

Focus on Adulthood

Students will identify and practice skills and knowledge necessary for successful community integration. 1.0

1 Demonstrate an ability to communicate needs and/or supports. 1.1

- A Compile a list of individual needs or supports for community integration. 1.1A
- B Communicate needs/supports to parent, case manager, peers, professionals, and IEP team. 1.1B

2 Recognize responsibilities regarding community integration. 1.2

- A Reflect on roles of a variety of participants in the community. 1.2A
- B Articulate personal preferences and strengths and the impact they have on community integration. 1.2B

3 Model appropriate methods to handle conflicts or disagreements. 1.3

- A Define terms used in conflict resolution, such as: assertive, passive, and aggressive. 1.3A
- B Identify assertive, passive, and aggressive behavior in written scenarios. 1.3B

4 Identify community experiences needed to participate in community life. 1.4

- A Define "community experiences." 1.4A
- B Investigate methods of participating in community activities. 1.4B

5 Develop tools for becoming a contributing member of his or her community. 1.5

- A Engage in community activities. 1.5A
- B Identify hobbies, skills, and interest and the role they play in community participation. 1.5B

Students will identify potential community agencies necessary for postsecondary success.

2.0

1 Gather information on community agency options available. 2.1

- A Review services/agencies available to adults with disabilities. 2.1A
- B Request information about a service he or she needs for transition. 2.1B

2 Define which agencies will best facilitate his or her entry into postsecondary placements. 2.2

- A Compare impact of strengths, interests, and needs to postsecondary placements. 2.2A
- B Evaluate services available for his or her specific needs and where providers are located. 2.2B

3 Identify related services the student receives that will continue to be needed as an adult. 2.3

- A Review IEP, current support services, and accommodations regularly used. 2.3A
 - B Evaluate services or accommodations that will be needed as adult. 2.3B
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4 Develop a timeline for registering with needed agency and/or support providers. 2.4

- A Compile log of information gathered from chosen service providers or agencies. 2.4A
 - B Transfer the date that agency registration is due to timeline/calendar. 2.4B
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5 Maintain a generic listing of community recourses. 2.5

- A Investigate local agencies and resources for appropriate future supports. 2.5A
 - B Compile a listing of agencies related to independent living, employment, education, and training. 2.5B
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6 Determine eligibility documentation required by each identified agency. 2.6

- A Confer with counselor or representative from appropriate agency or support system. 2.6A
 - B Submit information regarding specific eligibility documentation required for each potential agency to his or her transition portfolio. 2.6B
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Students will complete activities to assist in refining career paths and career opportunities. 3.0

1 Work collaboratively to complete a functional and/or comprehensive vocational assessment. 3.1

- A Summarize and review data in transition portfolio for accuracy. 3.1A
 - B Update personal transition information. 3.1B
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2 Complete a career interest assessment to better identify personal interests and preferences. 3.2

- A Refine career interests by updating career assessments. 3.2A
 - B Identify possible future careers in areas of interest. 3.2B
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3 Evaluate personal attributes. 3.3

- A Update career goals, information about self, and new accomplishments. 3.3A
 - B Describe how attitudes, beliefs, abilities, and interests impact career choices. 3.3B
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4 Interview people who are working in his or her career(s) of interest. 3.4

- A Compile a list of potential professionals to interview in careers of choice. 3.4A
- B Set appointments for personal or telephone interviews. 3.4B
- C Complete the interview process and submit information gathered to his or her transition portfolio. 3.4C

5 Evaluate employment opportunities in career interest areas. 3.5

- A Identify resources available to assist him or her seeking/gaining employment. 3.5A
 - B Match career requirements with strengths, interests, skills, and potential to achieve level of training required. 3.5B
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Students will identify skills needed to live independently. 4.0

1 Evaluate ability to support oneself financially. 4.1

- A Identify two financial planning goals and steps required to reach them. 4.1A
 - B Determine ability to support oneself financially. 4.1B
 - C Develop a resource budget to determine minimum requirements for financial support. 4.1C
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2 Determine need for assistance in addressing medical and insurance needs. 4.2

- A Determine health and medical needs. 4.2A
 - B Evaluate availability of medical and other insurance through government agencies or place of employment. 4.2B
 - C Submit personal medical information to transition portfolio. 4.2C
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3 Obtain a driver's license or photo identification card. 4.3

- A Set appointment and obtains photo identification card. 4.3A
 - B Obtain driver's license or photo identification card. 4.3B
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4 Examine ability and resources to travel to and from home, work, and community. 4.4

- A Evaluate personal resources/supports in regard to transportation. 4.4A
 - B Access public transportation where available or identify various community options for transportation. 4.4B
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5 Determine housing options. 4.5

- A Consider advantages and disadvantages of living at home after exiting high school. 4.5A
 - B Articulate the advantages and disadvantages of renting vs. owning a home. 4.5B
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6 Evaluate ability to attain personal independence. 4.6

- A Evaluate the impact of education and training on lifetime earnings. 4.6A
 - B Assess personal ability to live independently. 4.6B
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Students will identify and explain laws and their impact in postsecondary placements. 5.0

1 Compare and contrast the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and IDEA. 5.1

- A Articulate similarities of ADA, Section 504, and IDEA. 5.1A
- B Describe the differences of ADA, Section 504, and IDEA. 5.1B

2 Articulate how the ADA and Section 504 safeguard employment rights as an adult worker. 5.2

- A Describe civil rights of an individual with a disability in postsecondary work setting. 5.2A
- B Articulate the process to follow when/if civil rights are violated in the workplace. 5.2B

3 Explain how ADA and Section 504 safeguard educational rights in a postsecondary setting. 5.3

- A Describe how to access reasonable accommodations in postsecondary educational settings. 5.3A
- B Describe the process to follow when/if civil rights are violated in postsecondary education or training facilities. 5.3B

4 Identify what reasonable accommodations are in postsecondary educational settings according to ADA and Section 504. 5.4

- A Meet with disability support representatives and discusses reasonable and appropriate accommodations in postsecondary educational settings. 5.4A

5 Demonstrate an understanding of privacy and confidentiality rights as they relate to disability disclosure. 5.5

- A Define privacy and confidentiality rights. 5.5A
- B Use decision-making model to assist in deciding when and where to disclose information about the student's disability; 5.5B

Students will complete strength and need assessments to facilitate postsecondary placements. 6.0

1 Self-assess current educational program, vocational needs, future education options, personal management skills, and living arrangement needs. 6.1

- A Complete a self-assessment in the area of transition planning. 6.1A
- B Share results of self-assessment with case manager before presenting to IEP team. 6.1B

2 Use the self-assessment to develop goals to facilitate postsecondary independence. 6.2

- A Identify areas of personal strengths and accomplishments. 6.2A
- B Identify transition areas needing improvements and evaluate impact on postsecondary placements. 6.2B
- C Develop a learning plan, including timeline, for accomplishment of identified transition areas needing improvement. 6.2C
- D Identify transition areas in need of postsecondary supports. 6.2D

3 Evaluate status of eligibility documentation. 6.3

- A Determine if eligibility documentation is current and complete. 6.3A
- B Explain components of eligibility documentation to parent, case manager, or other professional. 6.3B

4 Reflect on formal and informal personal support systems available in the community and at home. 6.4

- A Identify the extent to which family support will be available after exiting high school. 6.4A
- B Review and compare three strengths and three needs as they relate to potential supports needed and availability in the community. 6.4B