

# Moving On

## Idaho Transition Binder

Idaho Interagency Council on Secondary Transition  
Idaho Department of Education

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# Idaho Transition Binder

A tool for students and families to plan and get organized as youth prepare to leave high school and move into the adult world

**March 2013**

This binder was developed by the Idaho Interagency Council on Secondary Transition that includes representation from the following organizations/agencies:

State Department of Education - Special Education Bureau and  
SDE Professional Technical Education  
Assistive Technology Project, University of Idaho  
Department of Health and Welfare  
Division of Vocational Rehabilitation  
Commission for the Blind and Visually Impaired  
Department of Corrections  
Department of Juvenile Corrections  
Department of Labor  
Disability Rights Idaho  
Idaho Parents Unlimited, Inc.  
Idaho Council on Developmental Disabilities  
Idaho Educational Services for the Deaf and Blind  
Community-Based 18-21 Student Transition Program Teachers  
Eastern Idaho Technical College Disability Support Services  
Idaho State University Disability Support Services  
Lewis and Clark State College  
Idaho Falls Community Transition Team  
Special Education Directors

### *Idaho Interagency Council on Secondary Transition*

Secondary Transition Learning Community, Idaho Training Clearinghouse:

<http://www.idahotc.com/secondary-transition/home.aspx>

Idaho Department of Education

Bureau of Special Education

<http://www.sde.idaho.gov/SpecialEducation/default.asp>

The binder is available for download from the Secondary Learning Community at

<http://www.idahotc.com/secondary-transition/documents.aspx> as:

- the complete contents as a PDF document
- each individual chapter as a PDF document with fillable forms included
- fillable PDF versions of each of the forms separately

To download contents of this binder go to the Secondary Transition Learning Community and click on the "Miscellaneous" tab. You can also request printed copies of the binder contents from Alisa Fewkes by emailing her at [afewkes@sde.idaho.gov](mailto:afewkes@sde.idaho.gov) or calling 208-332-6925.

## Dear Students and Parents:

This binder was created to help students and their families as they plan for transition from school. It is our hope that the binder will provide resources which will be useful as you prepare to leave high school and move into the adult world.

This binder is a tool to help you and your family gather and organize documents that you may need for adult services, getting the support you need at college, or to get a job. It has been designed so you can include your own personal information and use it to complete your high school 4-year plan and share with college staff, adult service agencies, possible employers, and others.

As you look through the binder you will find tabbed dividers where you can organize your information. Each section has an introductory page that includes suggestions for the materials you may want to include. You don't have to include every piece of information on the list; but, you should include information you feel will help you to be independent, active in your community, and reach your goals.

Chapter 8 is a Community Resource Directory which includes information about services and resources that you and your family might find helpful. You can add to this resource listing when you find out about new resources in your community.

New in this 2013 edition is the **Planning for Graduation Guide for Students and Families**. This guide will help you understand the options you can use to meet graduation requirements in Idaho and earn a diploma. Another new addition is the **Transition Planning Timeline** that includes a list of things that must be done before a student can graduate and activities to do from 8<sup>th</sup> grade through 12<sup>th</sup> grade to help you build the skills you need to move into the adult world.

If you have questions about how to use this transition binder, please talk to your teacher.

### Need help reading the text of this binder?

You can download free software to read aloud text at <http://www.naturalreaders.com/>

## New materials in this March 2013 edition:

### Section 1 – Self-Advocacy

- Tips on how to assess your skills and interests
- Selective Service Registration Information moved here

### Section 3 – Employment/Career

- Person Inventory form – removed the item for Social Security Number
- Soft Skills article was edited
- IdahoWorks Career Centers – updated and moved to this chapter
- Employment Advocacy Services – updated and moved to this chapter
- Disclosure Decisions to Get the Job – *NEW*
- Idaho Able-to-Work website - *NEW*

### Section 4 – Post Secondary Education

- High School/College Key Differences - updated
- Federal Student Financial Aid information - updated
- Helpful General Information – *NEW*
- Disability Support Services – updated

### Section 6 – Independent Living

- Idaho Help Web-based Community Resource Directory information – *NEW*
- Person Centered Planning information – updated
- Assistive Technology information/resources – updated

### Section 7 – Adult Services

- Medicaid Services for Adults and How to Apply for Adult DD Services – updated
- Idaho Department of Health and Welfare offices listing – *NEW*
- Vocational Rehabilitation Services information and regional offices – updated
- Idaho Commission for the Blind and Visually Impaired info and offices – updated

### Section 8 – Resources

- Agency office listings from Section 8 in previous versions have been moved into Section 7 or Section 3 as appropriate.
- New resources added and previous web addresses updated

Check out the addition of the...

- **Planning for Graduation Guide for Students and Families**  
in the new *Appendix*
- **Idaho Transition Timeline**  
behind the Appendix

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# What is Transition?

Transition: 1 a: passage from one state, stage, subject, or place to another: CHANGE

Transition is a change - a BIG change for you. You have been going to school for many years and now you will be moving on to the next stage of your life. Remember the question you have been asked many times over the years – “what do you want to be when you grow up?” Now is the time to plan so that you can move closer to your goal.

The law says that schools must work to help students with disabilities plan for graduation and life after high school. This work is called transition planning. Your principal, teachers and other school staff have responsibilities in this planning; you have responsibilities in this planning; your parents, family members and friends also have a role in transition planning. Your vocational rehabilitation counselor, case manager, and service providers may also be involved in helping you plan for this big change.

It is very important that you take an active role in transition planning because **THIS IS YOUR LIFE**. Just as you don't want others planning your birthday party – who you should invite, what you will do, what presents you want – you wouldn't want other people planning your life. You need to be in the driver's seat in deciding what you want to do, where you will live, what job you'd like to have, and how you will spend your time.

Anytime you are about to make a change in your life, it is important to plan. And to be able to plan well, you need good information. This binder has tools to help you plan. There are worksheets to help you organize and write down your thoughts and ideas, resources to help you make decisions about life after high school, and information about how to get services and supports to help you be as independent as possible.

When you put information about you in this binder you will have a great source of information to share with the people who will help you to reach your goals.

**Get out and plan for a great life!**





# 1

## **Self-Advocacy**

**This section is about speaking out for yourself, letting other people know what your needs are and your goals for the future.**

**Examples of information to keep in this section might include:**

- ☐ **Person-Centered Planning information - about your goals and needs**
- ☐ **Identify your Strengths, Weaknesses, Talents and Skills – assets and strengths worksheet, barriers to assertiveness**
- ☐ **A script you write for sharing about your disability with an employer or college staff**
- ☐ **Selective service registration information**



# Students Give Advice on Transition

When young adults with disabilities were asked what they thought students should do to ensure a successful transition, they offered a variety of practical suggestions.

- ❖ Work on transition planning with your case manager. Write down your goals, plans, and what you like.
- ❖ Learn good communication skills so you can tell people what you want.
- ❖ Learn about resources like SSI (Supplemental Security Income), vocational rehabilitation, and adult services. Get information on all available options.
- ❖ Take a more active role in meetings. **Take more responsibility and ask more questions.**
- ❖ Join groups that can help, like local advocacy groups, church groups, and community education classes.
- ❖ Get more work experience, especially try to work part-time for pay.
- ❖ Take classes in independent living skills. Learn how to cook, shop, budget, and how to recognize and count money.
- ❖ Find out how to access community resources, services and emergency systems, and how to get help filling out forms.
- ❖ Learn self-determination skills, advocacy skills, and how to make decisions.
- ❖ Get a driver's license, if you can, or learn how to use other transportation systems.
- ❖ Be serious. Do your homework and budget your time. Learn to use a calendar or planner to write down your assignments and to help you plan time to study.
- ❖ Tell your teachers you have a disability.

- ❖ List your strengths and challenges. Find out what you're good at and put extra effort into areas that are strengths. Then set goals and go for them, but don't be disappointed if you can't do everything – no one can.
- ❖ Learn about accommodations that will help you, like using a spellchecker, asking people to show you how to do things instead of expecting you to read it from a book, using note-takers, asking for extended time for tests, using textbooks in alternate format, and having someone read and edit your papers. It will help you a lot if you learn what these accommodations are and how to ask for them before you leave high school.
- ❖ Visit schools you are interested in, talk to some instructors, and sit in on some courses before you decide which postsecondary school you want to attend.

# Tips for Teens: Use Your IEP Meetings to Learn How to Advocate for Yourself

## *A PACER Center ACTION Information Sheet*

Self-advocacy is a key step in becoming an adult. It means looking out for yourself, telling people what you need, and knowing how to take responsibility. No one is born knowing these skills. Everyone has to learn them. Ready to begin learning? Here is some great information that can start you on your way.

### **What is self-advocacy?**

Self-advocacy means taking responsibility for telling people what you want and need in a straightforward way. It is knowing how to:

- Speak up for yourself
- Describe your strengths, disability, needs, and wishes
- Take responsibility for yourself
- Find out about your rights
- Get help or know who to ask if you have a question

### **Where can I practice self-advocacy?**

A great place to practice self-advocacy is in your Individualized Education Program (IEP) meetings. With the support of your team members, you can learn ways to:

- Explain your disability to others
- Set goals for yourself
- Build teamwork skills
- Share with teachers what works and does not work for you
- Ask for accommodations
- Accept help from others
- Lead all or part of the IEP meeting

### **But I don't like going to these meetings!**

Understandable. But did you know there are still many ways you can be involved and learn self-advocacy skills? Which of these ideas might work for you?

- Come for just a few minutes, instead of attending the whole meeting.
- Write down your ideas, questions, and concerns before the meeting
- Practice or role-play ahead of time what you want to say in the meeting
- Introduce yourself
- Tell team members about your interests, strengths, and desires for the future
- Explain to the team what it is like to have your disability
- Help your special education teacher write the agenda

- Help the team develop IEP goal areas
- Ask for explanations if you do not understand something
- At the end of the meeting, review what the team decided
- If you choose not to attend the meeting, share your input with your parents or special education teacher before the meeting and review the meeting's events afterward

## **Be prepared!**

Most people are more comfortable at meetings if they have had some time to think about what they want to say. Before your IEP meeting, you could think about these questions:

- What do I want to learn or work on this year?
- What are my special concerns for the school year?
- How do I learn the best?
- What do I need to be successful?
- What would make learning easier for me?
- What positive information about myself can I share at this meeting?

## **What does the law say about my attending these meetings?**

The federal Individuals with Disabilities Education Act (IDEA) says that you must automatically be invited to all of your IEP meetings once you are 16. (You don't have to go, but it's a good idea. After all, no one knows you better than you.) You may want to discuss attending your IEP meeting with your parents. Transition is about planning for your future. You will look at your skills in three areas:

- Employment
- Postsecondary education
- Independent living

All this planning and self-advocacy will serve you well. When you turn 18, you will be considered an adult – and will make lots of decisions on your own. You will be signing your own IEP. This is why it is a great idea to practice self-advocacy as much as possible before turning 18.

Learning good self-advocacy skills is cool. It will help you while you are in school and when you become an adult. Knowing and exercising your rights are important steps in becoming a strong self-advocate.

# Self-Advocacy Checklist

How easy is it for me to...	I can do this.	I need to work on this.	I really need help with this.
Understand my disability			
Talk about my disability			
Know what I am good at			
Learn from others			
Tell other people what I need			
Share my ideas with others			
Plan for my future			
Set goals for myself			
Know what kind of jobs I would like			
Speak up in my IEP meetings and transition planning meetings			
Ask for help from others			
Know which people I can trust to ask for help			

<b>How easy is it for me to...</b>	<b>I can do this.</b>	<b>I need to work on this.</b>	<b>I really need help with this.</b>
Know my rights and what laws protect people with disabilities			
Know who to call to learn about my rights and laws that protect people with disabilities			
Do things in my community			
Find out about colleges and support services			
Make my own choices and decisions			
Get information I need to make good decisions			
Meet new people and make friends			
Plan things to do with my friends			
Learn new things on my own			
Tell my friends what I think and how I feel			
Tell my family what I think			

Adapted from *My Future My Plan: A Transition Planning Resource for Life After High School*, 2003 State of the Art, Inc., [www.myfuturemyplan.com](http://www.myfuturemyplan.com)



## **Assets and Strengths** - A List of Questions

1. Some of the things I do well are...
  
  
  
  
  
  
  
  
  
  
2. A time when I felt really proud of myself was when ...
  
  
  
  
  
  
  
  
  
  
3. My best friend would describe me as a person who is ...
  
  
  
  
  
  
  
  
  
  
4. One thing that my teachers/bosses/parents have always liked about me is that I ...
  
  
  
  
  
  
  
  
  
  
5. One thing I am very interested in is ...
  
  
  
  
  
  
  
  
  
  
5. One of my skills that I hope to use in my work is...

# Assess Your Skills and Interests

## Think about your interests

- What do you like to do?
- What kind of school, religious, social, or sports activities do you like?
- Make a list of 10 activities you have enjoyed doing in the past four years.
- Evaluate those interests. Think about what you like about these activities. What challenges did the activities offer? What skills do you need to develop more to continue in those activities?

## Consider your skills

- Evaluate school, volunteer, work, or leisure experiences.
- Make a list of your school activities (clubs, organizations to which you belonged).
- Make a list of any volunteer work you have done (either through social, civic, or religious organizations).

From: Mapping Your Future® 2011. For more information and many resources for students, parents, and school staff, visit their website at:

<http://mappingyourfuture.org/planyourcareer/skills.htm>

# What is Self-Determination?

**Self-Determination means having choice and control over your life.**

**It means being able to make your own decisions and taking responsibility.**



## **You have the right to choose how you live your life.**

That means:

Choosing where you live and who lives with you

Choosing where you work

- doing a job that you want to do
- learning the skills you need to be able do that job

Choosing what you do for fun

- meeting friends when and where you want to
- spending your free time the way you want to

## **You have the right to make decisions about your life.**

That means having **control** over:

- who supports you
- who your friends are
- what services you need

## **Taking control means taking RESPONSIBILITY.**

You need to understand the possible consequences of a decision you make and that you will be responsible for the results of your decision

You need to take responsibility to advocate for yourself

- that means speaking out for your rights
- getting the information you need to make decisions
- asking others to respect the decisions you make for yourself

Family and friends share responsibility to...

- help you get the information you need to make decisions
- support you in making decisions
- provide support when you ask for it

Your staff is responsible to work with you and should respect your choices and the way you wish to receive services and support

### **Dreaming is the first step in achieving your goals.**

Your dream is your personal vision for how you want your life to be.

Sharing your dreams is part of a self-directed life and person-centered planning can be a good place to do this.

### **Plan Wisely: Careful planning can help you get what you need.**

Preparing for planning meetings will help you participate as an equal member of the group: (This could be IEP meetings and transition planning meetings.)

- get the information you need to make choices/decisions
- practice what you are going to say
- tell people what you want and what your goals are
- learn about what you will need to be able to reach those goals and make your dreams come true

Person-Centered Planning is all about **YOU**:

- invite people who will support your goals and dreams
- invite people who can help you to do the things you want to do and provide support along the way

### **Living a Self Determined Life can give you A Sense of Belonging.**

There are many ways to be part of your community:

- volunteer to help with neighborhood or community projects
- join clubs or groups that meet about things that interest you
- vote and speak out for changes to laws and policies in your community, state and country

There are many different kinds of relationships:

The important thing is that you decide who you want to spend time with.

- family
- boyfriend or girlfriend
- friends
- co-workers

### **Everyone should be treated with Dignity and Respect.**

Respect and Dignity are:

- respecting people's space
- being polite to others
- being a good listener
- speaking directly to people
- expecting others to treat us with courtesy
- taking good care of ourselves

# What does it mean to turn 18?

By law, when a person reaches the age of 18 they become an adult. They have the right to make decisions about themselves and their life. They are also responsible for the results of those decisions and their actions.

It is important for you and your parents to talk about this at least one year before you turn 18. When you are an adult, you have the right to make decisions about your life including legal decisions about: your education, adult services, bank accounts, rental or housing agreements, medical care, contracts, and many other things.

Having these legal rights also means taking responsibility. Sometimes we make decisions that affect our lives – either in a positive way or a negative way. If you decide to spend your money on a trip instead of paying your rent, your landlord might make you move out. If you go to the doctor and decide not to do what he tells you to, it might affect your health or make you sick. If you have a credit card and buy things you can't afford, you will have to find a way to pay for those things or give them back.

These are the kinds of decisions adults have the right to make in their lives. It is important to know what might happen when you make a decision and be able to take responsibility for that decision. You can ask people you trust to help you get the information you need to make good decisions.

Sometimes when young people become adults they need help to learn how to make legal decisions like managing their money, going to the doctor, and other things. Your parents or other family members might help you with these things. You might decide you want to have a joint bank account with your parents for awhile so you can learn how to manage your money. Or you can ask for help when you go to the doctor to decide what medical treatment would be best for you.

For additional information refer to *Turning 18 in Idaho: A Survival Guide for Teenagers* which can be found at: [http://isb.idaho.gov/pdf/lre/turning\\_18\\_guide.pdf](http://isb.idaho.gov/pdf/lre/turning_18_guide.pdf)

This brochure was developed by the Idaho Law Foundation and the University of Idaho College of Law to educate young adults about their rights and responsibilities under the law. *Turning 18 in Idaho* provides valuable information to help navigate the exciting transition from childhood to adulthood.

## Guardianship

A guardian is someone who makes decisions for a person. A guardian must be appointed in court. If someone believes a person with a disability does not understand the decisions they are making or believes the person is not making safe decisions, they can ask a judge to appoint them as a guardian for that person.

A court may appoint a full guardian for a person. A full guardian can make decisions for the other person about where the person will live, what medical treatment is best, what the person's money is used for, and what services the person will get. A court may also appoint a limited guardian. A limited guardian can only make decisions for the other

person that the court allows. A limited guardian is often a better choice because it allows the person to be more independent. Even if a guardian is appointed, a person still has many legal rights.

It is important to know that a guardian may not be needed at all if support can be provided to help the person make safe decisions. A guardianship can also be changed or ended by the court.

You can learn more about guardianships and ways to get the support you need on these websites:

Disability Rights Idaho –

<http://disabilityrightsidaho.org/>

click on Publications and then “Self-Advocacy Guide to Guardianships”

# Selective Service Registration

From the Selective Service Website: <http://www.sss.gov/FSwho.htm>

## WHO MUST REGISTER

**Almost all male U.S. citizens, and male aliens living in the U.S., who are 18 through 25, are required to register with Selective Service.** It's important to know that even though he is registered, a man will not automatically be inducted into the military. In a crisis requiring a draft, men would be called in sequence determined by random lottery number and year of birth. Then, they would be examined for mental, physical and moral fitness by the military before being deferred or exempted from military service or inducted into the Armed Forces. A [chart](#) of who must register is also available.

(<http://www.sss.gov/PDFs/WhoMustRegisterChart.pdf>)

## MEN WITH DISABILITIES

Men with disabilities who live at home must register with Selective Service if they can reasonably leave their homes and move about independently. A friend or relative may help a disabled man fill out the registration form if he can't do it himself.

Men with disabilities that would disqualify them from military service still must register with Selective Service. Selective Service does not presently have authority to classify men, so even men with obvious handicaps must register now, and if needed, classifications would be determined later.

## NON-CITIZENS

Some non-citizens are required to register. Others are not. Noncitizens who are not required to register with Selective Service include men who are in the U.S. on student or visitor visas, and men who are part of a diplomatic or trade mission and their families. Almost all other male noncitizens are required to register, including illegal aliens, legal permanent residents, and refugees. The general rule is that if a male noncitizen takes up residency in the U.S. before his 26th birthday, he must register with Selective Service. For a more detailed list of which non-citizens must register, see [Who Must Register - Chart](#).

## DUAL NATIONALS

Dual nationals of the U.S. and another country are required to register, regardless of where they live, because they are U.S. nationals.

See also [Aliens and Dual Nationals - Liability for Service](#) (<http://www.sss.gov/fsaliens.htm>)

## HOSPITALIZED OR INCARCERATED MEN

Young men in hospitals, mental institutions or prisons do not have to register while they are committed. However, they must register within 30 days after being released if they have not yet reached their 26th birthday.

## FULL-TIME MILITARY EXEMPTED FROM REQUIREMENT\*

Young men serving in the military on full-time active duty do not have to register. Those attending the service academies do not have to register. However, if a young man leaves the military before turning 26, he must register.

## **NATIONAL GUARD AND RESERVES\***

Members of the Reserve and National Guard not on full-time active duty must register.

## **CONSCIENTIOUS OBJECTORS**

Men who would be classified as [Conscientious Objectors](#) if they were drafted must also register with Selective Service. If a draft begins and they are called, they would have the opportunity to file a claim for exemption from military service based upon their religious or moral objection to war.

## **HOW TO REGISTER**

The easiest and fastest way for a man to register is to [register online](#) (<https://www.sss.gov/RegVer/wfRegistration.aspx>) Or a man can fill out a registration form and send it to the Selective Service System. The form asks for the young man's full name, address, date of birth, and Social Security Number (if he has one). On a form that is sent in, his signature is also required. Here are some places to register:

### **REGISTER ONLINE**

Young men may now register online with Selective Service: [www.sss.gov](http://www.sss.gov)

### **AT THE POST OFFICE**

Selective Service "mail-back" registration forms are available at any U.S. Post Office. A man can fill it out, sign (leaving the space for his Social Security Number blank, if he has not yet obtained one\*), affix postage, and mail it to Selective Service, without the involvement of the postal clerk. Men living overseas may register at any U.S. Embassy or consular office.

\*Provide your Social Security Number to the Selective Service when you do obtain one.

### **CHECK BOX**

Another way a young man can register is to check a box on the application form for Federal Student Financial Aid (FAFSA form). A man can check "Register Me" on Box #22 of that form, and the Department of Education will furnish Selective Service with the information to register the man.

### **AT THEIR HIGH SCHOOL**

More than half the high schools in the nation have a staff member or teacher appointed as a [Selective Service Registrar](#). These individuals help register male high school students.



# Disability Disclosure

Every individual with a disability is faced with the same decision: “Should I or shouldn’t I share information about my disability?” Ultimately, the decision of whether or not to disclose (share) is entirely personal. It is a decision to make only after weighing the personal advantages and disadvantages of disclosure. Each person must choose whether to disclose his or her disability with an employer, college, or other situation. Things to consider are whether accommodations will be needed on the job, at college, or other setting and whether a disability is visible or hidden.

Learning to disclose your disability-related needs effectively and developing an accommodation plan are extremely valuable skills. Effective disclosure skills require that you share information regarding your disability-related needs and also provide creative, practical suggestions for accommodations. Open communication with your employer, professors, and disability services staff can help the process of reviewing how effective your accommodations are and making changes if they are not working.

Some reasons why you may choose to disclose your disability include:

- Getting information about available supports and services;
- Discussing specific needs in order to identify adjustments needed to the school or work environment;
- Discussing academic or work position requirements and practical components of your chosen course of study or job duties;
- Getting needed help with the transition from high school to college;
- At college, ensuring that disability support service professionals provide any needed training or awareness for faculty members and other staff to help you get the best accommodations;
- Ensure that faculty members know and implement the accommodations you need for success in their classes; and
- Ensure that you are provided the accommodations you need to be able to do your job successfully.

**Accommodations at college or in the workplace are only provided when an individual discloses his or her disability and requests accommodations.**

\*Remember that it is not essential to divulge specific personal information about your disability. Your disability is only important if it affects (or can potentially affect) your ability to perform the essential functions of a job. What is most important and helpful is to provide information about how your disability affects your ability to perform the essential functions of the job, what supports you need in order to provide a most favorable environment for your career, and your own accommodation ideas for each situation.

Though there is no one “right” time and place to practice disclosure (it will depend on your individual situation), being proactive is strongly encouraged. Being proactive puts you in better control of your life. Preparation is essential when planning to disclose your

disability. Make sure you present information in a clear and concise way that is relevant to your job or school situation. It is not necessary to share very detailed medical or personal information. Get to the point and keep it positive. You might wish to present the following information during disclosure:

- General information about your disability;
- Why you've chosen to disclose your disability, including its impact on your job or academic performance;
- The types of job accommodations or academic accommodations that have worked for you in the past;
- The types of job accommodations you think you will need in the workplace or academic accommodations in the school setting; and
- How your disability and other life experiences can positively affect your work performance.

**Most important, keep the disclosure conversation focused on your abilities.**

Excerpt from *The 411 on Disability Disclosure: A Workbook for Youth with Disabilities*. A complete copy of the workbook is on this website:

[http://www.ncwd-youth.info/resources\\_&\\_Publications/411.html](http://www.ncwd-youth.info/resources_&_Publications/411.html)

Another great resource is *Disclosure Decisions To Get The Job* – a guide to help individuals choose whether to disclose their disability to an employer. The guide can be found on this website: <http://www.worksupport.com/research/viewContent.cfm/585> and a copy of the form is included later in this section.

# 2

## Keeping Records

**This section is about keeping good records. It is important to keep your personal documents organized and easy to find.**

**Examples of information to keep in this section might include:**

- ☐ Individual Education Program - IEP/Transition Plan
- ☐ 504 Plan
- ☐ Summary of Performance
- ☐ Senior Project
- ☐ ISAT scores
- ☐ Psychological Reports (WAIS)
- ☐ Diagnostic Test Results
- ☐ SIB-R Results
- ☐ Information on accommodations used in high school
- ☐ Assistive Technology Assessment
- ☐ High School Transcript
- ☐ Medical History, Medications List
- ☐ Individual Service Plan



# Tips on Keeping Good Records

It is very important to keep your personal records organized so that it is easy for you to find the information you need easily. It is also important to keep records of your contacts and the information you gather as you plan for transition.

1. Before you leave high school, get copies of all of your high school transcripts, evaluations, tests, and reports from therapists. Be sure to talk with adult service agencies and colleges to find out what documentation you need to qualify for services. Although testing and other assessments may have been done early in your high school career, some agencies and colleges require current information.

During your senior year you may ask your school to update your testing and other assessments. The district will consider your request and can decide to update the assessments or not. They will give you a written notice of the decision.

2. Keep accurate notes of all the meetings and conversations you have with people at different service agencies.
3. Keep a copy of every letter you send to any agency, together with a copy of everything they sent to you. Be sure to include the date on everything.
4. Keep records of any reports from on-the-job training or other work experience. Ask for letters of recommendation and keep a copy in your files.
5. Periodically go through your records. This will help you remember what you need to do next. Make a list of what you have and what you need.

## Records You Should Keep on File

- Individualized Education Plan/Transition Plan
- 504 plan
- Summary of Performance
- Teacher notes
- Progress reports, grades or report cards
- Achievement test scores
- Interest inventories
- Awards
- Certifications for completion of programs or training
- Letters of Recommendation

- A copy of your resume
- Assessments and reports (tests of intelligence, achievement, motor skills, self-help skills, language development, social skills and functional behavioral analysis, and others.)
- Any environmental issues that may affect learning (allergies, asthma, etc.)
- Reports from medical doctors (eye tests, hearing tests, physical examinations, and others)
- Your medications
- Medical history
- Service agency reports
- Individual Service Plan
- Health insurance information
- Medicaid eligibility determination documents

Adapted from *My Future My Plan: A Transition Planning Resource for Life After High School*, 2003 State of the Art, Inc., [www.myfuturemyplan.com](http://www.myfuturemyplan.com)

# 3

## **Employment and Career**

This section has information about getting a job and the things you need to prepare and practice to be a person an employer may want to hire.

**Examples of information to keep in this section might include:**

- ☐ **Resume**
- ☐ **Sample Cover Letter**
- ☐ **Letters of Recommendation**
- ☐ **List of References**
- ☐ **Information about high school work experience**
- ☐ **Certifications (CPR, First Aid, etc.)**
- ☐ **Completed Interest Inventories (ECIS portfolio)**
- ☐ **Master Job Application/Job Information Sheet**
- ☐ **Practice Interview Questions with Your Answers**
- ☐ **Idaho Career Information System (CIS) Information**
- ☐ **ADA rights related to career**





# Ten Steps to Planning Your Career:

1. Develop a career plan. Think about what you want to do and find out more about the kind of training, education, and skills you will need to achieve your career goal.
2. Assess your skills and interests. Think hard about what you enjoy, what you are good at, what kind of personality you are, and the values you hold.
3. Research occupations. Find out more about the nature of the jobs that interest you, such as educational requirements, salary, working conditions, future outlook, and anything else that can help you narrow your focus.
4. Compare your skills and interests with the occupations you've selected. The career that matches your skills, interests, and personality the closest may be the career for you.
5. Choose your career goal. Once you've decided what occupation matches up best with you, then you can begin developing a plan to reach your career goal.
6. Select a school that offers a college degree or training program that best meets your career goal and financial needs.
7. Find out about financial aid to help support you in obtaining your career goal. If you haven't already done so, begin saving for college.
8. Learn about job hunting tips as you prepare to graduate or move into the job market.
9. Prepare your resume, and practice job interviewing techniques.
10. Go to your career guidance center (at your middle school, high school, or college) or local library for additional information and help on career planning, or check out our other internet resources\*.

\*From **CareerShip website – an online career exploration adventure** – go to <http://mappingyourfuture.org/planyourcareer/careership/>

From the website: “Welcome to the guided tour of Planning a Career. On this tour, you can find out how to choose a career and how to reach your career goal. You can also pick up useful tips on job hunting, resume writing, and job interviewing techniques.”

# Your success story starts at

[AbletoWork.idaho.gov](http://AbletoWork.idaho.gov)

## [AbletoWork.idaho.gov](http://AbletoWork.idaho.gov) Connects:

### Individuals

Whether this is your first time looking for a job, or if you're looking to advance your career, this website is for anyone seeking employment. Visit: [AbletoWork.idaho.gov](http://AbletoWork.idaho.gov)



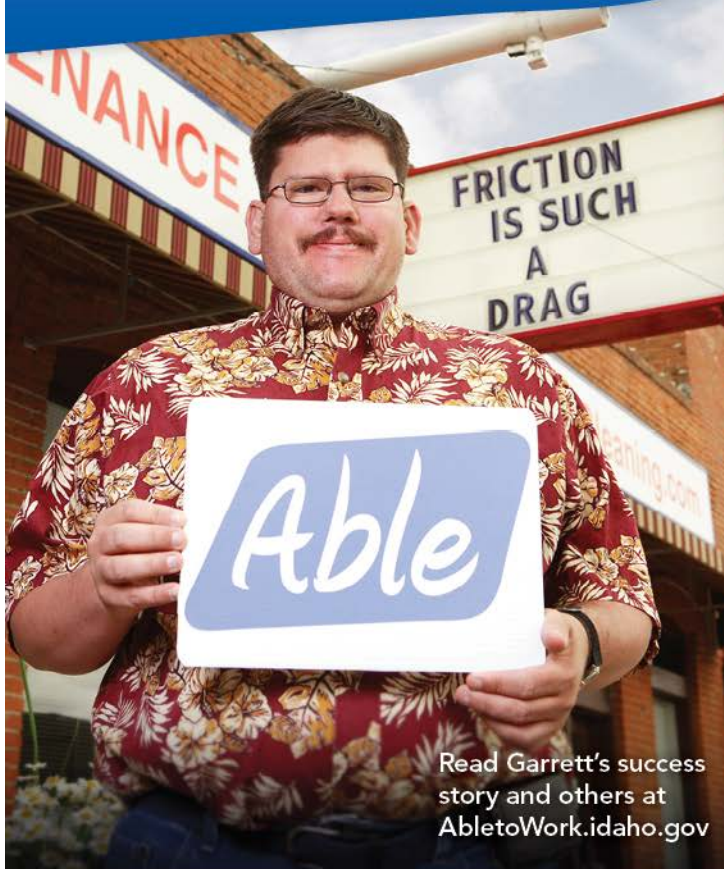
### Employers

Learn how your company can benefit from hiring individuals with disabilities. Visit: [AbletoWork.idaho.gov](http://AbletoWork.idaho.gov)



### Service Providers

Connect with other service providers, employers, and individuals. Visit: [AbletoWork.idaho.gov](http://AbletoWork.idaho.gov)



Read Garrett's success story and others at [AbletoWork.idaho.gov](http://AbletoWork.idaho.gov)

## [AbletoWork.idaho.gov](http://AbletoWork.idaho.gov)

Growing employment opportunities for people with disabilities in Idaho.



## [AbletoWork.idaho.gov](http://AbletoWork.idaho.gov)



# Getting Started with a Personal Inventory

If you don't know what kind of job you want then ask yourself what you do well and enjoy doing. Next make a list of those things you do well and enjoy doing. Add to this list your skills, training, talents, and experiences. When completed, this personal inventory should include not only education, training, and job experience, but also any hobbies, sports, or charitable activities you engage in that display talent or initiative.

Using a categorized list or **Personal Inventory Form** will allow you to better organize your list and highlight your interests, strengths, and weaknesses. Your personal inventory will be used to build your resume. The purpose of the resume is to convince the employer that you have the skills and abilities to successfully fulfill the job requirements.

## PERSONAL INVENTORY FORM

**Full Name** (First) (Middle) (Last):

**Present Address:**

**Birth Date:**

**Telephone:**

**E-mail:**

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### Work Experience

(Start with your most recent job)

#### 1. Job title:

Describe what you did on this job:

What did you like about this job?

What did you dislike about this job?

Accomplishments/awards/honors:

**2. Job title:**

Describe what you did on this job:

What did you like about this job?

What did you dislike about this job?

Accomplishments/awards/honors:

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**Education and Training****High School:**

In what subjects did you do best?

What subjects did you like most?

What subjects did you like least?

Clubs/organizations (list offices held):

Honors/awards/accomplishments:

**College/Universities:**

Name, degree, and year completed or number of years/semesters completed:

In what subjects did you do best?

What subjects did you like most?

What subjects did you like least?

Clubs/organizations (list offices held):

Honors/awards/accomplishments:

---

**Additional Information**

Hobbies/Interests:

# Resume Worksheet

Make the information on this worksheet thorough and complete. Save it as a lasting resource; update it as the years pass. Use the information as a “menu” you can use to create a unique resume for each job you seek.

Name: \_\_\_\_\_ Date updated: \_\_\_\_\_

## I. Personal Information

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_ E-Mail: \_\_\_\_\_

Temporary Address (if different): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_ E-Mail: \_\_\_\_\_

## II. Education

Elementary School: \_\_\_\_\_

Location: \_\_\_\_\_ State: \_\_\_\_\_

Overall GPA: \_\_\_\_\_

High School: \_\_\_\_\_

Location: \_\_\_\_\_ State: \_\_\_\_\_

Year graduated or number of years completed: \_\_\_\_\_ GPA: \_\_\_\_\_

College or University: \_\_\_\_\_

Location: \_\_\_\_\_ State: \_\_\_\_\_

Degree: \_\_\_\_\_

Major(s): \_\_\_\_\_ Minor(s): \_\_\_\_\_

Date obtained: \_\_\_\_\_ Major GPA: \_\_\_\_\_ Overall GPA: \_\_\_\_\_

Other schools attended (except high school), training or certifications received, licenses obtained:

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**III. Experience Information** (consider all experience—paid, unpaid, volunteer, etc.)  
(you should repeat this section for any of the experiences you have had)

Position title: \_\_\_\_\_

Organization name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Dates employed (months & years only) From: \_\_\_\_\_ To: \_\_\_\_\_

Name of supervisor(s): \_\_\_\_\_

Duties and responsibilities: \_\_\_\_\_

Quality attributes you found important and used successfully in this position.

\_\_\_\_\_  
\_\_\_\_\_

Specific performance accomplishments or contributions you made to this job:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Combine the duties, qualities and accomplishments together and write a strong job description.

**IV. Talents and Skills**

Write here your special talents, skills, training, languages (artistic, computer skills, special licenses, significant achievements), etc:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**V. Activities**

1. Memberships in clubs or community groups, volunteer & religious organizations.

Include name of the association, offices held and the dates. Add any significant activities attributed to your leadership:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Awards and Honors (academic, athletic, social, civic. Any scholarship not based on financial need):

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3. Creative professional activities (articles written, inventions, projects presented or displayed):

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## VI. Personal References

List references on a separate page, not on your resume. Avoid using family and relatives. Generally, three or four professional or academic references and one personal reference will be sufficient. *Be sure to get permission from any reference before using their name!* Send each a thank you note for volunteering to help you, and keep them informed on your job search progress.

1. Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Position: \_\_\_\_\_

2. Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Position: \_\_\_\_\_

3. Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Position: \_\_\_\_\_

4. Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Position: \_\_\_\_\_

1. *Make a copy of this blank worksheet before you fill it out.*
2. *Put your completed worksheet in your binder and keep it for future use.*
3. *Use the information here to start to build your resume.*
4. *Update your resume worksheet annually. Go through the past year and consider your experiences and accomplishments, recording them while they are fresh in your mind.*



# Job Interview Checklist

## **Preparation. Two or three days before the interview**

- \_\_\_ I have collected information about the business.
- \_\_\_ I know the first and last name of the person(s) who will be interviewing me.
- \_\_\_ I know why I want to work for the business.
- \_\_\_ I have read through some common interview questions.
- \_\_\_ I have prepared some answers to common interview questions. I know how I am going to answer these questions and/or I have created a cheat sheet.
- \_\_\_ I have prepared a list of questions that I would like to ask the interviewer.
- \_\_\_ I have an up-to-date resume with complete references ready to take to the interview.
- \_\_\_ I know exactly where the interview will take place and how long it will take me to get there.
- \_\_\_ I have decided what to wear to the interview.
- \_\_\_ I have scheduled a full night's sleep before the interview.

## **The Day of the Interview, Did You Remember to Bring...**

- \_\_\_ I have a copy of my resume, references, letters of recommendation.
- \_\_\_ I have paper and pen for notes.
- \_\_\_ I have my pad that contains the company research I have done and/or my list of questions.
- \_\_\_ I have paid special attention to personal hygiene and my choice of clothing.

## **The Interview — Travel time and Arrival**

- \_\_\_ I am leaving early in case of traffic jams or unforeseen problems. I do not arrive more than 10 minutes early.
- \_\_\_ I am relaxed, friendly, and business-like with everyone I meet.
- \_\_\_ I introduce myself to the receptionist and confirm my appointment.

## **The Interview — Setting the Scene**

- \_\_\_ I greet the interviewer by name and shake his or her hand.
- \_\_\_ I maintain positive body language, e.g., I maintain eye contact, keep my hands in my lap, and sit up straight.

## **The Interview — Exchanging Information**

- \_\_\_ I stay on topic and ask for clarification where necessary and when appropriate.
- \_\_\_ I use specific examples rather than general statements when giving information about my education, training, transferable skills, and work experience.

## **The Interview — Conclusion**

- \_\_\_ I ask any suitable questions that have not already been answered.
- \_\_\_ I summarize, with enthusiasm, my interest in the position and the business.
- \_\_\_ I state my appreciation for the interview.
- \_\_\_ I confirm, if already noted, their response date. If this date is not definite, I make arrangements to contact them.
- \_\_\_ I shake hands if appropriate and say goodbye.

## **The Interview — Follow-up**

- \_\_\_ I stay home the day they said they would call.
- \_\_\_ If I have arranged to call them back on a certain date, I make sure that I have reviewed my telephone protocol.
- \_\_\_ I write and send the interviewer(s) a thank you letter.
- \_\_\_ If I am offered a position, I give them a written answer (whether to accept or to decline) within the week.

# Interviewing Tips

## DO

- Take identification (driver's license, state ID card, Social Security card, or passport) and extra resumes.
- Arrive at least 15 minutes early.
- Smile.
- Greet everyone in a polite and friendly manner.
- Shake hands firmly.
- Try to relax.
- Be polite and friendly.
- Show enthusiasm for the opportunity to work.
- Speak clearly and distinctly.
- Allow the employer to finish what he or she is saying without interruption.
- Listen carefully.
- Maintain eye contact.
- Tell the interviewer that you are willing to work hard.
- Use the interviewer's name in the conversation.
- At the end of the interview, ask when you might hear about a decision.
- Thank the interviewer for his/her time.
- Send a thank you letter expressing your interest in the job and the company.

## DON'T

- Chew gum or use tobacco before or during the interview.
- Slouch.
- Fidget.
- Be late.
- Be rude or present a negative attitude.
- Mumble.
- Stare off into space.
- Forget the name of the interviewer.
- Go to the interview without doing research about the company.

# Ten Common Interview Questions

1. What experience have you had?
2. Why did you apply for this position?
3. What do you plan to be doing five years from now?
4. Tell me something about yourself.
5. What is your greatest strength?
6. What is your greatest weakness?
7. Why should I hire you?
8. What amount of pay do you require?
9. What days and hours can you work?
10. What will your references or former employers say about you?

# Soft Skills: The Competitive Edge

What do employers look for in new employees? It may not be what some young job seekers expect. While the three "R's" (reading, writing, and arithmetic) are still fundamental to every employee's ability to do the job, employers view "soft" skills as even more important to work readiness. Younger workers often lack these skills, which include:

- Professionalism or work ethic
- Oral and written communication
- Teamwork and collaboration skills
- Critical thinking or problem-solving skills

Companies have identified the following competencies as key to the success of young workers in the workplace.

## Professionalism

Make sure your resume is "dressed to impress." Having an organized resume is essential to making a positive first impression. A good tip is to have a college professor or a career counselor read your resume before you submit it to a potential employer.

Once you have been called for an interview, it is important to research the company and find out more about your potential job responsibilities. This will help you ask better questions during your interview, and make sure you are well-informed if they offer you a job.

Business etiquette and work ethic go hand in hand for employers. Some tips when it comes to making a good impression once employed include:

- Dressing properly for the work setting
- Arriving on time and staying productive until you leave
- Turning cell phone ringers off while at work and returning phone calls and text messages while on breaks or after work hours
- Using computers, if you have access to them, only for work-related tasks
- Speaking in a respectful manner with supervisors, peers, and customers or clients

Also remember that even when you are technically "off-duty" in the lunchroom or at a reception, you are representing the organization and are expected to act professionally. Don't contribute to office gossip or banter around too much with your co-workers. Although you are allowed to have fun and enjoy your job, you are still there to work.

## **Enthusiasm**

Enthusiasm is also essential to success. When interviewing, you are likely to stand out in an employer's mind if you show excitement about the job. Prior to the interview learn about the business. Think of questions you might want them to answer, because asking questions is one way to show interest. Other strategies include arriving a few minutes early to the interview, dressing professionally, and staying engaged in the conversation.

Once you have the job, keep showing your enthusiasm by taking initiative and seeking new and more challenging work. In some work settings, this may mean doing things that need to be done before being asked.

## **Communication Skills**

Communicating ideas in the workplace is different than in a school setting. In a classroom, the instructor usually leads group discussions or assigns written homework, and students respond or ask questions when directed to do so. In the workplace, sometimes your supervisors may ask you for your opinion or ask you to put your opinion in writing. More often than not, however, they assume that if they need to know something, you will bring it to their attention. The challenge of communicating in the workplace is learning how and when to share your ideas or concerns.

If you need to tell your supervisor about something that is not going well, it is important to remember that both timing and your attitude are extremely important. It is best to wait to talk to your supervisor about a problem when you and your boss have time to focus on your discussion and not during a “rush” time at work. Another proactive strategy would be to talk to your supervisor or another senior employee about how you could do your job more efficiently.

Listening is also an important communication skill. One way to improve your listening comprehension skills is to ask questions. Other tactics include restating what you thought you heard to confirm you understood correctly, and taking notes.

## **Teamwork**

Successful businesses rely on team players. This skill is so important that many employers include teamwork as part of the job performance review process if working with others is essential to the job. In the workplace, knowing how and when to lead and follow takes practice, as does knowing how to avoid unnecessary conflict. Working on a team also allows you to build closer relationships with your co-workers, which can make any job more fun and interesting. When working on a team, make sure that the workload is shared and that everyone is communicating.

## **Problem Solving and Critical Thinking**

Problem solving and critical thinking is the ability to use knowledge, facts, and data to effectively solve workplace problems. Employers are usually appreciative when new employees are able to offer insight and fresh perspective into better and more efficient ways of doing things. When you are tasked with solving a problem, you don't always need to answer immediately. The ability to develop a well thought out solution within a reasonable time frame is a skill an employer will value greatly.

**Reference** Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21<sup>st</sup> Century U.S. Workforce (2006). From an in-depth survey of 461 business leaders conducted by the Conference Board, Corporate Voices for Working Families, the Partnership for 21<sup>st</sup> Century Skills, and the Society for Human Resource Management.





# Idaho Department of Labor - American Job Centers

The Idaho Department of Labor is the primary point of access to a full range of labor market and education services. Services of more than 17 programs have been brought together in its 25 local offices (job centers) throughout the state to meet the needs of workers, students and businesses. Each center offers a variety of self-service options, a comprehensive resource area and highly trained staff knowledgeable about the many programs and services available.

For those seeking employment or education, the Department of Labor provides one-stop access to national, state and local job listings; career guidance and specialized workshops designed to help individuals seeking employment or changing careers; and education and training services as well as resources in the community that can assist in achieving employment goals. Businesses can obtain qualified workers, gain vital labor market information for making good business decisions, and learn about options for increasing the skills of current workers. Visit their website at [www.labor.idaho.gov](http://www.labor.idaho.gov)

## Northern Idaho Offices

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Bonnors Ferry:  
6541 Main Street  
Bonnors Ferry, ID 83805  
Phone: 208-267-5581  
Fax: 208-267-3797  
Email: [bonnersferrymail@labor.idaho.gov](mailto:bonnersferrymail@labor.idaho.gov)

Lewiston:  
1158 Idaho St.  
Lewiston, ID 83501-1960  
Phone: 208-799-5000  
Fax: 208-799-5007  
Email: [lewistonmail@labor.idaho.gov](mailto:lewistonmail@labor.idaho.gov)

Grangeville:  
305 N. State Street  
Grangeville, ID 83530-0550  
Phone: 208-983-0440  
Fax: 208-983-0302  
Email: [grangevillemail@labor.idaho.gov](mailto:grangevillemail@labor.idaho.gov)

Orofino:  
410 Johnson Ave.  
P.O. Box 391  
Orofino, ID 83544-0391  
Phone: 208-476-5506  
Fax: 208-476-3471  
Email: [orofinomail@labor.idaho.gov](mailto:orofinomail@labor.idaho.gov)

Moscow:  
1350 Troy Road, Suite 1  
Moscow, ID 83843-3995  
Phone: 208-882-7571  
Fax: 208-882-8324  
Email: [moscowmail@labor.idaho.gov](mailto:moscowmail@labor.idaho.gov)

Sandpoint:  
2101 W. Pine St.  
Sandpoint, ID 83864-9327  
Phone: 208-263-7544  
Fax: 208-265-0193  
Email: [sandpointmail@labor.idaho.gov](mailto:sandpointmail@labor.idaho.gov)

Kootenai County:  
600 N. Thornton St.  
Post Falls, ID 83854  
Phone: 208-457-8789  
Fax: 208-773-5773  
Email: [kootenaicoutymail@labor.idaho.gov](mailto:kootenaicoutymail@labor.idaho.gov)

Silver Valley:  
35 Wildcat Way, Suite A  
Kellogg, ID 83837-2253  
Phone: 208-783-1202  
Fax: 208-783-5561  
Email: [silvervalleymail@labor.idaho.gov](mailto:silvervalleymail@labor.idaho.gov)

St. Maries:  
105 N. 8<sup>th</sup> Street  
St. Maries, ID 83861-1845  
Phone: 208-245-2518  
Fax: 208-245-2012  
Email: [stmariesmail@labor.idaho.gov](mailto:stmariesmail@labor.idaho.gov)

### Southwestern Idaho Offices

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Boise:  
219 W. Main St.  
Boise, ID 83735-0030  
Phone: 208-332-3575  
Fax: 208-334-6222  
Email: [boisemail@labor.idaho.gov](mailto:boisemail@labor.idaho.gov)

Emmett:  
2030 S. Washington St.  
Emmett, ID 83617-9450  
Phone: 208-364-7780  
Fax: 208-365-6599  
Email: [emmettmail@labor.idaho.gov](mailto:emmettmail@labor.idaho.gov)

Meridian:  
1090 E. Watertower Lane, Suite 100  
Meridian, ID 83642  
Phone: 208-364-7785  
Fax: 208-895-8441  
Email: [meridianmail@labor.idaho.gov](mailto:meridianmail@labor.idaho.gov)

Payette:  
501 N. 16<sup>th</sup> St. Suite 107  
Payette, ID 83661-0179  
Phone: 208-642-9361  
Fax: 208-642-7150  
Email: [payettemail@labor.idaho.gov](mailto:payettemail@labor.idaho.gov)

Canyon County:  
4514 Thomas Jefferson Street  
Caldwell, ID 83605  
Phone: 208-364-7781  
Fax: 208-454-7720  
Email: [canyoncountymail@labor.idaho.gov](mailto:canyoncountymail@labor.idaho.gov)

McCall:  
299 S. 3<sup>rd</sup> Street  
P.O. Box 966  
McCall, ID 83638-0966  
Phone: 208-634-7102  
Fax: 208-634-2965  
Email: [mccallmail@labor.idaho.gov](mailto:mccallmail@labor.idaho.gov)

Mountain Home:  
1150 American Legion Blvd.  
Mountain Home, ID 83647  
Phone: 208-364-7788  
Fax: 208-587-2964  
Email: [mountainhomemail@labor.idaho.gov](mailto:mountainhomemail@labor.idaho.gov)

### Central and Eastern Idaho Offices

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Blackfoot:  
155 N. Maple  
P.O. Box 9  
Blackfoot, ID 83221-0009  
Phone: 208-236-6713  
Fax: 208-785-5036  
Email: [blackfootmail@labor.idahogov](mailto:blackfootmail@labor.idahogov)

Wood River:  
733 N. Main St. Suite C  
Bellevue, ID 83313  
Phone: 208-788-3526  
Fax: 208-788-3041  
Email: [blainecountymail@labor.idaho.gov](mailto:blainecountymail@labor.idaho.gov)

Idaho Falls:  
1515 E. Lincoln Road  
Idaho Falls, ID 83401-3653  
Phone: 208-557-2500  
Fax: 208-525-7268  
Email: [idahofallsmail@labor.idaho.gov](mailto:idahofallsmail@labor.idaho.gov)

Mini-Cassia:  
127 W. 5<sup>th</sup> St. North  
Burley, ID 83318-3457  
Phone: 208-678-5518  
Fax: 208-678-1765  
Email: [minicassiamail@labor.idaho.gov](mailto:minicassiamail@labor.idaho.gov)

Rexburg:  
1133 Stocks Ave.  
P.O. Box 158  
Rexburg, ID 83440-0158  
Phone: 208-557-2501  
Fax: 208-356-0042  
Email: [rexburgmail@labor.idaho.gov](mailto:rexburgmail@labor.idaho.gov)

Soda Springs:  
95 E. Hooper Ave. #20  
P.O. Box 576  
Soda Springs, ID 83276  
Phone: 208-236-6711  
Email: [sodaspringsmail@labor.idaho.gov](mailto:sodaspringsmail@labor.idaho.gov)

Magic Valley:  
420 Falls Ave.  
Twin Falls, ID 83301  
Phone: 208-735-2500  
Fax: 208-736-3007  
Email: [magicvalleymail@labor.idaho.gov](mailto:magicvalleymail@labor.idaho.gov)

Pocatello:  
430 N. 5<sup>th</sup> Ave  
P.O. Box 4087  
Pocatello, ID 83205-4087  
Phone: 208-236-6710  
Fax: 208-232-0865  
Email: [pocatellomail@labor.idaho.gov](mailto:pocatellomail@labor.idaho.gov)

Salmon:  
1301 Main St. Unit 1  
Salmon, ID 83467  
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# **Employment Advocacy Services DisAbility Rights Idaho**

DisAbility Rights Idaho helps people with disabilities protect their disability related rights. Three of our programs help people with disabilities who work or want to work. These programs are:

## **Protection and Advocacy for Social Security Beneficiaries (PABSS)**

Helps social security beneficiaries who want to work

## **Client Assistance Program (CAP)**

Helps people receive services from Vocational Rehabilitation (VR), Idaho Commission for the Blind and Visually Impaired (ICBVI) and Independent Living Centers (ILC)

## **Work Incentives and Benefits Planning Assistance**

Helps beneficiaries of Social Security make informed choices about work. Website: <http://www.disabilityrightsidaho.org>

## **Who Can Get Employment Advocacy Services?**

Persons with Disabilities who work or want to work.

## **Our Services**

- Information and Referral
- Suggestions for solving disability related problems
- Information about laws, rules and policies
- Record and document reviews
- Help with SSDI/SSI problems caused by work income
- PASS Plan development
- Assistance clarifying issues with agency personnel
- Representation at meetings
- Expert training on disability related issues

**DisAbility Rights Idaho can also help with other disability related issues.**

**Call DisAbility Rights Idaho to learn more**

**1-866-262-3462**



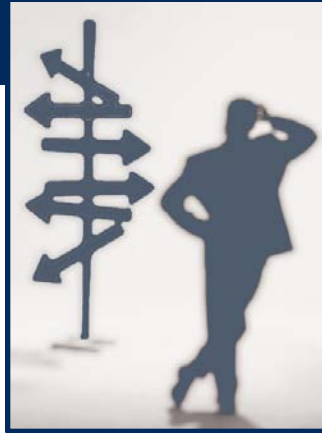
# Disclosure Decisions TO GET THE JOB

Every individual with a disability must choose whether to disclose (share) his or her disability with an employer. Primary factors to consider include whether accommodations will be needed on the job or whether a disability is visible or hidden. Other aspects related to the employer and the company may also influence your decision. Follow this disclosure decision guide to determine what will work best for you. Remember, if you choose to disclose your disability, you are protected from discrimination by federal laws.

First, identify a **NEED** for disclosure, such as determining accessibility, necessary accommodations, or potential job match. Consider your answers to questions in Chart 1 and decide if you have a reason to disclose.

If you decide that disclosure will help you be successful, look at the pros and cons of **WHEN** you disclose in Chart 2. Then, follow the general guidelines in Chart 3 to decide **HOW** to disclose.

Effective disclosure can establish a positive working relationship with your employer. Practicing with a close friend, family member, or career counselor can help to increase your comfort level and skills.



## Three Steps to Disclosing a Disability

### 3. Choose HOW to Disclose

### 2. Decide **WHEN** to Disclose

### 1. Determine **NEED** for Disclosure

## 2. Decide WHEN to Disclose: Consider Pros and Cons

When	Potential Gains	Potential Setbacks
In a cover letter	Advance time to prepare positive written disclosure and to tailor your abilities to duties of job description.	Employer's preconceptions may hinder opportunity for an interview. Unable to read employer's body language and mood.
In a resume or on a job application	Establishes "up front" relationship and communication.	Employer may have stereotypes about disabilities and may not offer you an interview.
When employer calls for an interview	Establishes open communication and gives an employer time to review Americans with Disabilities Act of 1990 compliance information.	May not get serious consideration during interview.
Before the interview	Shows respect to employer, gives employer advance notice to secure any accommodations that may be needed during the interview, and time to research proper etiquette or refresh knowledge on ADA.	Employer has advance time to yield to his or her stereotypes about disabilities.
During the interview	Opportunity to read employer body language, to time the disclosure, and to disclose in a brief, positive manner.	Employer may feel uneasy and ill prepared to respond with appropriate and legal questions.
After the job offer	May have legal recourse if disclosing disability negatively affects the hiring decision. There is time to get accommodations in place before the job starts. Positive relationship has already been established with employer.	Employer may feel that you have been dishonest in the application process, which may erode trust.
After the job begins	Gives opportunity to establish credibility before disclosure. Gives freedom to talk with co-workers about disability related issues.	May take time to secure requested accommodations. Employer may believe you have not been honest which may negatively affect your relationship.
When performance difficulties arise	Difficulties may not arise (i.e. you may never need to disclose).	Employer may have difficulty changing his or her perceptions of your work performance, feel betrayed or wonder why you waited so long.
Never	Disability information is kept private.	Not protected from discrimination under the ADA.



# 1. Determine NEED for Disclosure: Gather all the Facts

Consider the questions below. "Yes" answers may indicate a need for or benefit of disclosure. "No" answers may indicate a need for more preparation or limited benefit of disclosure.

Area	Questions	Circle Answer
Company	<ul style="list-style-type: none"> <li>Do I have background information about the company?</li> <li>Does the company, senior management, or owner welcome and value diversity?</li> <li>Has the company participated in any disability related recruitment programs?</li> <li>Is there a company policy on hiring individuals with disabilities?</li> <li>Does the company offer any internship programs?</li> <li>Is pre-employment testing required? What is the medium for testing?</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No
Job Position	<ul style="list-style-type: none"> <li>Have I requested a detailed job description for the position?</li> <li>Do I know what are the essential functions and expectations of the job?</li> <li>Can I talk with an employee who is currently in this position or in a similar one?</li> <li>Will my compensatory strategies (e.g., use of adaptive software or assistive technology) change the traditional way of getting the job done?</li> <li>Will I need accommodations for the application process, interview process, or at the worksite?</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No
Employer	<ul style="list-style-type: none"> <li>Does the supervisor use a flexible and personal management style?</li> <li>Does the employer have experience in managing differences or diversity?</li> <li>Does the employer focus on essential, rather than marginal functions?</li> <li>Has the employer had positive experiences hiring individuals with disabilities?</li> <li>Can I provide the employer with resource information about the Americans with Disabilities Act of 1990 (ADA) and my specific accommodation needs?</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No
Myself	<ul style="list-style-type: none"> <li>Am I familiar with the protections provided by the ADA?</li> <li>Am I comfortable with my disability?</li> <li>Am I aware of my strengths and functional limitations?</li> <li>Will I need potential medical assistance?</li> <li>Have I explored technology or strategies to compensate for my limitations?</li> <li>Have I previously used accommodations at a work-site?</li> <li>Have I practiced disclosure with a family member, close friend, or career professional?</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No

## Need More Information?

### About company and position:

- University career centers
- Human resource departments
- Professional associations
- Local chambers of commerce
- Company specific websites
- Informational interviews


### About potential accommodations:

- Job Accommodations Network  
[www.jan.wvu.edu](http://www.jan.wvu.edu)
- Idaho Assistive Technology Project  
<http://www.idahoat.org/Home.aspx>
- ABLEDATA -- [www.abledata.com](http://www.abledata.com)

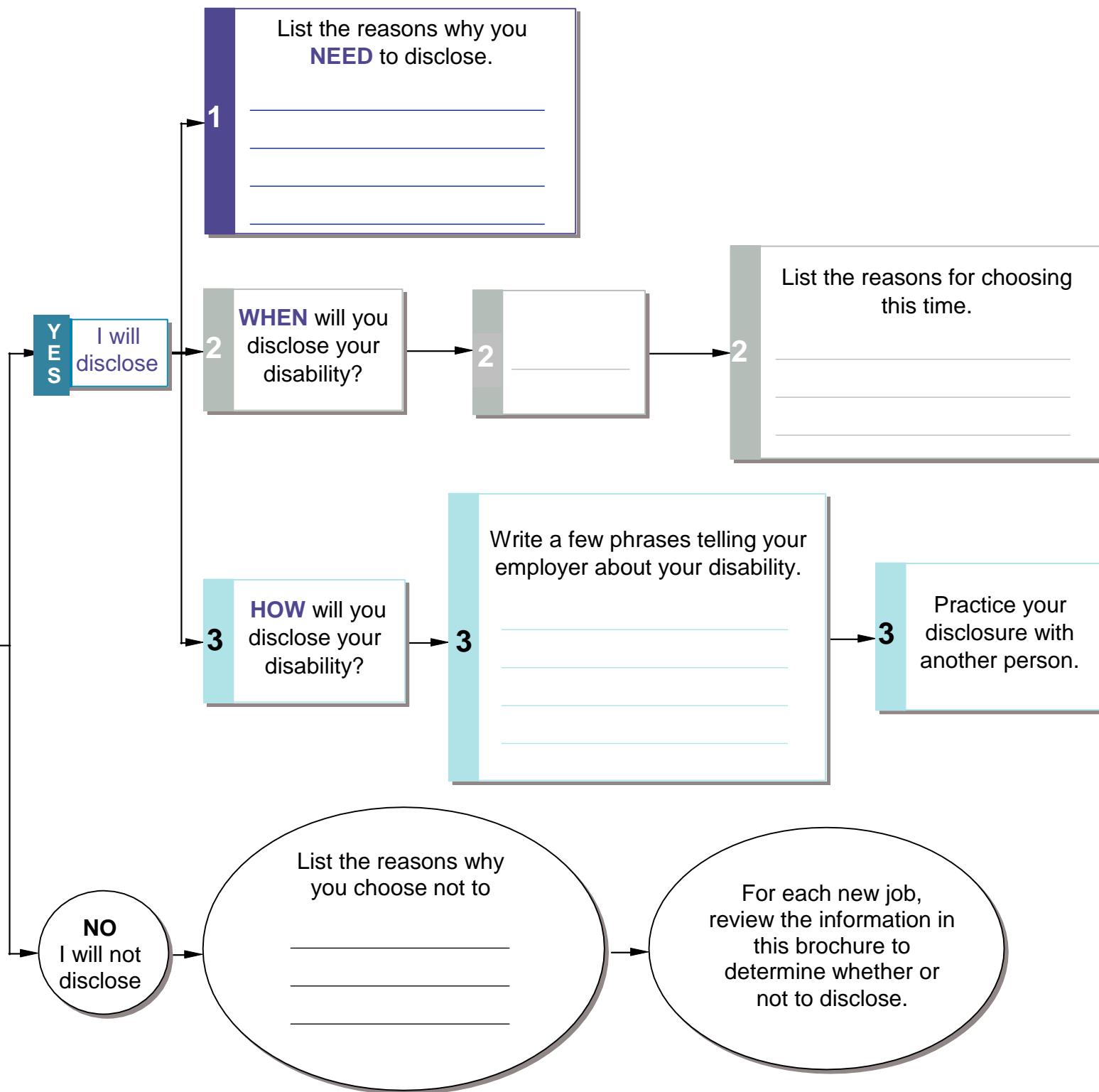
### 3. Choose HOW to Disclose: General Guidelines

How	Examples
Stress current involvement in a positive activity that shows your ability to manage your disability.	<u>Resume</u> -- Member of the American Blind Skiing Foundation
Be optimistic; focus on your abilities and job qualifications.	<u>Cover Letter</u> -- As an individual with a life long physical and speech disability, I learned early on to focus on my intellectual abilities and to develop strengths within my limits. For example, I received my first computer when I was 5 years old and learned to operate it independently. Today I am proficient in many software applications, operating systems, and system troubleshooting.
Give the employer information on what he or she needs to do or provide regarding communication, directions, or supervision.	<u>Telephone Call Prior to the Interview</u> -- "I am calling to confirm my interview scheduled at your company in 2 days. Could you please tell me where to find your office's accessible entrance?"
Educate the employer by articulating or demonstrating how you can perform the essential functions of the job. Have resource information available for the employer.	<u>During the Interview</u> -- Have you ever heard of a screen reader? I have a learning disability and have difficulty reading in the traditional way. My screen reader, which reads electronic information aloud using a computerized voice, has enabled me to succeed at college and I know it will be useful on this job. "
Explain the benefits of your disability regarding your personal growth or perseverance.	<u>During the Interview</u> -- "Through my disability, I have learned the value of connecting with professionals. I can be resourceful and creative to get the job done."
Face employer concerns by talking about your compensatory strategies or accommodation solutions.	<u>During the Interview</u> -- "You may be wondering how I can type letters with my physical disability. I have a great software program that allows the computer to type as I speak words. It can be loaded on most computers. I would be happy to show it to you sometime."
Use general, functional terms to briefly explain the impact of your disability on the job; avoid technical, medical diagnoses.	<u>After the Job Offer</u> -- "During the interview, you explained that work was verbally assigned at a staff meeting. I find that I work best when instructions are both written and verbal. I have a disability that makes processing verbal information a challenge. Could you accommodate me in this way?"
In a private setting, remind your employer about your right to confidentiality.	<u>After the Job is Accepted</u> -- After disclosing your disability in your employer's office: "Thank you in advance for keeping this information confidential."
Frame the disclosure around how you work best.	<u>A Few Weeks on the Job</u> -- "I have noticed that I am having a difficult time completing my work assignments. I have a medical condition that requires frequent breaks in order to do my work. Would you allow me to work later to enable me to take more breaks? I always get the job done when I manage my schedule in this way."

**OPENING  
DOORS**



**Disclosure  
Decision  
Worksheet**





# Request for Accommodations

## Example Letter to Employer

Date of Letter

Your name

Your address

Employer's name

Employer's address

Dear (e.g. Supervisor, Manager, Human Resources, Personnel):

Content to consider in body of letter:

- Identify yourself as a person with a disability

- State that you are requesting accommodations under the ADA

- Identify your specific problematic job tasks

- List your accommodation ideas

- Ask for your employer's accommodation ideas

- Refer to attached medical documentation if appropriate\*

- Ask that your employer respond to your request in a reasonable amount of time

Sincerely,

Your signature

Your printed name

Cc: to appropriate individuals (send copies to others)

\* You may want to attach medical information to your letter to help establish that you are a person with a disability and to document the need for accommodation.



# 4

## **Post Secondary Education and Training**

This section has information you will need if you want to get more education after high school. This could be at a college or university, vocational training, or other kinds of training programs.

**Examples of information to keep in this section might include:**

- ☐ **Current High School Transcript**
- ☐ **ACT/SAT/COMPASS/Accuplacer Scores**
- ☐ **ISAT scores**
- ☐ **IEP/504 Plan, Summary of Performance**
- ☐ **Completed College Application Form**
- ☐ **Completed Scholarship Application Form**
- ☐ **Completed Scholarship Essays**
- ☐ **FAFSA Application (Free Application for Student Federal Aid)**
- ☐ **Autobiography / Writing Sample**
- ☐ **College Letter of Acceptance**
- ☐ **Financial Aid Award Letter**
- ☐ **College Housing Application**
- ☐ **Application for Disability Services**
- ☐ **Letter of Accommodations from Disability Services Office**
- ☐ **College Class Schedule / Credits**
- ☐ **Postsecondary Transcript**





# Family Checklist:

## Transition from High School to College

This checklist is designed to give family members an easy-to-use list of topics that should be taken into consideration when discussing transition from high school to college.

- ☐ Help your student set post-secondary education and career goals (consider person-centered planning).
- ☐ Ensure that your student is enrolled in academic courses throughout high school, which will prepare him/her for college courses.
- ☐ Know the difference between the laws that govern education at the secondary level (IDEA = entitlement) and at the college level (ADA = otherwise qualified).
- ☐ Encourage your student to attend and participate in the IEP and transition planning process.
- ☐ Help your student learn to advocate for himself/herself while in high school, which will prepare for when it needs to be done in college.
- ☐ Obtain college catalog(s) and the Higher Education in Idaho handbook which is published annually. Review these carefully with your student and with support from high school staff (e.g., guidance counselor, transition coordinator), as needed.
- ☐ Ensure that documentation of your student's disability is as up-to-date and comprehensive as possible.
- ☐ Discuss with your student the nature of his/her disability and how it affects school work.
- ☐ Encourage teachers to discuss what accommodations and technology your student uses now and what may be needed in college (e.g., reader, note taker, scribe, books in alternate formats, speech-to-text software, screen reader, extended time on tests, etc).

- ☐ Visit college(s) together before helping your student to make a final choice.
- ☐ Your student should meet with college Disability Services Office (DSO) staff to talk about documentation and learn about how accommodations in college are different from high school.
- ☐ Discuss goals, learning needs, and how to access specific accommodations, including academic supports that are available for all students (e.g., tutoring, writing support) with your student and DSO staff before classes begin.
- ☐ Figure out and set-up transportation prior to the start of school (e.g., driving, car-pooling, learning to use public and private transportation, travel vouchers).
- ☐ Be aware of financial aid resources available to your family and make sure that funding for all costs is arranged before school starts (e.g., tuition, books, fees, transportation).
- ☐ Identify how financial support your student may receive impacts other benefits (e.g., SSI, SSDI).
- ☐ Know what services are available through adult human service agencies (e.g., Idaho Division of Vocational Rehabilitation, Idaho Commission for the Blind and Visually Impaired, etc.).
- ☐ Be prepared for the fact that you, the family member, need written consent from the student to obtain access to their records at the college level.

Adapted from *ThinkCollege.net*

<http://www.thinkcollege.net/families/index.php?page=checklist>

# High School and College for Students with Disabilities: Key Differences

High School	College
<b>Applicable Laws</b>	
<p>Individuals with Disabilities Education Improvement Act (IDEIA) of 2007.</p> <p>Section 504, Rehabilitation Act of 1973.</p> <p>IDEA is about <b>success</b> in school.</p>	<p>Americans with Disabilities Act of 1990, Title II (ADA) and ADA Amendments Act of 2008 (ADAAA).</p> <p>Section 504, Rehabilitation Act of 1973 &amp; ADAAA are about <b>access</b> to facilities, programs, and services.</p>
<b>Required Documentation</b>	
<p>Individual Education Program (IEP), 504 Plan, and Summary of Performance (SOP).</p> <p>School provides evaluation at no cost</p> <p>Documentation focuses on determining if student is eligible for services under IDEIA</p>	<p>High school IEP and 504 Plans may not be sufficient. Individual college documentation guidelines specify information needed for documentation.</p> <p>Students may be asked to get an evaluation at their own expense.</p> <p>Documentation may be required which provides information on specific functional limitations and demonstrate the need for specific services or accommodations.</p>
<b>Self-Advocacy</b>	
<p>School staff identify the student as having a disability.</p> <p>School staff have responsibility for arranging accommodations.</p> <p>Teachers approach you if they believe you need help and might have a disability.</p>	<p>Student must self-identify to Disability Support Services staff.</p> <p>Student has responsibility for self-advocacy and arranging accommodations.</p> <p>Professors can be open and helpful, but most expect students to initiate contact at the start of the semester.</p>
<b>Parental Role</b>	
<p>Parent has access to student records and can participate in the accommodation process.</p> <p>Parent advocates for the student.</p>	<p>Parent does not have access to student records and cannot represent the student without student's written consent.</p> <p>Students advocate for themselves.</p>

High School	College
<p style="text-align: center;"><b>Instruction</b></p> <p>Teachers modify curriculum and alter assignments as outlined in the IEP.</p> <p>Students are expected to read short assignments that are discussed in class.</p> <p>Students may need to read assignments more than once, often listening in class is enough.</p>	
<p style="text-align: center;"><b>Grades and Tests</b></p> <p>IEP or 504 Plan may include modifications to test format or grading.</p> <p>Testing is frequent covering small amounts of material.</p> <p>Makeup test are usually available.</p> <p>Teachers often take time to remind students of assignments and due dates.</p>	
<p style="text-align: center;"><b>Responsibilities for Studying</b></p> <p>Tutoring and study support may be a service provided as part of an IEP or 504 Plan.</p> <p>School staff often structure students' time and expected assignments.</p> <p>Students may study outside of class for as little as 0 to 2 hours a week and this may be mostly last-minute test preparation.</p>	
	<p>Professors are not required to modify design or alter assignment deadlines.</p> <p>Students are assigned substantial amounts of reading and writing which may not be directly addressed in class.</p> <p>Students need to regularly review class notes and text material.</p>
	<p>Grading and test format changes (e.g. multiple choice vs. essay) are generally not available. Accommodations in HOW test are given (e.g. extended time, test proctors) available when supported by disability documentation.</p> <p>Testing is generally periodic and may be cumulative, covering large amounts of info.</p> <p>Makeup test are seldom an option; if they are, students are responsible for requesting them.</p> <p>Professors expect students to read, save, and consult the course syllabus that describes course expectations, assignments and grading scale.</p>
	<p>Tutoring generally DOES NOT fall under Disability Services' accommodations requirements. Students with disabilities must seek out tutoring resources available to all college students.</p> <p>Students structure their own time and assignments.</p> <p>Students usually need to study at least 2 to 3 hours for each hour in class.</p>

# Federal Student Financial Aid

## What is federal student aid?

College costs can be high, so federal student aid is financial assistance for students who need help paying for college. Federal Student Aid, an office of the U.S. Department of Education, provides federal student aid, which includes grants, loans, and work-study.

Federal student aid can be used to cover the costs of your college tuition and fees, room and board, books and supplies, and transportation. It can also be used to help pay for a computer or dependent child care expenses.

TIP: Federal student aid may not cover all college expenses. Your state and local government may have financial aid for students; and the college you are interested in probably has its own financial aid sources, which often include scholarships. Start researching non-federal sources in your junior year so that you can determine what you need to do to qualify for funds.

## What types of federal student aid programs are available?

Federal student aid is made up of three main types of aid:

- Grants – funds for college that do not have to be repaid.
- Work-study – part-time employment where you can earn funds while enrolled.
- Loans – borrowed funds. You must repay loans, with interest. There are two types of loans: Subsidized and unsubsidized. Make sure you know the difference when thinking about taking a loan.

## How do I apply for federal student aid?

The process for determining federal student aid eligibility is separate from the process for applying for admission to college. The *Free Application for Federal Student Aid* (FAFSA) is the basic application that is used to apply for federal student aid.

Know that applying for financial aid is FREE at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Any time you need more information you can visit Federal Student Aid at [www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov) or call them at 1-800-4-FED-AID (1-800-433-3243). You can also talk with your high school counselor or the financial aid office at the college you plan to attend. Just remember that financial aid is provided to help students pay for college, so you don't need to pay to apply. You should never have to pay for help.

## What else should I know?

You will need information from your parents in order to complete the FAFSA if you are considered a dependent according to the FAFSA regulations. To determine if you are considered a dependent, go to the FAFSA website at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and complete the FAFSA worksheet.

TIP: If you live with your parents or recently have lived with your parents, most likely you are considered a dependent even if you are already 18 years old or older. If you are a dependent, your parents will need information from the previous tax year or will need to complete the parent's income estimator worksheet. For example: for the school year 2012-2013 (July 1, 2012 – June 30, 2013) your parents will need tax information for 2011. Students are encouraged to use the IRS data retrieval tool when filling out the financial part of the FAFSA.

If you are a first-time applicant, you should review the award information from all of the colleges you applied to and compare amounts and types of aid being offered. Decide which college to attend based on how well the college suits your needs and based on its affordability after all financial aid is taken into account.

Early submittal of FAFSA may increase opportunities to receive certain types of financial aid, if eligible.

TIP: Sometimes students assume they won't qualify for financial aid or sometimes they just don't want to complete the FAFSA form because it seems complex or difficult. But you should always apply because you may be surprised by the amount of aid you may be qualified for.

You can find more detailed information about FAFSA programs by reading *Funding Education Beyond High School: The Guide to Federal Student Aid*. The guide tells you almost everything you need to know about federal student aid, as well as other means of paying for your education after high school. The guide can be downloaded from this website: [http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)

Most of this information was selected from the FAFSA4caster website at:

[www.fafsa4caster.ed.gov](http://www.fafsa4caster.ed.gov)



# **College: You Can Do It!**

How Students with Disabilities Can Prepare for College

**DO-IT**

Some adults, because of their disabilities, have lives which do not include many of the experiences of their non-disabled peers, including attending college and obtaining a career. Increased awareness of the rights and contributions of individuals with disabilities has resulted in a growing concern about expanding their postsecondary options. This publication addresses issues surrounding transition from high school to college and beyond for people with disabilities.

Transitions from high school to college and careers include three phases:

- Preparing for college, including preparations that occur in high school.
- Staying in college, which requires numerous self-management skills
- Preparing for moving beyond college and to a career.

## **Plan**

Getting to college involves thoughtful preparation. It is best to start at least by your sophomore year in high school.

## **Entrance requirements**

Call the institutions that you hope to attend to find out about entrance requirements. Talk with teachers and school counselors. If you are not able to meet specific entrance requirements during high school, consider attending a local community college to obtain the course requirements you are lacking.

## **High school GPA**

The grade point average (GPA) you obtain in high school may be an important entrance consideration at your college of choice. Work hard to earn grades as high as possible.

## **Pre-college examinations**

Pre-college examination (e.g., SAT, PSAT) scores may be important for acceptance into the college of your choice. Talk to a school counselor or teacher about disability-related test-taking accommodations ahead of time. Appropriate accommodations can help you demonstrate your abilities to their fullest when taking an exam. If you earn a lower score than you feel capable of, ask if you can re-take the exam.

## **Applications**

When sending an application to a postsecondary institution, you are essentially sending a portrait of yourself – your grades, coursework, recommendations, personal goals, and abilities. Take time to present a full, positive picture of yourself. Before you send it to a college, have someone proofread a draft and give you constructive feedback.



## Funding

Life in college is full of expenses, expected and unexpected. There are resources to assist with and, in some cases, fully cover costs such as tuition, books, rent, lab fees, assistive technology, and application fees. Start early and talk to teachers, counselors, offices of disabled student services, financial aid offices, and undergraduate support programs at institutions you wish to attend.

## Support services

Resources are not the same at each postsecondary institution. Knowing your needs and how they can be met is an important factor when selecting a college. Arranging support services in college can take a lot of time, depending on the services you need and the resources available.

## Transition and orientation

Ask your high school counselor about transition programs that can help prepare you for college. Also find out if the college you've selected offers an orientation program for new students. For example, DO-IT Pals is an electronic community of teens with disabilities. They are supported by each other and adult mentors in taking steps toward college and career success. Further information can be found at <http://www.washington.edu/doit/Programs/pals.html>.

## Go

Being in college means managing a demanding schedule. It is important to develop and utilize personal skills in the areas of self-advocacy, self-management, and study.



- **Self-advocacy skills**

Self-advocacy skills include knowing how to skillfully initiate action and interact with faculty, staff, and other students to obtain support services necessary for your learning needs. If you require accommodations, you are the one who must recognize the need, make the initial contacts, follow up on these contacts, and maintain the necessary actions to receive the services needed.

- **Self-management skills**

Self-management skills include planning your academic and personal schedule and developing and maintaining academic and personal routines that are reasonable and manageable on a daily basis. Take into account your abilities and strengths as well as your disabilities. For some individuals, strength and ability may vary daily; flexibility may be an important factor.

- **Study skills**

Study skills involve knowing how to effectively learn academic content. They include effective strategies for note-taking during lectures and labs, reading, and test-taking. Development of each skill is important in order to have effective overall study habits. If your study skills are weak, ask a counselor if study skill courses are available on your campus.





- **Support services**

To be successful in college, many individuals with disabilities find it necessary to utilize assistance from campus offices as well as outside resources. An office of disabled student services can be a good place to start. Support services can be steady and continuous, or merely temporary. In many instances, a service that provides assistance requires ongoing attention. For example, to continue receiving some services you may need to provide updates on progress, status reports, and/or renewal requests. Factoring these requirements into a regular schedule of activities will assure continuity of services.

- **Technology**

Computer and network resources are essential in many colleges and work settings. Assistive technology makes it possible for people with a variety of disabilities to use these powerful tools. Take advantage of opportunities in high school and college to learn about and use computer technologies. Of particular importance is developing skills in word processing and information access for research purposes.

- **Networking**

Contacts with individuals inside and outside of your area can provide mutual assistance. Conversations, interactions, and assistance from a broad range of people take place continuously during the process of preparing for college, attending college, and finding a career. Network through professional organizations, friends, family, and coworkers because who you know, as well as what you know, can determine your success.



## **Think Ahead**

Working toward a career should begin early in your college life. Making prudent choices academically (e.g., choosing a major, selecting appropriate coursework, engaging in work experiences) can assist you in making your career choices.

- **Academic and career choices**

College can prepare you for a specific career as well as provide broad-based preparation for a range of career opportunities. Seek advice from family members, teachers, school counselors, and career guidance counselors when making decisions about choosing a direction that is best for you.

- **Building your resume**

To begin building a resume, make a list of all of your relevant work experiences (paid and volunteer), academic experiences, and other activities. Seek advice from campus career advisors and consult printed and online resources as you select the best style and format of your resume depending on the type of job for which you are applying.

- **Internships**

The career placement office at the postsecondary institution you attend may offer employment and opportunities in which you can participate. If internship opportunities are not available through campus services, make efforts to obtain other relevant experience for your resumé.



## Have Fun

### • Social Activities

A social life is important. Make time in your schedule to socialize and get involved in extracurricular activities. Forming study groups is a good way to tackle challenging classes and meet new people. Joining campus clubs and organizations will help you connect with others who have similar interests.

## Helpful Hints

The following helpful hints are offered by participants in DO-IT, most of whom have disabilities and are in college or pursuing careers.

- Prepare for going to college
- Work with the school you plan on attending ahead of time
- Research all of your options for colleges.
- Plan, organize, and evaluate your needs so that support service units can work together to make sure there are not gaps in assistance.
- Seek assistance from student service offices, such as Disabled Student Services, Career Services, and Cooperative Education.

## Additional Resources

Useful resources are available from many organizations.

A good starting point is the *AccessCollege* link from the DO-IT home page at <http://www.washington.edu/doit/>. The *Student Lounge* provides resources for precollege and college students.



### University of Washington

College of Engineering, Computing & Communications

College of Education

888-972-3648



doit@u.washington.edu

Grants and gifts fund DO-IT publications, videos, and programs to support the academic and career success of people with disabilities. Contribute today by sending a check to DO-IT, Box 355670, University of Washington, Seattle, WA 98195-5670.

*Your gift is tax deductible as specified in IRS regulations. Pursuant to RCW 19.09, the University of Washington is registered as a charitable organization with the Secretary of State, State of Washington. For more information, call the Office of the Secretary of State, 800-322-4483.*

## Helpful General Information

- Higher Education in Idaho – available from your high school counselor or at [http://www.boardofed.idaho.gov/communications\\_center/documents/publications/highered2012.pdf](http://www.boardofed.idaho.gov/communications_center/documents/publications/highered2012.pdf)
- Idaho Division of Vocational Rehabilitation and the Idaho Commission for the Blind and Visually Impaired (contact the office in your area – a list is included in Section 8 of this binder).
- Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities [www.edpubs.org](http://www.edpubs.org)  
Or call 1-877-433-7827
- National Clearinghouse on Postsecondary Education for Individuals with Disabilities: <http://www.heath.gwu.edu>
- Association on Higher Education and Disability: <http://www.ahead.org/>
- National Secondary Transition and Technical Assistance Center: <http://www.nsttac.org>

## Helpful General Financial Aid Information

- Financial Aid for Students through the US Department of Education's Office: <http://www.ed.gov/index.jsp>
- The Financial Aid Information Page: <http://www.finaid.org>
- Federal Student Aid: [www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov)
- *Funding Education Beyond High School: The Guide to Federal Student Aid.*  
This guide can be downloaded from:  
[http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)

From NSTTAC – National Secondary Transition Technical Assistance Center

Source: Some of the text for this flyer courtesy of the University of North Carolina at Pembroke



# Disability Support Services

Support services for students with disabilities are available in Idaho's postsecondary institutions. Accommodations are provided on a case-by-case basis. It is important you visit with staff from these offices as soon as you know which college or university you want to attend. Some accommodations (e.g. interpreters, books in alternate format, etc.) may take longer to set up; therefore, these types of services need to be requested very early. Keep in mind that documentation requirements and accommodations may vary from institution to institution so it is important to work with staff at the postsecondary institution you will be attending.

Listed below is contact information for the postsecondary institutions in Idaho.

## **Boise Bible College**

Ross Knudsen, Nadene Macke  
(208) 376-7731 or 1-800-893-7755  
<http://www.boisebible.edu>

## **Boise State University**

Wendy Turner  
Disability Resource Center  
(208) 426-1583  
<http://drc.boisestate.edu/>

## **Brigham Young University – Idaho**

Dr. Red Taylor  
Disability Services  
(208) 496-4283 (Voice/TDD)  
(208) 496-5159 (Fax)  
<http://www.byui.edu/Disabilities/>

## **The College of Idaho**

Lynette Allen  
Learning Support & Disability Services  
(208) 459-5683  
<http://collegeofidaho.edu>

## **College of Southern Idaho**

Tara Williams  
Student Disability Services  
(208) 732-6260  
(208) 734-9929 (TDD)  
(208) 732-6799 (Secure Fax)  
1(800) 680-0274 (Idaho and Nevada)  
[www.csi.edu/disabilities](http://www.csi.edu/disabilities)

## **College of Western Idaho**

Heather Grayson, Terri Scofield  
Disability Services  
(208) 562-2447  
<http://www.cwidaho.cc>

## **Eastern Idaho Technical College**

Irene Jones  
Disability Resources and Services  
Office  
(208) 524-3000, ext. 3376  
<http://www.eitc.edu/disabilityresources.cfm>

## **Idaho State University**

Todd DeVries  
ADA & Disability Resource Center  
(208) 282-3599 - Pocatello  
(208) 282-7750 - Idaho Falls  
<http://www.isu.edu/ada4isu/>

## **Lewis-Clark State College**

Doug Steele, Heidi Benjamin  
Lewiston Campus  
(208) 792-2211  
<http://www.lcsc.edu/osl>

more on back...

**Lewis-Clark State College**

Coeur D'Alene Campus

(208) 292-2673 or (208) 666-6707

Accommodations are provided through NIC's Center for Educational Access.

To set up an intake appointment call (208) 769-5947.

<http://www.lcsc.edu/cda>

**North Idaho College**

Sharon Bullock

The Center for Educational Access

(208) 769-5947 or (208) 769-7794

[www.nic.edu/DSS](http://www.nic.edu/DSS)

**Northwest Nazarene University**

Heidi Tracht

Disability Service Provider

(208) 467-8780

<http://www.nnu.edu/academics/academic-advising/disability-services/>

**University of Idaho**

Gloria Jensen

Disability Support Services

(208) 885-6307

(208) 885-9404 (Fax)

[www.access.uidaho.edu](http://www.access.uidaho.edu)

# BOOKSHARE<sup>®</sup>

## College planning – making the transition from high school.

Thinking about what happens when you leave high school? Include Bookshare in your planning.

College will be different. Different schedules, different expectations, more freedom and more responsibilities. You will be expected to stand on your own two feet and meet or exceed those responsibilities. Will you be ready?

Develop the skills you will need in college while you are in high school. Two critical areas are time management (there will never be enough time) and self-advocacy (know yourself and ensure you get what you need).

To be able to advocate for yourself you must know your strengths and weakness, how your area or areas of disability affect learning and what strategies you need to compete with your peers. College classes generally require lots of reading – from literature to research materials. If you have a print disability, you need a strategy to keep up with and understand your college readings. Students with print disabilities can keep up thanks to Bookshare books and two free online reading tools.

If you are a member of Bookshare through an organization like your high school, library, the Idaho Division of Vocational Rehabilitation, or the Idaho Commission for the Blind and Visually Impaired now is the best time to sign up for an individual membership. If you are not a member of Bookshare, get signed up for both the organizational membership and an individual membership. **THANKS TO A FEDERAL AWARD, IT'S FREE!** And, like a regular unlimited library card, you can select and download books independently using your own individual password. Your high school or organization can help you with the paperwork (check out the Bookshare website for more membership details:

<https://www.bookshare.org/ /membership/overview>

It's important to check in with the Disability Student Services office at your new college during orientation or before school begins, to be sure that your accommodations are in place. Be sure to ask about Bookshare membership! Often, students have both a college Bookshare membership as well as an individual one.

If you're taking a break from school, you have 6 weeks to re-register with Bookshare as a non-student member. Contact Bookshare's membership department at: [groupaccounts@bookshare.org](mailto:groupaccounts@bookshare.org). Qualified non-students pay \$75 the first year (\$25 one-time, set up fee and \$50 membership fee.) \$50 is the yearly membership fee. Once you are a student again, membership is FREE! Put Bookshare in your backpack – the world of new ideas is yours!

## High School Sophomores and Juniors?

This is the time to start planning for life after high school. Whether you are planning on a vocational school or a more traditional college or university, Bookshare has books and periodicals you'll want to read as well as books you'll need for the classes you'll take. High school is preparation for your college success. Now is the time to practice the skills you will need to succeed in college. Regularly use your accommodations as well as study and time management skills. Most importantly, use your compensatory strategies such as reading with Bookshare books, newspapers, and magazines using the free software provided with your membership. When you enter college, you want these skills to be purely habitual so you can concentrate on all the new and exciting offerings that college provides all students.

Many colleges offer advice online for students with print disabilities like the University of Washington site: "College Preparation Resources for Students"

[http://www.washington.edu/doit/Resources/college\\_prep.html](http://www.washington.edu/doit/Resources/college_prep.html).

Guides such as: K&W Guide to Colleges for Students with Learning Disabilities (published by the Princeton Review) or Peterson's Colleges for Students with Learning Disabilities or AD/HD (Profiles of LD Programs at More Than 900 Two- and Four-Year Colleges in the US and Canada) are helpful.

Visiting prospective schools? Contact the Disability Resource Offices and make an appointment to meet with someone from the office when you are there for the general tour. The staff in the office will be crucial supports for you while you are in college. Bring copies of your file from high school including any assessment and psychological reports. They may also appreciate information on what accommodations were provided while at high school.



# 5

## **Community Participation**

**This section has information about your school activities, clubs, sports, and community activities.**

**Examples of information to keep in this section might include:**

- ☐ **School Activities - clubs, athletics, etc.**
- ☐ **Community Activities – certificates, 4-H, etc.**
- ☐ **Volunteer Activities –**
  - **certificates or letters of recommendation**
  - **record of hours worked, doing what tasks**
- ☐ **Social Contacts – forms, business cards, brochures**



# Getting Involved in Your Community

## Your community needs you!

There are many different ways to get involved in your community by helping others and making your community a better place. Not only will you be able to help others, you will meet new people and your community will have a chance to know more about you and your abilities.

Have you thought about helping others but don't know how to get started or what you would like to do? Consider these areas where people often need help: tutoring children, helping with animals, collecting or delivering food, visiting aging people, supporting people with disabilities to participate in community activities, cleaning the environment, and many more.

Civic groups often hold events and fundraisers for things that improve your community. Check with the local Chamber of Commerce for information about different civic groups like: Lions, Kiwanis, Elks, grange, etc. There may be other groups as well including: boy scouts, girl scouts, church groups, non-profits, cooperatives, and community foundations to name a few. Check with your local Mayor's office, sometimes they have a youth organization involved in city activities.

Once you find out about the groups in your area, contact them to find out about membership opportunities, what events they have planned, and if they need volunteers for those events. You can also find out about community organized events through your local newspaper. If there is a group or event that relates to your special interests it makes it even more fun.

## Each person has something to contribute.

If you are a person who needs support from others for your daily living activities, it doesn't mean you can't volunteer to help others. Every person has something valuable to share with their community and has the ability to make a difference in a positive way. Find out about the group, activity, or event you want to be involved with: where it is held, if it is accessible, what you need to know before attending, etc. Once you find out some of these things, it will help you and your support staff prepare for your participation.

## Volunteering for career exploration and skill building.

Volunteering in your community can help you learn job skills and build your resume. You can learn about jobs you would like to do by trying them out for a while. You might even meet someone who will become a mentor to you in your future education or career exploration. You know the old saying "It's who you know..."

When you are finishing a volunteer job or have helped with an event, ask the group organizers to write a letter of recommendation about the work you did for their group or activity and the number of hours you volunteered. This will help you keep a record of your volunteer experiences. This is information you can include on your resume and is especially helpful if you don't have much paid work experience.

## **Places to find out about volunteering opportunities.**

You can learn about community groups and volunteer opportunities through your city's website, if they have one. To find volunteer jobs in Idaho, you can visit these websites that include listings and contact information:

Serve Idaho – find volunteer opportunities or create your own -

<http://serveidaho.labor.idaho.gov/>

Idaho Jobbing - <http://idaho.jobbing.com/jobs/volunteer>

Indeed.com - <http://www.indeed.com/q-Community-Volunteer-I-Idaho-jobs.html>

Eastern Idaho Community Action Partnership - <http://www.eicap.org/programs/volunteer>

AmericanTowns.com - a 'virtual town square' - you can click a town in your area and find out about groups and volunteering opportunities - <http://www.american towns.com/id/>

Idaho Humane Society - <https://www.idahohumanesociety.org/>

Idaho Food Bank - <http://www.idahofoodbank.org/?page=volunteer>

HUD Homes and Communities – Volunteering in Idaho -

<http://www.hud.gov/local/id/homeless/volunteer.cfm>

Rustic Pathways – teens involved in global community service -

<http://www.rusticpathways.com/usa/usa.php>

# Social Networking Websites: Safety Tips for Teens

You've probably learned a long list of important safety and privacy lessons already: Look both ways before crossing the street; buckle up; hide your diary where your nosy brother can't find it; don't talk to strangers.

The Federal Trade Commission, the nation's consumer protection agency, is urging youth to add one more lesson to the list: Don't post information about yourself online that you don't want the whole world to know. The Internet is the world's biggest information exchange: many more people could see your information than you intend, including your parents, your teachers, your employer, the police — and strangers, some of whom could be dangerous.

Social networking sites have added a new factor to the “friends of friends” equation. By providing information about yourself and using blogs, chat rooms, email, or instant messaging, you can communicate, either within a limited community, or with the world at large. But while the sites can increase your circle of friends, they also can increase your exposure to people who have less-than-friendly intentions. You've heard the stories about people who were stalked by someone they met online, had their identity stolen, or had their computer hacked.

## Your Safety Is at Stake

The FTC suggests these tips for socializing safely online:

- Think about how different sites work before deciding to join a site. Some sites will allow only a defined community of users to access posted content; others allow anyone and everyone to view postings.
- Think about keeping some control over the information you post. Consider restricting access to your page to a select group of people, for example, your friends from school, your club, your team, your community groups, or your family.
- Keep your information to yourself. Don't post your full name, Social Security number, address, phone number, or bank and credit card account numbers — and don't post other people's information, either. Be cautious about posting information that could be used to identify you or locate you offline. This could include the name of your school, sports team, clubs, and where you work or hang out.
- Make sure your screen name doesn't say too much about you. Don't use your name, your age, or your hometown. Even if you think your screen name makes you anonymous, it doesn't take a genius to combine clues to figure out who you are and where you can be found.
- Post only information that you are comfortable with others seeing — and knowing — about you. Many people can see your page, including your parents, your teachers, the police, the college you might want to apply to next year, or the job you might want to apply for in five years.

- Remember that once you post information online, you can't take it back. Even if you delete the information from a site, older versions exist on other people's computers.
- Consider not posting your photo. It can be altered and broadcast in ways you may not be happy about. If you do post one, ask yourself whether it's one your mom would display in the living room.
- Flirting with strangers online could have serious consequences. Because some people lie about who they really are, you never really know who you're dealing with.
- Be wary if a new online friend wants to meet you in person. Before you decide to meet someone, do your research: Ask whether any of your friends know the person, and see what background you can dig up through online search engines. If you decide to meet them, be smart about it: Meet in a public place, during the day, with friends you trust. Tell an adult or a responsible sibling where you're going, and when you expect to be back.
- Trust your gut if you have suspicions. If you feel threatened by someone or uncomfortable because of something online, tell an adult you trust and report it to the police and the social networking site. You could end up preventing someone else from becoming a victim.

**For More Information** – a list of organizations is included in Chapter 8.

# 6

## Independent Living

**This section has information you may need to get ready to live on your own. It is important to keep this information handy in case you need it.**

**Examples of information to keep in this section might include:**

- ☐ Independent living assessment
- ☐ Transition Planning Inventory
- ☐ Life Centered Career Education – life skills inventory
- ☐ Assistive Technology needs – see checklist
- ☐ Emergency contact numbers
- ☐ Name and contact information for your doctor
- ☐ Contact information for health insurance or Medicaid
- ☐ Contact information for your Circle of Support
- ☐ Sample housing application
- ☐ Local Independent Living Center information





# Independent Living Assessment

Directions: Please read each statement carefully. Make a check in the “Yes” column if the statement is true for you. Make a check in the “No” column if the statement is not true for you. You do not have to check “yes” for every item before you are ready to live on your own. But these things are important to think about and decide what will work for you.

## Understanding My Disability

**Yes    No**

- |                                                                      |                          |                          |
|----------------------------------------------------------------------|--------------------------|--------------------------|
| 1. I know about my disability and the words used to describe it.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I can explain my disability to others if I need to.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I know when I need to tell about my disability and when I do not. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I know how to ask for the accommodations I need.                  | <input type="checkbox"/> | <input type="checkbox"/> |

## Life Skills

**Yes    No**

- |                                                                                                   |                          |                          |
|---------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. I do my own laundry.                                                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I do my own cooking.                                                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I do housekeeping chores.                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I schedule my own appointments for the doctor/dentist.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I use a calendar to organize my personal or school responsibilities.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I use the telephone, internet, or other assistive technology device to get information I need. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I manage my own personal care.                                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I have a plan for eating well and getting exercise.                                            | <input type="checkbox"/> | <input type="checkbox"/> |

## Financial/Economic

**Yes    No**

- |                                                 |                          |                          |
|-------------------------------------------------|--------------------------|--------------------------|
| 1. I have a checking or savings account.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I have/use an ATM card.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I use a budget to plan my finances/expenses. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I currently pay taxes.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I pay for car insurance.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I currently get funds from social security.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I currently get a weekly/monthly paycheck.   | <input type="checkbox"/> | <input type="checkbox"/> |

**Career/Employment****Yes No**

- |                                                                        |                          |                          |
|------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. I know the job/career field I will enter after high school/college. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I am currently employed in a part-time job.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I am currently employed in a full-time job.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I plan on joining the military after high school.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I know what kind of training I need to do the job I want.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I know how to contact possible employers about a job.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I know how to fill out a job application.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I feel comfortable doing a job interview on my own.                 | <input type="checkbox"/> | <input type="checkbox"/> |

**Training/Education****Yes No**

- |                                                                  |                          |                          |
|------------------------------------------------------------------|--------------------------|--------------------------|
| 1. I plan on attending a four year college after high school.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I plan on enrolling in a technical school after high school.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I plan on enrolling in a vocational training program.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I am currently enrolled in a training program.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I am participating in an apprenticeship program.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I am undecided about my education/training after high school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I am currently participating in an apprenticeship program.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Other _____                                                   | <input type="checkbox"/> | <input type="checkbox"/> |

**Transportation****Yes No**

- |                                                                   |                          |                          |
|-------------------------------------------------------------------|--------------------------|--------------------------|
| 1. I have taken or am enrolled in Driver's Education or Training. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I have my driver's license.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I own my own car.                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I use my parent's car for transportation.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I use the public bus system.                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I use a bicycle for transportation.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I currently depend on friends for rides.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Other _____                                                    | <input type="checkbox"/> | <input type="checkbox"/> |

**Housing****Yes No**

- |                                                 |                          |                          |
|-------------------------------------------------|--------------------------|--------------------------|
| 1. I currently live with my parent or guardian. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I rent a room in a house.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I live in my own apartment / with roommates. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Other _____                                  | <input type="checkbox"/> | <input type="checkbox"/> |

**Recreation/Leisure****Yes No**

- |                                                           |                          |                          |
|-----------------------------------------------------------|--------------------------|--------------------------|
| 1. I am part of one or more school clubs.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I am on one or more sports teams.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I belong to one or more social or recreational groups. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I am active in community sponsored activities.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I have one or more hobbies.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I spend time doing things with one or more friends.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I am involved in volunteer activities.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Other _____                                            | <input type="checkbox"/> | <input type="checkbox"/> |

**Community Resources****Yes No**

- |                                                                                                                                                                |                          |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. I am currently using services provided by community agencies:<br>(developmental disability agency, independent living center,<br>vocational rehabilitation) | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I use the public library regularly.                                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I go to the local YMCA or a parks and recreation program.                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I don't know what community resources are available.                                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Other _____                                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> |

Check the topics you would like to learn more about:

**Finances/Money**

- ☐ Counting money and change
- ☐ Opening and using a checking or savings account
- ☐ Balancing a checkbook
- ☐ Making a budget for your money
- ☐ Using a debit card to get cash
- ☐ Using a credit card to buy things

**Health/Life Skills/Transportation**

- ☐ Health insurance/ways to pay for medical and dental care
- ☐ Finding a doctor
- ☐ Learning how to drive a car
- ☐ Using the bus or other public transportation
- ☐ How to apply for adult services

**Education and Training**

- ☐ Applying for college or other training programs
- ☐ How to find money for college or other training
- ☐ Who to contact to help find training

**Housing**

- ☐ Housing options in my community
- ☐ Paying for rent and utilities
- ☐ Finding roommates

**Community Resources**

- ☐ Resources and services in my community
- ☐ Recreational activities in my community

# Idaho Help

## **Check out Idaho's new comprehensive web-based community resource directory...**

IdahoHelp is a website that includes over 11,000 Idaho local and state community resources and a clearinghouse of information to address the needs of individuals with disabilities and their caregivers. People can search a variety of ways including by their local community or zip code.

Check it out at:

**[www.idahohelp.info](http://www.idahohelp.info)**

# What is Person-Centered Planning?

We all have hopes and dreams for the future. Some we can work for on our own, many take support from others. Person-centered planning helps you think about your hopes and dreams (your life goals) and what kinds of support you need to reach your goals. Part of it is talking about what you like to do and can do well. It is also finding out what things get in the way of doing the things you like to do.

This is a chance to make changes in your life and work towards your goals. The most important thing about person-centered planning is...

## **YOU are in charge.**

You are the person who will make choices and decisions about your life.

A Person-Centered Planning Specialist can help you with the person-centered planning process and to write your plan. You can have your Circle of Support help you do this planning too. To help you decide what support you need, think about what it would be like to have enough support that you are able to do the things you need and want to do.

## **How do I get ready for a person-centered planning meeting?**

Person-centered planning starts with asking yourself what your needs are. Think about things you are interested in, what talents and skills you have and what goals you have for your life.

To get ready for a person-centered planning meeting it is good to think about how you want your life to be and any changes you want to make in your life. It will help you to answer questions about yourself like:

- What is important to me?
- What kinds of things do I like to do each day?
- Who do I like to spend time with?
- What things do I want to do in my community?
- What goals do I have for my life?

### **It will also help you to think about:**

- Things you can do by yourself.
- Things you need help to do.
- Natural (unpaid) supports you have in your life.
- Kinds of supports and services you need.

### **Questions to ask yourself:**

What kinds of changes do I want to make in my life?

- Are there things I do now that I would like to do more often?
- Do I want to be more involved in social activities or events?
- Do I want to get a job or change the job I have?

What kinds of support do I need?

- Do I need help with personal care, like bathing or dressing?
- Do I need help with cooking or cleaning?
- Do I need help with managing money and paying bills?
- Do I need help to get to the places you want to go?
- Do I want to learn something new and need training or a class?



## How Can A Person-Centered Planning Specialist Help You?

**Person-Centered Planning (PCP) Specialists** are trained experts in helping you make a plan for your life. They have the skills needed to make a good planning meeting happen. They want to work with you, your family, and your service

coordinator or support broker to make the best plan possible.

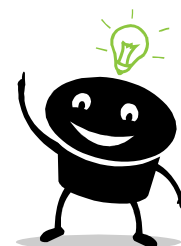
### Make sure your ideas are the focus of your plan...

A PCP Specialist can help you get ready for a planning meeting, think about your goals and practice what you want to say.



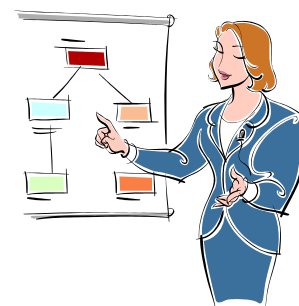
### Find people to help you plan...

the PCP Specialist can work with you, your family, and your service coordinator or support broker to find people to be in a Circle of Support that you choose.



### At the planning meeting...

the PCP Specialist will help you talk with your Circle of Support about your ideas and things you want to do. They will use pictures and symbols to record the plan you create. It will have your goals, steps to reach your goals and a list of people that can help you with the things you want to do.



### How do I find a Planning Specialist?

More information about PCP Specialists and an interactive map can be found on the Center on Disability and Human Development website at

<http://dev2.idahocdh.org/Default.aspx?alias=dev2.idahocdh.org/personcenteredplanning>

## **What is a Circle of Support?**

A Circle of Support is like a team - your team. You choose who will be in your Circle of Support. These are people that you trust to think about how YOU want your life. They are people you can ask for advice. They listen to what you say and respect your decisions. They also support you to find ways to do the things you want to do in your life.

### **Who should I choose to be in my Circle of Support?**

You might choose family members, friends, neighbors, or anyone who knows you well and knows what you want to do with your life.

Your Circle of Support SHOULD BE:

- ★ People you feel comfortable with.
- ★ People who think you can make the decisions about your life and respect your choices.
- ★ People who will give you the information and the time you need to make good decisions.
- ★ People who can think of new ways to get things done.
- ★ People who will help you get your life set up the way you want.
- ★ People who can help you make your dreams happen.

### **Your Circle of Support can HELP YOU:**

- write down your dreams and goals for your life.
- write your plan and be part of your person-centered planning.
- find the services and supports you need in your community.
- make sure that you are getting the supports you need in the way that you want to get them.
- make sure that you are safe and healthy.

## **What are natural supports?**

Sometimes you have to pay for supports, sometimes you don't. When you hire somebody to do a job, you pay them for their time. But other times, you might have a friend or a family member who can help you for free.

Natural support is help that you don't have to pay for. Natural supports are everywhere. They might be your family or friends or people you meet in your community. There are times that your family or friends help you out with something and times when you help them too. You are giving each other natural support when you help each other because you want to and nobody is getting paid. Your Circle of Support is a kind of natural support.

### **Examples of natural support:**

- A friend gives you a ride someplace you need to go.
- A family member comes to your house to help you when you are sick.
- Your neighbor takes care of your pets when you are on vacation.
- You bring in your neighbor's mail when they go on vacation.
- At your job, your co-workers help you learn a new task.
- You help a neighbor in their garden

## **What are paid supports and services?**

Paid supports are services and supports that you pay someone to provide to you. Some services are paid for through Medicaid or private insurance, some you pay for with your own money.

### **Examples of paid support and/or services:**

- You pay your personal care attendant or Community Support Worker to help you get dressed.
- You pay to ride the bus or hire a taxi.
- You pay a hairdresser to cut your hair
- You pay someone to cut your lawn.

There are many other kinds of paid services, supports and goods.



# Assistive Technology

## What is Assistive Technology?

Assistive Technology (AT) is any item, device, or software that helps people with disabilities to be more independent.

AT may help you with:

- Mobility (getting around)
- Communicating
- Completing school work
- Your job
- Independence in your house or apartment
- Recreation
- Transportation

## How do I get the Assistive Technology (AT) that I need?

When you are in school (K-12), there will be a meeting to plan your school goals each year and to write your Individualized Education Program (IEP). At this meeting, everyone must spend some time talking about the AT you need to meet your IEP goals. You should be part of this meeting. **The AT that you need should be listed in your IEP, including any changes to your AT needs as you transition.** The school should purchase the AT that you need to meet your IEP goals.

Sometimes Vocational Rehabilitation or the Idaho Commission for the Blind will purchase the AT that you need even when you are still in high school. Medicaid will provide the funds needed for some AT.

## What if nobody at my school knows much about AT?

The team can get an AT assessment at no cost from the Idaho Assistive Technology Project, [www.idahoat.org](http://www.idahoat.org) 1-800-432-8324.

## What if my parents or I disagree with the school about the AT that I need or the school is having trouble with funding for the AT?

The team can get an AT assessment at no cost from the Idaho Assistive Technology Project, [www.idahoat.org](http://www.idahoat.org) 1-800-432-8324.

You can also get help from the Protection & Advocacy for Assistive Technology (PAAT) Program at Disability Rights Idaho, 1-866-262-3462.

## How do I get AT after high school?

If you qualify for a disability waiver, Medicaid will pay for medically necessary AT and home modifications.

The Idaho Division of Vocational Rehabilitation or the Idaho Commission for the Blind and Visually Impaired may help you with purchasing AT related to employment (or education/training needed for employment).

Every college or university in Idaho has a disability services office to help you with your AT needs. Contact information for these offices is in Chapter 4 of this binder.

# Assistive Technology (AT) Resources

## **Assistive Technology Assessments**

AT assessments are free to schools and families. To request an AT assessment, the IEP team should fill out an application found at [www.idahoat.org](http://www.idahoat.org). For questions or more information, call or email Dan Dyer. [dyer@uidaho.edu](mailto:dyer@uidaho.edu), 1-800-432-8324. To see videos on making AT decisions, go to the Idaho Training Clearinghouse website at <http://www.idahotc.com> (AT Learning Community – Training).

## **Assistive Technology Training Available to School Districts**

Schools are also required to train teachers, students, and families about the student's AT. The IATP Project provides training for all at no cost to schools. To request training, contact Dan Dyer. [dyer@uidaho.edu](mailto:dyer@uidaho.edu), 1-800-432-8324.

## **Tools for Life: Secondary Transition and Technology Fair**

Tools for Life is a two-day event held each spring for high school students and young adults with disabilities and their families, educators, service providers, counselors, etc., and features national keynote speakers and over 50 breakout sessions on higher education, employment, community life, self-determination, self-advocacy, and assistive technology. For more information go to [www.idahoat.org](http://www.idahoat.org) or call 1-800-432-8324.

## **Device Demonstration Sites**

The IATP has four AT resource centers where you can go to see and try AT devices and software.

IATP Resource Center - Moscow  
121 W. Sweet Ave.  
Moscow ID 83843  
1-800-432-8324, 1-208-885-6097

IATP Resource Center – Coeur d'Alene  
1031 N. Academic Way, Room 130D  
Coeur d'Alene ID 83814  
1-800-432-8324, 1-208-292-1406

IATP Resource Center – Boise  
(UI Water Center)  
322 E. Front St., Ste 324  
Boise ID 83702  
1-800-432-8324, 1-208-364-4561

LIFE, Inc.  
250 S. Skyline, Ste 1  
Idaho Falls ID 83402  
1-208-529-8610

## **Idaho Assistive Technology Reutilization Project**

The Reutilization Project accepts donations of used equipment such as walkers, wheelchairs, communication devices, computers, etc. Items are cleaned, repaired, and given to people who need them. The devices are kept at offices around the state. In many cases, items can be delivered or shipped at no charge. More information on the Reutilization Project can be found at [www.idaho.at4all.com](http://www.idaho.at4all.com) or by calling IATP (800-432-8324) or LINC (208-336-3335).

## **Computers for Kids**

Refurbished computers are available to K-12 students and first and second year college students with disabilities at little or no charge. Contact: email to [cfk@cfkidaho.com](mailto:cfk@cfkidaho.com), phone 1-208-345-0346, or visit the website at <http://www.cfkidaho.org/>. For further information regarding any assistive technology devices or services, please contact The Idaho Assistive Technology Project, 1-800-432-8324.

# Assistive Technology Checklist

Have you tried...

## Writing with Pencil or Pen

- ☐ Regular pencil/pen
- ☐ Pencil/pen with grip
- ☐ Adapted paper (with raised lines or highlighted lines)
- ☐ Slantboard
- ☐ Use of prewritten words/phrases
- ☐ Templates
- ☐ Portable word processor
- ☐ Computer with word processing software
- ☐ Voice to text software

## Composing Written Material

- ☐ Word cards/word book/word wall
- ☐ Pocket dictionary/thesaurus
- ☐ Writing templates
- ☐ Talking dictionary
- ☐ Word processing with spell check
- ☐ Talking word processor
- ☐ Word prediction software
- ☐ Multimedia software
- ☐ Software for organization of ideas and studying (like Inspiration, Draftbuilder, PowerPoint)
- ☐ Voice to text software

## Computer Access (Keyboard and Mouse)

- ☐ Word prediction, abbreviation/expansion (to reduce key-strokes)
- ☐ Keyguard (to avoid hitting unwanted keys)
- ☐ Arm support (like Ergo Rest)
- ☐ Trackball/track pad/joystick with on-screen keyboard
- ☐ Alternate keyboard (like Intellikeys)
- ☐ Mouth stick/Head Master/Tracker with on-screen keyboard
- ☐ Switch with Morse code
- ☐ Switch with scanning
- ☐ Voice recognition software

## Communication

- ☐ Communication board or book with objects, pictures or words
- ☐ Eye gaze frame
- ☐ Single voice output device (like Big Mack)
- ☐ Voice output device with levels (which can hold more words or phrases)
- ☐ Voice output device used on laptop or palmtop computer
- ☐ Device which turns typing into speech

## Recreation and Leisure

- ☐ Toys adapted with Velcro<sup>TM</sup>, magnets, handles, etc.
- ☐ Toys adapted for single switch operation
- ☐ Adaptive sporting equipment (like a lighted or beeping ball)
- ☐ Universal cuff/strap to hold drawing or painting tools
- ☐ Modified arts and crafts tools
- ☐ Arm support for drawing/painting
- ☐ Remote controls for TV, DVD, CD player, etc.
- ☐ Computer art activities
- ☐ Computer games

## Activities of Daily Living (ADLs)

- ☐ Nonslip materials to hold things in place
- ☐ Universal cuff/strap to hold items in hand
- ☐ Color coded items for easier locating and identifying
- ☐ Adaptive eating utensils
- ☐ Adaptive drinking devices
- ☐ Adaptive dressing equipment (like button hook, elastic shoe laces, Velcro<sup>TM</sup> instead of buttons, etc.)
- ☐ Adaptive devices for the bathroom (adapted toothbrushes, raised toilet seat, shower chair, paperless toilet)
- ☐ Adaptive equipment for cooking

## **Mobility**

- ☐ Walker
- ☐ Grab bars and rails
- ☐ Manual wheelchair including sports chair
- ☐ Powered scooter or cart
- ☐ Powered wheelchair
- ☐ Adapted vehicle for driving

## **Positioning and Seating**

- ☐ Non-slip surface on chair to prevent slipping (like Dycem)
- ☐ Bolster, rolled towel, blocks for feet
- ☐ Adapted chair, sidelyer, or stander
- ☐ Custom-fitted wheelchair or insert

## **Reading**

- ☐ Changes in text size, spacing, color
- ☐ Modified books for page turning (like page fluffers or binders)
- ☐ Words paired with symbols or pictures
- ☐ Talking dictionary
- ☐ Reading Pen (scan word and device pronounces word and gives definition)
- ☐ Audio books (CD, DVD, MP3)
- ☐ Text reading software
- ☐ Electronic books

## **Learning/Studying**

- ☐ Print or picture schedule
- ☐ File box or system (like index tabs, color coded folders)
- ☐ Highlight important text with markers, highlight tape, highlighting computer material
- ☐ Recorded material (books on tape, taped lectures)
- ☐ Planner
- ☐ Voice output reminders for assignments, steps of task, etc.
- ☐ Computer or cell phone organizers and calendars

## **Math**

- ☐ Abacus/Math Line
- ☐ Enlarged math worksheets
- ☐ Graph paper to keep work aligned
- ☐ Money calculator
- ☐ Tactile or voice output measuring devices
- ☐ Talking watches or clocks
- ☐ Calculator (with or without print-out)
- ☐ Calculator with large keys and/or large display
- ☐ Talking calculator
- ☐ On-screen calculator
- ☐ Virtual math manipulatives (computer)
- ☐ Voice recognition software

## **Control of the Environment**

- ☐ Light switch extension
- ☐ Controls for battery-operated devices
- ☐ Controls for electrical appliances (like radio, fan, blender, etc.)
- ☐ Remote control for appliances

## **Vision**

- ☐ Eye glasses
- ☐ Magnifier
- ☐ Large print books
- ☐ CCTV (closed circuit television)
- ☐ Screen magnification software
- ☐ Screen color contrast
- ☐ Screen reader, text reader
- ☐ Braille translation software
- ☐ Braille printer
- ☐ Enlarged or Braille/tactile labels for keyboard
- ☐ Alternate keyboard with enlarged keys
- ☐ Braille keyboard and note taker

## Hearing

- ☐ Pen and paper
- ☐ Computer/portable word processor
- ☐ TDD for phone access with or without relay
- ☐ Email, text messaging, or instant messaging
- ☐ Signaling device (like a flashing light or vibrating pager)
- ☐ Closed captioning
- ☐ Real time captioning
- ☐ Computer aided note taking
- ☐ Reminder signals on computer
- ☐ Phone amplifier
- ☐ Personal amplification system/Hearing aid
- ☐ FM or Loop system
- ☐ Infrared system

There are many other assistive technology devices and software. For more information on any of the items listed, not listed, or to help you figure out what AT might work for you, please call the Idaho Assistive Technology Project, 1-800-432-8324.

Adapted from: Reed, P. Walser, P. (2000), adapted from Lynch & Reed (1997), Wisconsin Assistive Technology Initiative



# Emergency Contact Numbers

Put this in your home where you can find it easily, near the telephone is best. You will find most of this information is listed in the blue pages of your local telephone book.

Emergency – dial 911

Fire Department \_\_\_\_\_

Police Department \_\_\_\_\_

Poison Control \_\_\_\_\_

Family Doctor \_\_\_\_\_ Phone \_\_\_\_\_

## People I know who I can call in an emergency:

These can be family members, friends, neighbors or others. If they have more than one telephone number, put both phone numbers on this page.

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

## Planning for a community-wide emergency or disaster.

It is a good idea to think about having a plan for what to do in a community-wide emergency or a disaster. Kinds of disasters or emergencies that might happen in Idaho: severe wind, thunder or winter storms, floods, wild fires and things like crime or terrorism. A good plan will help you get the support you need during a community-wide emergency.

If the electricity or water goes out, you might not be able to use your heating system, water, electrical appliances, life-sustaining electrical equipment, or adaptive devices.	Plan for back-up power sources or have a different place to stay if the utilities are out for a long time.
Telephones may not be working and you might not be able to call your work, school or support staff from your home phone.	Think about getting a cellular phone and program numbers for your emergency contacts, family members and support staff into it or ask a neighbor with a cellular phone to check on you.
If roads are closed you may not be able to use your regular transportation to get where you need to go.	Keep extra water, food, important medication and other supplies so that you will be ok if you can not leave your home for several days. Plan for other kinds of transportation.
If you use support staff they may not be able to come to your home.	Keep a list of back-up supports, their names and phone numbers. Talk to a neighbor who has a four-wheel drive vehicle and could get your support staff to you if needed.
You may need to leave your home or workplace (evacuate).	Plan how you can safely and quickly leave your home with support if needed. Make sure you know your workplace or school emergency plans and they understand your needs.



## 20 Questions to Ask About Housing

When you are looking at a house or apartment that you might like to live in on your own or with a roommate, the answers to these questions might help you decide if you want to live there.

1. Is the house or apartment in a neighborhood that feels safe and I'm comfortable when I walk around?  
☐ Yes      ☐ No
2. Is the house or apartment close to stores, banks, places to eat?  
☐ Yes      ☐ No
3. Is the house or apartment close to public transportation such as a bus stop?  
☐ Yes      ☐ No
4. Will I be able to get to work or school from here?  
☐ Yes      ☐ No
5. Is the house or apartment clean and well maintained inside and out?  
☐ Yes      ☐ No
6. Is there good working heat and air conditioning?  
☐ Yes      ☐ No
7. Do the bathrooms work well? Are they easy to get to?  
☐ Yes      ☐ No
8. Is the kitchen set up so I can use it?  
☐ Yes      ☐ No
9. Are there laundry facilities in the house, apartment or apartment building?  
☐ Yes      ☐ No
10. Will I have my own telephone line?  
☐ Yes      ☐ No

11. Can I get my own mailbox?  
☐ Yes      ☐ No
12. Is there staff on-site or the landlord nearby that I can ask for help if I have a problem?  
☐ Yes      ☐ No
13. Are the neighbors friendly and supportive?  
☐ Yes      ☐ No
14. Are there things to do at the house or apartment for fun and exercise?  
☐ Yes      ☐ No
15. Is the building accessible for me? Is there an entrance I can get in no matter what the weather or my ability to move around?  
☐ Yes      ☐ No
16. Can I get into the laundry room, where the garbage goes, the pool or exercise room if they have one?  
☐ Yes      ☐ No
17. Is the rent in my price range? Can I afford to live here?  
☐ Yes      ☐ No
18. Is there a deadbolt on the lock on the front door?  
☐ Yes      ☐ No
19. If there are other people in the house, is there a lock on the bedroom door? Would I have enough privacy?  
☐ Yes      ☐ No
20. Did I see a list of all the extra fees (deposits, cost for pets, cost for parking, etc?)  
☐ Yes      ☐ No

# 7

## Adult Services

**This section has information you will need when you are applying for or using adult services.**

**You may include contact information for the service agencies that you will be working with to meet your needs.**

**Examples of information to keep in this section might include:**

- ☐ **Vocational Rehabilitation - forms and information from**
  - **Idaho Division of Vocational Rehabilitation or**
  - **Idaho Commission for the Blind and Visually Impaired**
- ☐ **Medicaid eligibility letter**
- ☐ **Individual Service Plan (ISP)**
- ☐ **Support and Spending Plan (self-direction)**
- ☐ **Contact information for your Service Coordinator**
- ☐ **Contact information for the local office of:**
  - **Idaho Division of Vocational Rehabilitation**
  - **Dept. of Health & Welfare, Medicaid**
  - **Idaho Commission for the Blind and Visually Impaired**
  - **Private Service Agencies**
  - **Independent Living Center**
  - **DisAbility Rights Idaho**
- ☐ **Work Incentives and Benefits Planning Summary**



# Medicaid Services for Adults

Medicaid is a state program for providing medical services to people who have a low income and/or have a disability. The services are paid for with public money (taxes) through federal and state government. If you are eligible for Medicaid, these are just some of the services that may be covered under the Medicaid Basic Plan: doctor and nurse visits, hospital, dental, occupational therapy, physical therapy, speech and hearing therapy, vision, chiropractic, counseling, mental health, hearing, home health, prescription drugs, school-based services, medical equipment and supplies.

Under the Medicaid Enhanced Plan for people with disabilities these additional services may be covered: case management services (service coordination), developmental disability services, developmental therapy, home and community-based services, hospice care, mental health clinic, psychosocial rehabilitation, personal care services, and nursing homes.

Adults who are eligible for Medicaid work with the Idaho Medicaid Care Management program for access to developmental disability agency services, service coordination, and developmental disability waiver services. (In order to be eligible for waiver services a person must have a low income; must have a primary diagnosis of intellectual disability or a related condition; and must qualify based on a functional assessment, maladaptive behavior, a combination of both, or a medical condition.)

## Skill Development

Developmental Disabilities Agency services actively promote personal skill development through individual or group therapy in the home, community or a center. Some of the services that Developmental Disabilities Agencies provide include: developmental therapy, speech therapy, occupational therapy, and physical therapy.

## Housing and Living Supports

A variety of housing and living supports are available for people with developmental disabilities, depending on their personal interests and needs. In addition to options below, there are many community housing and supports programs available to the general public that can be used for people with specialized support needs:

- Family homes are the first choice of many children and adults with developmental disabilities and their families. Supports and services are available to enhance each family's capacity to support family members with developmental disabilities;
- Many adults choose to live in their own home or apartment and use a variety of community resources and specialized supports. Adults who meet the criteria for Developmental Disabilities (DD) Waiver

Services are eligible for additional supports, like supported living, chore services, environmental modifications, and home delivered meals.

- Certified Family Homes are available to adults with developmental disabilities and are generally limited to two or three non-family members in each home.
- Licensed Residential and Assisted Living Facilities are group living arrangements for adults who have varying needs for support.
- Intermediate Care Facilities for people who have developmental disabilities are group living arrangements for adults or children with developmental disabilities and intense needs to support. Children and adults must meet an institutional level of care in order to live in these facilities.

For more information about housing and living supports for people with developmental disabilities, contact the regional Developmental Disabilities Program (a list of local offices is included in Section 8 Resources)

For more information about these services go the Idaho Department of Health and Welfare website at <http://www.healthandwelfare.idaho.gov>

## **How to Apply for Adult Developmental Disability Services**

- Step 1: Apply for Developmental Disability services through your Regional Medicaid Services Unit (a list of local offices is in Section 8 Resources). Your application, and any information documenting your eligibility, will be sent to the Idaho Center for Disabilities Evaluation.
- Step 2: Your application will be reviewed by an Independent Assessment Provider (IAP).
- Step 3: The IAP will contact you, your guardian, or other representative and schedule an appointment or an interview.
- Step 4: Go to the interview. Make sure you bring your guardian, a friend, or another person that knows you very well to the appointment.
- Step 5: The IAP will complete an assessment that includes:
- An interview with you and any other person who can help provide information.
  - An interview with a person who knows you very well and can answer the questions on the Scales of Independent Behavior–Revised assessment tool.
  - Signatures on Release of Information documents in order to gather more information about your disability.

- A Medical Care Evaluation Form that must be completed by your primary physician (you might need to schedule a visit with your physician to get a physical examination so the form can be completed).
- A needs inventory that will help Medicaid calculate your annual budget for adult DD services.

- Step 6: After the appointment, the IAP will determine if you're eligible for DD services and send a notice to let you know.
- Step 7: If you're eligible for DD services, the notice will include the amount of your annual budget. If you're not eligible, you can request an appeal by returning the denial notice to Administrative Procedures.
- Step 8: If you're a Medicaid participant and are eligible for DD services, the IAP will ask you to choose whether you would like to self direct your services or pursue traditional services. If you select to get traditional services, the IAP will give you a list of agencies that can supply a plan developer. You will be asked to fill out the Plan Developer Choice Form.
- Step 9: You and your plan developer will organize your person-centered planning team. You can also choose to contact a Person-Centered Planning Specialist to help you with person-centered planning.
- Step 10: You and your team will evaluate your needs and goals and develop an Individual Supports and Services Plan for you.

## What is the My Voice My Choice Self-Directed Services Option?

My Voice My Choice is the name of Idaho's self-directed option for Medicaid services. Anyone who can get Developmental Disability (DD) Waiver services can choose to self-direct their services. The My Voice, My Choice option was designed to follow main ideas of self-determination. This option gives you more choice and control over the Medicaid funds used to buy your services and supports. You choose the services and supports that fit your needs. You decide when and where you get services and supports. You hire the people you want to help you. You keep track of your Medicaid budget account.

### How Does Self-Direction Work?

If you are eligible for Medicaid waiver services and choose to self-direct your services, you get an **Individual Budget** that you are able to use to buy the services, supports and goods you need for one full year. Your budget amount is decided by an assessment that you do with the Independent Assessment Provider (IAP).

You work with a **Support Broker** that you hire to help you direct your services and supports, get the information you need to make decisions and make a plan to spend the money in your budget account.

You write a **Support and Spending Plan** with help from your support broker. The plan includes all the services, tasks and goods that you will pay for with your budget. You can also choose family, friends and people you trust to be your **Circle of Support** and help you with this planning during **Person Centered Planning**.

**Community Support Services** are the services, tasks or goods listed on your Support and Spending Plan. These are the support you need each day to reach your goals. Goods are equipment and medical supplies that you buy to help with your disability.

Your Support and Spending Plan will be sent to the Regional Medicaid Services office for approval. Your individual budget amount and approval of your plan goes to the **Fiscal Management Services provider**. Fiscal Management Services keep track of all the money and will pay for your services and supports with money from your budget account.

**A Community Support Worker** is a person that you hire to help you.

A community support worker can be someone who works for a service agency or someone who does not work for a service agency.

## **How Do I know if self-direction is right for me?**

My Choice, My Voice may be right for you if:

- You are eligible for the Developmental Disabilities Waiver
- You want to have more choices and flexibility in your services and supports
- You want more control over how you spend your Medicaid budget account
- You want to hire and manage your own workers and hire people you know
- You understand and are willing to accept the extra risks, responsibilities, and duties

The questions below may help you decide if self direction is right for you:

- Am I living the life I want?
- Am I happy with the services and supports I have right now?
- What would I change about them?
- Do I want to be more independent?
- Do I want to be more involved in my community?
- Do I want to make my own decisions about: where I live, who I live with, who helps me?
- Am I willing to take on added risks, responsibilities and duties?



- Do I want to learn how to hire and supervise my workers?
- Do I have people who can help me make plans and choices and keep track of my Medicaid budget account?

**My Voice, My Choice isn't about doing it all yourself.** You can ask family and friends to help you self direct. You will also hire a Support Broker to help you write your plan and help you with other duties you decide you need help with.

Your DUTIES when you self direct your services and supports are:

- Tell others about your needs and wants, set your goals, and make decisions during your person centered planning process
- Complete the required paperwork, including a support and spending plan and employment agreements
- Be a boss – find and hire people to work for you, train your workers, and schedule when you want the work done. You also negotiate, make sure they are doing the work you hired them to do and doing the work the way you want it done, sign your workers' timesheets, and have back-up plans for emergencies
- Buy all supports, services, and goods such as supplies and equipment on your plan through employment and vendor agreements
- Make good choices about how you spend you Medicaid budget account and keep track of your budget account so you don't over-spend
- Follow all state and federal labor laws
- Follow the rules for self direction found at "Consumer-Directed Services"

**My Choice My Voice may not work for everyone.** If you choose self direction and it doesn't work for you, you can use other waiver services. Your health and safety is an important part of My Choice My Voice. You, your family and friends, your support broker and the Department of Health and Welfare will work together to assure that your health and safety needs are met.

Learn what you need to know before you decide My Choice My Voice is right for you. Call your Regional Medicaid Services office for a schedule of informational meetings.

# Idaho Department of Health and Welfare

**Regional Offices** - For more information about local offices and resources go to the IDHW website and click on your region of the map to find your local office contact information: <http://www.healthandwelfare.idaho.gov/ContactUs/tabid/127/Default.aspx>

## Idaho Department of Health & Welfare Office Locations

<b>Blackfoot</b> 701 W. Alice Blackfoot, ID 83221	<b>Burley</b> 2241 Overland Ave. Burley, ID 83318	<b>Idaho Falls</b> 150 Shoup Ave Ste. 15 Idaho Falls, ID 83402	<b>Payette</b> 515 N. 16th Payette, ID 83661
<b>Boise</b> 1720 Westgate Dr. Ste. A Boise, ID 83704	<b>Caldwell</b> 3402 Franklin Rd. Caldwell, ID 83605	<b>Kellogg</b> 35 Wildcat Way Ste. B Kellogg, ID 83837	<b>Pocatello</b> 1090 Hilline 1st Floor Pocatello, ID 83201
<b>Coeur d'Alene</b> 1120 Ironwood Dr. Ste. 201 Coeur d'Alene, ID 83814	<b>Lewiston</b> 1118 F St. Lewiston, ID 83501	<b>Ponderay</b> 207 Larkspur St. Ponderay, ID 83852	
<b>Grangeville</b> 216 South C St. Grangeville, ID 83530	<b>Moscow</b> 1350 Troy Hwy. Ste. 2 Moscow, ID 83843	<b>Preston</b> 223 N. State St. Preston, ID 83263	
<b>Mountain Home</b> 2420 American Legion Blvd. Mountain Home, ID 83647	<b>Nampa</b> 823 Park Centre Way Nampa, ID 83651	<b>Rexburg</b> 333 Walker Dr. Rexburg, ID 83440	
<b>Salmon</b> 111 Lillian St. Ste. 104 Salmon, ID 83467	<b>St. Maries</b> 222 S. 7th St St. Maries, ID 83861	<b>Twin Falls</b> 601 Poleline Rd. Twin Falls, ID 83301	

IDAHO DEPARTMENT OF  
HEALTH & WELFARE

Updated 8.6.2012

# Vocational Rehabilitation Services for Individuals with Disabilities

The Idaho Division of Vocational Rehabilitation works with students with disabilities who need help to transition from school to employment. Vocational Rehabilitation has relationships with schools throughout the state to serve students who need this help. Any student can apply directly for services without or without referral from the school. These individuals must meet the vocational rehabilitation eligibility criteria.

Any individual with a disability that prevents him/her from working or affects them in work may apply. A Vocational Rehabilitation Counselor will assess your situation and determine whether or not you are eligible for VR services.

A person may be eligible if he or she:

- Has a physical or mental disability, which creates a barrier to employment and requires vocational rehabilitation services to get ready for work, get a job, or keep a job; and presumption by a vocational rehabilitation counselor that the individual can benefit in terms of employment; or
- SSI or SSDI recipients who want to be employed.

The Idaho Division of Vocational Rehabilitation's program goal is to place Idahoans with disabilities into the workforce by getting and keeping productive employment. IDVR can provide the services you need to help you to go to work and can help you find a job that is right for you. The program only provides services you need to reach employment.

Services to individuals may include:

- Vocational guidance and counseling for adjustment to disability, vocational exploration, and planning for entry or re-entry into the world of work.
- Assessment to determine vocational strengths and weaknesses to plan for services required to get a job.
- Training for those who need a career change because of disability. This training can include higher education, on the job training, vocational-technical training, etc.
- Tools and licenses can be provided, if needed, to enter a specific trade or profession.
- Medical assistance can be provided, if needed, to get or keep a job and it is part of a comprehensive rehabilitation plan.
- Job development and placement involves you and your Vocational Rehabilitation Counselor, with or without a Community Rehabilitation Program (CRP) working together to get a job.

- Rehabilitation Technology to help you get ready to be on the job site.
- Follow-along is important to make sure that your job is successful and can help to find solutions for any job problems that may come up.

### **Who May Apply?**

Any individual with a disability that prevents him/her from working or affects their employment may apply. A VR Counselor will assess your situation and determine whether or not you are eligible for VR services.

### **How to Apply?**

If you, or someone you know, are interested in applying for Vocational Rehabilitation Services, mail a completed Referral Information Sheet to the [VR office](#) nearest you, and then call to schedule an appointment to complete your application. To access the Referral Information Sheet, please go to the Vocational Rehabilitation website at <http://www.vr.idaho.gov>.

### **What Happens if I Apply?**

- Medical/and or psychological information is requested from your doctor or therapist.
- You may be requested to make those contacts and obtain the information yourself.
- Other information or evaluations are secured, if necessary.
- Then, the VR Counselor makes a decision on your eligibility.

# Idaho Division of Vocational Rehabilitation Offices

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## Region 1 - Northern Idaho

Coeur d'Alene  
2025 W. Park Place, Suite 101  
Coeur d'Alene, ID 83814-2699  
(208)769-1441

Lake City Mental Health  
2195 Ironwood Court  
Coeur d'Alene, ID 83814  
208-769-1406

Sandpoint/Panhandle School-Work  
2101 W. Pine Street  
Sandpoint, ID 83864  
208-263-2911

Coeur d'Alene/Post Falls School-Work  
3327 Industrial Loop  
2025 W. Park Place #101  
Coeur d'Alene, ID 83814  
208-769-1555

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## Region 2

Lewiston  
1118 F Street, P.O. Box 1164  
Lewiston, ID 83501  
208-799-5070

Moscow  
317 W. 6<sup>th</sup> Street, Suite 210  
Moscow, ID 83843  
208-882-8550

Orofino  
410 Johnson Avenue, P.O. Box 1178  
Orofino, ID 83544  
208-476-5574

River City Mental Health  
1118 F Street, PO Drawer B  
Lewiston, ID 83501  
208-799-4448

Expanded Educational Services  
1118 F Street, PO Drawer B  
Lewiston, ID 83501  
208-799-5070

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## Region 3 – Central Idaho

Treasure Valley Special Programs  
10200 W. Emerald, Suite 102  
Boise, ID 83704  
208-327-7017

Meridian School-Work  
1303 E. Central Drive  
Meridian, ID 83642  
208-350-5146

Westgate Mental Health  
1720 Westgate  
Boise, ID 83704  
208-334-0802

Deaf & Hard of Hearing Programs  
600 E. Watertower Street, Suite B  
Meridian, ID 83642  
208-888-0648 (voice phone)  
208-991-9398 (video phone)

Boise School-Work  
300 W. Fort Street  
Boise, ID 83702  
208-854-6710

Nampa School-Work  
301 S. Happy Valley Road  
Nampa, ID 83687  
208-498-0590

Canyon Mental Health  
3402 Franklin Road  
Caldwell, ID 83605  
208-455-7069

SWIC School-Work  
5 South 3<sup>rd</sup> Avenue West  
Middleton, ID 83644  
208-585-5974

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## **Region 4 – South Central/Eastern Idaho**

Twin Falls  
1445 Fillmore, Suite 1102  
Twin Falls, ID 83301  
208-736-2156

LCSI School-Work  
1600 Parke Avenue B4  
Burley, ID 83318  
208-678-3838

Burley  
1600 Parke Avenue B3  
Burley, ID 83318  
208-678-3838

Magic Valley Mental Health  
823 Harrison Room 107  
Twin Falls, ID 83301  
208-732-1598

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## **Region 5**

Pocatello  
1070 Hiline, Suite 200  
Pocatello, ID 83201  
208-236-6333

Gate City Mental Health  
421 Memorial Drive  
Pocatello, ID 83201  
208-234-7964

Blackfoot  
490 N. Maple, Suite B  
Blackfoot, ID 83221  
208-785-6649

Preston/Southern Consortium SWT  
30 S. State  
Preston, ID 83263  
208-852-0092

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## **Region 6 – Eastern Idaho**

Idaho Falls  
1825 Hoopes Avenue  
Idaho Falls, ID 83404  
208-525-7149

Rexburg  
155 West Main Street, Suite 3  
Rexburg, ID 83440  
208-356-4190

Skyview Mental Health  
150 Shoup, Suite 2  
Idaho Falls, ID 83402  
208-528-5787

Salmon  
1301 Main Street, Suite 3A  
Salmon, ID 83467  
208-756-2114

Goals School-Work  
Eastern Idaho Technical College  
1600 South 25<sup>th</sup> East  
Idaho Falls, ID 83404  
208-524-3000 ext 3375

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## **Region 7 – Central Idaho**

Caldwell  
3110 E. Cleveland Blvd., #A7  
Caldwell, ID 83605  
208-454-7606

Meridian  
600 E. Watertower Street, Suite B  
Meridian, ID 83642  
208-888-0648

Payette  
29 North Main  
Payette, ID 83661  
208-642-4762

Nampa  
136 McClure  
Nampa, ID 83651  
208-465-8414

Caldwell Corrections  
District III Probation & Parole  
3110 E. Cleveland Blvd. D  
Caldwell, ID 83605  
208-454-7601

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## **Region 8**

Boise  
10200 W. Emerald Street, Suite 101  
Boise, ID 83704  
208-327-7411

Boise Adult Corrections  
District IV Probation and Parole  
8752 W. Fairview Avenue  
Boise, ID 83704  
208-327-7008, Ext. 292

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## **Central Office - Administration**

650 W. State Street, Room 150  
PO Box 83720  
Boise, ID 83720  
208-334-3390





# **Idaho Commission for the Blind and Visually Impaired (ICBVI)**

ICBVI works with students with visual impairments from the age of 14. This early start to transition for students with visual impairments allows the student, family, school, and the ICBVI vocational rehabilitation (VR) counselor to identify and address transition needs throughout the student's high school years.

Any student that is experiencing difficulties related to visual issues should contact the ICBVI VR counselor in their region\* to determine if he or she would be eligible for VR services through ICBVI.

## **WHAT SERVICES ARE AVAILABLE?**

### **Rehabilitation Services**

Once a student has met with an ICBVI VR Counselor and has been determined eligible, the student's counselor will work with the student, family, and school to help identify the services needed for the rehabilitation plan.

A vocational rehabilitation counselor will help to create a program of services that will be most helpful to the student. Services provided may include:

- vocational guidance, assessment and counseling
- training in alternative techniques to blindness
- vocational and academic training, books, tuition, equipment and supplies
- Student Work Experience Program, SYP, and College Days
- job placement and follow-up for success

### **Summer Work Experience Program (SWEP)**

ICBVI offers their transition students the opportunity to participate in a 6 to 8 week program in Boise. The employment offered is competitive employment, helping the students build age appropriate work experience and work habits. In addition to the work experience, students gain confidence and independence needed for successful transition.

### **College Days**

This short course is designed for students planning to attend some level of post-secondary training, community college, or a four-year university. The purpose is to provide them with information about what it takes to be successful in college and the resources available.

## **Assessment and Training Center**

The Assessment Training Center (ATC) in Boise provides intensive instruction in skills needed for a blind or visually impaired person to participate fully in the mainstream of society. The Center's goal is to provide training which will allow the individual to perform any task, on the job or at home, as well as his/her sighted peers. This service is available to transition students once they are 18 years of age or older and can be a critical corner stone for successful transition to further education and employment. It may be possible for a student to attend ATC full time for 1 to 3 terms and then move to part-time ATC and part-time college.

Instruction is available in the following areas:

- activities of daily living
- Braille and communications
- industrial arts
- keyboard and computer
- orientation and mobility/cane travel

For more information about blindness and visual impairment services, contact Bruce Christopherson ICBVI – email to: [Bruce.Christopherson@icbvi.idaho.gov](mailto:Bruce.Christopherson@icbvi.idaho.gov) or call: (208) 334-3220 ext. 110.

# Idaho Commission for the Blind and Visually Impaired (ICBVI) Regional Offices

**Boise Office** (Counties: Ada, Owyhee, Canyon, Elmore (North of Glenns Ferry), Gem, Payette, Adams, Washington, Valley, and Boise)  
341 West Washington  
PO Box 83720  
Boise, ID 83720-0012  
(208) 334-3220 or 1-800-542-8688  
Fax: (208) 334-2963

**Idaho Falls Office** (Counties: Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi, Madison and Teton)  
1920 East 17th Street, Suite 115  
Idaho Falls, ID 83404  
(208) 525-7028  
Fax: (208) 525-7012

**Pocatello Office**  
(Counties: Bannock, Bear Lake, Bingham, Caribou, Franklin, Oneida and Power)  
427 N Main Street, Ste. K  
Pocatello, ID 83204-3016  
(208) 236-6392  
Fax: (208) 236-6409

**Coeur d'Alene Office**  
(Counties: Kootenai, Bonner, Benewah, Shoshone and Boundary)  
2005 Ironwood Parkway, Ste. 222  
Coeur d'Alene, ID 83814-2647  
(208) 769-1441  
Fax: (208) 666-6737

**Lewiston Office** (Counties: Nez Perce, Lewis, Clearwater, Idaho and Latah)  
1118 F Street  
Lewiston, ID 83501-1986  
(208) 799-5009  
Fax: (208) 799-5125

**Twin Falls Office**  
(Counties: Twin Falls, Jerome, Gooding, Minidoka, Cassia, Lincoln, Camas, Blaine and north to and including Stanley, and west to and including Glenns Ferry)  
1201 Falls Avenue E., Ste. 21  
Twin Falls, ID 83301-3465  
(208) 736-2140  
Fax: (208) 736-2142



# 8

## Resources

**This section has a listing of organizations, websites, and other resources that you can contact to get more information.**



# Websites / Resources

## **Disability Organizations**

**Center on Disabilities and Human Development** - strive through education, outreach, research, and service to accomplish a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities.

Website: <http://www.idahocdhd.org/Home.aspx>

Link to information about Transition to Work - Website:

<http://www.idahocdhd.org/dnn/idhelp/Transition/tabid/802/Default.aspx>

**Consortium for Idahoans with Disabilities (CID)** – Coalition of Idaho agencies and organizations concerned with issues affecting people with disabilities.

Website: <http://www.idahocdhd.org/cid/Home.aspx>

**DisAbility Rights Idaho** – Assists people with disabilities to protect, promote, and advance their legal and human rights through quality legal, individual, and system advocacy.

Phone statewide toll free: 1-866-262-3462

Website: <http://www.disabilityrightsidaho.org>

**The Family Center on Technology and Disability** – The Family Center is a resource designed to support organizations and programs that work with families of children and youth with disabilities. They offer a range of information and services on the subject of assistive technologies.

Website: <http://www.fctd.info/>

**Idaho AssistiveTechnology Project** – Information and resources on assistive technology.

Phone: 1-800-432-8324 (toll free)

Website: <http://www.idahoat.org/>

**Idaho Commission for the Blind and Visually Impaired**

Phone: 208-334-3220, toll free: 1-800-542-8688

Website: <http://www.icbvi.state.id.us/>

**Idaho Council for the Deaf and Hard of Hearing**

Voice phone: 208-334-0879 or 1-800-433-1323

TTY phone: 208-334-0803 or 1-800-433-1361

Website: <http://www.cdhh.idaho.gov/>

**Idaho Council on Developmental Disabilities (ICDD)**

Phone: 208-334-2178 or 1-800-544-2433

Email: [tracy.warren@icdd.idaho.gov](mailto:tracy.warren@icdd.idaho.gov)

Website: [www.icdd.idaho.gov](http://www.icdd.idaho.gov)

**Idaho Division of Vocational Rehabilitation (IDVR)**

Phone: 208-334-3390

Website: <http://www.vr.idaho.gov/>

**Idaho Federation of Families** – Focused on the needs of children and youth with emotional, behavioral, or mental disorders.

Website: <http://www.idahofederation.org/>

**IdahoHelp.info** - An online directory of services, resources, and information designed to help individuals who have a disability and their families locate resources and supports in their own communities.

Website: <http://www.idahocdh.org/idhelp/Home.aspx>

**Idaho Parents Unlimited, Inc.** – Resources for parents of children with disabilities.

Phone: 1-800-242-4785

Website: <http://www.ipulidaho.org/>

**Idaho State Independent Living Council (SILC)** – Self-advocacy and independent living information and resources.

Website: <http://www.silc.idaho.gov/>

**National Alliance for the Mentally Ill (NAMI – Idaho)** – Services to those in Idaho impacted by mental illness.

Phone: 1-800-572-9940 (in Idaho only)

Website: <http://www.nami.org/MSTemplate.cfm?MicrositeID=75>

**National Rehabilitation Information Center** - gateway to an abundance of disability- and rehabilitation-oriented information organized in a variety of formats designed to make it easy for users to find and use.

Website: <http://www.naric.com/>

**Northwest ADA Center-Idaho**

1878 W. Overland Rd.

Boise, ID 83705

Phone: 208-841-9422

[dananwadacenteridaho@gmail.com](mailto:dananwadacenteridaho@gmail.com)

<http://www.nwadacenter.org/idaho>

## **Employment**

**The Abilities Fund** – Provides assistance with business development and access to credit for individuals with disabilities working to start or expand a micro-business.

Website: <http://www.abilitiesfund.org/>

**About.com - Job Searching** – Offers a variety of resources and tools to help prepare for a job search. Website: <http://jobsearch.about.com/od/resumes/a/reswork1.htm>

**APSE** - The Network on Employment is a membership organization formed to improve and expand integrated employment opportunities, services, and outcomes for persons experiencing disabilities.

Website: <http://www.apse.org/>

**CareerOneStop** - U.S. Department of Labor-sponsored Web site that offers career resources and workforce information to job seekers, students, businesses, and workforce professionals to foster talent development in a global economy.

Website: <http://www.careeronestop.org/>



**Career Opportunities for Students with Disabilities** – Consortium of postsecondary institutions and employers which works together to improve career opportunities for students with disabilities.

Website: <http://www.cosdonline.org>

**The Center for Workers with Disabilities** - Technical assistance center for states enhancing or developing employment supports programs for working persons with disabilities; most of the 30 plus states supported by the Center are supporting employment supports development with Medicaid Infrastructure Grant (MIG) funds established under the Ticket to Work and Work Incentives Improvement Act of 1999 (P.L. 106-170).

Website: <http://www.aphsa.org/disabilities/>

**Disclosure Decisions Guide: To Get the Job** - Designed to help individuals with a disability choose whether to disclose (share) his or her disability with an employer. Primary factors to consider include whether accommodations will be needed on the job or whether a disability is visible or hidden. Other aspects related to the employer and the company may also influence your decision. Follow this disclosure decision guide to determine what will work best for you.

Website: <http://www.worksupport.com/research/viewContent.cfm/585>

**Employment Resource for Youth and Adults with Limited to No Reading Skills** - Seven CD ROM resources designed for youth in transition from school to work, adults with disabilities, and individuals with limited reading skills. Your Employment Selections (YES) is a reading-free, job preference and career exploration program that shows tasks related to 120 different jobs using motion video on CD-ROM. There is a charge to purchase this program.

Website: <http://www.trisped.org>

**Exploring Career Information from the Bureau of Labor Statistics** – 2010-2011 edition. Career information for youth. Choices based on academic preferences as well as career clusters. Includes information about career preparation and employment outlook.

Website: <http://www.bls.gov/k12/>

**GettingHired** – A national employment and social networking portal which connects job seekers with disabilities with employers committed to hiring them.

Website: <http://www.gettinghired.com>

**John J. Heldrich Center for Workforce Development**, Rutgers. The State University of New Jersey. A guide for preparing youth with developmental disabilities for employment.

Website:

[http://www.heldrich.rutgers.edu/sites/default/files/content/Heldrich%20Center\\_Great\\_Expectations.pdf](http://www.heldrich.rutgers.edu/sites/default/files/content/Heldrich%20Center_Great_Expectations.pdf)

**Helping Young People Get a Headstart on Careers** - Online resources for youth seeking information about careers in science, technology, engineering, and math.

Website: <http://www.thefunworks.org/>

**Idaho Commission for the Blind and Visually Impaired**

Phone: 208-334-3220, toll free: 1-800-542-8688

Website: <http://www.icbvi.state.id.us/>

**Idaho Division of Vocational Rehabilitation**

Website: <http://www.vr.idaho.gov/>

**Job Accommodation Network (JAN)** – Free consulting services designed to increase the employability of individuals with disabilities.

Website: <http://www.jan.wvu.edu/>

**Job TIPS** - A free program designed to help individuals with disabilities such as autism explore career interests, seek and obtain employment, and successfully maintain employment. Website: <http://www.do2learn.com/JobTIPS> 4/11

**MonsterCollege.com** – MonsterCollege is a top network website for college students and others ready to graduate to their first job. You can learn about jobs, get tips from the experts, network with fellow entry-level job seekers, and share job seeker resources, advice and stories.

Website: <http://college.monster.com/>

**My Next Move** – An easy-to-use electronic tool that enables users to explore occupations and find related information, including job openings, job outlook information, salaries, apprenticeships, and other related education and training programs.

Website: <http://lifeafterieps.com/explore-careers-with-my-next-move/>

**NCWD Youth**

National Collaborative on Workforce and Disability for Youth – making the connection between youth with disabilities and Employment, many resources and publications.

website: <http://www.ncwd-youth.info/>

**Partners in Employment** - Six hour self-study course designed to help people with developmental disabilities find meaningful jobs and plan a career. Course participants create a resume or portfolio of their strengths, skills, and interests; learn how to network and identify potential employers; prepare for an interview; and understand the hiring process. There are NO registration fees.

Website: <http://www.partnersinpolicymaking.com/employment/index.html>

**Social Security Online – The 2012 Redbook** – A guide to employment support for individuals with disabilities under the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs.

Website: <http://www.socialsecurity.gov/redbook/index.html>

**What Can You Do?**

The campaign for disability employment

website: <http://whatcanyoudocampaign.org/>

**Work Incentives Planning and Assistance (WIPA)** – A SSA funded program of Disability Rights Idaho that helps beneficiaries of Social Security benefits make informed choices about work.

Website: <http://www.disabilityrightsidaho.org> or <http://www.socialsecurity.gov/work/wipafactsheet.html>

**Youth@Work** - The United States Equal Employment Opportunity Commission's (EEOC) website for youth in the workforce.

Website: <http://www.eeoc.gov/youth/>

## **Independent Living / Adult Services**

**Beach Center on Disability** – Information and resources for individuals with disabilities and their families.

Website: <http://www.beachcenter.org/>

**Idaho Career Information System** – Reality Check allows youth to identify money needed to support their chosen lifestyle. Other parts of the website provide career exploration activities.

Website: [http://idcis.intocareers.org/realitycheck/frmRealityCheck\\_intro.aspx](http://idcis.intocareers.org/realitycheck/frmRealityCheck_intro.aspx)

**Idaho Centers for Independent Living** – Contact information for regional centers in Idaho. Website: [http://www.silc.idaho.gov/centers/CIL\\_default.htm](http://www.silc.idaho.gov/centers/CIL_default.htm)

**Idaho Department of Health and Welfare**

Website: <http://healthandwelfare.idaho.gov>

**Idaho State Independent Living Council (SILC)**

Website: <http://www.silc.idaho.gov/>

**National Council on Independent Living (NCIL)** – Advances independent living and the rights of individuals with disabilities through consumer-driven advocacy.

Website: <http://www.ncil.org/>

## **Postsecondary Education/Training**

**AHEAD** – Association on Higher Education and Disability.

Website: <http://www.ahead.org/>

**AHEADD** – Achieving in Higher Education. AHEADD helps college students to succeed academically and socially at some of the country's most competitive colleges. AHEADD coaches, mentors, and encourages self-advocacy for college students with: Autism Spectrum Disorders, Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Dyslexia, Learning Differences, and Non-Verbal Learning Disability (NVLD). There are fees involved with these services.

Website: <http://www.aheadd.org/>

**DO-IT– Disabilities, Opportunities, Internetworking, and Technology** - Serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment.

Website: <http://www.washington.edu/doit/>

**Federal Student Aid** – Free information from the U.S. Department of Education on preparing for and funding education beyond high school.

Website: <http://studentaid.ed.gov>

*Funding Education Beyond High School: The Guide to Federal Student Aid.* Can be downloaded from:

[http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)

**The Financial Aid Information Page** - Most comprehensive source of student financial aid information, advice and tools -- on or off the web.

Website: <http://www.finaid.org>

**Going to College** - this web site contains information about living college life with a disability. It's designed for high school students and provides video clips, activities and additional resources that can help you get a head start in planning for college.

Website: <http://www.going-to-college.org/>

**Heath Resource Center** - Information for students with disabilities on educational disability support services, policies, procedures, adaptations, accessing college or university campuses, career-technical schools, and other postsecondary training entities. Also includes information on financial assistance, scholarships, and materials that help students with disabilities transition into college, university, career-technical schools, or other postsecondary programs. Website: <http://www.heath.gwu.edu/>

**Higher Education in Idaho** – This free pamphlet provides information on colleges and universities in Idaho. Website:

[http://www.boardofed.idaho.gov/communications\\_center/documents/publications/highered2012.pdf](http://www.boardofed.idaho.gov/communications_center/documents/publications/highered2012.pdf)

**KnowHow2Go** – Interactive website with advice and tips on preparing for and going to college. Website: <http://knowhow2goidaho.org/>

**Mapping Your Future** - Resource for career, college, financial aid, and money management information. Goal is to help individuals achieve life-long success by empowering students, families, and schools with web-based information and services.

Website: <http://www.mappingyourfuture.org/>

**National Association of Blind Students** – National Federation for the Blind's division for college students who are blind.

Website: <http://www.nabslink.org/>

**National Center for Learning Disabilities (NCLD)** – Provides information and links to resources for students with learning disabilities.

Website: <http://www.ncld.org/>

**PEPNet** - Provides resources and expertise which enhance educational opportunities for people who are deaf or hard of hearing--including those with co-occurring disabilities. This link is for an interactive website which includes up-to-date information about college financial aid options and opportunities. It includes information about federal financial aid programs, grants, scholarships, student loans, and private resources.

Website: [http://projects.pepnet.org/publication/financing\\_your\\_education/](http://projects.pepnet.org/publication/financing_your_education/)

**Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities** - Information in this free pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

Website: <http://www.ed.gov/about/offices/list/ocr/transition.html>

**ThinkCollege** – Provides information and links to college possibilities for students with intellectual disabilities.

Website: <http://www.thinkcollege.net/>

**U.S. Department of Education** - Resources for Financial Aid.

Website: <http://www.ed.gov/index.jsp>

**We Connect Now** - Provides information to students on how to connect and integrate college students with disabilities as a virtual community with a voice on important issues.

Website: <http://weconnectnow.wordpress.com/>

## **School and Community Participation**

**Disability.gov** - The federal government's website for comprehensive information on disability programs and services in communities nationwide. The site links to more than 14,000 resources from federal, state and local government agencies; academic institutions; and nonprofit organizations. You can find answers to questions about everything from Social Security benefits to employment to affordable and accessible housing.

Website: <https://www.disability.gov/>

**Great Schools** – Resources for parents and students.

Website: <http://www.greatschools.org/special-education.topic?content=1541>

**Idaho Department of Education**- Information from Idaho's Department of Education for the K-12 education system.

Website: <http://www.sde.idaho.gov/>

**Inclusion Press** – Information about inclusion and person-centered planning.

Website: <http://www.inclusion.com/>

**National Dissemination Center for Children with Disabilities (NICHCY)** – Resources and publications for students and parents.

Website: <http://nichcy.org/schoolage/transitionadult>

## **Self Advocacy & Youth Leadership**

**Advocating Change Together (ACT)** – Self-advocacy resource network

Website: <http://www.selfadvocacy.com/>

**Association of Youth Leadership Forums (AYLF)** – Works to improve employment and independent living outcomes of youth with disabilities transitioning from high school by promoting the replication of the California Model: Youth Leadership Forum for Students with Disabilities (YLF). This site provides contact information of states that hold summer forums providing leadership training through this model.

Website: <http://www.montanaylf.org/?p=aylf>

**The Center for Self-Determination** - Includes articles, information and various publications on self determination.

Website: <http://www.self-determination.com/>

**411 on Disability Disclosure** – National Collaborative on Workforce and Disability  
This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives.

Website: <http://www.ncwd-youth.info/411-on-disability-disclosure>

### **Idaho Self Advocate Leadership Network**

A statewide network of people with disabilities who come together “to advance equality through growth, education, and advocacy by providing opportunities so individuals with disabilities may achieve their greatest unique potential.

Website: <http://dev2.idahocdhd.org/Default.aspx?alias=dev2.idahocdhd.org/isaln>

**I’m Determined** - Provides information on developing self-determination skills.

Website: <http://www.imdetermined.org/youth>

**The Learning Community for Person-Centered Practices** – A global learning community for people with disabilities that fosters positive control over their lives.

Website: <http://www.learningcommunity.us/>

**Making the Move to Managing Your Own Personal Assistance Services (PAS): A Toolkit for Youth with Disabilities Transitioning to Adulthood** - This guide assists youth in strengthening some of the most fundamental skills essential for successfully managing their own PAS: effective communication, time-management, working with others, and establishing professional relationships.

Website: <http://www.ncwd-youth.info/PAS-Toolkit>



**National Consortium on Leadership and Disability for Youth (NCLD Youth) -**

Serves as a national youth-led information, training, and resource center. NCLD/Y has a four-pronged focus on working on developing leaders, developing the capacity of centers for independent living to serve those leaders, the capacity of the staff working directly with the leaders, and supporting the cadre of youth with disabilities-related organizations.

Website: <http://www.nclld-youth.info/>

**National Dissemination Center for Children with Disabilities (NICHCY) – A**

Student's Guide to the IEP.

Website: <http://nichcy.org/wp-content/uploads/docs/st1.pdf>

**National Dropout Prevention Center for Students with Disabilities** - Provides technical assistance to assist states in building capacity to design/select and implement effective, evidence-based interventions and programs to address dropout among students with disabilities.

Website: <http://www.ndpc-sd.org/>

**National Youth Leadership Network** - The National Youth Leadership Network (NYLN) is dedicated to advancing the next generation of disability leaders. The NYLN promotes leadership development, education, employment, independent living, and health and wellness among young leaders representing the diversity of race, ethnicity and disability in the United States. NYLN fosters the inclusion of young leaders with disabilities into all aspects of society at national, state and local levels and communicates about issues important to youth with disabilities and the policies and practices that affect their lives.

Website: <http://www.nyln.org>

**Norman Kunc & Emma Van der Klift** - Articles and information on best practices that help people work with people, not on them.

Website: <http://www.normemma.com/>

**Partners in Policymaking** – Information for individuals and parents on advocating for themselves and others with disabilities.

Website: <http://www.partnersinpolicymaking.com/>

**Person-Centered Planning Education Site** – Information on Person-Centered Planning - a process-oriented approach to empowering people with disability labels.

Website: <http://www.ilr.cornell.edu/edi/pcp/>

**Self Advocacy Online** – Resources and information to assist people with intellectual and developmental disabilities advocate for themselves and take charge of their lives.

Website: <http://www.selfadvocacyonline.org>

**The Self-Determination Technical Assistance Centers Project** - Resources and information promoting self-determination practices for students with disabilities. Information for this site was gathered from four program sites identified as providing “exemplary practices” for promoting self-determination for students age 11 to 21 with mild, moderate, and severe disabilities.

Website: <http://www.sdtac.uncc.edu/>

**Think-Plan-Do Leadership Guide** – The State of California Dept. of Developmental Services has released a guide with leadership tips, from decision making to managing money, for people with disabilities. The Think-Plan-Do guide presents a simple plan for participating in the direction of one's own future and establishing leadership goals.

Website: <http://www.dds.ca.gov/ConsumerCorner/ThinkPlanDo.cfm>

**Youthhood** – Designed especially for youth. It's a welcoming community for all youth and a place where all youth belong. Here youth can start thinking about what they want to do with the rest of their life. This Web site was built to help youth plan for their future. What will you do after high school? Will you work? Go to college? Live in a place of your own? By using this Web site, youth can plan for their future right now!

Website: <http://www.youthhood.org/>

## **Staying Safe Online**

**Connectsafely.org** – Resources and forum for parents, teens, educators, advocates and anyone else engaged in and interested in the impact of the social Web.

Website: <http://www.connectsafely.org/about-us.html>

**Federal Trade Commission** - The FTC manages [OnGuardOnline.gov](http://OnGuardOnline.gov), which provides practical tips from the federal government and the technology industry to help you be on guard against Internet fraud, secure your computer, and protect your personal information.

Phone: toll-free, 1-877-FTC-HELP (1-877-382-4357); TTY: 1-866-653-4261.

Website: <http://www.onguardonline.gov/>

**411 on Disability Disclosure** – National Collaborative on Workforce and Disability  
This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives. Includes new section on Cyber Disclosure. The goal of this document is to provide you with suggestions about how to make an informed decision about your own disability disclosure and to manage your disclosure online.

Website: <http://www.ncwd-youth.info/cyber-disclosure>

**GetNetWise** - GetNetWise is a public service sponsored by Internet industry corporations and public interest organizations to help ensure that Internet users have safe, constructive, and educational or entertaining online experiences.

Website: <http://www.getnetwise.org/>

**i-SAFE** - Founded in 1998 and endorsed by the U.S. Congress, i-SAFE is a non-profit foundation dedicated to protecting the online experiences of youth everywhere.

Website: <http://www.i-safe.org/>

**Microsoft Online Safety** – Resources to minimize the risk of cyberbullying, help kids use social networking sites more safely, and use parental controls in Microsoft products to help keep your family safer online.

Website: <http://www.microsoft.com/protect/>



**National Cyber Security Alliance** - NCSA is a non-profit organization that provides tools and resources to empower home users, small businesses, and schools, colleges, and universities to stay safe online. A public-private partnership, NCSA members include the Department of Homeland Security, the Federal Trade Commission, and many private-sector corporations and organizations.

Website: <http://www.staysafeonline.org/>

## **Transition**

**Division on Career Development and Transition (DCDT)** –Council for Exceptional Children division which focuses on transition.

Website: <http://www.dcdt.org/>

**Idaho Falls Community Transition Team** – Local transition team consisting of educators, adult service providers, employers, and parents of youth with disabilities. Address transition issues in the community.

Website: <http://www.IFTransition.com>

**Idaho Training Clearinghouse** – Information and resources on transition. Go to Learning Communities, Secondary Transition.

Website: <http://www.idahotc.com>

**Life After IEPs** – Transition resources and support for parents and mentors of teens with disabilities.

Website: <http://lifeafterieps.com/>

**MyFuture.com** – Produced by the Department of Defense with data from the departments of Commerce, Education and Labor. Tools and tips for youth to help figure out what they want to do following high school.

Website: <http://www.myfuture.com>

**National Center on Secondary Education and Transition (NCSET)** - Coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for them to achieve successful futures.

Website: [www.ncset.org](http://www.ncset.org)

**National Secondary Transition and Technical Assistance Center** – National technical assistance center. Includes resources for families and youth.

Website: <http://www.nsttac.org>

**PEPNet** - Provides resources and expertise which enhance educational opportunities for people who are deaf or hard of hearing--including those with co-occurring disabilities. Link provides access to a number of transition-related resources for students, parents, and professionals.

Website: <http://www.pepnet.org/transitiontoolbox/>

**Transition Coalition** - Provides online information, support, and professional development on topics related to the transition from school to adult life for youth with disabilities.

Website: <http://transitioncoalition.org>

**Youth on the Move** - Designed to provide information, strategies, and resources to transition navigators—teachers, counselors, family members, and community providers—to guide youth on the move.

Website: <http://www.youth-move.org/>

**Zarrow Center** - Facilitates successful secondary and postsecondary educational, vocational and personal outcomes for students and adults with disabilities. Website:

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html?rd=1>

# **Appendix**

**This section will include additional documents or publications that relate to transition.**

## **Current contents:**

- A. Planning for Graduation: A Guide for Idaho Students with Disabilities and their Families



# Planning for Graduation



A Guide for Idaho  
Students with Disabilities  
and their Families

## Introduction

Having high expectations is important when helping a student make a plan to reach their post-school goals for work or higher education. To make sure students have equal opportunity and access to education and to measure students' educational outcomes, all students must participate in statewide assessments and work towards meeting graduation requirements.

The Idaho State Board of Education creates graduation requirements that are aligned to Idaho content and achievement standards and approved by the Idaho Legislature. Idaho has also aligned requirements to Common Core Standards that are being used at the national level. These requirements are meant to ensure all Idaho students are prepared to live, work, and succeed in the 21st century. The current minimum graduation requirements for all Idaho students are listed in the table on page 3. Individual school districts may have more requirements as well. It is important to check with your local school to find out about your district's requirements.

Each year of high school the IEP Team considers if the student will meet regular graduation requirements. IEP teams should use this guide, and the guide developed for school staff, to develop Individualized Education Programs (IEPs), a plan for graduation, and the transition to post-school options.

There is one high school diploma awarded in Idaho. All students can earn this diploma by meeting state and district graduation requirements. For students with disabilities this can happen in different ways. This guide is meant to help students and their family members have the information they need to plan for graduation.



# Idaho Graduation Minimum Requirements

(Idaho Law: IDAPA 08.02.03 104, 105, 106)

Content Area	STATE CREDIT REQUIREMENTS (46)
Core of Instruction	29 credits (minimum)
Electives	17 credits (minimum)
Total Credits	46 credits (minimum)
Language Arts (English – 8 credits and Speech – 1 credit)	9 credits (Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district)
Mathematics	6 credits Including Algebra I and Geometry standards. 2 credits must be taken in last year of high school.
Science	6 credits (4 credits in lab classes)
Social Studies (US History, Economics and American Government)	5 credits
Humanities (Interdisciplinary Humanities, Fine Arts or Foreign Language)	2 credits
Health	1 credit
Postsecondary Readiness Plan	4-Year Learning Plan at end of 8th grade
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as: Dual Credit, Advanced Placement, Tech Prep, International Baccalaureate
Senior Project	Required to include an oral presentation and written report by end of grade 12
College Entrance Exam	Take either the ACT, SAT, COMPASS or ACCUPLACER exam by the end of grade 11*
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, Language Usage
Middle School	Must take pre-algebra before entering 9th grade

\*The state will pay for students to take the SAT or ACCUPLACER once. For more details on the statewide college entrance exam program, please visit

<http://www.sde.idaho.gov/site/assessment/collegeEntranceExam.htm>

**There are three different ways a student can earn a high school diploma:**

## **1 Regular Graduation Requirements**

Regular graduation requirements include earning state and district required credits in content areas and getting a proficient score in all areas of the grade 10 ISAT or ISAT-Alternative. Your local school district may have additional requirements.

## **2 Alternate Graduation Mechanism/Plan**

A school district or local school may have an alternate plan set up for students to be able to show they know the required content standards. This option is available for students who have not been able to get a proficient score on the grade 10 ISAT or ISAT-Alternative and...

...has an IEP, or

...has been in a Limited English Proficiency program (for 3 yrs or less), or

... is in the fall semester of his/her senior year

## **3 Adapted Graduation Criteria Set by the IEP Team**

This individualized plan for graduation is set by the IEP Team and is part of the student's IEP. The IEP team can address student needs to complete his/her program by:

- Adapting the course content, course objectives, instruction strategies, grading, and assessments, and/or
- Finding alternate ways for the student to show their competence.

On the following pages these different options are described in more detail.





## **Regular Graduation Requirements**

Regular graduation requirements include:

Earning Required Credits

Student Learning Plan

Senior Project

College Entrance Exam

ISAT and Statewide Assessment

- Accommodations
- Adaptations
- ISAT-Alt



## **Alternate Graduation Mechanism/Plan**

Mechanism/Plan must include many different measures that may be:

- End of Course tests
- Portfolio of student work
- Performance
- Another state's tests
- Other Idaho state tests

Student must be eligible.



## **Graduation Criteria Set by the IEP Team**

This individualized plan for graduation is part of a student's IEP and must include:

Evaluation in at least one academic area, and

A description of how the student will participate in tests, and

Other measures that might include:

- ISAT/ISAT-Alt growth rate
- Classroom participation
- Grade Point Average (GPA)
- Grades for classes
- Meeting IEP goals and objectives
- Attendance



# Regular Graduation Requirements

To meet Idaho graduation requirements, students must:

- A. Meet all credit requirements in content standards,
- B. Have a 4-year learning plan,
- C. Complete a senior project,
- D. Complete a college entrance exam, and
- E. Achieve a proficient score on the 10<sup>th</sup> grade ISAT or ISAT-Alt.

## A. Credit Requirements in Content Standards

The current minimum graduation requirements for all Idaho students are listed on page 3. Students can earn credits by completing:

- District-required general education classes with or without accommodation,
- Modified course curriculum for students participating in general education classes,
- Substitute course in the same content area, or
- Individually designed instruction aligned to content standards.

For students who have an IEP, teams should refer to the current Idaho Special Education Manual for help in planning for graduation requirements.

The Idaho Special Education Manual, Chapter 7, Section 2A explains that when planning for graduation for a student with an IEP, the IEP team is to:

- Determine if a student will meet regular graduation requirements,
- Develop the course of study in collaboration with the student learning plan,
- Beginning with 9<sup>th</sup> grade, review the course of study every year to decide if changes need to be made for the student to meet graduation requirements, and
- Document any accommodations and adaptations made to the district's and state's regular graduation requirements for the student. See more about accommodations and adaptations under part E of this section.

## B. Student Learning Plan

By the end of 8<sup>th</sup> grade, every student in Idaho must have a parent-approved student learning plan. The learning plan is developed by the student with help from parents or guardians and with advice from school staff. It is reviewed each year and can be changed at any time. A student learning plan describes the list of classes and learning activities the student will complete to work toward meeting their district's graduation standards and reach their post-high school goals.

The course of study in the learning plan should include core classes that challenge the student and electives in academic, professional-technical education (PTE), or humanities that align with the student's goals for life after high school. To learn more about Student Learning Plans and see examples go to the State Department of Education, PTE website at:

[http://www.pte.idaho.gov/Career\\_Guidance/Program\\_of\\_Study\\_Curriculum/Other\\_Curricula/Mystery\\_Out\\_of\\_IGP/IGP\\_Packet.html](http://www.pte.idaho.gov/Career_Guidance/Program_of_Study_Curriculum/Other_Curricula/Mystery_Out_of_IGP/IGP_Packet.html)

Federal and state law requires that the IEP in effect when the student turns 16 (or younger if the IEP Team decides it is appropriate) must include:

- ✓ Measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;
- ✓ The transition services (including courses of study – learning plan mentioned above) the student needs to reach those post-secondary goals, and annual IEP goals related to the student's transition service needs and
- ✓ A statement (one year before the student is 18 years old) that the student and parents were told about the student's rights under law that will transfer to the student when they turn 18.

## C. Senior Project

A senior project is a comprehensive assignment that is designed as a way for each student to showcase his/her academic experiences from their high school career. Senior projects normally include a paper, a portfolio, a presentation, and a final product, activity, or event. Your local school may have additional requirements for the senior project. By the end of 12<sup>th</sup> grade all Idaho students are required to complete a senior project, which must include a written report and an oral presentation. To see examples of some district senior projects go to:

[http://www.sde.idaho.gov/site/hs\\_grad\\_requirements/](http://www.sde.idaho.gov/site/hs_grad_requirements/)

In order to meet the senior project requirement a student may:

- Use accommodations or adaptations that are written on the IEP,
- Use assistive technology/educational technology,
- Use different presentation settings and/or ways of presenting, or
- Complete an individually-designed senior project as determined by the IEP team.

## D. College Entrance Exam

A student must take one exam to meet this requirement. The approved college entrance exams are the COMPASS, ACCUPLACER, ACT, or SAT. A student may be excused from the college entrance exam requirement if he/she:

- ...has an IEP that lists accommodations that would make their score on the SAT invalid (non-college reportable), or
- ...has been enrolled in a Limited English Proficiency program for 3 academic years or less.

**A student may be excused from the college entrance exam requirement. If...**

The state of Idaho will pay for a student to take the SAT or ACCUPLACER exam once. If a student chooses to take the COMPASS or ACT, it will meet graduation requirements, but the student will be required to pay for that exam. Students may want to contact the college of their choice to determine which college entrance or placement test is required for admission.

## Accommodations for College Entrance Exams

Accommodations are changes made to a test format or procedure so that a student can take the test in a way that allows him/her to show his/her ability rather than disability. Testing entities have set guidelines for granting accommodations on college entrance exams.

Every student asking for accommodations on the SAT must submit a request to The College Board. In most cases, students work with their school and the accommodations request is sent from the school. An adult student or parent must complete a consent form before the school can provide confidential information about the student's disability to The College Board. The Idaho Department of Education has set a specific spring date for the SAT examination and a **strict** deadline for requesting accommodations.

A student who asks for accommodations on an exam must provide documentation of his/her disability. This documentation is used to determine if the accommodations are appropriate and reasonable for the disability.

Accommodations for the SAT or ACCUPLACER are determined on a case by case basis and may include, but are not limited to: extended time, alternate test formats, extra or extended breaks, and permission to take a test over multiple days. Examples of alternate test formats are audiocassettes or audio DVDs, readers, Braille, or large print.

For more information about specific policies and procedures for SAT and ACCUPLACER accommodations, visit: <http://www.collegeboard.com/ssd/student/> or <http://professionals.collegeboard.com/testing/ssd/accommodations>

**The Idaho Department of Education has set a specific spring date for the SAT examination and a strict deadline for requesting accommodations.**

## **E. Participation in ISAT and Statewide Assessment**

All students with disabilities will participate in the ISAT and other statewide assessments. A student must get a proficient or advanced score on the ISAT to meet this graduation requirement. A student is **not** required to get a proficient or advanced score on the ISAT if:

- The student received a proficient or advanced score on an exit exam from another state that meets certain requirements; or
- The student completes a measure set by a local school or district; or
- The student has an IEP that outlines adapted graduation requirements or adaptations are recommended on the test; or
- The student has Limited English Proficiency based on a language proficiency test and has been in an LEP program three years or less.

Students can participate in statewide tests in four ways. The IEP team may determine that:

1. The student will take the test in the same way as all other students;
2. The student will take the test with accommodations;
3. The student will take the test with adaptations; or
4. The student is eligible to take the ISAT-Alt.

The IEP team must determine how a student will participate in tests. This might include using accommodations or adaptations. All accommodations or adaptations should be based on strategies that have already been regularly used for each student in the classroom for other tests and are outlined on the student's IEP. A student can help their IEP team decide whether or not to use accommodations or adaptations by thinking about and answering the following questions:

1. What helps me learn or perform better?
2. What gets in the way of showing my skills or knowledge?
3. What strategies have I used on tests or to do assignments that work well for me?

## Accommodations

Accommodations are changes made to a test format or procedure so that a student can take the test in a way that allows him/her to show his/her ability rather than disability. Accommodations do not invalidate results of a test (make the student's score not count).

Changes can be made in...

- where the test is taken by the student,
- how it is presented,
- how much time the student has,
- how the student will answer test questions,
- when the test is scheduled

Students must be given a chance to practice and learn to use each selected accommodation before it is used on a test. Selected accommodations may not be provided for the first time on the day of the test.

## Adaptations

Adaptations used in a test are fundamental changes that make test results invalid (score does not count), even though they may be used regularly by a student with a disability to do class work or take classroom assessments. Types of changes that make test results invalid include reading a reading test to a student, using a spell checker on a spelling test, taking a test that is meant for a grade level below the student's current grade, or using a calculator when basic math calculation is being tested. Adaptations on statewide assessments should be used with caution because they cause the test results to be invalid.

## Idaho Standards Achievement Test-Alternate (ISAT-Alt)

The ISAT-Alt is an alternative test that is allowed only for students with the most significant disabilities. Students who participate in the ISAT-Alt are working on the same Idaho Content Standards as their peers, but they are working on these standards in less complex ways. This assessment is based on alternative achievement standards which allow the use of a different scoring system.

**Adaptations** are fundamental changes that make test results invalid.

**Accommodations** are changes that still allow the student's score to count.



## Alternate Graduation Mechanism

A school district or local school has an alternate plan for students to be able to show they have learned the required content standards. Schools are required to tell all students who have not achieved a proficient or advanced score on the grade 10 ISAT/ISAT-Alt by the fall semester of the student's junior year about the school's alternate mechanism/plan.

The alternate mechanism/plan must include many different measures of student achievement. Examples of some measures that might be included in a school's alternate plan:

- End of Course Tests – measures the student's knowledge of a subject or content area at the end of course.
- Portfolio – a set of examples of student work that shows their knowledge and skills.
- Another state's test – an exit exam from another state that has been approved by the Idaho State Board of Education.
- Performance –the student has to create an answer or product that shows their knowledge and skills taught in the curriculum and that align with achievement standards (for example writing a paper or giving a speech).
- Other Idaho State Tests

**This option is available to any student who has not been able to pass the ISAT or ISAT-Alternative and...**

- **has an IEP, or**
- **has been in a Limited English Proficiency (LEP) program for 3 years or less, or**
- **is enrolled in the fall semester of his/her senior year.**

Check with your local school to see what plan your school district has in place.





## Adapted Graduation Criteria Set by the IEP Team

Some students with disabilities may be able to meet all of the regular graduation requirements. Others may be able to meet those requirements by using the district's alternate mechanism/plan. There may also be students who will meet graduation requirements through an individualized plan for graduation developed by the IEP team and included in the student's IEP.

The student's plan for graduation must include at least one evaluation measure in each of the core academic areas on the student's learning plan. The core areas are: reading, language, and math.

The plan must also describe how the student will participate in statewide assessments (refer to pages 10-12).

It may also include other measures' decided on by the IEP team, which will show the student has completed their educational program. These may include things like:

- Individual ISAT/ISAT-Alt growth rate
- Classroom participation
- Cumulative Grade Point Average
- Grades for courses specific to the student
- Meeting IEP goals and objectives
- Attendance

An example plan for graduation is on the next 2 pages.



## Example Plan for Graduation

Here is an example of how to document that a student has demonstrated proficiency on Idaho State Achievement Standards and met the graduation requirements that the IEP Team developed for a student. ***Your district's forms may look different.***

**Evaluation Methods: (Must include at least one method in each core area)**

Reading: Method		Expected Performance Level
	ISAT/ISAT-Alt (with or without accommodations)	
	ISAT/ISAT-Alt Individual Growth Rate*	
	End of Course Assessment	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Language: Method		Expected Performance Level
	ISAT/ISAT-Alt (with or without accommodations)	
	ISAT/ISAT-Alt Individual Growth Rate*	
	End of Course Assessment	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Math: Method		Expected Performance Level
	ISAT/ISAT-Alt (with or without accommodations)	
	ISAT /ISAT-Alt Individual Growth Rate*	
	End of Course Assessment	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Science: Method		Expected Performance Level
	ISAT/ISAT-Alt (with or without accommodations)	
	ISAT /ISAT-Alt Individual Growth Rate*	
	End of Course Assessment	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	

**\*ISAT/ISAT-Alt Growth Rate Chart:**

<b>Math growth:</b>	<b>Reading growth:</b>	<b>Language Arts growth:</b>	<b>Science growth</b>
Year 1: _____	Year 1: _____	Year 1: _____	Year 1: _____
Year 2: _____	Year 2: _____	Year 2: _____	Year 2: _____
Year 3: _____	Year 3: _____	Year 3: _____	Year 2: _____
<b>Average: _____</b>	<b>Average: _____</b>	<b>Average: _____</b>	<b>Average: _____</b>

**Other Graduation Indicators (Optional)**

✓if used	Indicator	Expected Performance Level
	Classroom Participation	
	Cumulative GPA	
	Individually-targeted Course Grades (list each):	
✓	Meeting IEP Goals/Objectives	<i>Complete objectives to reach goals</i>
	Attendance	
	Other: (describe)	

**Four-Year Student Course of Study to meet graduation requirements:**

Grade 9	Grade 10	Grade 11	Grade 12
<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Workplace Math</i>
<i>English</i>	<i>English/Speech</i>	<i>Writing</i>	<i>Journalism</i>
<i>World History</i>	<i>US History</i>	<i>Am. Government</i>	<i>Economics</i>
<i>Earth Science</i>	<i>Biology</i>	<i>Horticulture</i>	<i>Work-based learning</i>
Electives:	Electives:	Electives:	Electives:
<i>Spanish</i>	<i>Spanish 2</i>	<i>Photography I</i>	<i>Photography II</i>
<i>Study Skills</i>	<i>Study Skills</i>	<i>Yearbook</i>	

## Graduation

A student graduates when they have met district and state requirements for a high school diploma. If the student does not meet these requirements, or if the student earns a high school diploma by completing [adapted graduation requirements](#) (see section 3 above), the student is eligible to get educational services from their school district through the semester he/she turns 21 years old. Those services may end earlier if a re-evaluation determines the student doesn't need special education services any longer.

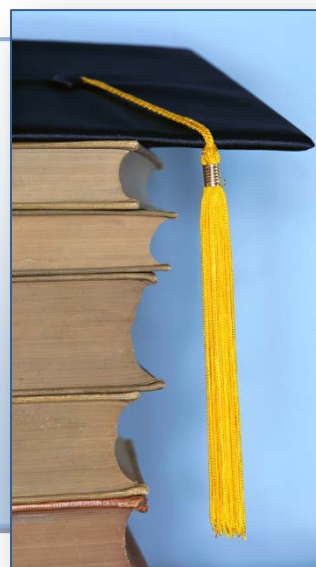
The IEP team making these decisions shall include a district representative knowledgeable about state and local graduation requirements. (Idaho Special Education Manual, Chapter 7, Section 2, 2007 revised 2009)

### Laws, Rules, and Policies Related to Planning for Graduation

Idaho Administrative Procedures Act (IDAPA), rules governing thoroughness, 08.02.03.105.03 and 105.06  
(IDAPA rules tell agencies how to implement Idaho laws).

Idaho Special Education Manual 2007 Revised 2009.

Individuals with Disabilities Education Act, (2004).



The ***"Moving On" Idaho Transition Binder*** has a lot of information to help a student plan for the transition from school to adult life. The contents of the binder can be downloaded from the Idaho Training Clearinghouse, Secondary Learning Community website at:

<http://itcnew.idahotc.com/secondary-transition.aspx>

The Idaho State Department of Education website has many resources about graduation requirements and planning for graduation. Go to:

[http://www.sde.idaho.gov/site/hs\\_grad\\_requirements/](http://www.sde.idaho.gov/site/hs_grad_requirements/)

# Terms to Know

## **Academic Content Standards**

According to federal law (No Child Left Behind), every state must have academic content standards in reading/language arts, math, and science. These academic content standards contain what students need to know. Many states have content standards in other academic areas as well. These standards must be the same for all schools and all students in that state. In Idaho, there are **Extended Content Standards** that can be used for students with more significant intellectual disabilities.

## **Academic Achievement Standards**

Academic achievement standards spell out how well students need to know the academic content standards. Each state's achievement standards must provide at least three levels of achievement: advanced, proficient, and basic. Many states have more than three levels and may use different names for the levels. Each state determines its own academic achievement standards.

## **Common Core Standards**

Idaho will be moving to a new common core of state standards for proficiency in English-language arts and mathematics for grades K-12. These standards define the knowledge and skills students should have learned during their K-12 education so when they graduate from high school they will be able to succeed in post-secondary education and the workforce.

To learn more about the Common Core go to the State Dept. of Education website at this link: <http://www.sde.idaho.gov/site/common/>

## **Individualized Education Program (IEP)**

A written statement for each student with a disability that is developed, reviewed, and revised according to the requirements of IDEA. When the student turns 16, their IEP must include a list of transition activities and a plan for graduation.

## **Individuals with Disabilities Education Act (IDEA)**

The federal law provides for early intervention and special education services for children who are eligible based on their disability. It describes which children are

eligible for services, what services states must make available to children/students, and how states must provide services.

### **Idaho Standards Achievement Test (ISAT)**

This is Idaho's annual statewide academic assessment that is used to measure student performance and progress. This test is aligned with the state academic content standards and academic achievement standards. The ISAT includes tests in reading, language usage, and mathematics for grades 3-10 and science tests for grades 5, 7, and 10.

To learn more go to: <http://www.sde.idaho.gov/site/assessment/ISAT/>

The **Idaho Standards Achievement Test - Alternative (ISAT-Alt)** can be used to assess students with the most significant intellectual disabilities who have been found eligible by the IEP team. These are students who aren't able to fully participate in the regular ISAT even with accommodations. The ISAT-Alt is a portfolio of student work collected over time. It is made up of different items that show the student has learned the Idaho Extended Content Area Objectives. Student work is collected and submitted by the teacher.

To learn more go to: <http://www.sde.idaho.gov/site/assessment/ISATalt/>

### **Special Education Manual**

The Idaho Special Education Manual has been developed as a guide to help schools follow IDEA. The manual can be found at:

[http://www.sde.idaho.gov/site/special\\_edu/manual.htm](http://www.sde.idaho.gov/site/special_edu/manual.htm)

### **Transition Timeline**

The Idaho Transition Timeline is a resource for teachers, students and families that includes activities to consider when planning for the transition from school to adult life. The timeline will be available soon at <http://www.idahotc.com/secondary-transition/home.aspx>

# STUDENT and FAMILY TIMELINE

## Idaho Graduation Timeline and Transition Planning Activities

**for Idaho Students with Disabilities  
and their Families**





## How to Use This Timeline

The first section of this timeline lists current **Idaho Graduation Requirements** by grade level. These items are required to meet Idaho Graduation Requirements for all students (Idaho Regulations - IDAPA 08.02.03 104, 105, 106) and will be completed by school staff and members of the IEP team.

The second section of this tool is an extensive list of **Suggested Transition Activities** the IEP team may want to consider when preparing transition plans and determining the student's transition priorities. The student's transition priorities should be determined for each individual student based upon the student's strengths, needs, and post-school goals.

The student's skills and interests will determine which items on the list might be needed by the student to work towards his/her post-school goals. The student, family, teachers, and IEP team can use this list to talk about transition activities that should be included on the IEP and also things the family may want to do at home. It is important to think about who will be responsible for carrying out specific transition activities with the student. The IEP team will have forms to be completed at the transition IEP team meeting that includes a checklist of required and suggested activities.

### **Suggested Activities**

Activities are listed in areas of emphasis and include: Post-Secondary Education and Training Preparation, Career Exploration, Community Participation, Independent Living, and Adult Services.

Some activities may be supported at school or in the community by the teacher/staff/IEP team member and other activities may be supported by family members in the home or community.

► Note that based on the unique strengths and needs of each student, some grade level suggested activities may be more appropriate at a different grade level.



Idaho Graduation Requirements		Person Responsible:
<b>Grade 8:</b>		
1. Create Student Learning Plan (include course of study that addresses required courses and credits in high school, including 2 on-line courses in high school) (form 450c)		
2. Take Pre-Algebra class, or alternate course as determined by IEP team		
<b>Grade 9:</b>		
1. Prior to age 16: <ul style="list-style-type: none"> <li>a. Complete Transition Assessment</li> <li>b. Complete Transition Plan (forms 450b-d)</li> </ul>		
2. Update Student Learning Plan (form 450c)		
<b>Grade 10:</b>		
1. Complete Transition Assessments		
2. Update Transition Plan (forms 450b-d)		
3. Update Student Learning Plan (form 450c)		
4. Pass I-SAT or I-SAT ALT		
5. Apply for accommodations for College Entrance Exam (SAT, ACCUPLACER, ACT or COMPASS)		
6. Discuss Transfer of Rights (form 450d)		

Idaho Graduation Requirements		Person Responsible:
<b>Grade 11:</b>		
1. Complete Transition Assessments		
2. Update Transition Plan (forms 450b-d)		
3. Update Student Learning Plan (form 450c)		
4. Take College Entrance Exam in spring		
5. Discuss Transfer of Rights (form 450d)		
6. Discuss options regarding 18-21 year old Transition Services		
<b>Grade 12:</b>		
1. Complete Transition Assessments		
2. Update Transition Plan (forms 450b-d)		
3. Update Student Learning Plan (form 450c)		
4. Complete Senior Project		
5. Discuss Transfer of Rights (form 450d)		
6. Determine if student will continue to receive services through the semester he/she turns 21		
7. Complete Summary of Performance (unless student enrolled in 18-21 yr. old services) (form 470)		
8. Complete Senior Exit Survey (unless student enrolled in 18-21 yr. old services)		

## Post-Secondary Education and Training Preparation

Post-Secondary Education is any kind of education or training a student gets after leaving high school.

It can include: 2-year and 4-year colleges/universities, vocational (job skills) training, technical schools, adult basic education, community education classes, and similar experiences.

	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>▪ Begin to find out about post-secondary education and training options (colleges, vocational/technical schools, on-the-job training) and programs offered.</li> <li>▪ Look at admission requirements for college and other education or training programs in which you are interested. Use this information to help develop your four year learning plan.</li> <li>▪ Start saving money and planning financially for college.</li> <li>▪ Learn about your disability and how to explain it to others.</li> <li>▪ Prepare to lead your IEP team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give the student/family information about Advanced Placement, tech prep, and dual credit classes the student can take while still in high school.</li> <li>▪ Help student develop four-year learning plan based on the student's identified post-secondary education and training interests.</li> <li>▪ Provide information about the student's disability and how he/she can advocate for his/her personal learning needs in the classroom.</li> <li>▪ Provide instruction in self-advocacy skills to prepare student to lead their IEP meeting (Self-Directed IEP).</li> </ul>
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>▪ Take challenging classes which will help you prepare for college.</li> <li>▪ Keep researching college and other education and training options and take classes that will meet admissions requirements.</li> <li>▪ Continue to save money and plan financially for college and other education or training programs.</li> <li>▪ Practice self-advocacy skills by knowing how to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach the student how to self-advocate by knowing how to describe his or her disability, how it affects him or her, and what accommodations will be needed in post-secondary education and training options.</li> <li>▪ Inform families of school sponsored career information events.</li> <li>▪ Teach students how get information from employers regarding what education they expect their</li> </ul>

<p><b>Grade 9</b> <i>continued</i></p>	<p>describe your disability, how it affects you, and what accommodations you need in college and other education or training programs.</p> <ul style="list-style-type: none"> <li>▪ Go to career information events. Ask employers what kind of education they expect their employees to have.</li> <li>▪ Participate in school activities and organizations to better meet admission requirements.</li> <li>▪ Learn to use educational technology (email, the internet, web-based research, discussion boards, wikis, etc.) and any assistive technology needed for access.</li> <li>▪ Attend local transition fairs.</li> <li>▪ Work on your leadership skills and lead your IEP team meeting.</li> </ul>	<p>employees to have.</p> <ul style="list-style-type: none"> <li>▪ Prepare student to lead his or her IEP team meeting.</li> <li>▪ Explore with student and family whether student may be eligible for referral to TRiO program.</li> <li>▪ Provide information to student and family about college entrance examinations.</li> <li>▪ Get parent permission to apply for appropriate accommodations on college entrance examinations.</li> <li>▪ Determine if student has any gaps between academic abilities and college or other post-secondary entrance requirements. Use this information to help develop/update four year learning plan/IEP.</li> <li>▪ Teach the student to use educational technology (email, web-based research, discussion boards, wikis, etc.) and identify any assistive technology needed for access.</li> </ul>
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	Student with Family	Teacher/Staff or other IEP Team Member
Grade 10	<ul style="list-style-type: none"> <li>Take the PSAT test in order to prepare for testing in your junior year.</li> <li>Go to college, job information, and career fairs.</li> <li>Go to the Tools for Life Fair at least once during your high school experience.</li> <li>Find out about scholarship opportunities and application deadlines.</li> <li>Take challenging classes which will help you prepare for college and other education or training programs.</li> <li>Keep researching college and other education and training options and take classes that will meet admissions requirements.</li> <li>Keep saving money and plan financially for college and other education and training programs.</li> <li>Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in college and other education and training programs.</li> <li>Keep building your leadership skills and lead your IEP team meeting.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Provide student/family with information on the PSAT.</li> <li>Apply for needed accommodations for the PSAT</li> <li>Check with your school to determine when accommodations need to be requested for the SAT, ACT, COMPASS, or Accuplacer testing required in junior year. (NOTE: There is a strict deadline for submitting accommodation requests.)</li> <li>Provide student /family with information on job and career fairs and the Tools for Life Transition Fair.</li> <li>Determine if student has any gaps between academic abilities and college or other post-secondary entrance requirements. Use this information to update four year learning plan/IEP.</li> <li>Review with student his or her four year learning plan to be sure it includes all the classes required for the post-secondary education and training options he or she is interested in attending. Make adjustments to the four year learning plan as needed.</li> <li>Teach the student how to self-advocate by knowing how to describe his or her disability, how it affects him or her, and what accommodations will be needed in post-secondary education and training programs.</li> <li>Prepare/support student to lead his or her IEP team meeting.</li> </ul>

	Student with Family	Teacher/Staff or other IEP Team Member
Grade 11	<ul style="list-style-type: none"> <li>▪ Complete the college entrance examination(s) required by the college you are interested in attending (SAT, ACT, ACCUPLACER, COMPASS, etc.)</li> <li>▪ Visit college campuses and the disability services offices.</li> <li>▪ Find out about deadlines and get information needed for financial aid and college admission. <u>Put DEADLINES on your calendar.</u></li> <li>▪ Keep saving money and plan financially for college and other education and training programs.</li> <li>▪ Go to college, job information, and career fairs.</li> <li>▪ Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in college and other education or training programs.</li> <li>▪ Keep building your leadership skills and lead your IEP team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ If student needs accommodations on college entrance examinations, apply early for accommodations. NOTE: There is a strict deadline for submitting accommodation requests.</li> <li>▪ Refer families to the career information center or the guidance office to receive information on scholarships, financial aid, and admission deadlines, and/or provide information to family and student about resources related to applying for federal financial aid (FAFSA) in the coming year.</li> <li>▪ Determine if student has any gaps between academic abilities and college or other post-secondary entrance requirements. Use this information to update four year learning plan/IEP.</li> <li>▪ Review with student his or her four year plan to be sure it includes all classes required by the post-secondary education and training options he or she is interested in attending. Make adjustments to the four year learning plan as needed.</li> <li>▪ Review transcripts to be sure the student will have all necessary graduation credits.</li> <li>▪ Discuss with student and family the student's possible eligibility to continue high school education through the end of the semester the student turns 21.</li> <li>▪ Prepare/support student to lead his or her IEP team meeting.</li> </ul>

	Student with Family	Teacher/Staff or other IEP Team Member
Grade 12	<ul style="list-style-type: none"> <li>▪ Retake the college entrance/placement exam, if you need to.</li> <li>▪ Complete and submit college and other education or training program applications, scholarship applications, FAFSA, and other financial aid applications <u>before</u> the deadlines.</li> <li>▪ Get copies of your special education file to be placed in Chapter 4: Postsecondary Education/Training of the <i>Moving On Transition Binder</i>.</li> <li>▪ Contact Vocational Rehabilitation or Idaho Commission for the Blind and Visually Impaired for possible support for post-secondary education.</li> <li>▪ Contact the Disability Service Office at the college you will attend to talk about your assistive technology and reasonable accommodation needs.</li> <li>▪ Practice self-advocacy skills by knowing how to describe your disability, how it affects you, and what accommodations you need in college and other education or training options.</li> <li>▪ Keep building your leadership and advocacy skills and lead your IEP team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determine if the student will continue to receive services through the end of the semester the student turns 21.</li> <li>▪ Determine if student has any gaps between academic abilities and college or other post-secondary entrance requirements. Use this information to update four year learning plan/IEP.</li> <li>▪ Review transcripts to be sure the student has all necessary graduation credits.</li> <li>▪ Make referral to Vocational Rehabilitation or Idaho Commission for the Blind and Visually Impaired for possible support for post-secondary education.</li> <li>▪ Refer families to the career information center or the guidance office to receive information on post-secondary education and training option scholarships, financial aid, and admission deadlines. Remind family and student about applying for federal financial aid (FAFSA).</li> <li>▪ Complete the SOP (Summary of Performance) with the student if he or she is graduating.</li> <li>▪ Use <i>The 411 on Disability Disclosure</i> workbook to help the student practice self-advocacy skills related to Unit 6 Postsecondary Disclosure.</li> <li>▪ Prepare/support student to lead her or his IEP team meeting.</li> </ul>

## Career Exploration ~ Suggested Activities

	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>▪ Follow directions; finish what you start.</li> <li>▪ Complete chores at home.</li> <li>▪ Explore and talk about what you want to do in the future.</li> <li>▪ Find out about community training classes that could help build skills and add to your resume (first aid, babysitting, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Help student complete career interest inventories at school. Describe results to student and family.</li> <li>▪ Help student learn to use the Career Information System (CIS) website.</li> </ul>
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>▪ Get involved in extra-curricular activities (school clubs, sports, etc.), personal hobbies/leisure activities, and community activities that interest you. These might lead to a career.</li> <li>▪ Find out about volunteering in your community.</li> <li>▪ Work on decision-making skills (list pros/cons of a decision, possible consequences, how to get the information you need.)</li> <li>▪ Begin to set post-high school career goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach employability skills and appropriate work behavior.</li> <li>▪ Update career assessments to identify student's school and post-school preferences and interests.</li> <li>▪ Begin career portfolio, using the CIS website resources.</li> <li>▪ Teach resume development skills.</li> <li>▪ Support student to explore career options with guidance counselor and visit school career center.</li> <li>▪ Provide information about Career and Technical Education Program options.</li> </ul>



	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>▪ Talk about your future and the money you will need to live independently. Figure out what kind of income you will need from a job.</li> <li>▪ Keep learning about different careers, participate in job shadowing, work-based learning class, or career exploration class.</li> <li>▪ Think about summer jobs or volunteer activities to explore career interests.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach job seeking skills (job application/resume, interviews.)</li> <li>▪ Teach workplace basic skills (soft skills).</li> <li>▪ Complete vocational evaluations.</li> <li>▪ Support student to expand her or his career portfolio; use resources on the CIS website.</li> <li>▪ Help student identify interests, skills, values, and opportunities in jobs of his or her interest.</li> <li>▪ Help student understand what accommodations they may need in an employment setting.</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>▪ Begin to narrow your job choices from “a job just to make money” to “a job that interests you.”</li> <li>▪ If your community hosts a Disability Mentoring Day event, participate in activities.</li> <li>▪ Interview a professional working in your career of interest.</li> <li>▪ Talk with your family to clearly define your employment goals.</li> <li>▪ Find out about summer jobs and community volunteer opportunities.</li> <li>▪ Talk about disability disclosure (what you want or need to tell an employer about your disability.)</li> <li>▪ Apply for jobs in your community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue training to improve job-seeking skills.</li> <li>▪ Help student expand career portfolio, using resources on CIS website.</li> <li>▪ Teach student about disability disclosure and reasonable accommodations she/he can request in employment settings.</li> <li>▪ Provide information about Vocational Rehabilitation or Commission for the Blind services. Help student find out if he/she is eligible; complete referral form.</li> <li>▪ If appropriate, invite Vocational Rehabilitation or Commission for the Blind representative to attend IEP team meeting.</li> <li>▪ Give the student and family information about the school district’s 18-21 transition services and discuss if the student might participate.</li> </ul>

	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 11</b> <i>continued</i>	<ul style="list-style-type: none"> <li>Make a plan for transportation to and from work.</li> </ul>	<ul style="list-style-type: none"> <li>Provide information about private and government-funded resources for employment.</li> <li>Talk about training and skills the student needs to continue or move forward in a job.</li> <li>Help student develop clearly defined employment goals and a formal plan.</li> </ul>
<b>Grade 12</b>	<ul style="list-style-type: none"> <li>Make a list of personal and family networks- people who may be able to connect you to job opportunities - "It's who you know."</li> <li>Identify possible job leads that match your interests. Follow-up on leads. (Call for an appointment, ask to complete an application, etc.)</li> <li>Interview another professional working in your career of interest, if your community hosts a Disability Mentoring Day event, participate in activities.</li> <li>If you will need support for education, vocational training, and/or employment from Vocational Rehabilitation or the Idaho Commission for the Blind, develop an Individual Plan for Employment (IPE) with a Vocational Rehabilitation counselor.</li> <li>Apply for jobs in your community.</li> <li>Advocate for accommodations and supports you need in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Continue training designed to improve job-seeking skills and work-place basic skills.</li> <li>Support student to update resume and practice interview skills.</li> <li>Provide community-based vocational instruction.</li> <li>Help student find out about internships or apprenticeships in a career of interest.</li> <li>Teach the student how to self advocate by knowing how to describe his or her disability, how it affects him or her, and what accommodations will be needed in a career.</li> <li>Provide information about private and government-funded resources for employment.</li> <li>Provide information about Vocational Rehabilitation services or Commission for the Blind services. Help student find out if he/she is eligible; complete referral form.</li> </ul>

	Student with Family	Teacher/Staff or other IEP Team Member
Grade 12 <i>continued</i>	<ul style="list-style-type: none"> <li>Make a plan for transportation to and from work.</li> </ul>	<ul style="list-style-type: none"> <li>If appropriate, invite the Vocational Rehabilitation or Commission for the Blind representative to attend IEP meeting.</li> <li>Teach student about reasonable accommodations to request in educational and employment settings.</li> </ul>

## Community Participation ~ Suggested Activities

	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>▪ Get involved in extra-curricular activities (school clubs, sports, etc.), personal hobbies/leisure activities, recreation, and community activities that interest you. These might include Special Olympics, 4H, Scouts, church groups, camp, etc.</li> <li>▪ Get a library card.</li> <li>▪ Find out about summer camps for teens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Guide student to complete leisure interest inventory.</li> <li>▪ Provide information about local libraries.</li> <li>▪ Teach student about social etiquette.</li> </ul>
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>▪ Participate in school activities, clubs, athletics, and organizations.</li> <li>▪ Find out about local public transportation options and how to get a bus pass.</li> <li>▪ Find out about and participate in local community events (walks, art shows, music, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide information about free or low cost leisure and community recreation activities.</li> <li>▪ Provide information about clubs, groups, athletics, and organizations at school.</li> <li>▪ Teach student about public transportation options and how to use them.</li> <li>▪ Facilitate connection to high school sports (manager, videographer, stats, concessions, etc.)</li> </ul>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>▪ Go on class-related school field trips about learning topics such as shopping, banking, swimming, etc.</li> <li>▪ Find out about community volunteering opportunities (library, hospital, animal shelter, food banks, etc.)</li> <li>▪ Get a state identification card and if you plan to travel outside of the country, a passport.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach student about public transportation options and how to use them.</li> <li>▪ Teach student about community safety signs.</li> <li>▪ Teach student how to use internet sites, community calendars, newsletters, newspapers, etc. regarding community events and activities.</li> </ul>

	Student with Family	Teacher/Staff or other IEP Team Member
Grade 11	<ul style="list-style-type: none"> <li>▪ Use community resources: doctor's office, clinic or hospital, bank, library, post office, restaurant, etc.</li> <li>▪ Find out about how to become involved in civic activities in your community (political, environmental, service, advocacy groups, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach student about voting and civic responsibility.</li> <li>▪ Provide information on opportunities for civic involvement.</li> </ul>
Grade 12	<ul style="list-style-type: none"> <li>▪ Find out about local community classes, parks &amp; recreation activities, community recreation facilities, and learn how to register for classes and apply for scholarships.</li> <li>▪ Find out about local self-advocacy organizations such as Self Advocate Leadership Network, conferences, and support groups.</li> <li>▪ Find out about special interest and social clubs for adults in your community (model train, photography, biking, running, Lions, Kiwanis, Civitans, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach student how to research and join or register for community groups, clubs and activities including: community education, parks &amp; rec, self-advocacy organizations, special interest and social clubs.</li> </ul>

## Independent Living ~ Suggested Activities

	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>▪ Be able to tell someone about your health care needs and medications.</li> <li>▪ Make friends and find mentors.</li> <li>▪ Eat healthy and exercise regularly.</li> <li>▪ Learn skills in how to manage money, help with making meals, shopping duties, and taking care of your clothes.</li> <li>▪ Take opportunities for making your own choices (meals, things to do in your spare time, elective classes, etc.)</li> <li>▪ Add current school paperwork to your Moving On Binder.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach student how to prepare for their IEP meeting and support him or her to participate actively on IEP team.</li> <li>▪ Teach student how to use technology safely – computers, internet, cell phones.</li> <li>▪ Consider instruction or experiences in money management, meal preparation, shopping, and caring for clothes.</li> <li>▪ Teach student how to identify, prevent, and report bullying (physical, verbal, and on-line).</li> <li>▪ Teach student about fire safety in the home and other environments.</li> </ul>
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>▪ Learn and practice daily living skills at home like keeping yourself looking nice, keeping clean, eating.</li> <li>▪ Participate in transition assessments to measure your independent living skills.</li> <li>▪ Learn how to be safe in the community and to read community safety signs.</li> <li>▪ Learn safe ways to go online and use social networking sites like Facebook.</li> <li>▪ Learn about the right times to contact 911.</li> <li>▪ Practice skills in managing money, help making meals, shopping duties, and taking care of your clothes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach student daily living skills (grooming, hygiene, eating skills, etc.)</li> <li>▪ Teach student functional reading skills (recipes, maps, catalogs, websites, newspapers, etc.)</li> <li>▪ Teach student functional math skills (time, money, weights, measures, etc.)</li> <li>▪ Teach student how to manage daily time schedule, keep track of their assignments, and grades.</li> </ul>

	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 9</b> <i>continued</i>	<ul style="list-style-type: none"> <li>▪ Add current school paperwork to your Moving On Binder and update what is already in there.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach student how to identify and use possible assistive technology and adaptive assistance. Get an Assistive Technology assessment.</li> <li>▪ Teach student about acceptable use of cell phone, including texting.</li> </ul>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>▪ Take driver's education.</li> <li>▪ Enroll in classes in foods, family life, and child development.</li> <li>▪ Help make family meals, do shopping for the home, and take care of your clothes.</li> <li>▪ Practice managing your own money when shopping, eating out, and start saving for something special.</li> <li>▪ Learn about issues related to sexuality, safe dating, and relationships.</li> <li>▪ Add current school paperwork to your Moving On Binder and update what is already in there.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Help student learn how to use public transportation or how to explore transportation options.</li> <li>▪ Teach student how to manage money, budget, pay bills.</li> <li>▪ Teach student how to take care of, and communicate, personal information.</li> <li>▪ Teach student abuse awareness, prevention and reporting to include: physical, sexual, verbal, financial, emotional, and neglect.</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>▪ Get information about different housing options where you can live with or without supports.</li> <li>▪ Learn skills in how and when to get medical help and manage your physical health and mental health care needs. Practice making your medical appointments, keep a record of your medications, keep any medical equipment you use in good condition, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach student about substance abuse prevention.</li> <li>▪ Teach student how to open a bank account, use a debit card, use credit cards, and manage personal finances. (Learn about asset limits to reduce possible impact on benefits.)</li> <li>▪ Teach student how to compare costs for food and household items (appliances, linens, etc.)</li> </ul>

	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 11</b> <i>continued</i>	<ul style="list-style-type: none"> <li>▪ Open a savings or checking account, including a debit card, and know safety rules for using debit and credit cards.</li> <li>▪ Add current school paperwork to your Moving On Binder and update what is already in there.</li> <li>▪ Learn about applying for Social Security Income.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tell student and family about student's legal rights that will transfer to him/her at age 18.</li> <li>▪ Teach student how to protect against personal identity theft and to keep personal information safe (social security number, health information, debit card information, etc.)</li> </ul>
<b>Grade 12</b>	<ul style="list-style-type: none"> <li>▪ Register for Selective Service within 30 days of your 18<sup>th</sup> birthday. (Males)</li> <li>▪ Register to vote after you turn 18.</li> <li>▪ Finalize your plan for independent living and develop a personal budget (housing, food, leisure, transportation, etc.)</li> <li>▪ Manage your physical health and mental health care needs. Practice making your medical appointments and keep a record of your medications, etc.</li> <li>▪ Update your Moving On Binder</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach student how to file taxes.</li> <li>▪ Teach student about the legal rights and responsibilities of an adult (18 years old.)</li> </ul>



## Adult Services ~ Suggested Activities

	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>Find out about driving skills assessment to decide if you need specialized driver's training.</li> </ul>	<ul style="list-style-type: none"> <li>Determine role of various related service personnel in transition planning and student gaining independent living skills.</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>Learn about the different kinds of adult support services to determine what you might need. Examples: Medicaid services like My Voice My Choice (self-direction) or developmental disability services, employment services, and personal care services.</li> <li>Find information about how adult agencies can help you and connect with those agencies (Vocational Rehabilitation, Independent Living Centers, Commission for the Blind, Targeted Service Coordination Agencies, Developmental Disabilities Agencies, Mental Health Agencies, etc.)</li> <li>Gather information about how to apply for public assistance like: Medicaid, Social Security Income, Food Stamps, etc.</li> <li>If you are turning 18, apply for any adult services you might need.</li> </ul>	<ul style="list-style-type: none"> <li>Get signed releases from the student, family or guardian for information sharing with other agencies.</li> <li>Determine role of various related service personnel in transition planning and student gaining independent living skills.</li> <li>After getting permission from parent and student (as appropriate), invite appropriate adult service agencies to transition IEP team meeting.</li> </ul>
<b>Grade 12</b>	<ul style="list-style-type: none"> <li>Get the booklet: "Being an Adult in Idaho" from the Idaho State Bar Association to learn about your rights and responsibilities as an adult.</li> <li>Learn about guardianship, what it means to have a guardian, and other options that are less restrictive.</li> </ul>	<ul style="list-style-type: none"> <li>Determine role of various related service personnel in transition planning and student gaining independent living skills.</li> </ul>

	Student with Family	Teacher/Staff or other IEP Team Member
<b>Grade 12</b> <i>continued</i>	<ul style="list-style-type: none"> <li>Find information about local self-advocacy organizations such as the Idaho Self Advocate Leadership Network, conferences, and support groups.</li> <li>Find information about how adult agencies can help you and connect with those agencies (Vocational Rehabilitation, Independent Living Centers, Commission for the Blind, Targeted Service Coordination Agencies, Developmental Disabilities Agencies, Mental Health Agencies, etc.)</li> <li>Gather information regarding how to apply for public assistance: Medicaid, SSI, Food Stamps, etc.</li> <li>If turning 18, apply for any adult services you need.</li> </ul>	<ul style="list-style-type: none"> <li>After getting permission from parent and student (as appropriate), invite appropriate adult service agencies to transition IEP team meeting.</li> </ul>