POST SCHOOL PLANNING FOR YOUNG ADULTS

PRESENTER:

Debbie Goddard

Family and Community Educator

COMMUNITY SUPPORT NETWORK @ WIHD

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- Seleccione **English** como "el lenguaje hablado"
- Seleccione su **lenguaje preferido** como "Mi language de transcripcion"
- Seleccione "Show original and translated captions" si usted quiere ver los dos idiomas (Opcional)

language

- Seleccion su **lenguaje preferido** como mi "lenguaje de transcripcion"
- Corra el boton para encender la "**Traduccion**"
- Corra el buton para encender la opcion de ver la transcripcion original si quiere ver los dos lenguajes en la pantalla. (OPCIONAL)

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Como utilizar la transcripcion automatica en Español durante una session de Zoom (Participantes)

EN LA COMPUTADORA:

- Presione en "**CC**" o "**Show captions**" en la barra de opciones
- Corra el boton para encender la "**Traduccion**"

EN EL TELEFONO:

- Presione en "**CC**" o "**Captions**" en la barra de opciones.
- Corra el buton para encender "**Show captions**"
- Seleccione **English** como su lenguaje hablado "My speaking

additional opportunities for OPWDD service support.

Please contact IDDO at 1-800-762-9290 or iddo@cssny.org.

Intellectual and Developmental Disabilities Ombudsprogram (IDDO)

WIHD is proud to announce we have partnered with IDDO to provide additional opportunities for OPWDD service support.

Please contact IDDO at 1-800-762-9290 or iddo@cssny.org.

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The **Community Support Network** at WIHD is the Hudson Valley's resource for individuals with disabilities, their families, and the professionals supporting them

- Training
- Resources
- Direct services
- Support and guidance on disability related issues and topics

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What is Transition Planning?

- Transition planning is an **ongoing process** of preparing students with disabilities for the adult life they choose after high school. It requires a partnership among the student, family, school district and, as appropriate, other community agencies
- This means the student receives **transition assessments** in order to develop goals for the future, and then **builds the necessary skills** through transition activities at each grade level, to enable progress towards reaching those **long-term/future goals**
- In NYS,it is required by law every school year, beginning no later than the first IEP to be in effect when the student is **age 15**(or younger, if appropriate), until the student exits school

After exiting high school, where and how is your young adult going to:

- Continue to learn and/or develop skills?

- Work or be engaged in productive activities?

- Live, spend leisure time, and participate within their community?

Adult Service Systems

Once a student exits school, **eligibility** for services and supports is determined through the **requirements of agencies** outside of the school system

- Individuals **may qualify** for services but **services are not guaranteed**
- **Responsibility** to obtain services is on the **individual/parent/guardian**
- Services **may** be provided **IF** there is **enough staff, capacity** at a facility, and/or available **funds to provide services**

ACCES-VR
Adult Career & Continuing Education Services-Vocational Rehabilitation

OPWDD
Office for People With Developmental Disabilities

OMH
Office of Mental Health

ILC
Independent Living Centers

Career Centers

College Disability Services Offices

NYSCB
New York State Commission for the Blind

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What Skills Are Needed to Prepare for Employment?

<u>Pre-Vocational</u> Skills examples include

- Time management
- Problem solving
- Critical thinking
- Personal hygiene and appearance
- Responsibility and integrity
- Attitude and demeanor

<u>Vocational</u> Skills examples include:

- Making career choices
- Work readiness
- Interviewing
- Social and communication skills
- Task analysis
- Safety

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Adult **C**areer and **C**ontinuing **E**ducation **S**ervices -**V**ocational **R**ehabilitation (**ACCES-VR**)

ACCES-VR is a state agency that provides services to assist individuals with disabilities to **achieve their career goals**

Eligibility:

- Person has a **physical or mental impairment**
- The impairment is **an impediment** to employment
- Person **can benefit from VR services** to achieve employment
- Person **requires VR services** to achieve employment
- Person **intends to work**

Pre-Employment Transition Services (Pre-ETS) for students ages **14–22** who are either **potentially eligible or eligible** for ACCES-VR services

- Job Exploration, Counseling, Work-Based Learning Experiences, Counseling on Opportunities for Enrollment in Postsecondary Education, Workplace Readiness Training, and Instruction in Self-Advocacy

Vocational Rehabilitation (VR) Services

- Vocational guidance and counseling
- Community work experiences
- Assessment for career planning
- Job development
- Supported employment
- Training (**vocational**, college)

Office for People With Developmental Disabilities (OPWDD)

- OPWDD provides services through a network of nonprofit service providing agencies, to people with developmental disabilities

- The **Home and Community Based Services (HCBS) Waiver** is the Medicaid program that provides opportunities for adults and children with intellectual and developmental disabilities to **receive services in their own home or community**

  - Family supports and services
  - Environmental modifications
  - Healthcare management
  - Benefits advisement
  - Community support services
  - Residential support
  - Employment and pre-employment supports
  - Day programs

- A Care Manager from the Care Coordination Organization (CCO) you selected, will connect you to the OPWDD services your family member needs
- **The more your care manager understands the individual's needs, the better their Life Plan will be**

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OPWDD SUPPORTS TO GET AND KEEP A JOB

Supported Employment (SEMP)

Supported Employment is training activities:

- To build on a person's strengths and **overcome barriers** to employment
- **Opportunities to work in an internship** that will lead to permanent employment in a community business
- **On the job support** once a person finds employment

- The transition to Supported Employment typically happens **after a person has received supported employment services funded by ACCES-VR** and the person **requires limited job coaching** to successfully maintain employment

- **To be eligible** for these services, a person needs to be **enrolled in the Home and Community Based Waiver**

- To enroll, a person should discuss their employment goals with their **Care Manager**

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Employment Training Program (ETP)

- The Employment Training Program(ETP) provides an opportunity to **work in an internship** that will lead to permanent employment in a community business earning at least minimum wage
- **Services include:**
  - Increased job development
  - Job coaching
  - Assistance with other employability skills
- Participants **attend job readiness classes** that present topics such as conflict resolution and how to dress for work
- The ETP **works with schools** that provide community work experiences for students attending their last two years of high school
- **Wages** are paid through the ETP while the individual learns the skills needed for the job
- The internship is time limited, usually lasting from 3 to 6 months
- It is expected that once the intern demonstrates they can fulfill the job duties, the business will hire the intern
- To enroll, a person should discuss their employment goals with their **Care Manager**

Pathway to Employment

Is a **year-long/<u>prevocational</u> service** that helps an individual to:

- Discover what types of employment or volunteer opportunities are best suited for an individual
- Identify strengths, skills, interests and job goals
- Participate in job shadowing, internships and volunteering opportunities
- Learn how to apply for positions, prepare a resume and get ready for interviews

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Community-Based Prevocational Services

Prevocational services are available if an individual wants to work, but needs extra help to develop the skills to be successful in the workplace

- Addresses vocational interests and can help build on an individual's strengths and **overcome barriers to employment**

- Includes support and training related to the ability to obtain and retain employment, **excluding <u>training</u> on job tasks**
  - learn social and communication skills
  - task completion
  - time management
  - problem solving
  - following directions
  - and **safety skills that will increase their independence in the community**

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Career-Specific Vocational Training Program

- **Vocational training programs that <u>combine</u> with community-based vocational experiences**
- Supports individuals in advancing their employment skills, meet the demands of today's employers and increase the number of people with developmental disabilities in competitive, integrated employment
- Requires no more than 5 months to complete, with a minimum of 75 hours of training provided in each class session
- Classes provide industry driven instruction and hands-on learning, while offering participants opportunities to boost their job readiness and confidence and attain certificates to enhance their resume

Hudson Valley Program:

The Jawonio Retail Boot Camp
https://jawonio.org/vocational-training/
(Rockland and Westchester)

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Other Vocational Program Options for Consideration

Project SEARCH

- A unique **employment training program** for individuals with developmental disabilities
- Over **9 months**, 9am-3pm M-F, interns **learn skills "on the job"** fully immersed in the business setting (i.e. hospital)
- Rotating through **3 internship placements across multiple departments**, with a daily a **classroom component** to directly support skill development
- Participants **work towards employment in entry level competitive jobs** using transferrable skills

WIHD's Project SEARCH: Contact Eleanor Evangelista at eevangelista@wihd.org or 914-548-4881

- **Trade Schools** - A viable alternative to college, many programs can be completed in one year or less
- BOCES **Adult Career and Technical Education programs**
- BOCES **Continuing Education programs/courses**

Inclusive Postsecondary Programs- in the Hudson Valley

Think College www.thinkcollege.net

- A national initiative dedicated to developing, expanding, and improving research and practice in **inclusive higher education** for students with intellectual disability
- Programs offer an **alternative admission process**, and/or **additional supports** so that the **unique needs of students with intellectual disability** can be met.
- Students typically earn a general **certificate of completion** or a more **career-focused certificate** rather than a degree
- Manages the only **national listing of college programs** for students with I/DD in the US

- **Pleasantville Laboratory School**
  Westchester Community College
- **College Steps**(New York)
  Rockland Community College
- **The BRIDGES Program**-Comprehensive Transition Program (CTP)*
  Orange Community College
- **Think Ahead Program**-Comprehensive Transition Program (CTP)*
  Dutchess Community College

* A Comprehensive Transition Program(CTP) is able to provide federal financial aid

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OPWDD DAY SERVICES/PROGRAMS

Day Services/Programs

Day Habilitation(Day Hab)/Day Services

Can assist people **to acquire, retain or improve** their self-help, socialization and adaptive skills, including communication, travel and other areas in adult education, appropriate behavior, greater independence, community inclusion, relationship building, self-advocacy and informed choice

People accessing day habilitation often contribute to their communities through **volunteer work**

Takes place outside your home usually at a

- **Certified Site** or
- **Community-based Site**: Day Hab Without Walls (WOW)

VISITING programs/what to look for:

- Engaged participants
- Attentive staff
- General ability level/behavior of participants
- Cleanliness, lighting, size of space, noise level
- Environmental conditions (near busy streets, rural setting, type of neighborhood)
- Posted emergency procedures/protocols

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Considerations in Choosing a Day Habilitation Program

Program

- What is the process to apply? **Is there a wait list?**
- What is the **direct care staff-to-client ratio**? (The number of direct care staff members there at one time, helping participants)
- What **experience/training does the staff have** with my child's disability and needs?
- **How far** is the program from home?
- Does the program **offer any transportation**? In rural areas especially, programs might be spread out

Activities

- **How many people attend** the program? What is the age range?
- What do individuals who attend **do during the day**? (Activities? therapies? outings? Is there more than one activity choice at a time?)
- Are all activities **physically accessible?** (Including the building, the program's van, and places they go in the community?)
- Is lunch and/or **snacks provided**?
- Can your family member get **help with personal hygiene**? What happens if they are ill?

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OPWDD Option for Self-Direction/Self-Directed Services

Self-Direction gives individuals the chance to choose their own services so they can live the life they want and have more control over how they want to structure their life

Have increased flexibility to choose:

- the right supports
- the staff they want to work with
- a schedule that works best for them

Things individuals/families can self-direct:

- where an individual lives
- how they spend their days
- what they do in their spare time
- how they stay healthy and active
- their relationships with family and friends
- who they hire to assist them

- The individual will meet with a team of people whom they choose, (their **Circle of Support**) and they will help the individual to select services and put together a budget

- **Things can change in the plan** when the individual wants something different or they **can switch back to a more traditional model** of supports if Self-Direction doesn't suit them

Which Options are Best for your Young Adults?

General Considerations:

- What will a **typical day/week look like** if employment/volunteering is less than full-time?
- What **level of support** is needed?
- Would your family/young adult **benefit from OPWDD's Self Direction services?** Are you ready to take on the challenge of finding and coordinating the needed support, services, opportunities and programs?

Work Considerations:

- Does your family member **have a desire** in obtaining job skills so they can work?
- Has your family member had **any previous volunteer or paid work experiences**?
- Are you aware of **any specific interests/unique talents** your family member has that can lead to a job or volunteer position that you can share with service providers?

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Preparation is Key!
Help Your Young Adults To…

- Know what **independent living skills** they need to work on for work success (i.e. personal hygiene, proper dressing)
- Practice **interpersonal skills**, such as greeting strangers appropriately and maintaining eye contact
- Develop **social skills** to maintain/develop new friendships
- Identify and use effective **strategies for coping with stress**
- Make daily choices
- Tell others what they like/don't like, in an appropriate way
- Understand what type of support they need to complete different tasks
- Ask questions at home, in school and in the community

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What Questions Do You Have?

Community Support Network at WIHD

www.wihdcsn.org

Main Email: csn@wihd.org

Main Phone: 914-493-8119

Debbie Goddard: dgoddard@wihd.org

Find NYS Family And Community Engagement (FACE) Centers & agencies in your area: https://osepartnership.org/

It's Never Too Late or Too Early to Start Planning!

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