

REAL Transition Partners

REAL Transition Partners is jointly managed by SPAN Parent Advocacy Network (NJ), Federation for Children with Special Needs (MA), and New York State Transition Partners (INCLUDEnyc, Parent Network of WNY, Starbridge). Providing information, training and technical assistance, and support to youth and young adults with disabilities and their families in Region A.



Yearly Activities

- Each center develops a yearly action plan and receives funding to support the transition-related activities
- 4 Webinars & Train the Trainers per year: 1) What does independence mean to me? 2) Understanding Health Care Transition 3) How do I get the job I want 4) Taking care of my finances
- 3 Convenings per year with families, youth/young adults & professionals 1) Health Care Transition 2 & 3) Understanding alternatives to guardianship Three Virtual/in person forums yearly facilitated by REAL with parent center staff, adult system representatives, family leaders and youth.
- An E-Newsletter disseminated monthly in Region A; Parent centers can tailor information targeted to their state.
- A #Transition Tuesday template provided to all Region A centers containing resources/stories to share on all social media platforms every week. Also, now includes #WorkforceWednesday



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Region A1 & A2 Spotlight Collaboration REAL Transition Partners, NEPACT & Youth Leadership Council

1. Highlighting the collaboration between NEPACT (Region A RPTAC) Youth Leadership Council & REAL Transition Partners.
2. Facilitate one Real Transition day each year at the Region A conference: This year REAL Transition Partners collaborated with NEPACT on the Region A Follow Up Forum April 24 & 25. REAL Day, April 24 “Building Capacity to Engage Youth & Young Adults.” Presented inequities data, discussed the benefits of the Youth Leadership Council, Panel discussion with 6 Youth Leadership Council members and round table discussions/report out.
3. Youth Leadership Council has been asked to present as the plenary session at OSEP Leadership Conference in July.



Reporting On Our Progress

Region B1 – RSA PTI

2023

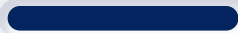




YEAR THREE

PART 1

Parent & Professional Training



You are previewing **all course lessons**

Getting Started in Thinkific 0/2

Turning 18 in North Carolina 0/29

Project Information
AUDIO

Welcome toTurning 18 - What
Individuals with Disabilities and their
Families Should Consider
AUDIO

ECAC - Exceptional Children's Assistance
Center
VIDEO - 10 MIN

Turning 18 - Getting Started
VIDEO - 9 MIN

What You Will See Next
AUDIO

Exiting High School and Transfer of Rights
VIDEO - 6 MIN

North Carolina Diploma Options
PDF

Social Security, Medicaid, Special Steps for
Military Families and Medicaid Waivers
VIDEO - 4 MIN

Welcome toTurning 18 - What Individuals with Disabilities and their Families Should Consider

0:00 / 1:18

Welcome To.....

Turning 18: What Individuals with Disabilities and their Families Should Consider

We are so pleased that you are joining us for this training! Turning 18 is a big deal for all individuals. When a person reaches 18 in North Carolina, they have reached the age of majority. It is a legal right/authority to make decisions in life and to have options when making decisions. For some individuals with disabilities being able to make decisions on their own when it comes to legal, financial, medical, and educational decisions will not be an issue, but others may need support.

In this self-paced online training, we are going to dive into *Turning 18* and share practical tips and resources that parents and professionals can use. This will be a tip-of-the-iceberg overview of what families may need to consider before their loved one with a disability turns 18 in North Carolina.

Closed captioning is available for all of the video segments by just clicking on the "cc" near the bottom right of the video screen.

Note: Participants will receive a certificate of completion for 2 hours when all lessons within the

NEXT →

- Medicaid Waivers
AUDIO
- NC ABLE
AUDIO
- Vocational Rehabilitation
AUDIO
- North Carolina Vocational Rehabilitation Services
PDF
- Independent Housing
AUDIO
- Postsecondary Options
VIDEO - 3 MIN
- Postsecondary Options in North Carolina
PDF
- Legal Terms to Know
PDF
- Decision-Making Options**
VIDEO - 6 MIN
- Understanding Decision- Making Options in North Carolina
PDF
- Estate and Futures Planning

Decision-Making Options

Decision-Making Options

Supported decision-making

- Natural Supports
- Agreements



Power of Attorney

- Representative payees

Limited or Full guardianship

5:40



NEXT →

PART 2

WAZE en Espanol



PART 3

Student Training



PART 4

Resources



A WAZE TO ADULTHOOD

Do You Know....



Fact Sheet for Georgia's Parents Decision-Making Options for Young Adults with Disabilities

My Child is Turning 18. What do I do?

Turning 18 is a big deal. Your child becomes an adult at 18 and all the privileges and responsibilities of adulthood transfer to them. This includes the authority to make decisions for themselves. This is a good thing. It is the gateway to adult life. But it can also be a scary time if you and/or your child believe they are not ready or able to make their own decisions. Thankfully, there are options available.

Everyone needs some help making decisions. Some people may ask others their opinion on whether to take a job, or they may have someone who helps them with their taxes or understand a contract. But some people with disabilities may need more or different kinds of supports. They may need help in making important decisions or if they have a significant mental or cognitive disability, they may need someone to make decisions on their behalf. For example, individuals with significant intellectual disabilities or dementia may need a substitute decision-maker.

It is best to use the least restrictive option available to you and your adult child if they need help making decisions. That way your child's rights as an adult will be preserved.

Here are important options from **LEAST RESTRICTIVE to MOST RESTRICTIVE**.

Supported Decision-Making Agreement

Powers of Attorney

Guardianship/Conservatorship

Resources

[Georgia I Supported Decision Making](#)
[Guardianship Law.pdf](#)
[\(georgia.gov\)](#)
[I Decide Georgia - Supported Decision-Making - DECIDE Your Future](#)
[\(infoconnect.org\)](#)
[Parent Center Help Parent Guide to Getting Ready for the Age of Majority](#)
[P2P USA - Supported Decision-Making & Alternatives to Guardianship](#)
[PIATC Resources on Supported Decision-Making](#) (link on the Supported Decision-Making tab on the page)
[Sample Powers of Attorney](#)
[Supported Decision-Making - Georgia Council on Developmental Disabilities](#)
[\(gcdi.org\)](#)

Contact your PTI
Parent to Parent of Georgia
800-229-2038
770-451-5484
<https://www.p2pgea.org>



10/23

Important Legal Terms to Know and Understand A Resource Document



There are many legal terms and definitions you will encounter as you navigate the system of disability services and supports, particularly as your child enters adulthood. This resource document reviews some key terms related to decision-making and estate planning.

DECISION-MAKING. Many individuals with disabilities can make decisions independently once they reach the age of majority at 18. Other individuals may need varying degrees of support to make decisions regarding their health, safety, living arrangements, finances, etc. Listed below are some legal terms and tools, from least restrictive to most restrictive, that may be considered as the child becomes an adult.

Supported Decision-Making (SDM): SDM allows individuals with disabilities to make choices about their own lives with support from people they choose whom they know and trust to be part of a support network to help with decision-making. Supported decision-making is an alternative to guardianship. Guardians make decisions for the person with a disability and the person loses all or many of their rights. However, supported decision-making allows the person with the disability to make their own decisions instead of having someone else make them for them.

Power of Attorney (POA): a legal document by which one person gives another person the power to act on their behalf. A power of attorney can be revoked at any time. Someone can appoint a POA (or any legal document) ONLY if they are legally competent to do so – otherwise, it is invalid.

Durable Power of Attorney: a power of attorney that remains valid even if a person becomes incapacitated. A durable power of attorney will remain in effect until death unless the person rescinds it while not incapacitated.

Limited Power of Attorney: gives another person the power to perform specific actions or handle a specific incident; it usually ends at a time specified in the document.

Advanced Directive: document where a person can state their wishes for health care and appoint someone to make decisions for them if they become unable to do so.

Living Will: a type of advanced medical directive that states medical treatments a person would and would not want to be used to keep them alive, as well as their preferences for other medical decisions, such as pain management or organ donation.

Designation of Health Care Surrogate: A legal document that allows a person to appoint another person (attorney in fact or surrogate) to make medical decisions for them if they become temporarily or permanently unable to make them. The attorney does not have to be a lawyer.

Turning 18 in Tennessee What Individuals with Disabilities Need to Consider



Turning 18 is a big deal for all individuals. An 18-year-old is legally considered an adult in Tennessee. Therefore, when your child turns 18, they are the person that makes legal, financial, medical, and educational decisions in their life. For some individuals with disabilities, this will not be an issue. Others may need support.

Below are some things that you should consider as your loved one turns 18.

- **Talk to your child's pediatric physicians about transitioning to adult physicians.** Many pediatric providers will stop seeing a person once they reach 18 or in some cases 21.
- **If your child was born male, they must register with the Selective Service, even though they have a disability.** Register online here: <https://www.sss.gov/register/> or print off a registration form.
- **Get a valid ID.** Formal identification is important for adults. This could be a passport, driver's license, or DMV-issued photo identification card. As of May 7, 2025, your child (and you) will need a REAL ID in order to travel domestically on an airline. Go to <https://www.tn.gov/content/tn/safety/driver-services/online.html#fe-Services>.

You may also want to think about having your child:

- **Register to vote.** In Tennessee, individuals can register to vote online, by mail, or the application can be delivered to the proper county election commission office. You can get voter registration applications at the County Election Commission offices, county clerk's offices, public libraries, and register of deeds offices as well as, the Department of Health WIC Program, the Department of Human Services, the Department of Intellectual and Developmental Disabilities, the Department of Mental Health, the Department of Safety (motor vehicles division), and the Department of Veterans Affairs. See https://tnsos.org/elections/election_commissions.php.
- **Open a bank account.** This can help some individuals begin to establish credit and manage their money. If the individual will apply for and receive Supplemental Security Income (SSI) as an adult, they will need to have a bank account for direct deposits. Be advised that there are financial resource limitations associated with receiving SSI and home and community-based Medicaid Waivers. There are **legal alternatives if your adult child is unable to manage their own fiscal affairs**, including serving as your child's authorized representative and/or fiscal conservator.

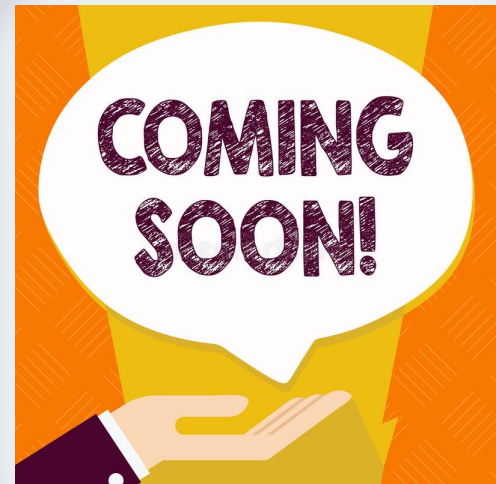
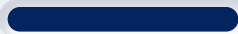


12/22

12/22

PART 3

What's Next





Contact Info:

**Kendra Wormley –
kwormley@peatc.org**

800-869-6782

www.peatc.org

Region B-2 RSA PTI Independent Futures that Work! Project



Building the Competence and Confidence of Young
Adults with Disabilities to Access Independent
Living and Employment Services

The Independent Futures That Work! Project

- The RSA PTI Independent Futures that Work! Project is a project of the Alabama Parent Education Center Inc.
- The RSA Parent Center B-2 Region includes PTI and CPRC parent center partners in Alabama, Mississippi, Louisiana, Texas, Arkansas, and Oklahoma.
- IFTW project works to ensure that individuals with disabilities and their families have the skills and knowledge necessary to effectively advocate for vocational, independent living, and other rehabilitation services.

IFTW “Independent Living, Here We Come!” Checklist

| | | | |
|---|---|--|---|
| Safety Skills Skills for keeping one's self safe in an emergency Recognizes sound of a fire alarm and what to do Knows a smoke detector and knows how to check it and replace batteries Knows how to use a fire extinguisher Knows where and how to call 9-1-1 Chooses a place to hide in an emergency such as: Room, fire, hall, basement and hurricane Knows where to take shelter in the event of a tornado or hurricane |  | Food Preparation Skills Skills needed for planning and preparing meals Plans meals Completes a grocery shopping list Recognizes lot meal ingredients Prepares simple meals Turns off stove after use Uses kitchen electronics safely Chooses balanced food Washes fruits and vegetables before eating them Recognizes common food allergens Understands need for avoiding certain foods Identifies supplemental nutritional programs (e.g., Meals on Wheels, Food Banks, etc.) Sets table |  |
|  | Medication Skills Skills needed to maintain healthcare and seek care Knows how to read a prescription bottle Knows how to refill prescriptions Chooses safe and effective Takes and reads Chooses health Communicates Keeps a copy of a Understands what Does (e.g., health Writes down an Appointment | Financial Management Skills  | |
| Transportation Skills Skills needed to get around the community Identifies types of transportation available in local community Obtains driver's license, if able Presents a valid seat in automobiles Applies for a handicapped parking permit, if needed Reads and recognizes safety and traffic signs Obtains car insurance if needed Understands insurance coverage Follows GPS directions to different locations Understands driving strategies for bad road conditions Knows how to maintain a car (e.g., wash, oil, know where to get oil changed, gets maintenance when needed) | | Independent Living Here We Come!  <p>Preparing for independent living is an exciting time in any youth's journey towards adulthood. For youth with disabilities, that time can also be filled with questions and challenges. This checklist can help identify skills necessary to live as independently as possible given each youth's unique needs and challenges. Use this checklist to look at different skills necessary for independent living, to assess where a youth with disabilities currently stands, and identify what skills still need to be worked on in order to achieve some level of independence. Depending on ability levels, some of the higher-level skills may not be able to be obtained by all youth with disabilities.</p> | |
| Self-Advocate Skills needed Knows self Knows how Knows how Can't change No agreement Makes info Understands Ask for them Can take a Can change | |  | Self-Caring/Care Skills Skills needed to take care of one's body and clothing Establishes a morning hygiene routine Establishes a bedtime routine Uses incontinence appropriately, including hand washing Shaves/bathes with safety Keeps personal possessions secure (e.g., wallet, phone, keys, money, etc.) Chooses clean, appropriate clothes to wear based on weather and occasion Asks for help when needed Buys laundry Operates washer and dryer appropriately with detergent, fabric softener, and lint removal from dryer Folds and puts away clean laundry |
| Organization Time Management Skills Skills needed for keeping track of the week and managing time Uses alarms to wake up to the morning Uses timers for reminders Uses a calendar to keep track of appointments, work/school schedule, etc. Makes a to-do list | | Insurance Skills Skills needed to protect one's self and possessions Understands the different types of insurance available (e.g., health, home, renters, automobile, etc.) Understands coverage for any policies owned | |
|  | |  | |
| Citizenship Skills Skills needed to participate as a citizen Understands voting rights Obtains a valid state identification card (e.g., driver's license, ID card, U.S. Passport, etc.) Registers to vote Knows where to go to vote and how to ask for needed accommodations | | Access Community Services and Relationships Skills Skills needed to access community services and build relationships Knows to dial 9-1-1 in an emergency Knows home address and phone number Knows phone numbers for state and local agencies Identifies community supports available within local community Identifies community helpers who can provide assistance (e.g., police officer, fireman, EMT/Paramedic, etc.) Establishes a community support network of people that can provide assistance in non-emergency situations Keeps in touch with family and friends via text and phone | |
| | | | |

access to public places, such as The Adults with Disabilities Act and the Fair Housing Act

Agencies who can help with transition needs include:

- Your state's vocational rehabilitation agency
- Your state's independent living centers
- Your state's Parent Information and Training Center

You can find information for your state on the Independent Futures that Work website under "Find Help in Your State" button at the link below:

www.independentfuturesthatwork.com

This document was created by the Independent Futures that Work project to assist parents and youth with disabilities in identifying skills needed for living as independently as possible given the youth's unique challenges and needs.

Independent Futures that Work is a project of the Alabama Parent Education Center
 P.O. Box 118, Wetumpka, AL 36083
 205-887-2282 or 866-622-7659

IFTW: Here We Come, v. 1




IFTW “Working Independently Here We Come!” Checklist

Working Independently, Here We Come!



Working independently in competitive, integrated employment is the optimal goal for all youth and young adults with disabilities. Varying degrees of employment are possible. These possibilities include full- or part-time employment in a paid, competitive job; working in supportive employment; or unpaid volunteer work. Feeling productive in society brings positive self-esteem. Varying degrees of support will be needed to prepare these youth and young adults for the work force. Job shadowing, job coaching, and supervised work experiences are all important for employment preparation. This checklist provides needed skills to help youth and young adults with disabilities prepare for working as independently as possible given the unique needs and challenges of each youth or young adult. Depending on ability level, some higher-level skills may not be able to be mastered by all youth with disabilities.



Organization and Time Management

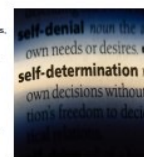
Skills needed to keep track of life events and manage time

- ☐ Uses a calendar to keep track of school/work/personal activities
- ☐ Tells time on an analog and/or digital clock
- ☐ Uses alarms to get up on time
- ☐ Uses timers for reminders
- ☐ Makes and follows a to-do list
- ☐ Gets to activities and events on-time
- ☐ Breaks large tasks into smaller, more manageable steps
- ☐ Sets long-term goals and creates steps to meet them
- ☐ Has cell phone with apps for daily use and living

Self-Determination/Self-Advocacy Skills

Skills needed to know one's rights, make decisions, and advocate for oneself

- ☐ Knows higher rights related to employment for persons with disabilities
- ☐ Knows how to ask for assistance appropriately
- ☐ Recognizes harassment situations and knows how to report
- ☐ Makes informed decisions
- ☐ Can take action when needed
- ☐ Can express his/her needs and wants to others
- ☐ Understands appropriate social cues and behaviors in the workplace



Safety Skills

Skills needed for keeping oneself safe in a work environment

- ☐ Knows how and when to call 9-1-1
- ☐ Knows how to safely operate equipment on the job site
- ☐ Knows and follows safety procedures at the workplace
- ☐ Follows directions to safely operate equipment on the job
- ☐ Knows who to contact if injury occurs

Financial Management Skills

Skills needed to manage money, paychecks, taxes, and other financial matters

- ☐ Knows what payroll deductions are
- ☐ Knows what taxes are taken out of paychecks and why
- ☐ Completes financial forms for employment (W-4s, state tax forms, etc.)
- ☐ Opens a checking and/or savings account
- ☐ Tracks banking transactions and balances
- ☐ Understands how people get paid



Job-Seeking Skills

Skills needed to seek and gain employment

- ☐ Identifies places to look for job postings
- ☐ Prepares a resume
- ☐ Completes a job application
- ☐ Writes a cover letter
- ☐ Develops job interview skills
- ☐ Dresses appropriately for job interviews
- ☐ Has appropriate hygiene for interviews

Job-Keeping Skills

Skills needed to keep a job

- ☐ Understands job expectations for work attendance and punctuality
- ☐ Works without supervision
- ☐ Understands how to request time off for sick and vacation time
- ☐ Demonstrates a positive work attitude
- ☐ Completes necessary job forms (time sheets, time off request forms, etc.)
- ☐ Understands how to keep track of time worked
- ☐ Wears appropriate and clean clothes
- ☐ Maintains acceptable personal hygiene
- ☐ Has reliable transportation to and from the job
- ☐ Uses a visual schedule or visual directions to accomplish job tasks



Communication Skills

Skills needed to appropriately communicate with others on the job

- ☐ Asks for feedback
- ☐ Uses appropriate language on the job site
- ☐ Is aware of and manages own body language appropriately
- ☐ Manages voice control appropriately
- ☐ Is able to carry on a conversation with others

Interpersonal Skills

Skills needed to interact with others on the job

- ☐ Demonstrates friendliness, adaptability, and politeness in group settings
- ☐ Demonstrates speaking, listening, and social skills as a member of a work team
- ☐ Interacts appropriately with those in authority
- ☐ Interacts professionally with co-workers
- ☐ Responds appropriately to requests from those in authority, co-workers, and customers
- ☐ Understands work ethics



Personal Skills

Skills that influence how a person acts and completes tasks

- ☐ Works well as part of a team
- ☐ Demonstrates leadership skills
- ☐ Demonstrates a strong work ethic
- ☐ Demonstrates problem-solving skills
- ☐ Demonstrates empathy for others
- ☐ Pays attention to detail
- ☐ Keeps a tidy and organized area

Your state's Department of Vocational Rehabilitation services can help you with some of the skills in this checklist. You can find vocational rehabilitation information for your state below:

Alabama: <http://www.rehab.alabama.gov>
 Arkansas: <http://www.ar.gov/rehabilitation>
 Louisiana: <http://www.louisiana.gov/rehabilitation>
 Mississippi: <http://www.ms.gov/rehabilitation>
 Oklahoma: <http://www.ok.gov/rehabilitation>
 Texas: <http://www.texas.gov/rehabilitation>

This document was created by the Independent Futures that Work project to assist parents and youth with disabilities in identifying skills needed for working as independently as possible given the youth's unique challenges and needs.



Independent Futures that Work is a project of the Alabama Parent Education Center in conjunction with the Parent Training and Information Centers from Alabama, Louisiana, Mississippi, Oklahoma, and Texas.
www.independentfuturesnetwork.org



How to Use the Checklists

- The checklists are designed to be used as an informal tool to assess the independent living and job-readiness skills a youth has or needs.
- Youth and their families may use them to identify what skills they have, need, or should develop to be prepared to live as independently as possible and enter the world of work.
- Parent centers, educators, and professionals may use the checklists to facilitate discussions about key skills needed for independent living and employment.
- The checklists may be used to contribute to the development of IEP transition goals.
- The checklists may be used to identify areas of needed support and make connections to services that can support their development.

Other Project Resources

- Tip sheets on:
 - Understanding Vocational Rehabilitation Services
 - The Americans with Disabilities Act of 1990 (ADA)
 - The Fair Housing Act (FHA)
 - Workforce Innovation and Opportunities Act (WIOA)
 - Pocket Resume
 - Tips for Youth – Effective Communication Using Email
 - Tips for Youth – Communicating Using Text Messages
 - Tips for Youth – Do's and Don'ts for Social Media
 - Tips for Youth – Effective Cell Phone Communication

To access these resources and other project and national resources:



Visit the Independent Futures that Work! website:

<https://independentfuturesthatwork.com>

Follow us on social media:

Facebook:

<http://www.facebook.com/IndependentFuturesThatWork>

Twitter: https://twitter.com/RSAPTI_IFTW

Opening Training: Introduction to Work for Youth with Disabilities and Families



Date: **May 23, 2023**, Time: **9 AM – 12 PM CST**

The Independent Futures that Work! project, will be presenting a webinar training for youth with disabilities, families of youth with disabilities, and the professionals that work with them. The training, entitled "Introduction to Work for Youth with Disabilities and Their Families" will be held via Zoom on Tuesday, May 23, 2023, from 9 AM to Noon, CST. Topics for the training include:

- The key employment skills needed for successful employment that are identified on the "Working Independently, Here We Come!" checklist
- The strategies and resources available to help families and professionals teach the skills listed on the checklist to youth and young adults with disabilities
- The critical role families and professionals can play to support youth and young adults with disabilities in learning work and career readiness skills for successful employment
- The key laws that support youth with disabilities in becoming career-ready and obtaining employment

Please register in advance for this training at:

https://us06web.zoom.us/meeting/register/tZYudeispj4oG9TBVS_hPOD3i1Z13bHNQxxb5

The Independent Futures That Work! Project's Coming Attractions

Trainings

- Introduction to Work for Youth with Disabilities and Their Families (a four-part training)
- Learning Management System Modules
 - Introduction to Work for Youth with Disabilities and Their Families
 - Post-Secondary Transition – Planning for an Independent Life After High School
 - Leadership: How to Be An Affective Advisory Committee Member
- Additional Tip Sheets
 - Building Self-Advocacy Skills
 - Transition Assessment
 - IDEA
 - Rehabilitation Act
 - Social Security

Thank you!



For more information contact:

Alabama Parent Education Center

Independent Futures That Work! Project

transition@alabamaparentcenter.com

334-567-2252

www.independentfuturesthatwork.com

PACER's National Parent Center on Transition and Employment



Project Launch

Your trusted source for information on career exploration, employment, and vocational rehabilitation for youth and young adults with disabilities.



Region C-1 Partners



Centers of Expertise



Wednesday, August 27, 2021

Self Advocacy Rocks!!! Monthly Blog Post With Bridget Brown



Centers of Expertise, continued

Proceso de transición de IEP

Planifique con tiempo, haga preguntas, sea flexible y manténgase informado e involucrado en el proceso.
Guía para padres y jóvenes

**...POSTSECONDARY GOALS...
WHERE WILL YOUR STUDENTS**

LEARN ***
SCHOOL
VO-TECH
2-YEAR COLLEGE
4-YEAR COLLEGE
APPRENTICESHIP/
ON THE JOB
TRAINING

WORK ***
FULL OR PART TIME
COMPETITIVE
EMPLOYMENT
CAREER TYPE
VOLUNTEER
LOCATION
SUPPORTS NEEDED
(DRS,ATS)

LIVE ***
AT HOME W/
PARENTS
INDEPENDENT
LIVING
(SUPPORTS AS
NEEDED)
WITH ROOMMATES
IN THE DORMS
GROUP HOMES

**STUDENT'S PREFERENCES & INTERESTS AS THEY RELATE TO TRANSITION
FROM SCHOOL TO POST-SCHOOL ACTIVITIES, IN THE AREAS OF:**

**POSTSECONDARY
EDUCATION & TRAINING GOALS**
(E.G., CAREER & TECHNICAL
EDUCATION TRAINING,
CONTINUING & ADULT ED,
COLLEGE)

EMPLOYMENT
(E.G., INTEGRATED
COMPETITIVE
EMPLOYMENT)

INDEPENDENT LIVING SKILLS
(E.G., ADULT SERVICES,
INDEPENDENT LIVING, OR
COMMUNITY PARTICIPATION)

FOR MORE INFORMATION, CONTACT:
WEST VIRGINIA PARENT TRAINING & INFORMATION
P: 1.304.472.5697 E: wvpti@aol.com

**Young Adults and Disability:
What You Need to Know**

Securing today
and tomorrow

Presenters:
Sara Cavallo, Work Incentive Coordinator, Social Security Administration
Sarah Dicks, Medical Relations Officer, Disability Determination Services

Support for Projects

Quarterly meetings have explored topics identified by projects:

- *Social Media Tips for Parent Centers*
- *Students with Disabilities Studying Abroad*
- *Assistive technology and Youth Involvement Opportunities* (e.g., programming and robotics)
- Discussion of VR Pre-ETS activities in each state

Connect with Project Launch Resources

Project Launch - PACER Center



OVERVIEW OF PROGRAM

Presented by **Pathfinder Services of ND**



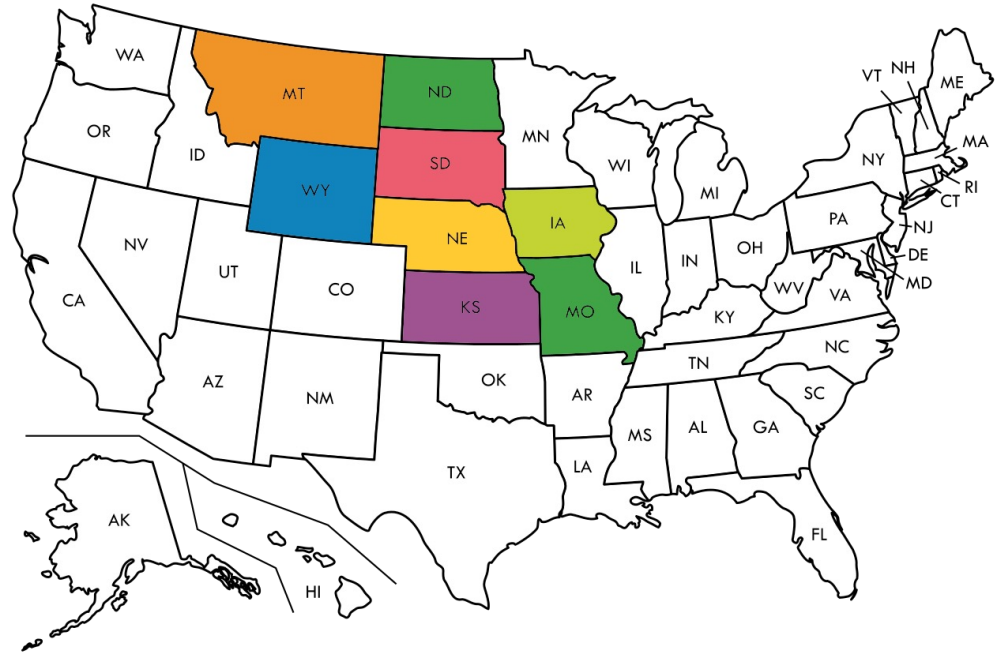
Rehabilitation Services Administration

The contents of this webinar were developed under a grant from the US Department of Education, Rehabilitation Services Administration #H328M200009. However, those contents do not necessarily represent the policy of the US Department of Education, Rehabilitation Services Administration and you should not assume endorsement by the Federal Government.

Pathfinder Services of ND is a nonprofit organization that provides information, training, individual assistance, and resources. Pathfinder Services of ND is not a legal firm or legal service agency, and as such the information contained on this website is provided for the purpose of informing the reviewer, but should not be considered as a means of taking the place of legal advice that must be obtained through an attorney. Pathfinder Services of ND will not be able to assist you in identifying an attorney in your area, and will not provide direct referrals to an attorney.

PSND is the Designated Region C-2 RSA-PTI

- 1 of 8 federally funded programs funded through Rehabilitation Services Administration
- There are 8 states that create the Midwestern Collaborative
- Offer Technical Assistance and Support for State funded PTI Centers and Community Parent Resource Centers



Activities

Technical assistance

- Provide learning Opportunities
- Provide programmatic guidance for Secondary Transition
- Provide program implementation support
- Provide learning materials for new and current staff focusing on collaboration efforts with VR and CIL

Support

- Assist PTI Centers and CPRCs in locating state plans
- Strategize new ways to connect with VR and



MEETINGS AND COLLABORATION

Community of Practice

- State leadership and staff members all meet together to talk about different projects and successful activities
- State presentations on activities and how others can replicate them
- State or Agency webinar on group identified topics

Director Meetings

- State leads all meet together to talk about programmatic successes and needs of support
- RSA PTI team discusses funding opportunities, data requirements and annual needs

Resources

Sample Resources

An Overview of Vocational Rehabilitation

Presented by **Pathfinder Services of ND**



MIDWESTERN COLLABORATIVE




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What is Vocational Rehabilitation (VR)?



All about VR FAQ

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Every state has a federally funded Vocational Rehabilitation agency. VR is designed to help people with disabilities meet their employment goals. VR also assists people to prepare for, get, keep, or regain employment.

Q. What does VR stand for?
Vocational Rehabilitation

Q. Why are VR services important?
Vocational Rehabilitation (VR) services are available in each state to help assist students with their transition from high school to postsecondary services. If a student is eligible for services the role of VR is to help that student prepare for employment, job placement or assist in gaining independence.

VR services can assist students with disabilities transition from school into postsecondary education, training, or directly into employment with meaningful goal of inclusion in the adult community.

Q. How do I contact VR and/or find my state VR plan?
Each state has a central office and contact information. <https://rsa.ed.gov/about/states>

Q. Is there only one VR office in the state?
Along with the state having a central location, there are typically several other locations around the state to help offer assistance.

Q. What age can a young adult start working with VR?
Although VR is considered an adult service program there are times that the VR counselors may join the IEP transition team meetings for students before they leave high school. Young adults may benefit from the programs and supports VR can offer as they leave high school and seek employment.

Q. When will a student's Individualized Education Program (IEP) team discuss VR services?
By age 16, if a student is on an IEP, the team must include a transition plan. The team must explain the student's transition needs and include possible needs and goals.

Q. Will every student on an IEP qualify for VR services?
No. Even if a student is on an IEP they must apply and qualify for VR services.

Resources

Sample Resources

**Independent Living:
The Program, The Movement
The Philosophy**



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What are
**Centers for
Independent
Living (CIL)?**



All about CIL FAQ

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Designed and operated by individuals with disabilities, Centers for Independent Living (CILs) provide independent living services for people with disabilities.

Q. What does CIL stand for?
Centers for Independent Living

Q. What is Independent Living?
Independent living can be considered a movement, a philosophy, or specific programs.

Q. What are the basic views of independent living philosophy on which CILs operate?

1. Consumer Control – decision-making, service delivery, management, and establishment of the policy and direction of the center. Individuals with disabilities must comprise at least 51% of the governing board and staff.
2. Cross-Disability – equal access to services regardless of type of disability or age.
3. Self-Help & Self-Advocacy – empowering others to achieve their goals; not “do for”.
4. Peer Role Models – foundation on which services are provided.

Q. Why are CILs important?
CILs work to support community living and independence for people with disabilities across the nation based on the belief that all people can live with dignity, make their own choices and participate fully in society.

Q. What are the Core Services offered by all CILs?
CILs provide the following core services:

1. Information and referral
2. Independent living skills training,
3. Peer counseling,
4. Individual and systems advocacy and

Resources

Recordings

- **SPAN** (Region A) – Networking Methods that work
- **MPACT** (MO)- Regional Technical Networks
- **Families Together** (KS) – FEAT
- **SD Parent Center** (SD) – Person Centered Certification
- **MPACT** (MO)- Resource Mapping
- **RAISE** – Understanding IPEs

Hopper

- **ASK RESOURCE CENTER** (IA) – Transition Iowa (website)

Our Advisory Group



Each region is charged with creating an Advisory Group

The group consists of

- PTI partners
- CPRC partners
- One VR partner from each state
- One CIL partner from each state

The group will provide stakeholder perspective on unmet needs and ideas on building capacity

Purposeful Planning

Regional Planning

- RSA PTI team created
 - an intro webinar
 - one page handout
- RSA PTI currently working on
 - a list of guiding questions

RSA ADVISORY GROUP

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RSA ADVISORY GROUP MEETINGS DESIRED OUTCOMES AND ACTIVITIES

RSA ADVISORY GROUP

The MIDWESTERN COLLABORATIVE is one of eight federally funded programs through the Rehabilitation Services Administration. The Midwestern Collaborative consists of eight states; North Dakota, South Dakota, Iowa, Kansas, Montana, Missouri, Nebraska, and Wyoming. We offer technical assistance and support to projects that "provide training and objective information to enable individuals with disabilities, and the parents, family members, guardians, advocates, or other authorized representatives of the individuals, to participate more effectively with professionals in meeting the vocational, independent living, and rehabilitation needs of individuals with disabilities". (RSA.ED.GOV)

As a part of funding requirements, we are charged to create an ADVISORY GROUP. This group will provide a stakeholder's perspective on current statewide systems, unmet needs, and ideas on how to build capacity. This group will help guide RSA grant resource development aligning with identified unmet needs. The ADVISORY GROUP consists of a representative from each state's PTI, VR and CIL.

DESIRED OUTCOMES

The PTI partners, CPRC (if applicable) partners and their local VR and CIL partners will deem the meetings are **USEFUL, RELEVANT** and of **HIGH QUALITY**

ACTIVITIES

- Identify representative from each state's PTI, CPRC (if applicable), VR and CIL for attendance.
- Participate in 2 annual meetings.
 - The advisory group will provide a stakeholder's perspective on
 - current statewide systems
 - unmet needs, and
 - ideas on how to build capacity. This group will help guide RSA grant resource development aligning with identified unmet
- This group will help guide RSA grant resource development aligning with identified unmet needs

MEETING PLATFORM

- Meetings will take place twice annually (beginning of Year and beginning of fall)
- Representatives from each state's PTI, VR and CIL will meet via zoom.
- Meetings will typically be 1.5-2 hours in length.

LOGIN INFORMATION



Project  **POWER**



RSA Parent Center Spotlight

RAISE Summit 2023

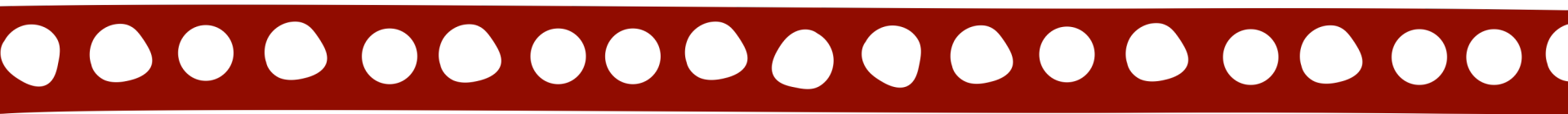
Our Work with Youth & Young Adults

2023 Youth Panel

Hear Us – See Us – Honor Us

Hear disabled youth share their experiences and what they want Parent Centers, parents, and professionals to know about being a young adult living with a disability.





“A world where I can proudly say, I have dyslexia and ADHD is a world I would like to live in.”

- Youth Advisory Community Member



Our Journey to the Youth Panel



Year 1

Presentation from Dr. Torie Weiston-Serdan on intersectionality & youth engagement.

Year 2

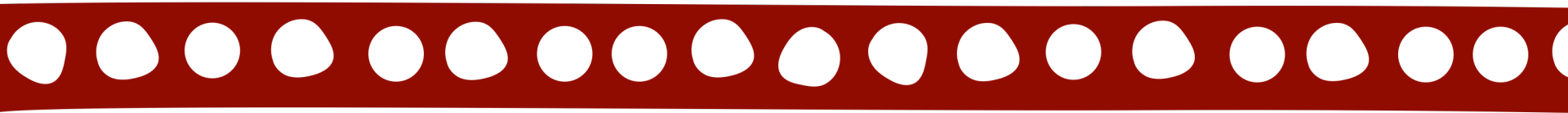
Training from youth and young adults at Diversability Incorporated & a focus group.

Year 3

Recruitment, Creation of the Youth Advisory Community, and trial and error.

What's Next?

Youth-centered transition resources, presentations, continued outreach, and endless possibilities.



“ I’ve learned that inclusion isn’t a straight line. It’s a cycle. There are endless solutions to the endless issues that arise, but everyone has to be willing to listen, communicate, and work hard.

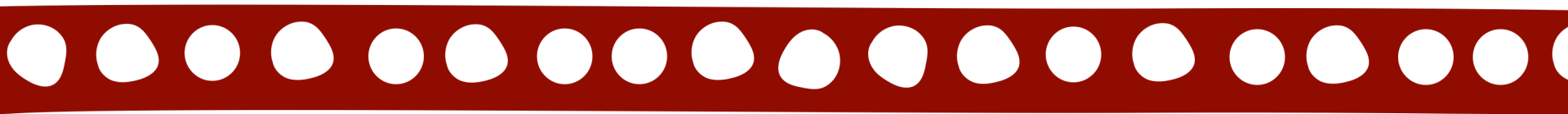
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- Youth Panel Member



Living a Fulfilling Life – Interview with Josiah & Ryan





“People see me in different environments and judge me based on what they see at that point. This is something that bothers me. I would prefer people take the time to get to know me and ask me questions before judging me”

”

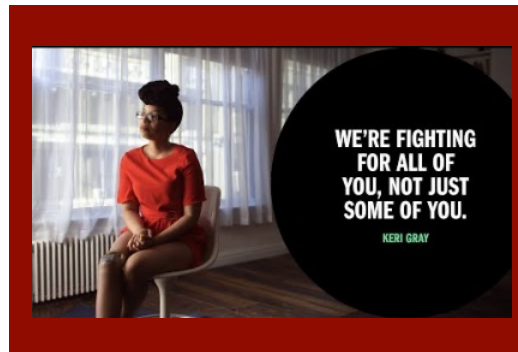
- Youth Advisory Community Member



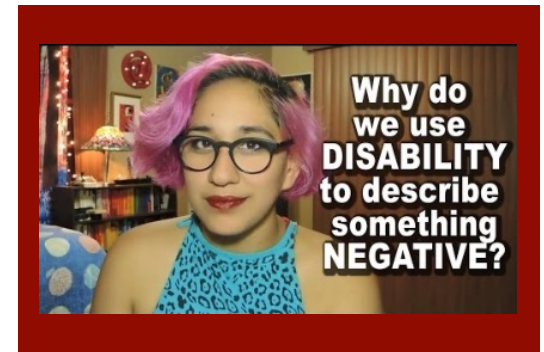
Here's what we're learning



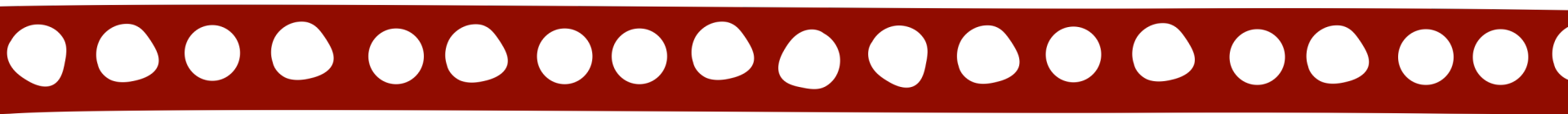
The Danger of a
single story



Intersectionality



Ableism



““If you stick to respect as a main guideline, I promise you that your friendships and relationships with your loved ones that have autism spectrum disorder or any other neurodivergent disorder will blossom and become fuller, richer and more diverse than you could have ever imagined.”

”

- Youth Advisory Community Member



Resources

[Individualized Plan for Employment Guide](#)

[Mental Health Fact Sheet – Created by youth](#)

[Focus Group Feedback](#)

[Information on Assistive Technology](#)

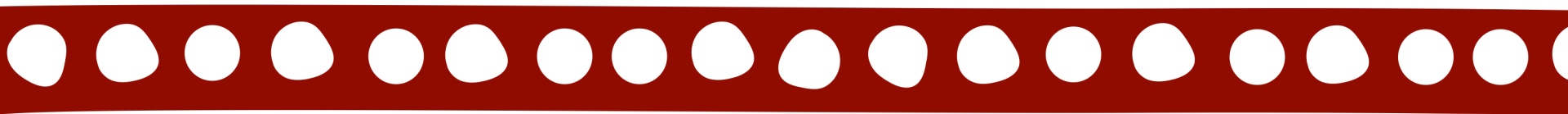
[Accessibility Checklist](#)

Resources

[Transition to Responsibility \(Video\) by Show & Tell Parent Center](#)

[Webinar – Using the IEP to Help Bridge the Gap to Employment](#)

[Outreaching to the Native American Community – Presented by EPICS Parent Center \(PowerPoint Presentation\)](#)



“ I want people to be more careful and learn others comfort spaces.
People need to learn how people with disabilities want to be handled,
touched and talked to if they want to interact with us.
”

- Youth Advisory Community Member



Contact Us

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Webpage

[Project POWER Webpage](#)





“

“When I was able to be honest about my needs and stop masking my differences, I found that not only was I able to make a bigger impact on the world, but that I also started to find and surround myself with people who loved and supported me in my personal life, not despite my disabilities but regardless of them.”

”

- Youth Panel Member





Thank you