

Listening to Your Child's Voice While Building Independence




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- o Center for Parent Information and Resources (CPIR)
- o Next Steps Partners


Agenda

- The Age of Majority
- IDEA vs ADA
- Listening to Your Child's Voice
- Parent Concerns and Discussing the Future
- Self-Disclosure
- Moving Forward
- Wrap up and Post-assessment




Objective

Develop an increased understanding and concrete ideas about how you can help your child prepare for life after high school.




Age 18: The Age of Majority

- o The laws
- o Who is in charge
- o Expectations
- o Consequences
- o No IEP after High School




IDEA vs ADA

	IDEA	ADA
Type of Law	Education, entitlement	Civil rights status, eligibility
Disability	One of 13 categories	Impairment in major life activity
Ensures	FAPE	Equal access
Responsibility	Parent and school	Student
Services	Evaluation, specialized instruction, accommodations & modifications	Reasonable accommodation




Listening to your Child's Voice

- o IEP Meetings during Transition
 - ✓ Student attendance
 - ✓ Current Assessment
 - ✓ Address interests, skills, strengths and weaknesses
 - ✓ Set goals for life after high school
 - ✓ Review accommodation and modification needs
- o Prepare your child to participate
 - ✓ Know their disability
 - ✓ Know their strengths and weaknesses
 - ✓ Practice self-advocacy



Parent Concerns

- o How will I know what's going on?
- o Will he be isolated?
- o Can he handle his money?
- o Can he hold a job?
- o Will he take care of his health?
- o Can he live on his own?
- o Who is going to wake him up?




Discussing the Future

- o Further education/employment
- o Transportation
- o Money management
- o Hygiene or self-care
 - o Medication management
 - o Dietary issues
- o Housing issues
- o Social situations




Starting Now

- Wake themselves up
- Actively participate in IEP meetings
- Schedule her own appointments
- Refill her own medications
- Use a time management system
- Gain work or volunteer experience
- Learn independent living skills



Self-Disclosure

- Does she know enough to describe herself to someone else?
- What does she gain by disclosing?
- Does she have to?
- Who and when should she consider disclosing?



Moving Forward

- Accepts and understands disabilities
- Sets realistic goals
- Self advocates
- Uses resources
- Has an understanding of acceptable social skills
- Knows rights and responsibilities



Next Steps

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