's records

## COLLEGE

- Student holds SELF accountable for supports
- Student has to manage their own time
- Few accommodations and NO modifications
- Federal Law (FERPA) restricts parent access to student records

# POSTSECONDARY EDUCATION: CRITICAL SKILLS

- Self-Advocacy!!!
  - (self-knowledge, communication skills, understanding rights and responsibilities to gain supports)
- Time management
  - no extra time given
- Problem solving
- Study skills
  - Note taking

## HOW TO IMPROVE CRITICAL SKILLS

- Parents (and everyone else) shift from directing the child to guiding the child
- Allow your child to be challenged and sometimes fail through course choices and using only accommodations required by the disability (not ones that simply shelter or protect)
- Allow your child to take an active role in education planning; including goal setting
- Participate in college readiness assessments

## RESOURCES FOR POSTSECONDARY EDUCATION

- Disability services at any college
- CDD
- TWS-VRS
- Think College
- Online college planning tools

# QUESTIONS?

- We know that we covered a lot of information tonight but we want you to go home and really think about the things we said. If you have any questions, concerns, or thoughts on what transition services will look like specifically for YOUR child, please email your transition coordinator.
- CSISD
  - Dr. Eric Roberts: [ericroberts@csisd.org](mailto:ericroberts@csisd.org)
- BISD
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