

 Self Determination	 Post-Secondary Education & Training	 Employment	 Independent Living/Community Participation
Questions to Consider			
<ul style="list-style-type: none"> How do you make decisions and use community resources? How do you talk about your disability and what you need for support? What are your goals, and what is your plan to reach them? 	<ul style="list-style-type: none"> What postsecondary education/training options are available for you? What documentation do you need to be eligible for disability-related services? What types of accommodations can you receive from postsecondary education/training programs? 	<ul style="list-style-type: none"> What are your career goals? How will you reach those goals? What supports and/or resources do you need to reach your vocational goals? 	<ul style="list-style-type: none"> Where do you want to live as an adult? What kind of supports will you need for transportation, medical issues, daily living, and leisure-time activities, and how will you pay for what you need? How will you maintain and increase your social network?
Resources			
Self Determination http://education.ou.edu/zarrow http://www.imdetermined.org http://www.alife4me.com http://ngsd.org https://www.azdisabilitylaw.org/ http://www.azvif.org Assistive Technology http://www.ctdinststitute.org/ http://www.askjan.edu http://azlap.org/ http://bit.ly/adeaztech General Transition Sites http://transitionta.org/ http://www.pacer.org http://www.gottransition.org/ http://www.raisingpecialkids.org http://bit.ly/ADEsecondarytransition https://des.az.gov/services/disabilities/developmental-disabilities/#top	Preparing for College http://www.going-to-college.org http://www.collegebound.net http://www.thinkcollege.net Preparing for Career and Technical Education http://www.khake.com/page36.htm http://bit.ly/VocationalSchoolGuide http://bit.ly/ADE-CTEFinancialAid/Scholarships http://fastweb.com http://fafsa.ed.gov/ Volunteering http://www.americorps.gov http://www.handsonnetwork.org https://www.volunteermatch.org/ http://www.handsonphoenix.org/	Career Interest and Occupational Information http://online.onetcenter.org http://www.schoolfinder.com/careers/3step1.asp http://www.bis.gov/k12 https://www.onetonline.org/ http://www.mynextmove.org/ http://www.myskillsmymfuture.org SSI and SSDI Work Incentives http://www.ssa.gov/disabilityresearch/wi/generalinfo.htm https://az.db.101.org/ http://www.ourcareeraccess.org Employment www.azemploymentfirst.org http://bit.ly/AZ-RSA http://www.jobcorps.gov/centers/az.aspx http://bit.ly/DESapprenticeship http://www.ncwd-youth.info/ https://www.azjobconnection.gov/ada/r/ http://www.youthrules.gov/support/toolkit/index.htm http://bit.ly/ProjectSEARCHaz	Independent Living http://azsilc.org/ http://www.ilru.org/html/publications/directory/index.html https://www.disability.gov/ https://www.doi.gov/odep/topics/youth/softskills/ Health http://www.hrtw.org http://www.gottransition.org/ https://www.healthcare.gov/ https://www.azahcccs.gov/ http://bit.ly/DBHSguidesANDmanuals Recreation and Leisure http://www.ymca.net http://collectors.org http://www.specialolympicsarizona.org/ Benefits and Financial Planning https://www.ssa.gov/ https://az.db.101.org/

The State of Arizona Transition Slide Guide



Self Determination

18- to 21-Year-Old Students
<ul style="list-style-type: none"> Direct your personal assistance services Understand cultural diversity Understand and use cause and effect strategies Consider others' points of view Further develop self-advocacy skills as they relate to your postsecondary goals Assume adult rights and responsibilities Talk with your adult health providers about your condition/disability and how it affects you Use an organizational tool during health care visits Ask about Pre-Employment Transition Services (VR) and/or Employment services from DDD Use and continue to build your support system

16- to 17-Year-Old Students
<ul style="list-style-type: none"> Realize and understand barriers and solutions Independently discuss with high school staff your needed accommodations and supports Understand adult rights and responsibilities Continue leading IEP/504 meeting; provide direct input into the development of your IEP/504 goals Know names of prescriptions you use, why you use them, and what happens when you don't take them Identify possible adult health care providers Explore health care organizational tools Ask about Pre-Employment Transition Services (VR) and/or Employment services from DDD Finalize legal options and alternatives to guardianship with your family/support system Use and continue to build your support system

15- to 16-Year-Old Students
<ul style="list-style-type: none"> Continue involvement in assessment process—state how these results relate to your postsecondary goals Describe issues related to self-disclosure (when, what, how) Role-play appropriate self-disclosure: interview, job acceptance Continue leading IEP/504—include issues related to Assistive Technology (AT), health care, and transportation Define self-success Arrange your own transportation to and from health appointments Know how to refill a prescription Get involved in programs that teach you how to be a leader Have high expectations for yourself Ask about Pre-Employment Transition Services (VR) Discuss legal options and alternatives to guardianship with your family/support system Use and continue to build your support system

14- to 15-Year-Old Students
<ul style="list-style-type: none"> Participate in assessments and understand how the results relate to your transition plan Lead your IEP/504 meeting Identify and begin coordination of supports/create a circle of support Appropriately express wants and needs Make health-related appointments Know when an insurance card is used, what information it contains, and how to contact member services Know what to do when you don't feel well Explore resources in the community that can help you build leadership skills Ask about Pre-Employment Transition Services (Vocational Rehabilitation/VR) Use and continue to build your support system

12- to 14-Year-Old Students
<ul style="list-style-type: none"> Identify how your condition/disability affects you in your daily life Describe the accommodations you use Explain how your accommodations help you or could be improved Provide information during your IEP/504 meeting regarding how you learn best, your likes, dislikes, dreams Complete the check-in process during health appointments Prepare questions for your health care provider before visits Continue to build your support system

10- to 12-Year-Old Students
<ul style="list-style-type: none"> Know the name of your condition/disability and describe how it affects you Identify and describe what helps you to be successful (accommodations, supports) in school and the community Know what an IEP/504 meeting is and participate in planning and running your meeting Help answer questions about yourself during health care visits Begin to identify your support system



Postsecondary Education/Training

18- to 21-Year-Old Students
<ul style="list-style-type: none"> Finalize postsecondary education/training plan, including documentation Understand and use the Summary of Performance (SOP) Coordinate services and supports with disability resource services Ask about Pre-Employment Transition Services (VR) and/or Employment services from DDD Independently discuss your accommodations and support needs with instructors/trainers

16- to 17-Year-Old Students
<ul style="list-style-type: none"> Maintain academic success; keep your grades up Complete post-school education/training applications Complete college/post-high school training entrance requirements Apply for scholarship opportunities and explore funding sources to support your goals Contact disability resource service office in postsecondary settings to determine needed documentation and available supports Ask about Pre-Employment Transition Services (VR) and/or Employment services from DDD

15- to 16-Year-Old Students
<ul style="list-style-type: none"> Begin more specific post-high school planning (postsecondary education/training vs. employment) Learn about the difference between entitlement and eligibility Actively participate in high school class scheduling Know prerequisites for further training (placement assessments/eligibility) Investigate scholarship opportunities and funding sources Ask about Pre-Employment Transition Services (VR)

14- to 15-Year-Old Students
<ul style="list-style-type: none"> Develop graduation plan, including consideration of credits Explore post-high school/training options/visit those of interest Understand which areas you need for support—explore use of AT Consider that actions have consequences Ask about Pre-Employment Transition Services (VR)

12- to 14-Year-Old Students
<ul style="list-style-type: none"> Demonstrate time-management skills Demonstrate organizational skills State the requirements of high school classes and your options for high school programs/courses of study Explore the acceptance requirements of post-high school opportunities that interest you Identify how you learn best

10- to 12-Year-Old Students
<ul style="list-style-type: none"> Describe what classes you enjoy Explain your likes and dislikes in and out of school Demonstrate problem-solving strategies Explore how you learn best



Employment

18- to 21-Year-Old Students
<ul style="list-style-type: none"> Use employability skills Master employability skills Engage in work-based learning/experiences Use career portfolio and link this information to your Summary of Performance (SOP) and your Education and Career Action Plan (ECAP) Request and use accommodations and supports needed for employment Seek competitive employment Understand and use services that will help you stay employed Ask about Pre-Employment Transition Services (VR) and/or Employment services from DDD

16- to 17-Year-Old Students
<ul style="list-style-type: none"> Use employability skills Continue development of career portfolio Engage in work-based learning/experiences Use career portfolio and link this information to your Education and Career Action Plan (ECAP) State and know how to acquire the accommodations and supports needed for employment Discuss additional training/skills needed to continue or enhance employment Seek competitive employment Understand and use services that will help you stay employed Ask about Pre-Employment Transition Services (VR) and/or Employment services from DDD

15- to 16-Year-Old Students
<ul style="list-style-type: none"> Practice employability skills Continue job/career exploration activities Engage in work-based learning/experiences Continue development of career portfolio and link this information to your Summary of Performance (SOP) and your Education and Career Action Plan (ECAP) Identify and explore all opportunities for employment Understand/state what it is that you can offer an employer Understand and use services that will help you become employed Ask about Pre-Employment Transition Services (VR)

14- to 15-Year-Old Students
<ul style="list-style-type: none"> Practice employability skills Continue job/career exploration activities Continue development of career portfolio Become familiar with your Summary of Performance (SOP) and Education and Career Action Plan (ECAP) Begin to identify post-high school goals Evaluate future financial needs and how these relate to career choices Ask about Pre-Employment Transition Services (VR)

12- to 14-Year-Old Students
<ul style="list-style-type: none"> Describe employability skills Explore Career and Technical Education program (CTE) options Begin developing a career portfolio Engage in service learning/volunteering Begin to understand your strengths and preferences (what you like to do and are good at and what you prefer not to do or have difficulty with)

10- to 12-Year-Old Students
<ul style="list-style-type: none"> Help plan and contribute to your household routines/tasks Explore and discuss what you want to do in the future for a job (dreams) Demonstrate the ability to make choices/develop decision-making strategies Follow directions/finish what you start



Independent Living/Community Participation

18- to 21-Year-Old Students
<ul style="list-style-type: none"> Develop a plan for a balanced life (time management, school, work, leisure) Register for selective service/register to vote Engage with your local Center for Independent Living Practice financial management skills Manage your own transportation Manage with adult supports to ensure a coordination of services Ask about Pre-Employment Transition Services (VR) and/or Employment services from DDD Make informed decisions about your life Know your support system and use it Use work incentives when employed and applicable Take the initiative in planning for your future, including advocating for yourself Implement independent living plan and supports needed in adulthood

16- to 17-Year-Old Students
<ul style="list-style-type: none"> Continue making healthy choices Continue making life choices and understanding the consequences Continue involvement with community opportunities and services that may assist you Develop financial management skills Manage your own transportation Lead decision making about your life Understand potential changes in government benefits and work incentives related to employment Ask about Pre-Employment Transition Services (VR) and/or Employment services from DDD Take the initiative in planning for your future, including advocating for yourself Create opportunities to take responsibility and be accountable Show self-sufficiency skills and competence in decision making Develop independent living plan and supports needed in adulthood

15- to 16-Year-Old Students
<ul style="list-style-type: none"> Use community resources to encourage independence Continue to develop healthy relationships Begin accessing the community with minimal support Practice and use your transportation options Ask about Pre-Employment Transition Services (VR) Take classes/workshops that teach self-sufficiency skills Practice decision making about your life; be prepared to explain and support your position Take an active role in planning for your future, including advocating for yourself Explore independent living options and support needed in adulthood

14- to 15-Year-Old Students
<ul style="list-style-type: none"> Develop a time/money management plan Explore transportation options and practice using available transportation Understand your health/medical needs Learn about healthy relationships, including sexuality and gender identity Engage in community opportunities (service/volunteering, faith-based activities, youth groups, etc.) Ask about Pre-Employment Transition Services (VR) Practice decision making about your life, including asking questions and stating disagreement Request a Person-Centered Plan (and update it at least annually) Take an active role in planning for your future

12- to 14-Year-Old Students
<ul style="list-style-type: none"> State your health care requirements and medication needs Continue and expand engagement in extracurricular/community activities Establish relationships (peers, friends, mentors) Learn about community resources to encourage independence Practice safe and appropriate technology use Learn about person-centered thinking/planning Start making a list of your strengths, needs, interests, skills, hopes, and dreams Share your thoughts and feelings about your life at meetings that are about you and your future Make choices that lead to decision-making skill development

10- to 12-Year-Old Students
<ul style="list-style-type: none"> Make healthy food choices and exercise Engage in extracurricular/community activities Encourage friendships and understand what it means to be a friend Use Assistive Technology (AT) Identify and tell others about your likes and dislikes Be part of meetings that are about you and your future Make choices that lead to decision-making skill development

