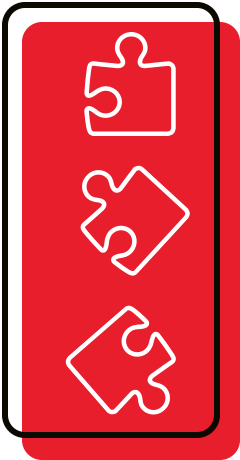


FACT SHEET

TRANSITION



Tips for planning a transition to a meaningful and productive adulthood.

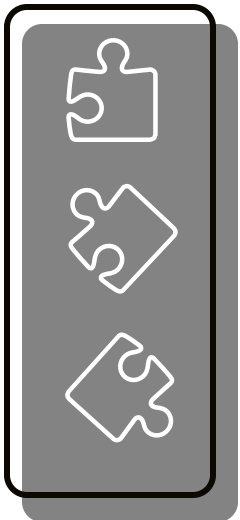


1 Create a quality LIFE for your child beyond school:

Understand that transition is not a PLACE and it's not a PROGRAM - the goal is to develop a sustainable set of activities or routines for your child that can move beyond their 22nd birthday and lead to a complete, well-rounded life.

Consider: What will this look like for your child? For you? For your family? (Hint: It will look different for each of you.)

What activities will this involve? Paid jobs? Volunteer jobs? A day program? Membership at a health club or pool? Doing their fare share around the house? What else? What are all the components that make a full and happy LIFE for your child?



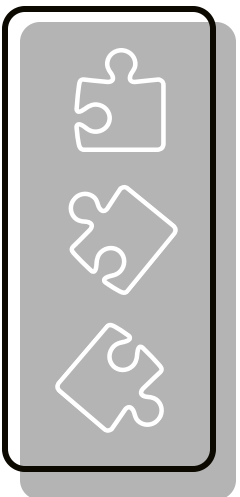
2 Build your Rolodex:

MAKE the time to know your community and have your community know you. Take stock of whom you know and who you want to get to know.

Start a running list. This will be your single greatest resource going forward. These are your neighbors, potential employers, volunteer sites, rec/leisure supports and allies. If you belong to a faith community, get involved. Same goes for your local PTA, municipal government, League of Women Voters, Women's Clubs, civic groups like Lion's, Rotary, etc. How about a gardening club, book club, or train club? Your local homeowner's association? These are filled with people who will have the energy and resources to help you build meaningful daytime routines for your adult child.

Caution:

Don't just volunteer your time on disability causes. If you do, you and your child will remain off the radar screen of the general population. The goal is to be visible, known, and valued as members of the general community.



3 Know your kid!

Begin with creating two running lists: On the IEP these might be called Strengths/Interests and Needs/Challenges.

A. List the top 3 things your child does well or that they REALLY like to do (loves maps, can spot something that's out of place in a heartbeat and wants to fix it, loves water, is detail oriented, persistent, accurate, fast worker, honest, etc.)

Don't despair if this list is short - keep it handy, add to it as you can. Work on adding to it. These are potential motivators, rewards, and things to brag about to potential job site, volunteer site, or future roommate. These things are important!

B. List the top 3 things that drive you (and others) crazy about your kid. What are the 3 biggest barriers to going out into the community with your son/daughter? These 3 things should be front and center on any transition IEP you help write, because these will be the biggest barriers to future employment, volunteerism, recreation, and shared living arrangements.

Maybe you don't know where to start? Try this exercise:

THINK ABOUT AUGUST. Really think about it.

- What did those chunks **of tie** look like, feel like, sound like in your home?
- What activities did your child enjoy, where did they go, with whom or with what supports, who paid for it?
- **Now multiply August by 12 months. That's the future.** Start with what you've already done that was successful and build from there.

Try new things; if they don't work out, try something else!

- Begin by filling the day with routines, activities, and people with meaning to your child, especially those that may be sustainable after they turn 22.
- Pay attention to the **support & services** required to complete/sustain these activities (i.e., Does someone need to drive them to the activity? What is the cost, if any? Is a support person needed?)
- Know what and whom you can count on continuing into adulthood.

Additional Resources:

Websites to visit:

Support – <https://www.thearcofil.org/arc-and-illinois-parents-of-adults-with-developmental-disabilities-unite/>

Social Security – www.ssa.gov

Disability Rights – www.equipforequality.org

Job Opportunities – www.abilitylinks.org

Special Recreation – www.specialrecreation.org

Healthcare and Family Services – www.hfs.illinois.gov

Division of Rehabilitation Services – www.dhs.state.il.us

TSLAT- <https://www.txautism.net/courses?q=transition&category=&duration=&language=>

Organization of Autism (OAR)- A Guide for Transition to Autism- <https://researchautism.org/resources/a-guide-for-transition-to-adulthood/>

Drexel University- Transition to Adulthood- <https://drexel.edu/autismoutcomes/topics/transition-to-adulthood/>

- National Autism Indicators Report: High School Students on the Autism Spectrum 2018
<https://drexel.edu/autismoutcomes/publications-and-reports/publications/National-Autism-Indicators-Report-High-School-Students-on-the-Autism-Spectrum/>
- National Autism Indicators Report: Developmental Disability Services and Outcomes in Adulthood 2017
<https://drexel.edu/autismoutcomes/publications-and-reports/publications/National-Autism-Indicators-Report-Developmental-Disability-Services-and-Outcomes-in-Adulthood/>

Articles and Books:

Make the Day Matter! Promoting Typical Lifestyles for Adults with Significant Disabilities, Pamela M. Walker & Patricia Rogan, eds., Paul Brookes Publishing, 2007.

Organization for Autism Research, A Guide for Transition to Adulthood, <http://www.researchautism.org/resources/reading/index.asp>