



Transition from the Other Side

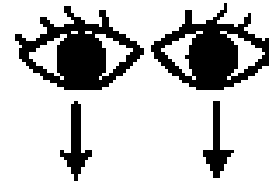
Pat Satterfield

And You!

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Perspective



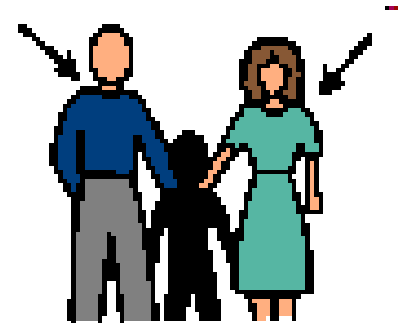
- Son, Blake, 22
- Working with children and adults with disabilities
 - AT
 - Curricular Adaptations
- Participating in planning for transition of individuals from Gwinnett Schools to Day Programming
- Transition Training for Parent to Parent of Georgia, our PTI



Parent Survey

What were your greatest concerns as your child transitioned to their adult life?

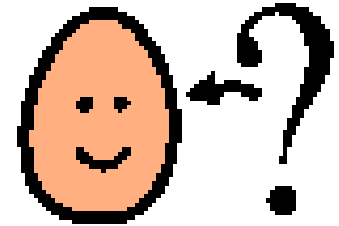
- Be safe?
- Be understood?
- More school? Maintain skills?
- Get a job? Keep a job?
- Participate in the community?





Other Questions

- Where will my child live?
- Does my child need a waiver?
- Will my child have a full life?
- Will my child be happy?
- Who will take care of my child after I am gone?





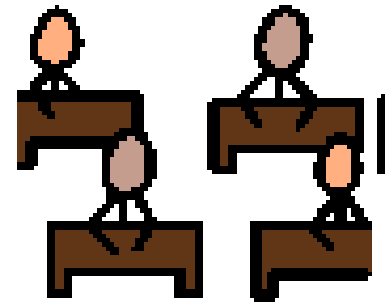
Statistics

- People with disabilities are 2.5 times more likely to be unemployed or underemployed than people without disabilities
- Studies show that work experience in school, postsecondary education, and families involved with their youth lead to increased employment outcomes as adults
- Youth are unable to find or keep jobs
- Jobs don't meet strengths or interests
- Youth stay at home waiting for “services” to find them a job



For those who want post-secondary education

- Need that diploma!!!
- Plan **early** for all the classes that are required!
(Could student get a diploma in five years?)
- Self-determination/Self-advocacy Skills
- Career Planning
- AT Training
- KSU and Clemson – special ed diploma





For those who will seek employment

- Technical College – still need that diploma!!
- Can I get job training?
 - Can I get a Job Coach?
 - Do I need handheld cognitive prompting technology?
 - How do I get to work?
- Have I got the soft skills to keep a job?
 - Work ethic
 - Dependability
- Do I have the social skills to get along with co-workers?



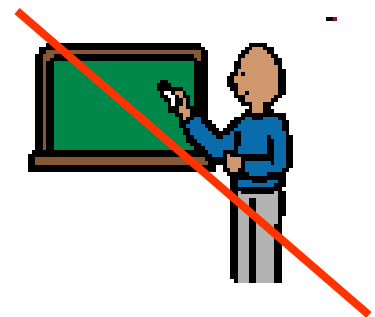
Supporting Self-Determination

- ENCORE
 - Developed and delivered by Parent to Parent of GA www.p2pga.org
 - Transition training for students
 - Student with disability helps to lead
- Aspire
 - Trains students for a leadership role in their IEP team



Adult Day Programming

- A change in 2008 from sheltered workshop settings to “community participation” model was mandated to adult facilities by the state
- There were some guidelines for what this should look like but no “curriculum”
- No financial support was provided for taking clients into the community
- No highly trained staff





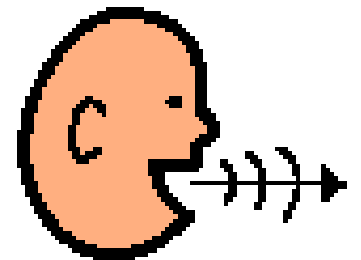
Adult Programming Areas of Focus

- Communication
- Literacy
- Job Skills
- Activities of Daily Living
- Social Skills/Behavior
- Community Connections



Communication

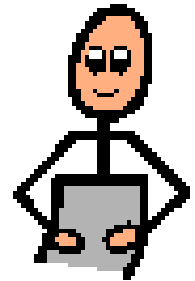
- The crucial foundation
- NO student should leave K-12 without a communication system!
 - Basic communication, medical
 - Vocabulary for learning
 - Vocabulary for job
 - Social communication





Literacy

- Adult clients know that reading skills are valuable
- Increasing literacy skills will increase opportunities
 - Job
 - Community events
 - Reading in daily life – recipes, directions, etc.





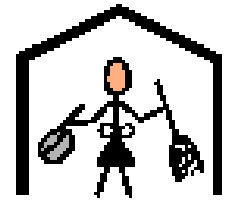
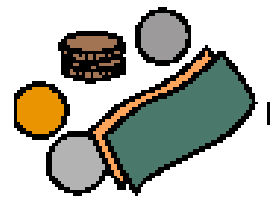
Job Skills

- Soft Skills
 - DOL book on soft skills – free download
 - Work behavior – keep working, ask for more work, come back from break, no phone calls, be on time, correct mistakes yourself
- Actual tasks
 - With supports initially if necessary



Teaching Life Skills

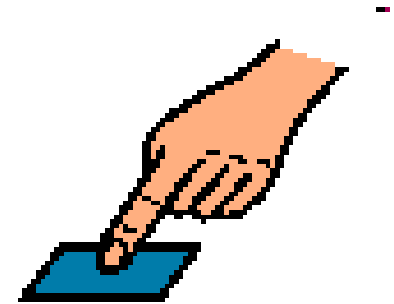
- Money!
- Shopping and cooking
- Clothing care
- Medical care
- Safety and Emergencies
- Home Maintenance





Social Skills

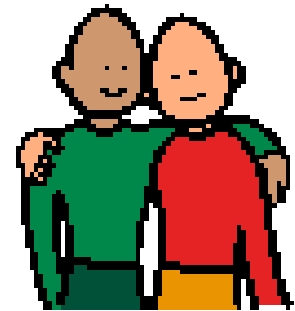
- Modeling
- Mentoring
- Social Stories
- Practice, Practice, Practice





Community Connections

- Chance for genuine relationships with people in the community
- Based on mutual interests
- A chance to give back
- Builds self-esteem





Implications for K-12

- Communication
- Mandate to teach academic standards
 - With application to daily living
 - Don't stop teaching math and reading
 - Build core knowledge so students can make connections to history, science, politics, and literature



Implications for K-12

- Opportunities to build social skills, work in groups with others, build strategies
- Teach self-determination skills
- Identify AT needs before they transition; there is so little support for communication and AT after they leave K-12.



Contact Info

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