Listening to Your Child’s Voice While Building Independence

Acknowledgements
- NH Department of Education
- 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

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