Listening to Your Child’s Voice While Building Independence
Acknowledgements

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- National Secondary Transition Technical Assistance Center (NSTTAC)
- Transition Coalition
- Division of Career Development and Transition
- Center for Parent Information and Resources (CPIR)
- 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

- The laws
- Who is in charge
- Expectations
- Consequences
- No IEP after High School
# IDEA vs ADA

<table>
<thead>
<tr>
<th></th>
<th>IDEA</th>
<th>ADA</th>
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<tbody>
<tr>
<td><strong>Type of Law</strong></td>
<td>Education, entitlement</td>
<td>Civil rights status, eligibility</td>
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<td><strong>Disability</strong></td>
<td>One of 13 categories</td>
<td>Impairment in major life activity</td>
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<tr>
<td><strong>Ensures</strong></td>
<td>FAPE</td>
<td>Equal access</td>
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<tr>
<td><strong>Responsibility</strong></td>
<td>Parent and school</td>
<td>Student</td>
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<tr>
<td><strong>Services</strong></td>
<td>Evaluation, specialized instruction, accommodations &amp; modifications</td>
<td>Reasonable accommodation</td>
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Listening to your Child’s Voice

⊙ 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

⊙ Prepare your child to participate
  ✓ Know their disability
  ✓ Know their strengths and weaknesses
  ✓ Practice self-advocacy
Parent Concerns

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

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