

# **Transition Age Youth Achieving Independence**

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# Objectives

- Review the rights afforded to young people with intellectual and/or developmental disabilities at age 18.
- Renew their understanding of person-centered planning and self-determination.
- Develop skills to identify the socio-ecological factors that affect an individual's ability to self-direct.
- Gain knowledge of current best practices unique to the delivery of services for transition-age youth on the path to independent living.

# Passage into Adulthood

- Child to adult
- Legal adult (legal autonomy)
- High school graduation
- Exploration
- Post-secondary education
- Full-time employment
- Move from family home
- Right to vote
- Enlist in Armed Forces

# ENGAGEMENT

“Involving Consumers in the Decision Making Process.”

## PAST

The individual has no input into decisions

Decisions are made by parents and professionals, with some input from the individual

Decision making is viewed as mutual, reciprocal process in which the individual is an equal partner

Professionals or parents have input, but the final and binding choice is made by the individual

## IDEAL

The individual has complete responsibility to make choice

## TRADITIONAL

Provider focused  
Provider driven  
Provider chosen

### Person Centered Planning

- Integral part of self-directed programs
- Methodologies vary
- Identifying major life goals and make related decisions

## SELF-DIRECTED

Individual focused  
Individual driven  
Individual chosen

Person Centering Thinking → Person Centered Doing

# Successful Transition: Key Outcomes

Positive Outcome	Details	Percent Reporting within 2–4 Years after High School
<b>1 Employment</b>	In any job, for any number of hours	<b>41%</b>
<b>2 Postsecondary Education</b>	Enrolled after high school training	<b>35%</b>
<b>3 Enjoyment of Life</b>	Answering “a lot” or “most” of the time to a survey question about how often the individual enjoys life	<b>74%</b>
<b>4 Social Interactions</b>	Answering at least weekly to a survey question about how often the individual gets together with friends outside of organized activities or groups	<b>72%</b>

# Successful Transition: Key Family Characteristics

Positive Outcome	Characteristic	Impact
<b>1</b> Employment	Parent expects employment	32x more likely to be employed
	High family income	7x more likely to be employed
	Completed high school	6x more likely to be employed
	High functional academics	3x more likely to be employed
<b>2</b> Postsecondary Education	Parent expects employment	4x more likely to be enrolled
	High functional academics	4x more likely to be enrolled
	Parent expects postsecondary education	3x more likely to be enrolled
	Medium family income	2x more likely to be enrolled
<b>3</b> Enjoyment of Life	Parent expects employment	6x more likely to enjoy life
<b>4</b> Social Interactions	Completed high school	12x more likely to be social

# Best Practices

Solutions to support success in self-directed programs

**Expectation**

**Engagement**

**Exploration**

# Expectation

**Clayton Marr was the second, and youngest, person with Down syndrome in New Zealand to receive his Driver's license at 19 years old in 2009.**

**“It's important young people with Down syndrome keep in touch with mainstream kids. One reason they achieve so much this way is because they set goals against their peers.”**





# iLIFE

Moving Forward  
Changing Expectations

# Engagement

## Dimension 1: Source of Input

- The individual has complete responsibility to make choice
- Professionals or parents have input into decisions, but the final and binding choice is made by the individual
- Decision making is viewed as mutual, reciprocal process in which the individual is an equal partner
- Decisions are made by parents and professionals, with some input from the individual
- The individual has no input into decisions

## Dimension 2: Degree of Risk

- The choice involves some potential for immediate risk, but little possibility of long-term harm to individual or others
- The decision involves mild risk with minimal possibility for long-lasting harm to the individual or others
- The choice results in a moderate probability for long-lasting harm to the individual or others
- The decision involves an almost certain outcome that includes person injury

## Dimension 3: Degree to Which Input is Binding

- Outside Input is nonbinding
- Outside Input is binding but only for a portion of the decision
- Outside Input is binding once the individual's input has been given equal weight in the development of a range of choice options
- Outside Input is binding, with the individual's input considered only if deemed advisable by others
- External individuals exert total control over the outcome

# Exploration

## Early childhood through adolescence

- **Capacity building**
  - Self-regulation skill development (goal setting, self-monitoring, self-reinforcement)
  - Exercising choice and decision making
  - Supported problem solving

**“Adolescents will have a difficultly becoming self-determined young adults unless their early family and education experiences have laid a solid foundation upon which to build more sophisticated skills and capacities.”**

# Connect with MCFI



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