

GO WISE

RESOURCES

The Beach Center
www.beachcenter.org/families/person-centered_planning.aspx

Institute for Community Inclusion
www.communityinclusion.org/article-php?article_id+16

Washington Initiative for Supported Employment (WISE)
www.gowise.org



Pulling it All Together



Things to Think About

There are many things to think about and do before your son or daughter graduates and enters the employment world. Keeping ahead of the things you need to do particularly with the various systems will help make the road smoother. Keep the big picture in mind as you plan for the future. What is it that you ultimately want for your son or daughter and what do they want for themselves? This will help guide you as you plan.

Include your son or daughter in the planning for the future—they will have their own thoughts and ideas! Give them opportunities to learn how to make good choices and decisions.

Continue to nurture your child's strengths and interests. Watch for things that may become job skills. Help them identify what they are good at. Practicing skills helps build confidence.

Consider doing a formal Person Centered Plan for your son or daughter. Talk to other people who know and care about your son or daughter about what they think their strengths abilities and challenges are. They often have insight that you as a parent may miss.

Being aware of your child's challenges and dislikes will help focus on what skills they need to learn, but also will help to eliminate inappropriate job placements. The more you know, the easier it will be to find the right job.

Identifying Skills, abilities and challenges will also help you as your son or daughter transitions to various classrooms and programs. A one pager highlighting their skills is a great way to introduce them to new teachers and professionals. It will also help you when you are in IEP meetings to create goals that will lead to employment. Later on it will help with building a resume.

Help your son or daughter to learn appropriate social behaviors both at home and in the community. Continue to encourage contributions to the family by assigning tasks around the house. Keep in mind the skills they will need to be independent, and help them try these things in small increments. Take the next step and give them opportunities to volunteer in the community—doing this as a family is a good way to get started.

Explore what is available in your community that may be

of interest to your son or daughter. Finding people with mutual interests will help to build their future community. Think about what their day will look like once they graduate and begin now to put things in place so that they have a full and meaningful life. Learn how to use public transportation. Taking a bus ride as a family is a good first step.

Connect with other parents who have sons or daughters the same age. A group such as Parent to Parent, your local Parent Coalition, or your Special Education PTSA's are a great place to meet other parents. The more connected you are, the more connected your son or daughter will be.

Lastly, remember this a process. Take things one step at a time, and ask for help along the way. Take advantage of trainings available in the community about system issues like SSI and DDA. These are complicated things and you may need to hear the information several times to understand.

Remember, the work you do now will pay off as a quality life for your son or daughter.

Informing Families

Building Trust

A Partnership for Better Communication
On Developmental Disability Issues in Washington State

Preparing for Life After High School



Transition Planning Checklist

Consider the following checklist of skills, activities, and services when creating your child's high school transition plan for his/her IEP. For more information on transition planning, visit www.informingfamilies.org.

Independent Living

Identify skills and abilities that will help your son or daughter be as independent as possible, such as:

- ☐ Money Management and Budgeting
- ☐ Decision-Making
- ☐ Self-Advocacy
- ☐ Communication
- ☐ Transportation Training
- ☐ Shopping
- ☐ Cooking
- ☐ Housekeeping

Social/Recreational

- ☐ Build friendships outside the family.
- ☐ Create a circle of support (family, friends, neighbors).
- ☐ Identify and connect with groups that share similar interests:
 - Athletic
 - Faith-Based
 - Creative Arts
 - Humanitarian
 - Civic
 - Cultural

Employment/Post-Secondary Education

- ☐ Identify interests, strengths and needs, and list the types of jobs that would be a good fit.
- ☐ Identify personal contacts useful in finding jobs.
- ☐ Research college courses and programs (integrated and/or specialized).
- ☐ Learn and practice job skills.
- ☐ Apply for employment services from DVR and DDA.
- ☐ Obtain Assistive Technology and Training.

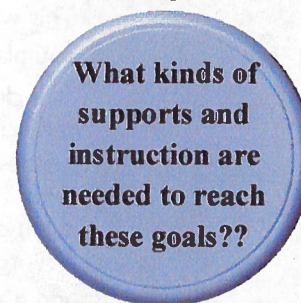
Financial and Legal

- ☐ Apply for Supplemental Security Income (SSI)
- ☐ Arrange for a Representative Payee for SSI (benefits if money management is a concern)
- ☐ Benefits Planning (including Social Security Work Incentives, such as PASS and IRWE)
- ☐ Establish a Special Needs Trust
- ☐ Seek guardianship (if less restrictive alternatives are not appropriate)

Health & Safety

Identify needed skills and/or resources to be healthy and safe:

- ☐ Emergency Recognition and Response
- ☐ Personal Care/Hygiene
- ☐ Counseling
- ☐ Physical/Occupational Therapy



Housing and In-Home Supports

- ☐ Apply for DDA in-home services/supports (e.g., Medicaid Personal Care, Supported Living, Companion Home, Adult Family Home)
- ☐ Apply for HUD federal housing assistance. (Contact your local Housing Authority to find out how long the waiting list is.)
- ☐ Research home ownership programs for adults with DD: washingtonaccessfund.org/resources/homeownership.php