



SUCCESSFUL TRANSITION INTO ADULTHOOD FOR YOUTH WITH DISABILITIES

A Planning Guide

**A Comprehensive Guide for Youth Transitioning into
Adulthood (14+)**



Learn more about
Transition University



Transition Content Guide

Use the color coded guide to learn
about components of transition



Citizenship & Advocacy

pgs. 4 -21

Find your voice and let people know your needs and wants in life. Learn how to take action in your community, how to be a responsible citizen and contributing member of society through voting, working, and helping others.



Daily Life: Education and Employment

pgs. 22 - 73

Discover how to build skills for the routines of everyday life. Whatever your day looks like--school; employment, or volunteering, learning life skills and focusing on your strengths will be the key to success.



Community Living: Settings and Integration

pgs. 74 - 84

Learn all about living options in the community, available supports, and what is needed for access. Discover elements to community integration, including transportation and accessibility. Where, how, and with whom you live should be your choice.



Safety & Security for the Future

pgs. 85 - 94

Stay safe in any setting by knowing how to identify and report abuse and fraud. Learn how to avoid bullying, how to stay safe online, and how to treat others with respect. Learn about options for your future care including legal guardianship, supported decision making, power of attorney, protecting finances, and medical care guidance.



Social and Spirituality

pgs. 95 - 101

Friendships and staying connected to things and people that are important to us help us maintain a sense of well-being and peace in our lives. Having a balance of work and leisure activities, physical activity and rest can help us feel fulfilled.



Healthy Living

pgs. 102 - 117

Learn about managing all aspects of health care: self-care, nutrition, preventative care, insurance, medical, mental, dental and vision.

Transition Service Providers & Notes

pg. 118 - 120

Understanding transition and using this guide to help you decide which way to go!

This guide can help you discover all the things you can do, all the things you can learn, and all the resources you have available to you.

This time of your life when you are preparing to finish school and become an adult can be exciting, scary, overwhelming, and full of change. There are so many possibilities for your future. There are people around you to help support you through the process. **You might sometimes feel like you are at a cross roads and you don't know which way to go!** But don't worry! You can learn the skills you need to be successful. There are lots of paths to choose from and there are guides along the way to help you stay on course until you are ready to travel on your own.



A note to parents and families:

This guide has been designed for youth and young adults, but will also be helpful to anyone supporting them through transition. If you feel you need a more in-depth look at transition, refer to the [Choices- A Comprehensive Guide for Families](#) . It offers detailed information on the topics covered here. You can find the guide by clicking the link or scanning the QR code:

***Get ready to explore. Get ready to dream.
Get your team together.
Get ready to live your best life!***

***Be sure to check our website often
for updated resources and
information:***

www.utahparentcenter.org

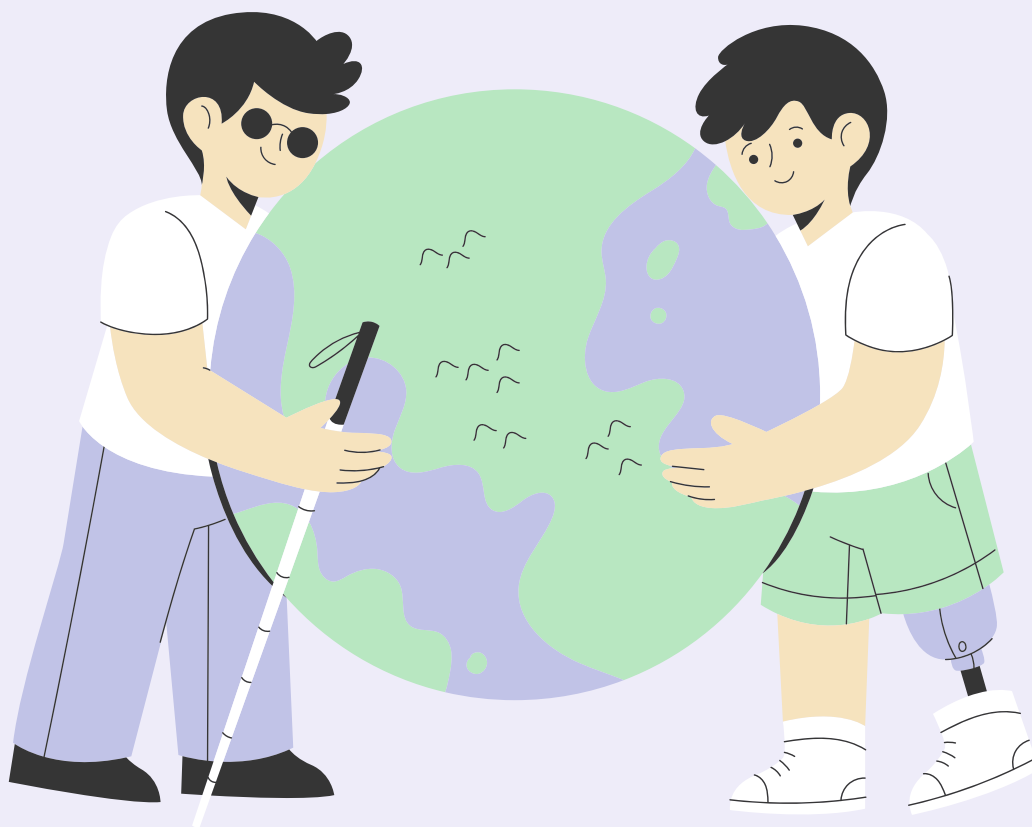




Citizenship & Advocacy

**We gain strength and courage, and confidence by each
experience in which we really stop to look fear in the face...
we must do that which we think we cannot.**

-Eleanor Roosevelt



WHAT DOES**SELF-ADVOCACY MEAN?**

Being a self-advocate means that you speak up about things you want, need, and desire. It's the ability to identify your needs, communicate them clearly, and help others understand your needs, desires, and feelings.

You have the right to:**Choose who supports you****Pick where you want to live.
Pick who lives with you.****Determine how you spend
your time****Have the opportunity for work or
education****Decide how you spend
your money**

Who Am I?

I am a citizen, a self-advocate, a friend, a family member, a young adult, a neighbor, a member of the community, a student, and so much more.

There are so many things I am and so many more I can become. Every one of us is unique and better at some things than others are. Using the “Who am I” worksheets on the next 2 pages can be the first step in “speaking up” and using your self-advocacy skills to describe yourself to others.



WHO AM I ?

I am unique because...

My dis**ABILITY** is...

I want...

I like to pretend that...

My favorite activity is...

My favorite sound is...

I have learned...

My future is...

I wish...

WHO AM I ?

I wonder...

My safe space is...

What I love about me...

I feel...

I worry about...

I enjoy doing...

I believe strongly...

I try hard to...

I am different because...

Why do we need to learn about Self-Advocacy?

All individuals are entitled to human rights. However, in the disability community, it has been necessary to advocate for rights and full access to community.

Did you know...

There are multiple laws that protect the rights of individuals with disabilities. A good step toward becoming an empowered self-advocate is knowing your rights and the laws that affect you.

ADA (Americans with Disabilities Act):

Prohibits discrimination on the basis of disability in employment, education, access to public buildings and transportation.

IDEA (Individuals with Disabilities Education Act):

Requires public schools to provide a free and appropriate education (FAPE) to all students with disabilities in the least restrictive environment (LRE). It requires schools to develop IEPs or Individual Education Programs, for each student who qualifies. Programs reflect the child's individualized needs. IDEA applies, age 3-22.

Rehabilitation Act of 1973:

The Rehabilitation Act prohibits discrimination on the basis of disability by any entity receiving federal funding. It also provides funding for agencies that are mandated to improve accessibility to services and employment for people with disabilities.

Section 504 relates specifically to requiring accommodations and ensuring accessibility in programs receiving federal funding, including public schools and many state colleges and universities. Other sections cover specific areas such as making government websites and services accessible to everyone.

MORE LAWS THAT PROTECT PEOPLE *WITH DISABILITIES*

Olmstead Supreme Court Decision:

A landmark Supreme Court case decided that people with disabilities have the right to live in the community, not in institutions, whenever it's possible and appropriate.

Fair Housing Act:

This law protects people from being treated unfairly when renting or buying a home because of their race, color, religion, sex, disability, family situation, or where they come from. It applies to most types of housing, including private housing, government housing, and housing that gets federal money.

For people with disabilities:

- Landlords must make reasonable rule changes, like allowing a support animal even if there's a "no pets" policy.
- Tenants can make reasonable changes to their living space or shared areas to make them more accessible.
- Tenants usually pay for these changes, not the landlord.

National Voter Registration Act:

This legislation helps make it easier for people to vote, especially for groups who have had lower voting rates in the past—like people with disabilities.

To learn more about disability laws you can visit

www.ada.gov



You can also request assistance from the Disability Law Center, Utah's Protection and Advocacy Agency, if you feel you have been discriminated against.

Call 1-800-662-9080 or visit

www.disabilitylawcenter.org



HELPFUL HINTS ABOUT **SELF-ADVOCACY**



Advocacy is not always easy. In fact, it can be quite difficult at times. It takes time, knowledge, and practice. Many times when we need to use our self-advocacy skills, we are in situations that make us nervous, upset, or emotional. It is always a good idea if you find yourself getting fired up while trying to advocate for yourself or others to take a few deep breaths, pause, and see if you can take a break and start over.



Try To:

- Be polite
- Ask questions
- Know the facts
- Be organized
- Send thank you notes/emails
- Provide contact information
- Request contact information from others
- Be confident
- Be willing to compromise
- Listen to the input of others



Try not to:

- Yell or demand
- Attend a meeting unprepared
- Act ungrateful for the time and effort of others
- Skip a meeting if you are expected to attend
- Allow yourself to be easily swayed or influenced
- Act unpleasant or arrogant
- Be close-minded

Advocacy is a skill. It can be learned. It takes practice, and the more you practice, the better your advocacy skills will become.



DID YOU KNOW...

DIGNITY OF RISK MEANS..

- **Decision-making.** It is a life skill and it is only mastered through practice.
- Having caregivers work with you to find a **balance** between the independence you want and the support you need.
- Caregivers preparing to **support** you in your new and upcoming adult role and allow you to take an active part in the decisions that determine your future; even if it means allowing you to make mistakes.
- You having the opportunity and expectation to **practice** self-determination and self-advocacy skills.
- **Failure and success.** They are wonderful learning experiences that allow you to learn and grow.



HIGH EXPECTATIONS ARE..



- Setting goals outside your comfort zone
- Belief that you can do more
- Specific actions to make those goals/beliefs a reality
- Not settling for the easy way
- Working hard
- Anticipating success or fulfillment
- Having a vision

HOW WELL DO YOU KNOW YOURSELF?

On these next 2 pages you will find an activity to help you think about your self-advocacy skills. We will also help you explore other ways to improve your advocacy skills.



Rate yourself on the following questions:

Y=Yes S=Sometimes N=No

SELF-AWARENESS

- _____ Do you know what your skills and strengths are?
- _____ Can you easily explain your skills and strengths to others?
- _____ Do you know how you learn best?
- _____ Do you share with others how you learn best?
- _____ Do you ask for help if you need it?
- _____ Do you set goals for yourself?

DISCLOSURE

- _____ Do you know about your disability?
- _____ Do you practice telling others about your disability?
- _____ Do you like the reaction you get when you tell someone about your disability?
- _____ Do you describe your disability differently depending on the setting or people?
- _____ Are there times you choose not to talk about your disability?

ACCOMMODATIONS

- _____ Do you participate in meetings about your education and work?
- _____ Do you know what "reasonable accommodation" means?
- _____ Do you know what accommodations you need to be successful?
- _____ Do you practice asking for the accommodations you need?

NOW TOTAL UP YOUR ANSWERS FROM THE PREVIOUS PAGE!

YES TOTAL

If you answered mostly "yes"...WAY TO GO! You can be proud of your self-advocacy skills! Keep in mind, there's always room to grow, so keep practicing these skills. If you answered "no" or "sometimes" to any questions, take some time to think about those. Maybe you can set some small goals to help you keep growing in these areas.

SOMETIMES TOTAL

If you answered mostly "sometimes"...you have some good skills and probably a basic understanding of your disability. This means there are lots of chances to learn more! The areas where you answered "yes" are your strengths, so keep building on those. Also, list the areas where you answered "no" and decide which ones are most important for you to work on right now.

NO TOTAL

If you answered mostly "no"...a good step might be to talk with someone you trust who knows you well. You can ask them to help you figure out your strengths because sometimes others see strengths in us that we don't notice. Share the questionnaire with them and ask for help making a few short-term goals to improve your self-awareness, communication, and advocacy skills.

LET'S TALK ABOUT **DISABILITY**

An important part of self-advocacy is learning to be comfortable talking about your disability. It is important everyone learn to talk to others about what it is like to live with certain conditions. Communicating helps others understand your needs and accommodations at work, school, and in the community.

Do you know what it means to "disclose" your disability?

VOCABULARY WORD:

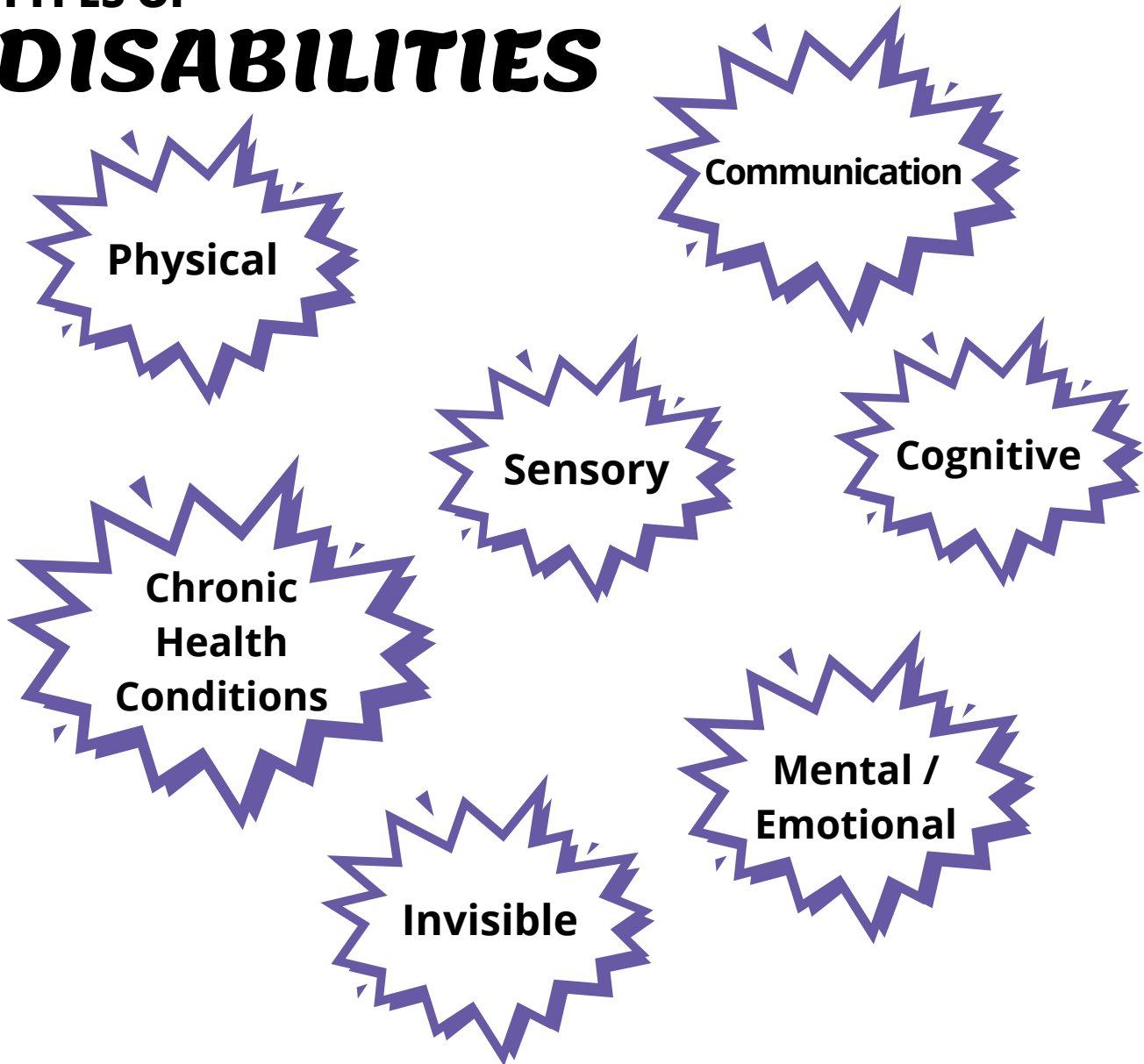
DISCLOSE

Disclosure means you make information known to someone. You get to choose when to tell someone about your disability and how much to tell them. There may be times you choose to tell someone about your disability so you can receive the accommodation you need. An example of this would be when getting a job, attending a college, or when traveling.

In the next few pages, you will find an activity to help you think about your self-advocacy skills. We will also help you explore other ways to improve your advocacy skills. Remember, you can always help other people understand what it's like to live with a disability. This is true whether your disability is visible (easy for others to see and accommodate) or invisible (where you may need to explain it to others).



TYPES OF **DISABILITIES**



UNDERSTANDING DISABILITY

Sometimes, we talk about groups of people using words like "people with disabilities." But there are many different types of disabilities, and some people may have more than one. It can be complicated! We need to remember that each person is more than just their disability.

Not everyone will need the same things or have the same goals. However, we do all have some things in common. We can all benefit from showing respect to each other, making things accessible, and standing up for inclusion.

WHY IS IT IMPORTANT TO UNDERSTAND *OUR DISABILITY*?

Sometimes we feel afraid of things we don't understand. But talking about these things and learning more can help us feel better about ourselves, others, and our differences.

Disability affects almost everyone at some point. Some people are born with a condition, while others may get a disability later because of an accident or injury.

We often think about how we're different from others and wish we were "normal." But guess what? There's no such thing as "normal!" When we really get to know people, we learn that everyone is unique and has their own challenges. It helps to understand what we can and can't change about ourselves.

"REMEMBER THERE IS NO SUCH THING AS A SMALL ACT OF KINDNESS. EVERY ACT CREATES A RIPPLE WITH NO LOGICAL END"
-**Scott Adams**



PUTTING SELF-ADVOCACY INTO ACTION

List as many facts as you can about your disability. If you need help, ask a parent or teacher to help you.



Do you have a friend, family member, or know someone in your school or community who has a disability similar to yours? Are there things you can learn from them about how they handle the experience?

Can you think of any famous people who have disabilities? It can be fun to realize people with disabilities can achieve some pretty amazing things. Here are a few to check out:



<https://bit.ly/15famouspeople>



<https://nickvujicic.com/>



<https://bit.ly/SOChampion>



DID YOU KNOW...



You have the legal right to vote **even** if you have a disability. Voting is a great way to advocate for your disability rights.

PREPARING TO VOTE

- 1 Decide if you want to vote and then research the candidates
- 2 Be a U.S. Citizen
- 3 Be a resident of Utah for at least 30 days before the election
- 4 Have a valid driver's license or Utah ID card
- 5 Be 18 years of age on or before the day of the election
- 6 If you are 16 or 17 years old, you can pre-register to vote. If you pre-register, you will automatically be registered to vote when you turn 18 years old.

BEFORE YOU VOTE:

1. Research the candidates and the issues that are important to you.
2. Find out which candidate will best represent your values and the positions you care about.
3. If you need help, ask someone you trust to help you understand how to fill out the ballot, either at home for mail-in voting or at your polling place. You can have someone assist you to make sure you fill out the ballot correctly, but remember, you should never let someone else tell you how to vote.



Disability Movement History

If you want to dig deeper into the disability movement, check out these QR codes

Judith Heumann TED talk- An early self-advocate tells of her experiences before ADA and 504 were enacted.



bit.ly/OurFightJH

4 Minute overview of the needs for disability rights and protections, told by self-advocates and family members.



bit.ly/googleADA25

A brief, concise summary of the disability rights movement.



bit.ly/DisabilityMvmt

Ability, disability and ableism lesson plans.



bit.ly/42uRLTi

Disability Law Center is tasked with enforcing and strengthening laws that protect individuals with disabilities.



bit.ly/DLCUtah

Vote Utah use this QR code to learn more about voting



vote.utah.gov



Self Advocacy

**Want to dig deeper into some self advocacy resources?
Check out these QR codes!**

The Utah Developmental Disabilities Council (UDDC) works to enhance the lives of individuals with disabilities.



bit.ly/3S92GM5

The Disabled Rights Action Committee (DRAC) works to establish equal rights through enforcement of laws.



bit.ly/42KgSQG

One of the earliest nationally organized self-advocate groups Self Advocates Becoming Empowered (SABE) Facebook



bit.ly/3Gozo9Q

A simple guide to self-advocacy, with ten easy to remember steps, provided by Vocational Rehabilitation



bit.ly/selfadvPDF

A guide to developing self-advocacy with many additional resources on site.



bit.ly/learnadvocacy

A simple guide for students wanting to improve self-advocacy skills.



bit.ly/AdvocacyTeens





DAILY LIFE, EDUCATION & EMPLOYMENT

The key to success in life is to focus on goals, not obstacles!



EXPLORING ***DAILY LIFE***

What does your daily life look like? What do you want it to look like?

WHAT ARE **LIFE SKILLS?**

Daily Life skills are the things many of us have been doing automatically for most of our lives. Getting dressed, brushing your hair and teeth, making your bed, cooking meals, using deodorant, and managing money are all life skills.

WHY DO WE WANT AND NEED LIFE SKILLS?

MENTAL Health

- Develop self confidence and personal worth
- Helps to make it easier to deal with life changes

PHYSICAL Health

- Help you live a healthier life and make better choices
- Can help reduce feelings of aggression and anger

STRONGER Relationships

- Opportunities to positively impact lives of others
- Can help form more fulfilling relationships

MORE Independence

- Significantly improves chances of living more independently
- Easier to maintain employment and manage finances

COMMUNITY Integration

- Better able to participate in education and housing opportunities, employment, and healthcare needs

WHERE DO WE START WITH OUR **LIFE SKILLS?**

START BY ASKING QUESTIONS. USUALLY, THE THINGS WE ENJOY ARE ALSO THE AREAS WHERE WE EXCEL. TO FIND OUT WHAT YOU ARE GOOD AT, THINK ABOUT...

What kinds of TV shows or movies do you like to watch?

Who is someone you admire? Who is someone you like to observe?

What is something you enjoy making or creating?

What activities do you like to do with family and friends?

What classes do you do well in and feel successful?

Where do you feel most comfortable in the community?

What classes have you enjoyed most in school?

What is something you get compliments on?

SOFT SKILLS

"Soft Skills" are another type of skill. Soft skills can include things like communication, decision-making, having a positive attitude, organization, and being motivated.

POSITIVE
ATTITUDE

WORK
ETHIC

WELL
ORGANIZED

SELF-
MOTIVATED

DEPENDABLE

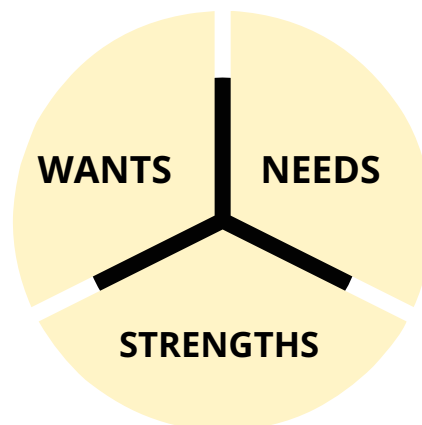
GOOD
MANNERS

GOOD
COMMUNICATION

"Hard skills" are what it takes to get the job done. Can you scan the groceries, run the cash register, work the computer, walk the dog, or prepare the food?

"Soft skills" are harder to define but equally (maybe more) important. Do you have a positive attitude? Can you get along with co-workers? Do you know how to ask for help? Are you on time and dependable?

HOW DO YOU **BUILD LIFE SKILLS?**

1**FOCUS ON YOUR...****2****PLAN YOUR DAY...**

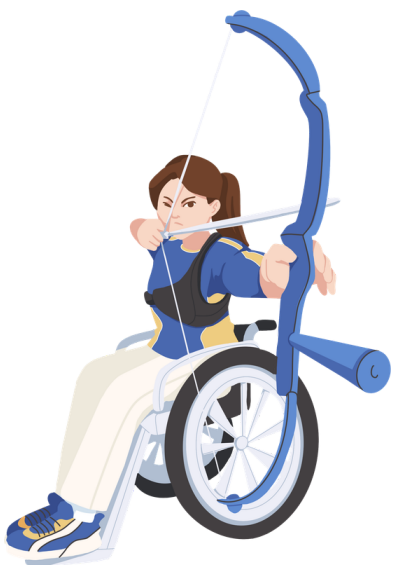
- 
- What's on your calendar?
 - What do you enjoy doing?
 - What are your responsibilities?

3**DO YOU WANT HELP?**

What can you do independently?
Where do you need support?
Who is in your support network?
How will you ask for help?
What are your goals?

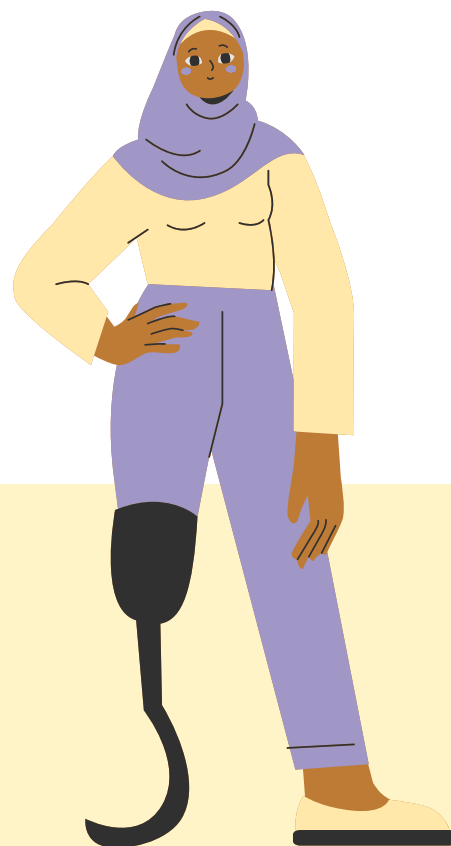


FINDING YOUR STRENGTHS



- **Why it matters:**
 - Knowing what you're good at and what you enjoy can help you choose a job you might like.
- **Everyone is different:**
 - Each person has unique talents.
 - Some people are naturally better at certain tasks.
 - No one is good at everything.
- **Improvement is possible:**
 - We all have areas where we can grow.
 - Setting goals helps you grow.
 - The more you practice something, the better you'll get at it.
- **Try new things:**
 - To explore what you like and what you are good at.
 - Use the links below to try out some activities and help you discover your interests and strengths.

*Success is achieved by
developing our strengths,
not by eliminating our
weaknesses.
- Marilyn vos Savant*



[https://truity.com/test/
photo-career-quiz](https://truity.com/test/photo-career-quiz)



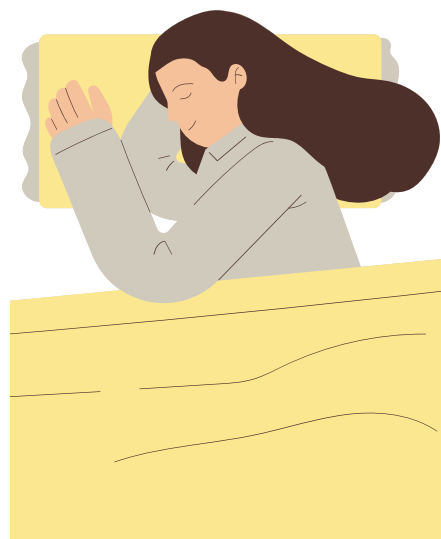
[https://mynextmove.org/
explore/ip](https://mynextmove.org/explore/ip)



SLEEPING & WAKING SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", don't worry. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- ☐ Go to bed at an appropriate time
- ☐ Set an alarm clock to get up independently
- ☐ Remove distractions from sleep environment
- ☐ Establish routines for getting ready for the day and complete them without prompts
- ☐ Establish routines for getting ready for bedtime and complete them without prompts



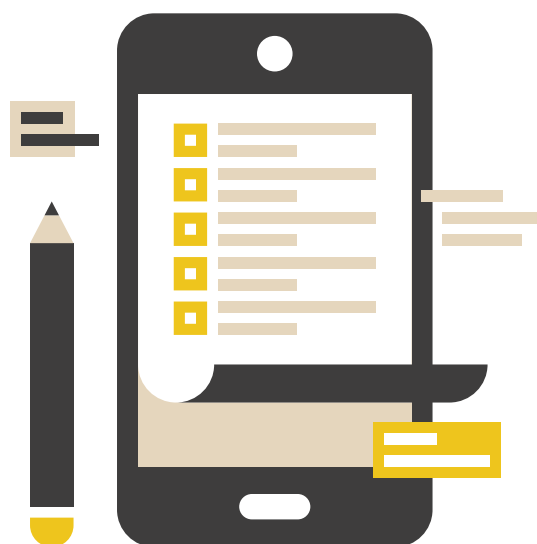
Following routines is a life skill all on its own! Most of us use prompts and reminders to get through our day, and that is great! What we want to avoid is needing someone else to have to prompt us all the time. We are more independent if our prompts come from a checklist, a picture schedule, or a reminder on our phone. More information on routines can be found in the next section of the checklist on "Organization."

**This comprehensive checklist that spans the next few pages was adapted from a resource found on <https://www.esc3.net> a professional development company that supports education and transition.*

ORGANIZATION SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", don't worry. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- ☐ Use a daily/weekly calendar system for appointments and reminders
- ☐ Maintain daily routines for:
 - hygiene
 - housecleaning chores
 - morning
 - evening
- ☐ Leave early enough to arrive on time for school, work, appointments, etc.
- ☐ Keep often used belongings in their place so they are easy to find (keys, backpack, wallet)

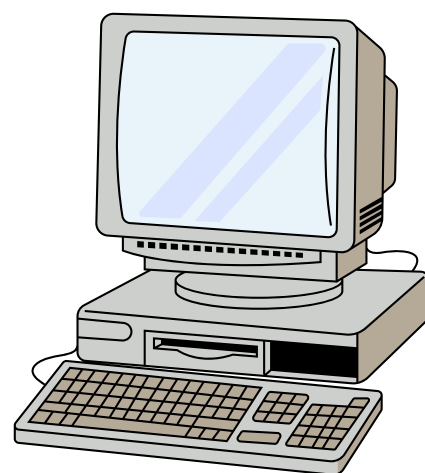


***Idea....
Good organization is not
about changing your
personality, just your
habits.***

SAFETY SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", don't worry. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- ☐ Know how to exit your home in an emergency
- ☐ Know when and how to make emergency calls (911)
- ☐ Use an ATM only in safe, secure, well-lit areas
- ☐ Stay alert and aware of surroundings by keeping the volume low and staying mindful if you choose to listen to music while walking.
- ☐ Know basic first aid and how to get additional assistance if needed
- ☐ Know how to secure doors and windows in your home
- ☐ Understand traffic signals and rules--like crossing the street at the corner, using cross walks, etc.
- ☐ Turn off stove after use
- ☐ Demonstrate knowledge of internet safety



PERSONAL HYGIENE SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", don't worry. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- ☐ Brush teeth at least twice daily and floss on a regular basis
- ☐ Shower or bathe, and wash face daily
- ☐ Keep hair clean and groomed
- ☐ Keep nails trimmed and clean



- ☐ Use deodorant or anti-perspirant and wear clean clothing
- ☐ Know how to shave
- ☐ Females: Know how to manage menstruation cycles



- ☐ Know proper names of male and female body parts and be able to talk to a doctor or parent about concerns if something hurts or is bothering you on your body
- ☐ Know how to properly wash your hands, especially after using the bathroom, and before preparing or eating food
- ☐ Know how to protect yourself from catching colds, flu, and other common viruses. Know the symptoms of these illnesses and how to manage them



HOUSEHOLD SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", it is okay. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- ☐ Make bed daily, and change sheets regularly
- ☐ Do dishes after meals, including wiping countertops, microwave, stovetop, and table.
- ☐ Know how to sweep with a broom and dustpan



- ☐ Clean old food and expired products from refrigerator. Wipe up spills and messes from shelves and drawers

- ☐ Know how to vacuum safely and put vacuum away
- ☐ Know how to empty trash cans and replace liners
- ☐ Be able to properly clean sinks, tubs, toilets, and mirrors in a bathroom



- ☐ Know how to mop and dispose of mop water properly
- ☐ Know the proper use of cleaning products for various jobs
- ☐ Know how to use a toilet plunger, and if necessary, how to turn off water to stop it from flooding
- ☐ Know what to do if the power goes out, and how to locate the breaker box



LAUNDRY SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", it is okay. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- ☐ Know how to operate the washer and dryer
- ☐ Sort clothes by color
- ☐ Select appropriate water temperature for fabric or color
- ☐ Know how to select the right dryer cycle for clothes
- ☐ Clean lint screen after each drying cycle and dispose of lint properly
- ☐ Fold or hang clothes and store them properly
- ☐ Iron clothes if needed
- ☐ Know how to repair, or where to have repairs made to clothing that is torn, missing buttons, or needs hemming.



MEAL PLANNING SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", it is okay. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- ☐ Make and follow a shopping list
- ☐ Maintain appropriate amount of food at home
- ☐ Compare prices, use coupons, and identify specials
- ☐ Follow a recipe or directions on package
- ☐ Know food safety rules, like washing fruits and vegetables, refrigerating leftovers promptly, etc.
- ☐ Scrape, rinse, and place dirty dishes in dishwasher after eating
- ☐ Load and run the dishwasher, or know how to wash dishes by hand
- ☐ Safely use knives and other kitchen utensils
- ☐ Know how to operate appliances properly like the microwave, stove, and oven (should also have knowledge of how to clean them)



FINANCIAL SKILLS CHECKLIST

It is okay to not be able to do everything on this list. If you aren't ready to check off an area as "mastered", it is okay. Set a goal to work on that area in the future. It's also okay to ask for help. Skills you can eventually master will help you reach future goals; like employment.

- ☐ Know how to pay for items at a grocery store, convenience store, clothing store, restaurant, etc.
- ☐ Manage a checking or savings account
- ☐ Know how much money is available and be able to create a budget
- ☐ Be able to pay bills by mail, online, or in person
- ☐ Know the difference between credit and debit
- ☐ Know your Social Security Number and when to use it
- ☐ Know basic steps of how to protect funds from theft and fraud



AT A GLANCE GOALS AND... **SKILLS FOR SUCCESS**

Self-Care and Independence

- ☐ Can follow instructions and directions.
- ☐ Knows how to ask for help or clarification when needed.
- ☐ Can manage medications independently (takes the right amount, knows when to refill, can describe side effects).
- ☐ Practices good hygiene regularly (showers, brushes teeth, takes care of nails, wears clean clothes).
- ☐ Takes responsibility for their actions.
- ☐ Manages time effectively (uses a watch or phone to track time, follows a schedule, uses a planner).
- ☐ Can keep track of and take care of personal belongings (phone, clothes, school supplies, etc.).
- ☐ Regulates sleep schedule (knows when to go to bed and wake up).
Able to make healthy food choices.

Social and Emotional Skills

- ☐ Shows kindness to self and others.
- ☐ Is patient with self and others.
- ☐ Can express emotions appropriately (like sadness, anger, or feeling overwhelmed).
- ☐ Demonstrates resilience (bounces back from challenges).
- ☐ Understands social cues (eye contact, personal space, body language, tone of voice).
- ☐ Is independent from parents/family in day-to-day decisions.
- ☐ Adjusts to changes in routine and manages emotions when things don't go as planned.

*Distributed through Utah State University's Journal of Inclusive Post-Secondary Education; Parent Perspectives on Preparing Students with Intellectual Disabilities for Inclusive Postsecondary Education

AT A GLANCE GOALS AND...

SKILLS FOR SUCCESS CONT.

Safety and Awareness

- ☐ Demonstrates personal safety awareness (stranger danger, navigating new environments, knowing what to do in emergencies).
- ☐ Understands the roles of authority figures (professors, mentors) versus peers.

Learning and Work Skills

- ☐ Shows curiosity and a desire to learn.
- ☐ Understands personal learning style (e.g., prefers audiobooks or taking notes).
- ☐ Can use assistive technology to help with learning (smart pens, speech-to-text, phone apps).
- ☐ Works well in group environments and collaborates with others.
- ☐ Demonstrates persistence and perseverance in completing tasks.
- ☐ Makes decisions about daily activities independently or with support.

Planning and Goal Setting

- ☐ Is proactive in developing a daily schedule.
- ☐ Makes decisions related to future goals (with or without support).
- ☐ Demonstrates a willingness to improve and work hard.

Life Skills

- ☐ Has basic housekeeping skills (keeping a room clean, doing laundry, washing dishes).
- ☐ Can manage time and follow a schedule with or without prompts (uses a watch, phone, or planner).
- ☐ Can be out of their comfort zone and try new things.

WHY DO WE WANT AND NEED LIFE SKILLS?

SMART GOALS

Using the S.M.A.R.T. goal method to make goals helps bring "needs" and "wants" into perspective. Smaller goals with action steps make it easier to obtain bigger goals. Below is a sample of a S.M.A.R.T. Goal worksheet. They can be found online if this version doesn't fit your needs.

Initial Goal	Write your goal here
S Specific	Write your goal here
M Measurable	Write your goal here
A Achievable	Write your goal here
R Realistic	Write your goal here
T Timely	Write your goal here Start Date: _____ Finish Date: _____
Smart Goal	Write your goal here

Action Plan: What steps do you need to take to get you to your goal?

ACTION ITEMS	EXPECTED COMPLETION	ACTUAL COMPLETION	POTENTIAL OBSTACLES	POTENTIAL SOLUTIONS

EXAMPLE OF SMART GOAL

Initial Goal	I want to improve my reading skills and read more books by the end of the year.
S Specific	I want to read 5 chapter books that are at least 200 pages each by the end of December.
M Measurable	I will measure my progress by tracking each book I read and counting the pages completed.
A Achievable	Yes, I have access to books from the library, and I can dedicate 30 minutes a day to reading.
R Realistic	Yes, this is possible because I am already reading 15-20 minutes daily, so adding a little extra time should work.
T Timely	I will start on November 1 and aim to finish by December 31. Start Date: <u>NOVEMBER 1, 2024</u> Finish Date: <u>DECEMBER 31, 2024</u>
Smart Goal	I will read 5 chapter books, each at least 200 pages long, by December 31, 2024, dedicating 30 minutes a day to reading.

ACTION PLAN

ACTION ITEMS	EXPECTED COMPLETION	ACTUAL COMPLETION	POTENTIAL OBSTACLES	POTENTIAL SOLUTIONS
Choose 5 books to read	Nov 1, 2024		Library may not have them	Ask Librarian for alternatives
Read 30 minutes every day	Daily until Dec 31		Forgetting to read daily	Set a reminder on my phone
Finish 1 Book	Nov 10, 2024		Falling behind schedule	Catch up on weekends
Finish 3 Books	Dec 1, 2024		Losing Motivation	Choose books in different genres
Finish All 5 Books	Dec 31, 2024		Busy with other Schoolwork	Adjust schedule if needed

REFLECTION

Using the **S.M.A.R.T** goal method helps me set a clear and achievable plan. Breaking this big reading goal into daily steps will make it easier to manage and help me finish by the deadline.

TRANSITION ASSESSMENTS

A Transition IEP assessment helps plan the move from school to adulthood by evaluating key areas:

Strengths and Interests

Academic abilities, hobbies, and passions

Post-Secondary Goals

Plans for education, employment, and independent living

Skills and Abilities

Vocational, social, and self-advocacy skills

Support Needs

Necessary accommodations, services, and resources

Family Input

Expectations and aspirations for the student's future

Community Resources

Available programs to support the transition

Challenges and Barriers

Potential obstacles and solutions

Transition Activities

Experiences like internships, job shadowing, and life skills training



TYPES OF TRANSITION ASSESSMENTS

Assessments can be formal or informal and include various tools and techniques to gather information.

Formal

- **Standardized Tests:** aptitude tests, interest inventories, and intelligence tests.
- **Vocational Inventories:** e.g., the Vocational Preference Inventory (VPI), Strong Interest Inventory (SII), and Holland Codes (Realistic, Investigative, Artistic, Social, Conventional, Enterprising).
- **College entrance exams:** e.g., ACT, SAT, TOEFL, and AP exams.
- **Behavioral Assessments:** Adaptive Behavior Assessment System (ABAS), Vineland Adaptive Behavior Scales, and Functional Behavior Assessment (FBA)



Informal

- **Interviews:** from student, family, educators and employers to identify needs and preferences.
- **Observations:** at school, work or home to identify interests, skills and support needs.
- **Questionnaires:** gather information about life goals, career interests, and self-advocacy skills.
- **Curriculum-Based Assessments:** Evaluate performance to develop instruction plans and to help identify areas for support.
- **Environmental Analysis:** identify needs and accommodations in environments where the student is involved.

TRANSITION ASSESSMENTS

SAMPLE QUESTIONS



Employment

1. What careers or jobs interest you? _____

2. What skills do you have that relate to your career goals? _____

3. What accommodations might you need in a workplace? _____

4. Do you have experience with job applications and interviews? _____

Postsecondary Education & Training

1. Do you plan to attend college, vocational training or another program? _____

2. What subjects or majors interest you? _____

3. What support services might you need in an educational setting? _____

Independent Living

1. What daily living skills to you feel confident in (e.g., cooking, budgeting, transportation)? _____

2. What areas do you need support in to live independently? _____

3. Can I make big decisions about money? (open a bank account, make big purchases) _____

Social & Self-Advocacy Skills

1. How comfortable are you in asking for help or accommodations? _____

2. What strategies do you use to manage challenges and conflicts? _____

3. How do you handle social interactions in different settings? _____

THE TRANSITION IEP

The Transition IEP (Individualized Education Plan)

is like a road map for your future life. It will help you decide what you want your future life to look like, and what steps you need to take to reach your goals.



Between 9th and 12th grade, it would be wise to monitor how much credit you receive towards graduation from each class and document it in the IEP. IEP teams should be clear with parents about anticipated graduation dates, and that services end when the student completes their regular high school diploma.



www.transitionelevated.org

The Transition IEP should begin at age 14 but can begin even sooner if you and your team decide you are ready to begin transition planning. Along with all other goals and accommodations needed to provide free and appropriate public education (FAPE), the transition IEP should also include the following elements:

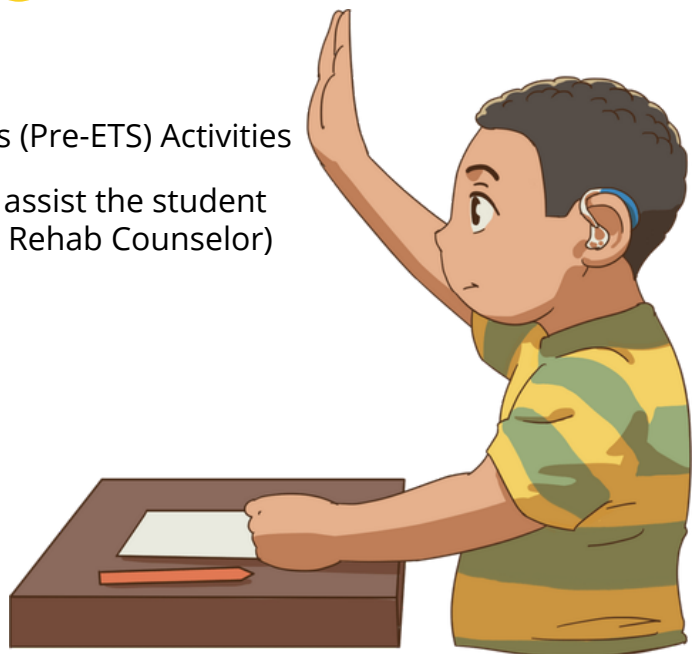
- 1 Employment-Related goals
- 2 Classes needed to help meet those goals

It may also include the following:

- 1 Pre-Employment Transition Services (Pre-ETS) Activities
- 2 Additional team members who can assist the student in reaching transition goals (ex. Voc Rehab Counselor)
- 3 Self Advocacy Goals

By age 17, it should include:

- 1 The post-high plan
- 2 Decision on whether parents will be pursuing guardianship



PERSON-LED MEETINGS

Students who lead their own IEP meetings go to work, college or day programs more prepared to advocate for their needs

YOU Can:

- Prepare and send invites
- Make introductions
- Talk about your strengths, weaknesses, needs, and interests
- Request your accommodations
- Define your future goals and dreams
- Facilitate all or part of the IEP meeting

Your Parents can:

- Explain your disability to YOU
- Utilize technology to support participation
- Help YOU understand and navigate the IEP process
- Develop questions ahead of time
- Provide opportunities for practice
- Help provide an “out” for YOU if necessary

Your Teachers Can:

- Involve YOU in making decisions on who attends the IEP
- Develop the IEP meeting agenda with YOU
- Be sensitive to the culture and language of you and your family
- Help YOU write parts of the IEP
- Debrief with YOU after the meeting



Making the Shift from High School to Post-High Student Transition Planning Checklist

These checklists will help you organize your services and stay on track. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.

AGE: 14-15 (9th Grade)

Action	Assigned to	In Progress	Date Completed
Transition IEP at age 14: Identify transition specialist & School counselor		Y N	
Participate in/lead own IEP meeting: Teach how to communicate disability, learning style, accommodations, modifications		Y N	
Understand secondary transition & the change of focus after high school		Y N	
Ensure classes & schedules align with postsecondary goals		Y N	
Discuss Vocational Rehabilitation (VR) Services and provide local counselor contact information .		Y N	
Register or confirm waitlist status: Division of Services for People with Disabilities (DSPD) (if appropriate).		Y N	
Discuss Pre-Employment Transition Services (Pre-ETS), job shadowing, internships and paid employment		Y N	
As appropriate, include outside service providers in the IEP: VR, DSPD, etc.		Y N	
Participate in interest/career exploration activities/assessments		Y N	
Discuss graduation options		Y N	
Increase responsibilities and independence at home: dressing, hygiene, chores, purchasing, budgeting, phone skills, street crossing, etc.		Y N	
Learn & practice interpersonal, communication, & social skills across settings (employment, school, recreation, with peers, etc.)		Y N	
Develop transportation and mobility strategies		Y N	
Increase community experiences & help to form friendships		Y N	
Learn more about services available in the community (ex. Utah Independent Living Center UILC)		Y N	
Guidance/instruction for safe healthy relationships & healthy bodies (see red, orange & blue sections)		Y N	

Important notes/reminders

Making the Shift from High School to Post-High Student Transition Planning Checklist

These checklists will help you organize your services and stay on track. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.

AGE: 15-16 (10th Grade)

Action	Assigned To	In Progress	Date Completed
Assess self-advocacy & disability awareness skill levels		Y N	
Participate in/lead own IEP meeting		Y N	
IEP meeting discussions on age of majority & alternatives to guardianship (UPC Guardianship guide)		Y N	
Review & clarify graduation options & date expectations		Y N	
Align class schedule to future career goals		Y N	
Research & Identify post-secondary education/training options (visit campuses)		Y N	
Discuss college accommodations (Disability Service offices) & entrance exams (accommodation request process)		Y N	
Learn about/connect with Pre-ETS providers		Y N	
Consider a driver's training course (DMV accommodations contact) or apply for Utah State ID card (16 yrs.)		Y N	
Counselor review graduation class credit status.		Y N	
Develop transportation/mobility strategies		Y N	
Begin practicing job applications and resume, update as needed		Y N	
Discuss Vocational Rehabilitation Services (VR counselor contact information)		Y N	
Register or confirm waitlist status: Division of Services for People with Disabilities (DSPD)		Y N	
Include outside service providers in the IEP (VR, DSPD, etc.)		Y N	
Discuss Pre-Employment Transition Services (Pre-ETS), job shadowing, internships and paid employment		Y N	
Participate in interest/career exploration activities/assessments		Y N	
Discuss SSI and Medicaid (https://medicaid.utah.gov/)		Y N	
Learn more about services in the community (ex. Utah Independent Living Center UILC)		Y N	
Guidance/instruction for safe healthy relationships & healthy bodies (see red, orange & blue sections)		Y N	

Important notes/reminders

Making the Shift from High School to Post-High Student Transition Planning Checklist

These checklists will help you organize your services and stay on track. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.

AGE: 16-17 (11th Grade)

Action	Assigned To	In Progress	Date Completed
Include service providers in the IEP: (Vocational Rehabilitation VR, Division of Services for People with Disabilities DSPD, etc.)		Y N	
Participate in/lead own IEP meeting		Y N	
IEP meeting discussion: transfer of parental rights & supported decision making		Y N	
IEP meeting discussion: age of majority & alternatives to guardianship (Guardianship guide)		Y N	
Counselor review graduation credit status		Y N	
Review & clarify graduation options & date expectations		Y N	
Align class schedule to future career goals & consider early college class options : Concurrent Enrollment (CE), Advanced Placement (AP), & technical education		Y N	
Align coursework to meet employment skills		Y N	
Increase career investigation activities		Y N	
Discuss accommodations for college & visit college Disability Services		Y N	
Discuss taking college entrance exams (ACT) & the accommodation request process for AP		Y N	
Apply for post-secondary education programs: vocational schools & post-secondary programs for students with intellectual disabilities, etc.		Y N	
Discuss post-high program options for 18-22		Y N	
Apply for Vocational Rehabilitation Services (VR)		Y N	
Enroll in Pre-ETS program		Y N	
Consider transportation alternatives: UTA travel training program , reduced fare card , or para-transit pass if available.		Y N	
Discuss post-secondary goals addressing independent living skills (dressing, hygiene, chores, budgeting, phone skills, etc.)		Y N	
Discuss guidance/instruction for safe healthy relationships & healthy bodies (see red, orange & blue sections)		Y N	
Begin practicing job application, resume & interview skills (update as needed)		Y N	
Discuss job shadowing, internships & paid employment options		Y N	
Register or confirm waitlist status with DSPD (if appropriate)		Y N	
Discuss SSI and Medicaid (https://medicaid.utah.gov/)		Y N	
Discuss community goals & connect with Independent Living Centers		Y N	

Making the Shift from High School to Post-High Student Transition Planning Checklist

These checklists will help you organize your services and stay on track. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.

AGE: 17-18 (12th Grade)

Action	Assigned To	In Progress	Date Completed
Include service providers in the IEP: (Vocational Rehabilitation VR, Division of Services for People with Disabilities DSPD, etc.)		Y N	
Have student participate in/lead their own IEP meeting		Y N	
IEP meeting discussion: transfer of parental rights & supported decision making		Y N	
IEP meeting discussion: age of majority & alternatives to guardianship (Guardianship guide)		Y N	
Register to vote (Video Disabilities and Things to Consider When Voting)		Y N	
Register for the Selective Service (US citizens or immigrants who are born male ages 18-25 regardless of disability. Read here)		Y N	
Counselor review graduation credit status		Y N	
Review graduation options, date expectations, graduation ceremony policies & review Utah's graduation competencies (Portrait of a Graduate)		Y N	
Discuss post-high program options for ages 18-22		Y N	
Obtain Summary of Performance (SOP) (LEA requirement for special education students who graduate from high school with a regular diploma or "ages out" of special education)		Y N	
Visit, tour & apply to post-secondary education programs: vocational training schools & programs for students with intellectual disabilities		Y N	
Teach Americans with Disabilities Act (ADA) laws for workplace/postsecondary education (https://www.ada.gov/)		Y N	
Discuss accommodations for college, trade, tech & vocational schools: Visit Disability Resource Centers . (the IEP doesn't transfer to these settings: See Section 504 & post-secondary ed.)		Y N	
Discuss taking college entrance exams (ACT) & the accommodation request process		Y N	
Investigate assistive technology tools to increase community involvement & employment opportunities		Y N	
Enroll in the Pre-ETS program		Y N	
Apply for VR Services to support post-secondary education, job coaching, & job development.		Y N	
Obtain driver's license OR Utah State ID (for accommodations, contact Utah DMV)		Y N	
Consider transportation alternatives: UTA- travel training program , reduced fare card , or para-transit pass		Y N	
Discuss post-secondary goals for independent living skills (dressing, hygiene, chores, budgeting, phone skills, transportation, etc.)		Y N	
Align coursework to meet education & employment goals & skills		Y N	

AGE: 17-18 (12th Grade) Continued...

Assigned To

Action	In		Date
	Progress	Completed	
Learn independent living skills: increase responsibility by budgeting, cooking, shopping, house cleaning, etc.	Y	N	
Develop communication & social skills for different settings: employment, school, recreation, with peers, etc.	Y	N	
Discuss medical/health rights when turning 18: review healthcare readiness skills (sample assessment Got Transition)	Y	N	
Guidance/instruction for safe healthy relationships & healthy bodies (see red, orange & blue sections)	Y	N	
Develop employment resume/portfolio & interview skills (update as needed)	Y	N	
Discuss job shadowing, internships & paid employment options	Y	N	
Investigate assistive technology to increase community involvement & employment opportunities	Y	N	
Register or confirm waitlist status: DSPD	Y	N	
Discuss SSI and Medicaid (https://medicaid.utah.gov/)	Y	N	
Discuss community goals & connect with Independent Living Centers	Y	N	

Important notes/reminders

Making the Shift from High School to Post-High Student Transition Planning Checklist

These checklists will help you organize your services and stay on track. Keep notes about contacts and progress while you and your youth make steps to prepare for the future.

AGE: 18-22 (Post-High & Post Secondary)

Assigned To

Action	In Progress	Date Completed
Discuss post-high program options for ages 18-22	Y N	
Include outside service providers in the IEP: Vocation Rehabilitation (VR) & Division of Services for People with Disabilities (DSPD)	Y N	
Teach: self-advocacy & disability awareness skills	Y N	
Participate in/lead own IEP meeting	Y N	
IEP meeting discussion: transfer of parental rights & supported decision making	Y N	
IEP meeting discussion: age of majority & alternatives to guardianship (Guardianship guide)	Y N	
Register to vote (video: Disabilities and Things to Consider when Voting)	Y N	
Register for the Selective Service (US citizens or immigrants who are born male ages 18-25 regardless of disability. Read here)	Y N	
Review graduation options & date expectations (diploma options can still be achieved in post-high setting)	Y N	
Align coursework to meet career & employment goals & skills	Y N	
Learn skills for independent living skills: increase responsibility by budgeting, cooking, shopping, house cleaning, etc.	Y N	
Discuss post-secondary goals for independent living skills: dressing, hygiene, chores, budgeting, phone skills, transportation, etc.	Y N	
Develop communication & social skills for different settings: employment, school, recreation, with peers, etc.	Y N	
Discuss home/community goals: housing options & day programs	Y N	
Teach Americans with Disabilities Act (ADA) laws for workplace/postsecondary education (https://www.ada.gov/)	Y N	
Explore post-secondary educational options & entrance requirements	Y N	
Discuss accommodations for college, trade, tech & vocational schools & visit Disability Resource Centers . (the IEP doesn't transfer to these settings: See Section 504 & post-secondary ed.)	Y N	
Discuss job shadowing, internships & paid employment options	Y N	
Investigate assistive technology tools to increase community involvement & employment opportunities	Y N	
Enroll in Pre-ETS program (available during post-high)	Y N	
Apply for VR Services to support post-secondary education, job coaching & job development	Y N	
Obtain driver's license OR Utah State ID (for accommodations, contact Utah DMV)	Y N	

AGE: 18-22 (Post-High & Post Secondary) Continued...

Responsible Party

Action	In Progress	Date Completed
Consider transportation alternatives: UTA- travel training program , reduced fare card , or para-transit pass	Y	N
Discuss medical/health rights at 18 & review healthcare readiness skills (blue section)	Y	N
Instruction for safe healthy relationships & healthy bodies (red & orange section)	Y	N
Develop employment resume/portfolio & interview skills (update as needed)	Y	N
Register or confirm waitlist status: DSPD	Y	N
Discuss SSI and Medicaid (https://medicaid.utah.gov/)	Y	N
Discuss community goals & connect with Independent Living Centers	Y	N
Explore recreational/leisure activities to participate in as an adult (see_orange section)	Y	N
Obtain Summary of Performance (SOP) (LEA requirement for special education students who graduate from high school with a regular diploma or “ages out” of special education)	Y	N

Important notes/reminders

AGE OF MAJORITY **ADULTING!**

Congratulations! You're now 18 and an adult. If you are your own guardian, what do you need to know about your IEP meetings?

When you turn 18, you are able to make more of your own decisions. Directing your own IEP meeting with your high school IEP team is one area where you can demonstrate self-advocacy. You may need help. But, don't worry. There are supports and options available to you.

New Adult Responsibilities

- You will be able to direct your own IEP meetings and who will be invited to attend. (Do you want to include your parents or other trusted adults or agencies?)
- There will be other opportunities to make decisions. For example, transitioning to adult health care, and navigating services like SSI, Medicaid, and DSPD.

**If you feel you do need support to make decisions,
here are a few options available to you.**

Supported Decision Making - (SDM) involves a team of people you select to help you make adult decisions. SDM can be used no matter what type of support system you have in place.

Power of Attorney - This is a legal contract allowing another person to help make decisions for a specific area(s) of your life. Obtaining a power of attorney does not require going to court.

Guardianship - When a parent or other trusted adult obtains the legal right to care for you and help you make decisions. A judge makes the decision if someone can have guardianship over you. This is the most restrictive option and should be considered very carefully.

For more details about Supported Decision Making, Power of Attorney, and Guardianship please visit our Choices Book by using this QR code or the link below it.



<https://bit.ly/UPCChoices>

GRADUATION OPTIONS

Regular High School Diploma

- To earn this diploma, students need to complete the graduation requirements set by their school district, charter school, and the Utah State Board of Education.
- Once you get this diploma, you won't qualify for free public education (FAPE) anymore.
- Earning this diploma means a change in your education placement.

Certificate of Completion

- This certificate is given when you finish your school's program but haven't met all the requirements for a regular diploma.
- You may still be eligible for FAPE if needed, which means you might continue in post-high school programs.

General Education Development (GED)

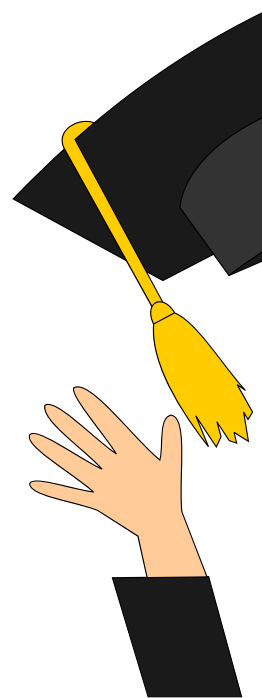
- The GED is a test that shows you have high school-level knowledge, and anyone can take it.
- Passing the GED gives you a Certificate of High School Equivalency.
- This is an option if you didn't complete all your credits for a diploma.
- If you have a disability, you may still qualify for FAPE.

Alternative High School Diploma

- This diploma isn't just for students with disabilities.
- To earn it, you need a minimum of 24 credits, and it's issued by your school district, charter school, or adult education program

Alternate High School Diploma

- This diploma is for students with significant cognitive disabilities who've met specific requirements (called Essential Elements).
- You're still eligible for FAPE with this diploma, and you might continue in post-high programs if that's right for you.



For more details on graduation options and diplomas please explore the following.

Alternate Diploma Options



[HTTPS://BIT.LY/UTALTDIPLOMA](https://bit.ly/UTALTDIPLOMA)

USBE Graduation Guidelines for Students with Disabilities



[BIT.LY/4DOE63E](https://bit.ly/4DOE63E)

LIFE AFTER HIGH SCHOOL...

POST HIGH

Post-high is an option for any student who completes their senior year of high school without meeting the requirements for a regular diploma. They are still eligible for special education between the ages of 18 - 22.

More about post-high

- Each school district and charter school is required to create and provide a post-high program for students who are eligible
- Post-high programs work with students to set goals for their future including employment, community access, continuing education, and independent living.
- Students can still work on a diploma and earn credits towards graduation

Who can attend a post-high program?

- Student must not have a regular or alternative high school diploma
- Student must qualify for special education
- Student must be between 18 and 22 years old

Post high is an optional program. There is no requirement to attend.

**Special Education Secondary
Transition and Graduation
information can be found at
this link and QR Code.**



<https://bit.ly/3ciNxGs>



SUMMARY OF ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE

A summary of a student's academic achievement and functional performance must be provided to a student graduating with a regular high school diploma or exceeding the age of eligibility. A summary may also be provided to a student exiting school for other reasons who is still eligible for special education and related services. This is a sample of the Utah State Board of Education's summary for exiting students.

Student name: _____ DOB: _____ Year of graduation/exit: _____ Date of summary: _____
 Address (city, state, zip): _____
 Phone number: _____ Primary language: _____ Primary disability: _____
 Date of most recent eligibility determination: _____ Current district: _____
 School: _____ City: _____
 Form completed by (name/title): _____ School: Phone: _____

Summary of Academic Achievement and Functional Performance

Area(s) of Need

Present level of performance, including baseline data and how the disability affects access and progress in the general curriculum: _____

Accommodations, including assistive technology (include information about how and when accommodations were used): _____

Student's Postsecondary Goals

Postsecondary education or training: _____

Postsecondary employment: _____

Independent living: _____

Recommendations to Assist the Student in
Meeting Postsecondary Goals: _____



COLLEGE

DO YOU WANT TO GO?

- In-person or online college is an option for individuals with disabilities if they have a desire to attend.
- Most schools have a disability office you can work with for accommodations and assistance. Examples: quiet room for testing, extended time, use of a reader (someone to read materials), assistive technology, adaptive equipment, modified instruction, adaptive furniture, ASL interpretation and captioning, etc.
- Some schools may require current evaluations
- Take your last IEP and Summary of Performance to the Disability Office at the college of your choice. While an IEP/504 doesn't transfer to college, the accommodations listed in your plan might help you communicate the details of your disability and the accommodations you need in college. Update your IEP/504 before leaving high school.
- Clearly advocate for your needs and understand your rights under ADA.



DISABILITY SPECIFIC PROGRAMS

Aggies Elevated - Logan

- Utah's original inclusive college program located on USU's main campus in Logan
- 2-year, on-campus residential housing
- 86% post-grad employment
- 34% of graduates continue in Associate or Bachelor programs

Aggies
ELEVATED

Eagles Elevated - Price

- 3-year, fully inclusive residential program
- Regional campus in Eastern Utah
- Industry recognized certificate programs available
- Focus on employment opportunities

Aggies
ELEVATED

EASTERN

Wolverines Elevated - Orem

- 3-year, fully inclusive program
- Commuter program located on-campus at UVU
- Industry recognized certificate programs available
- Job sampling, on-campus internships, and community employment opportunities

WOLVERINES
ELEVATED

UVU also offers the Passages program for those on the Autism Spectrum

CONTINUED EDUCATION OPTIONS

Daily
Living

01

Community Education Classes

Affordable classes to build skills, expand knowledge, and explore new opportunities through colleges, USU Extensions, schools, libraries and community groups.

USU Extensions



bit.ly/4kNM5d8

02

Adult Education Programs

Equips individuals with skills for employment, self-sufficiency, and personal success. Classes support literacy, high school completion, and workforce readiness for all adults, including those with disabilities. Accommodations are available.

USB E Adult Education



bit.ly/4jHh4GZ

03

Non-Credit College Classes

Interested in taking a college class but not ready to take it for credit? Many courses can be audited- no grades, lower fees, and no credit earned.

04

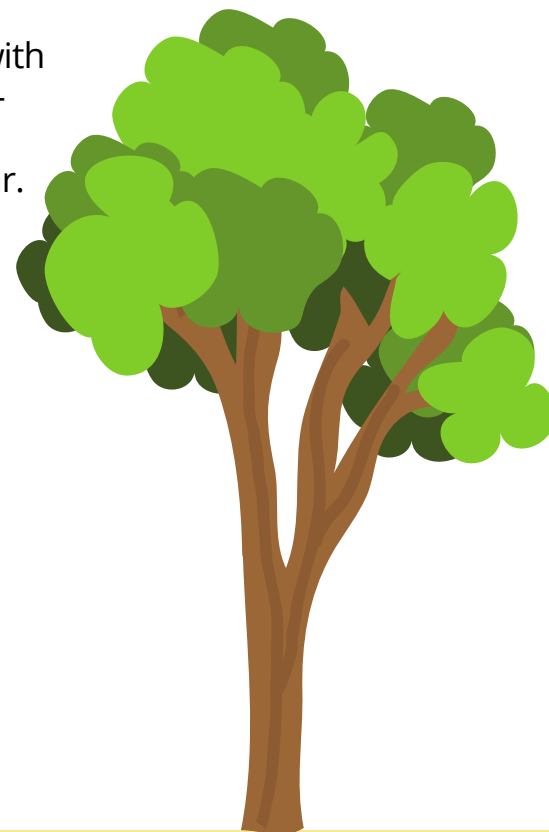
Certificate Courses

Certificates are a rapidly growing credential with strong wage benefits, making up 22% of post-secondary awards. They take less time than a degree and can be earned in months to a year.

05

Online College Classes

Students with disabilities or special health care needs may explore the great variety of popular online classes and programs offered by colleges and universities.



TRANSITIONING FROM SCHOOL TO EMPLOYMENT

Implementation and Best Practices One Student at a Time and Individualizing Services

Your school to employment transition experience will be unique. There is not a checklist to follow. Work with your IEP team and ask what services you can access through the Division of Services for People with Disabilities (DSPD) and Vocational Rehabilitation (Voc. Rehab or VR). Explore your own interests and needs. You may not want or need access to every service, but you will want to know the options so if the opportunity is available, you can access them. Here are additional resources and examples to guide you.



A Toolkit for Coordinating Employment
Services: Developing School to Work
Transition Teams

<https://padlet.com/transitionteams/Bookmarks>



Institute for Disability Research, Policy, and Practice

[https://ceiutah.com/toolkit/how-
implementation-and-best-practices/](https://ceiutah.com/toolkit/how-implementation-and-best-practices/)



DSPD Employment Pathway Tool

[https://dspd.utah.gov/wp-
content/uploads/Employment-Pathway-
Tool-v2-2-1.pdf](https://dspd.utah.gov/wp-content/uploads/Employment-Pathway-Tool-v2-2-1.pdf)

EMPLOYMENT TERMS AND DEFINITIONS

Competitive Integrated Employment:

Work that is performed on a full-time or part-time basis by a person with disabilities, that is compensated at the same wage an employer would pay a person without disabilities. In simple terms: real work for real pay.

Pre-Employment Services (Pre-ETS):

Pre-ETS are career exploration activities. They are provided as part of transition planning for all students who are on an IEP or 504 plan. Services may be provided in the school setting, or in the community by a contracted provider. Services include **1. Job Exploration Counseling, 2. Work-Based Learning Experiences, 3. Counseling on Post Secondary, 4. Workplace Readiness and 5. Instruction in Self-Advocacy.** For a list of Pre-ETS services and providers in Utah, you can visit this link on the Vocational Rehab website:



Supported Employment:

Provides services to individuals who need ongoing support to become and stay employed. To learn more about job supports offered by DSPD, you can visit their website: <https://dspd.utah.gov/employment/>



Customized Employment:

A flexible process designed to personalize the employment relationship between a job seeker and an employer in a way that meets the needs of both. One difference in the customized employment model is that it typically allows a much more in depth and longer period of discovery. For more on Customized Employment, you can read this article: <https://bit.ly/3ej2Pme>



Job Coach:

Individuals who specialize in helping people with disabilities learn and perform their job tasks and duties.





PRE-ETS

PRE-EMPLOYMENT ACTIVITY GUIDE

AGE	Job Exploration Activities	Workplace Readiness Activities	Self-Advocacy Activities	Counseling on Post-Secondary Activities	Work-Based Learning Exp. Activities
Freshman (14-15) 	Interest assessments Keys to Success Job Readiness Workshops Interest Exploration Career Index Plus Virtual Job Shadow	Interview Skill Bldg. Intro to Job Applications Job Readiness Workshops Communication practice Workplace Norms Training	Student led IEP Group leadership Dev. understanding of accommodations Job Readiness Work. Attend Resource Fairs Assess Student's Level of advocacy understanding	Plan for ongoing education Degree and certification options Post-secondary plans in IEP Campus visits/fairs Concurrent enrollment options	Career fairs Info interviews Disability Mentoring days Job shadows Guest speakers Career Mentorship Workplace tours
Sophomore (15-16) 	Interest assessment Keys to Success Explore career path Virtual Job Shadow Info Interviews Job Readiness Workshops Local emp. trends in fields of interest	Interview prep Job Readiness Workshops Workplace communication training Application prep Resume building Interviewing skills	Group leadership Job Readiness Workshops Student lead IEP Skill/strength identification & dev. Dev. understanding of accommodations Peer Mentoring	Concurrent enrollment Campus visits ACT prep Review & exploration Info interviews College fairs Job Readiness Workshops	Career fairs Info interviews Simulated work exp. Job Shadows Disability mentoring days Guest speakers Internship exp. Career mentorship
Junior (16-17) 	Job Readiness Work. Career pathway Keys to Success Guest speakers Attend job fairs Interest inventory Virtual job shadow Dis. Mentoring days Career Index Plus	Job Readiness Workshops Resume preparation Interview preparation Application develop. Soft skill training On the job training	Job Readiness Workshops Soft skill training Student-led IEP Student-specific accommodation training Group leadership Peer mentoring	Concurrent enroll. Campus visit Explore majors & cert Post-second supports Info interviews College fairs Peer mentoring Job Readiness Workshops	Career fairs Dis. mentoring days Guest speakers Simulated work exp. Internship exp. Job Shadows Career comps. Volunteering Paid work exp.
Senior/ Post High (17-22) 	Job Readiness Workshops Keys to Success Senior Portfolio Virtual Job Shadow Guest speakers Interest inventory Dis. mentoring days Career Index Plus	Job Readiness Workshops Interview preparation Resume development Soft skills training On-the-job training Dis. mentoring days Peer Mentoring	Job Readiness Workshops Accommodation discussion training Student-led IEP Group leadership Peer Mentoring	Campus tours Disability Resource Center College fairs Post-second services & supports review Peer mentoring Job Readiness Workshops	Career fairs Disability mentoring days Career Related Competitions Internship exp. Job shadows Paid work exp.
Post-Second (18-22) 	Keys to Success Interest Inventories Virtual job shadow Disability mentoring days Career Index Plus Job Readiness Workshops	Peer Mentors Interviewing skills Soft skill Training On-the-job training Dis. mentoring days Develop resume Job Readiness Workshops	Group leadership Peer Mentoring Accommodation requests Disability Resource Center support Job Readiness Workshops	Post-secondary services & supports Peer Mentoring Disability Resource Center Academic advising Job Readiness Workshops	Info Interview Career Related Competitions Visit career fairs Disability mentoring days Guest speakers Internship exp. Paid work exp. Job shadows

PATHWAYS TO **EMPLOYMENT**



There is not just one pathway to getting a job. Most people have to try several things before they find the right fit, and one key to finding that right fit is making sure you are on the right path for getting the skills you need. You may also have to move from path to path at times to fulfill your work goals and dreams. Once you have identified a job you would like to try, ask yourself if you have the right skills for it. If not, how can you learn those skills?

- **Is there a class you can take at a local college, technical school, or online?**
- **Is there a person you can hire to teach you the skill?**
- **Is there someone who can give you on-the-job training?**
- **Is there another job you can do that will help you learn the skills you need?**

GETTING SUPPORT FOR EMPLOYMENT

Connect with your local Vocational Rehabilitation Office or the Division of Services for People with Disabilities.

- VR or Voc Rehab: This agency has counselors for every high school and charter school in the state, and they can help connect you to pre-employment services, self-advocacy groups, job opportunities, job coaches, and other supports you need to get started.



jobs.utah.gov



(DSPD)
utah department of
human services
SERVICES FOR PEOPLE WITH DISABILITIES

dspd.utah.gov



Individual Placement and Support (IPS)

- Individual Placement and Support (IPS) is an evidence-based, specific type of supported employment model developed out of Dartmouth College to assist individuals to find employment that meets their specific needs, interests and skills, and supports them in ways that promote success in the workplace. IPS is run by VR and the Office of Substance Use and Mental Health (OSUMH) here in Utah.

*Run by VR and Office of Substance Use and Mental Health (OSUMH)
(Individuals with primary or secondary diagnosis of mental illness)

If needed, you might qualify for a job coach.

- This is a paid support that can help you learn the skills you need and provide assistance to help you be successful on the job.

Voc Rehab Job Coach brochure



<https://jobs.utah.gov/usor/vr/services/jobcoach.pdf>



EMPLOYMENT SUPPORTS & INCENTIVES

Impairment-Related Work Expense (IRWE)

Did you know that if you have an IRWE in order to work because of a disability, Social Security will deduct those costs from the countable income when determining eligibility for Social Security disability benefits?



Utah Work Incentive Planning Program (UWIPS)

(UWIPS) helps people who are currently receiving Social Security disability benefits (SSI/SSDI). UWIPS provides information on how employment may affect your Social Security and other benefits (Medicaid, Medicare, food stamps, housing, etc.). UWIPS educates people about helpful work incentives and community resources. They also teach how to report earnings to Social Security.



Plan to Achieve Self-Support (PASS)

PASS can help individuals with disabilities return to work. If you receive SSI, or could qualify for SSI after setting aside income or resources so you can pursue a work goal, you could benefit from a PASS.



Ticket to work

The Ticket Program helps people progress toward financial independence. Individuals who receive Social Security benefits because of a disability and are ages 18 through 64 probably already qualify for the program. The Ticket to Work (Ticket) program is a good fit for people who want to improve their earning potential and are committed to preparing for longterm success in the workplace.



Employment Related Personal Assistance Service

EPAS is a Medicaid service for people with disabilities who work and need personal assistance in order to maintain their employment.



DID YOU KNOW UTAH IS AN **EMPLOYMENT FIRST STATE?**

Every government agency serving people with disabilities is mandated to make employment a priority and to use its funding to support employment. It is important to try different employment experiences until you find what is right for you.

Employment Experiences

- Building A Resume
- School Work Experiences
- Information Interviews
- Volunteering Experiences
- Job Shadowing



Volunteer Experience:

If you are not ready for paid employment, consider a volunteer experience. Volunteering is an excellent way to show employers you are actively seeking skills that will be useful to you on the job.

School Work Experiences:

You may be involved in some type of school transition or work experience program. These programs may offer work experiences in the school, such as filing or janitorial work, or in the community, such as working at a local library.

Resumes:

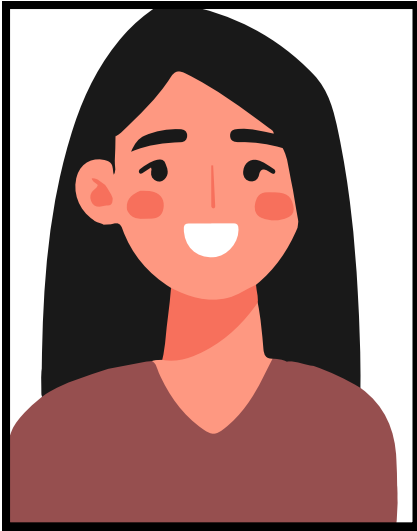
Resumes are the main tool employers use to look at the qualifications of those who are applying for a job. A resume should include any past outside employment but should also include any other type of activities such as, mowing lawns, making meals, cleaning, etc. All of these activities are employable skills and should be on your resume. Work with your school team, your natural supports, or Voc. Rehab to start developing your resume.

Job Shadowing:

It is sometimes difficult to identify what types of jobs you may be interested in as a future career. There are countless kinds of jobs in the world, and job shadowing is an excellent way for you to explore if a particular type of job suits you.

Informational Interviews:

Like job shadowing an informational interview is a great way to learn more about a particular job. Informational interviews take less time than a job shadow. With the right set of questions, an interview can yield the same information.



Your Name

Title: Cook

MOBILE:

123-456-7890

EMAIL:

hello@reallygreatsite.com

SUMMARY

Provide a brief, engaging introduction that highlights your skills and experience in 20–25 words.

Passionate cook with expertise in candy making and sushi preparation, eager to contribute to a dynamic kitchen team. Skilled in food safety, ingredient management, and menu planning, with a strong commitment to quality and collaboration.

EMPLOYMENT HISTORY

List your work experience, including job titles, companies, years of employment, and key responsibilities.

Cook [Most Recent Job] (2023- Present)

- Baked fresh bread daily to maintain high-quality standards
- Ensured cleanliness and efficiency by washing dishes and maintaining workspaces
- Assisted in menu creation and ingredient selection

Food Service Assistant [Previous Job] (2020 – 2023)

- Replenished beverage stations and stocked supplies
- Cleared and sanitized tables to enhance customer experience
- Took customer orders, ensuring accuracy and timely service

If you are applying to your first job, this section can include relevant experiences like volunteer work, internships, service projects, or leadership roles in school clubs and teams to showcase your skills.

SKILLS & ABILITIES

Include relevant skills and certifications that match the job description.

- Knife skills and kitchen equipment operation
- Inventory management and ingredient tracking
- Certified in Food Safety and Sanitation
- Expertise in basic and advanced cooking techniques



Do you need help with the "in between"? **Employment-related Personal Assistant Services or (EPAS)** are available to those who work and need personal assistance in order to remain employed. For more information and to review the eligibility criteria, visit the EPAS site using this link or QR Code.

<https://medicaid.utah.gov/ltc-2/epas/>



TRANSPORTATION

GOING SOMEWHERE?

How do you get around? Whether you walk, bike, drive, or rely on others, finding transportation that fits your needs is an important part of growing up. Not everyone wants or is able to own a car, but thankfully, there are plenty of options. Here are a few suggestions.



PUBLIC TRANSIT & SPECIALIZED SERVICES

- **Utah Transit Authority (UTA)**- Buses, TRAX light rail, and FrontRunner commuter trains
- **Paratransit Services**- Rides for individuals unable to use fixed-route transit
- **Farepay Card / Vouchers**- Prepaid or discounted transit passes
- **Travel Trainers**- Help learning how to use public transportation



PRIVATE & PERSONAL TRANSPORTATION

- **Private Transportation**- Taxis, hired drivers, or specialized services
- **Private Company**- Businesses offering wheelchair-accessible transportation
- **Caregivers, Friends/Family**- Rides from trusted individuals.
- **Uber/Lyft**- On-demand ride-hailing services through mobile apps.



DRIVING & TRAINING

- **Driving Skills**- programs for improving driving abilities
- **Simulator**: Virtual driving practice
- **Classes**: Driving, safety, and transportation lessons
- **Private or School Driving Course**: Formal driver training



MEDICAID & DISABILITY SUPPORT

- **HCBS Transportation Service Code (Medicaid Waiver)**: Support for eligible individuals in DSPD services
- **Vocational Rehabilitation**: Travel assistance for job seekers with disabilities
- **Medicaid Non-Emergency Medical Transportation**: Medical appointment transportation

QR codes and web links for transportation resources can be found at the end of this section.

INDEPENDENT LIVING CENTERS (ILC) *WHAT ARE THEY?*

An Independent Living Center is a non-residential facility that provides services that enhance the independence of people with disabilities. Services are provided at no cost, and are funded through state and federal grants and private donations. ILC staff can work with an individual like you to develop an individualized independent living plan. Each plan will contain independent living goals that are specific to you.

To take full advantage of Independent Living Centers, a person must have a physical or cognitive disability which impairs activities of daily living and a reasonable expectation must exist that the services provided will increase independence.

Independent living centers located in your community, provide individualized training for things like employment skills or for daily life skills and help in other areas such as:

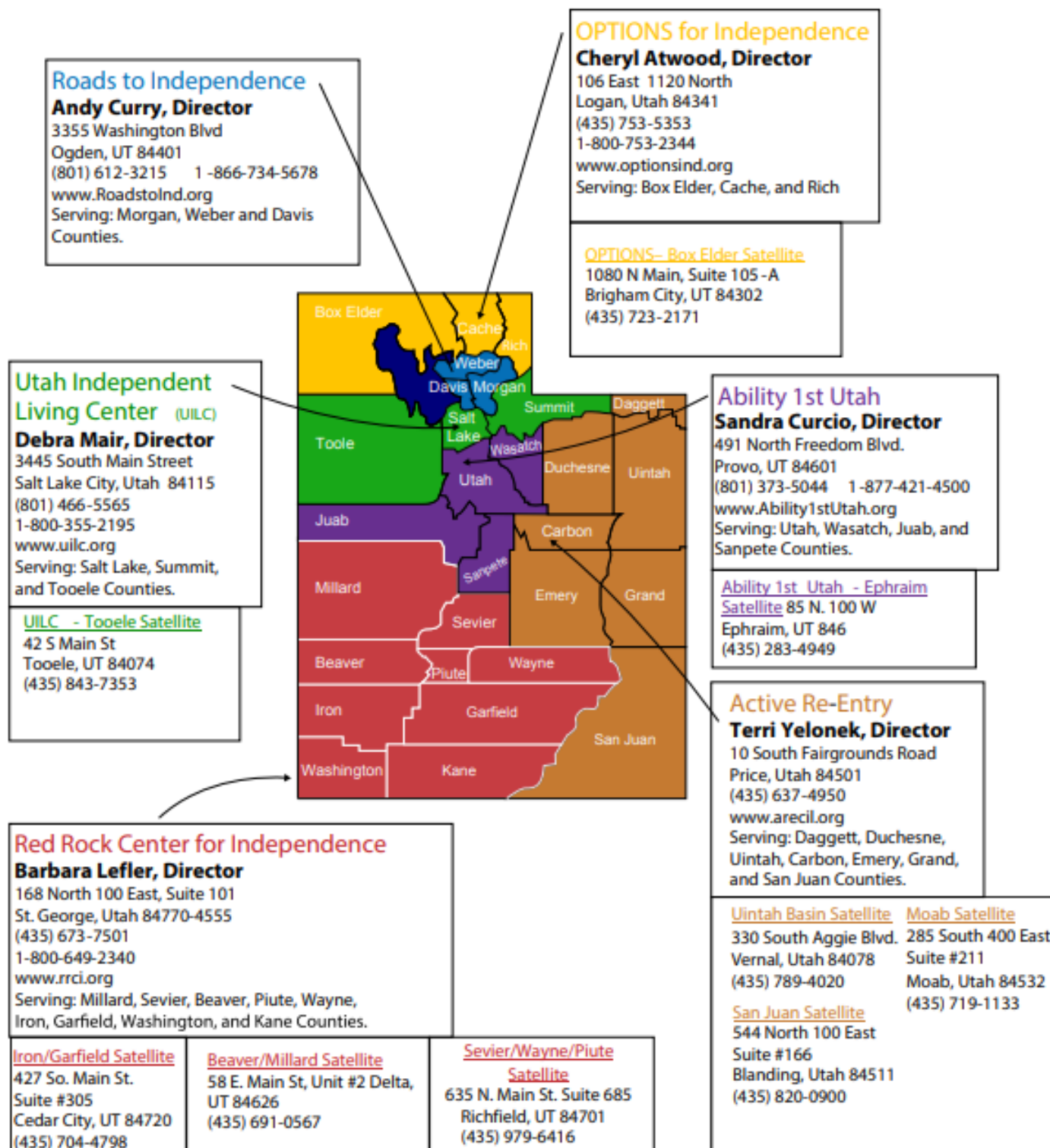
- Assistive Tech and home modification services
- Brain Injury-concussion services
- Nursing home transition/New choices waiver services
- Class Instruction and personal growth (ex: cooking, cleaning, other life skills, money management education)
- Recreational and leisure activities community integration
- Transportation services
- Recreation

Independent Living Centers can be helpful to families on the DSPD waiting list OR for individuals with disabilities who are seeking a social outlet. Refer to the map on the following page to find the center closest to where you live.



ILC LOCATIONS IN UTAH

Statewide Programs for Independent Living in Utah



Transportation

Paratransit Services



<https://bit.ly/3BTLFgR>

United Way



<https://bit.ly/45v105m>

Care.com



<https://bit.ly/3WEcAXF>

Drive Rehab program



<https://bit.ly/3oqPG9D>

Utah Medical
Home Portal



bit.ly/4cJlCK1

Medicaid
Transportation



<https://bit.ly/3BUvSPa>

UT. Center for
Assistive Tech.



<https://bit.ly/vrUCAT>

Steward Community
Connections



<https://bit.ly/3otfIZU>



Education and Transition

The Utah State Board of Education has developed an app to assist students, teachers and parents in developing transition plans.



bit.ly/TransElevated

Everything you need to know about the IEP Process, how to work with teams, and your rights and responsibilities under IDEA.



bit.ly/IEPParent

All the elements of transition, the transition IEP, and preparing for adulthood are found in this comprehensive guidebook.



bit.ly/UPCChoices

What does education look like for students with disabilities after high school? This simple resource helps you navigate postsecondary education.



bit.ly/UPCPostEd

Access Pre-ETS (Pre-Employment Training Services) through Vocational Rehabilitation Contract Programs



bit.ly/UTpre-employ

Find your legislators, how to contact them, committees, and meeting schedules



<https://le.utah.gov/>



Daily Life

Utah Independent Living Centers assist individuals with disabilities to have full access to community life.



bit.ly/3S7nJyA

Charting the LifeCourse is a resource for person-centered planning, with many helpful visual planning tools.



bit.ly/TULifeCourse

Tips for teaching daily living skills, including an explanation of why these skills are so important.



bit.ly/DailyLivingTips

Community Living

Division of Services for People with Disabilities (DSPD) offers an array of federally and state funded support programs for individuals with disabilities, including residential services, respite, and supported employment.



bit.ly/DSPDut

Social Security benefits can be applied for at age 18 for those who qualify with a life-long disability. These payments can assist adults with disabilities in living more independently and can be used to pay rent and other living expenses.



bit.ly/SSIprog

Many adults with disabilities will qualify for Medicaid, which can cover health expenses, including home health and other services that support individuals living in the community. After age 18, individuals are considered for eligibility based on their own income and assets.



bit.ly/MedicaidHow2



Employment

Utah Center for Assistive Technology (UCAT) offers Information and technical services with assistive technology devices. Free evaluations available.



bit.ly/UCATweb

Soft Skills are essential for getting and keeping a job, as well as other interpersonal relationships.



bit.ly/UPCsoftskills

Vocational Rehabilitation supports people with disabilities in obtaining competitive employment. They partner with other agencies to provide services for teens and young adults.



bit.ly/UTvocrehab

Job Accommodation Network (JAN) is a resource dedicated to helping employers and employees understand accommodations, rights, and protections for individuals with disabilities in the workplace.



bit.ly/jobaction

ABLE Utah Information

Savings Account used for individuals with disabilities to keep services.



<https://bit.ly/36W6QCE>

Employment-related Personal Assistant Services (EPAS)



<https://bit.ly/3ISX6a9>





COMMUNITY LIVING

**"Inclusivity means not just we're allowed to be
there, but we are valued."**

-Claudia Brind-Woody



SELF- DETERMINATION

Self-determination is a belief you control your own destiny and can make choices about your life. It does NOT mean you have to do everything yourself or be completely independent. All of us need help from time to time. However, we are all happier when we feel we are in charge of our own lives.

Self-determination skills can be developed throughout life by making choices, problem-solving, setting goals, practicing self-advocacy, and accepting the consequences of our decisions.



SUPPORT IS IMPORTANT!

Autonomy Support

We all need autonomy (the capacity to make informed, not coerced decisions) over our goals, choices, and behaviors. We all need a sense of independence and a taste of freedom. When we feel a sense of autonomy, we are able to take initiative to reach our goals



Competence Support

As human beings, we all need to feel effective, worthy, competent, and well-trained. We must have regular opportunities to continue our growth and learning.



Relatedness Support

We all have a deep-seated need for belonging. When we feel connected to others, we are more apt to feel engaged and motivated. We all have a need to both give and receive support. It is harder to access our self-determination without that connection to a social group.

Natural Support

Moms, dads, grandparents, neighbors, friends, and caregivers all play an important part in your lives. Having people around you that you love is an integral part of helping you become all that you want to be.

Who Supports You?

CHOICES

A big part of self-determination is informed choice. You need information, options, and experiences in order to make choices. If you don't know what a strawberry tastes like, feels like, etc., you can't make an informed choice about if you like strawberries or not.

Work

What can it look like for me?
Is it a day program?
Will I work full-time or part-time
Will I need extra training or schooling?

School

What can school look like for me?
Is it College?
Is it a trade school?



Home

Where do I want to live?
Who do I want to live with?
Roommate or live with family?

SELF-DETERMINATION SKILLS

Developing self determination skills takes practice

- Find Opportunities
- Use your abilities
- Have a positive attitude
- Allow others to support you
- Use problem solving skills

Being self-aware, assertive, creative, celebrating successes, and showing self-advocacy skills, are ways to help you take charge of your life.

Becoming a self-determined individual means that you will need to set goals, communicate options, make choices, then work hard to attain those goals.

***It's okay to try something and decide that you don't like it and want to try something else. That is part of the process to make the best choice for you.**

WHAT DO I WANT MY LIFE TO LOOK LIKE IN FIVE YEARS?

I would like to:

- a. have a job
- b. be in school
- c. play video games all day
- d. write a book
- e. _____

I would like to live:

- a. with my parents
- b. by myself in an apartment
- c. with friends
- d. be married
- e. _____

- I will have a pet ☐ yes ☐ no
- In my free time, I will _____.

CIRCLE ALL THE CHOICES THAT ARE IMPORTANT TO YOU

what I wear what I eat at meals when I wake up where I work

who helps me where I go spending time with my family

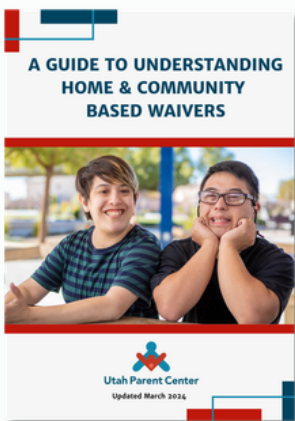
how often I get to see my friends what classes I take

picking the music I like

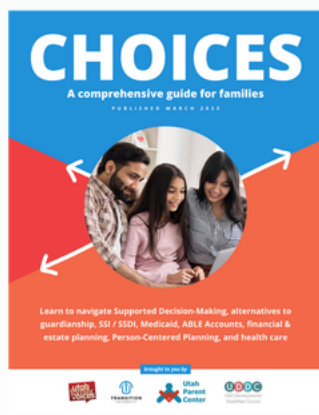


PERSON CENTERED PLANNING AND CHARTING THE LIFECOURSE

For those of you familiar with the IEP process, Person-Centered Planning is a way of helping an individual plan for adult life and for the future.



bit.ly/UtahHCBGuide



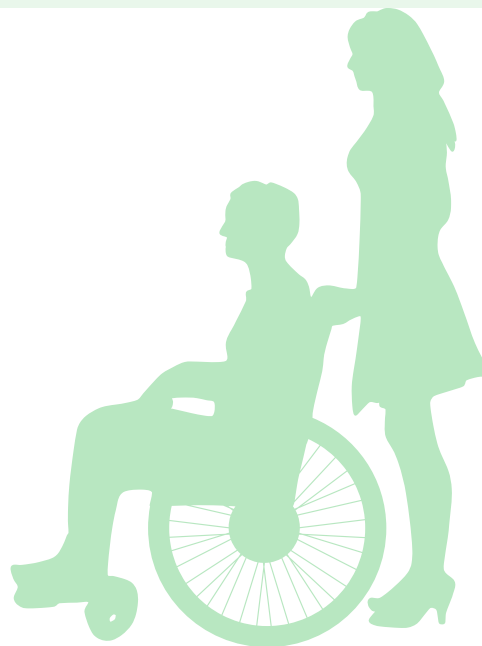
bit.ly/UPCChoices



bit.ly/3Q2fSke

Person-Centered Planning Helps Us:

- Look at an individual in a different way
- Assist the person in gaining control over their own life
- Increase opportunities for participation in the community
- Recognize individual desires, interests, and dreams
- Through a team effort, develop a plan to turn dreams into reality



Decision-Making Support Tool: A Visual Guide

What is this tool?



- Helps Identify where an individual can make decisions independently and where support is needed.
- Useful for setting goals and planning Person-Centered planning meetings.



Three Support Levels:

I can decide on my own



I need some support



Someone needs to decide for me



How to Use It

1. ANSWER QUESTIONS: *in each area*
2. PICK YOUR SUPPORT LEVEL: *for each question*
3. TALK IT OVER WITH SUPPORTERS- *use it to guide conversation and planning*
4. SET GOALS: *based on areas where independence can grow.*



Keep Using It

This tool is not a one-time checklist. Use it often to:

1. Track progress
2. Update goals
3. Reflect growth over time

Revisit it as life changes, or when new decisions or situations come up. Think of it as a living part of your planning process- not something to fill out and forget.



Why It Matters

- Encourages independence and self-advocacy.
- Helps build personalized support plans.
- Makes planning clearer for everyone involved.



CHARTING THE LIFECOURSE | EXPLORING DECISION-MAKING SUPPORTS

This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.

Name of Individual: _____

Name of person completing this form: _____

Relationship to individual (circle one): Self Family Friend Guardian Other: _____

How long have you known the individual? _____

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with no extra support



I need support with my decision



I need someone to decide for me



Daily Life & Employment

Can I decide if or where I want to work?			
Can I look for and find a job? (read ads, apply, use personal contacts)			
Do I plan what my day will look like?			
Do I decide if I want to learn something new and how to best go about that?			
Can I make big decisions about money? (open bank account, make big purchases)			
Do I make everyday purchases? (food, personal items, recreation)			
Do I pay my bills on time? (rent, cell, electric, internet)			
Do I keep a budget so I know how much money I have to spend?			
Am I able to manage the eligibility benefits I receive?			
Do I make sure no one is taking my money or using it for themselves?			



Healthy Living

Do I choose when to go to the doctor or dentist?			
Do I decide/direct what doctors, medical/health clinics, hospitals, specialists or other health care providers I use?			
Can I make health/medical choices for my day-to-day well-being? (check-ups, routine screening, working out, vitamins)			
Can I make medical choices in serious situations? (surgery, big injury)			
Can I make medical choices in an emergency?			
Can I take medications as directed or follow a prescribed diet?			
Do I know the reasons why I take my medication?			
Do I understand the consequences if I refuse medical treatment?			
Can I alert others and seek medical help for serious health problems?			
Do I make choices about birth control or pregnancy?			
Do I make choices about drugs or alcohol?			
Do I understand health consequences associated with choosing high risk behaviors? (substance abuse, overeating, high-risk sexual activities, etc.)			
Do I decide where, when, and what to eat?			
Do I understand the need for personal hygiene and dental care?			

Continue on back »





CHARTING THE LIFECOURSE | EXPLORING DECISION-MAKING SUPPORTS

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with no extra support



I need support with my decision



I need someone to decide for me



Social & Spirituality

Do I choose where and when (and if) I want to practice my faith?			
Do I make choices about what to do and who to spend time with?			
Do I decide if I want to date, and choose who I want to date?			
Can I make decisions about marriage? (If I want to marry, and who)			
Can I make choices about sex, and do I understand consent and permission in regard to sexual relationships?			



Safety & Security

Do I make choices that help me avoid common environmental dangers? (traffic, sharp objects, hot stove, poisonous products, etc.)			
Do I make plans in case of emergencies?			
Do I know and understand my rights?			
Do I recognize and get help if I am being treated badly? (physically, emotionally or sexually abused, or neglected)			
Do I know who to contact if I feel like I'm in danger, being exploited, or being treated unfairly? (police, attorney, trusted friend)			



Community Living

Do I decide where I live and who I live with?			
Do I make safe choices around my home? (turning off stove, having fire alarms, locking doors)			
Do I decide about how I keep my home or room clean and livable?			
Do I make choices about going places I travel to often? (work, bank, stores, church, friends' home)			
Do I make choices about going places I don't travel to often? (doctor appointments, special events)			
Do I decide how to get to the places I want or need to go? (walk, ask a friend for a ride, bus, cab, car service)			
Do I decide and direct what kinds of support I need or want and choose who provides those supports?			



Advocacy & Engagement

Do I decide who I want to represent my interests and support me?			
Do I choose whether to vote and who I vote for?			
Do I understand consequences of making decisions that will result in me committing a crime?			
Do I tell people what I want and don't want? (verbally, by sign, device), and tell people how I make choices?			
Do I agree to and sign contracts and other formal agreements, such as powers of attorney?			
Do I decide who I want information shared with? (family, friends etc.)			



COMMUNITY MAPPING

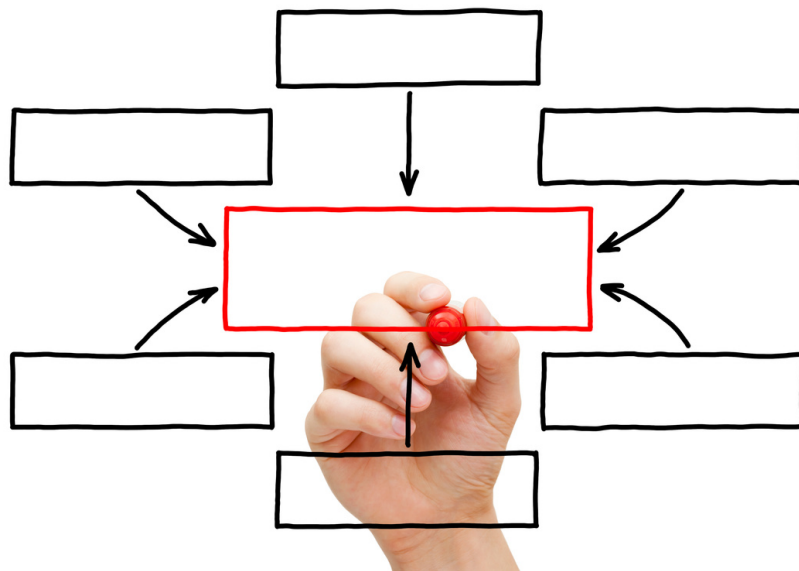
Community Mapping is another kind of map or guide we can use for Transition Planning. This is a tool that helps identify people and resources in our neighborhood and community that can help us reach our goals. Community Mapping can help us decide who we want to be on our support team.



Let's get started on your own community mapping. Put your name in the center of all three red boxes.

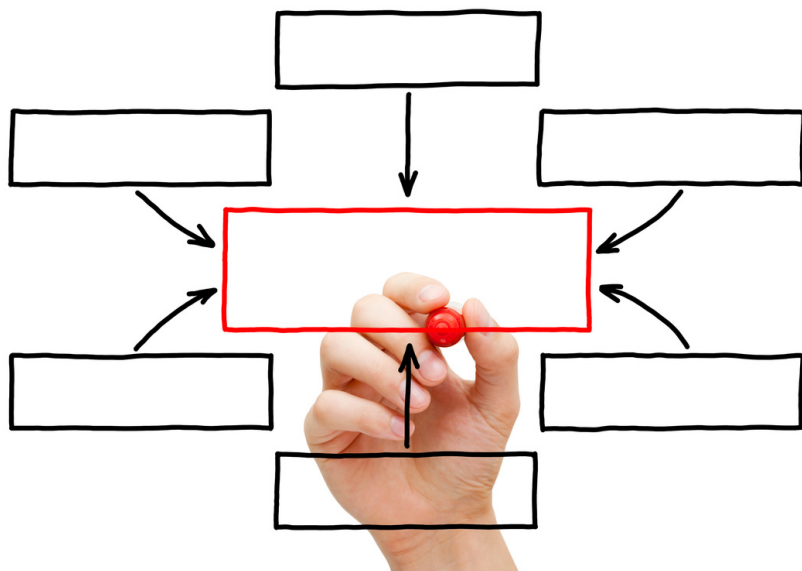
#1

In the boxes around your name list the people who are closest to you. These are the people who you generally see the most every day; people like your family and close friends.



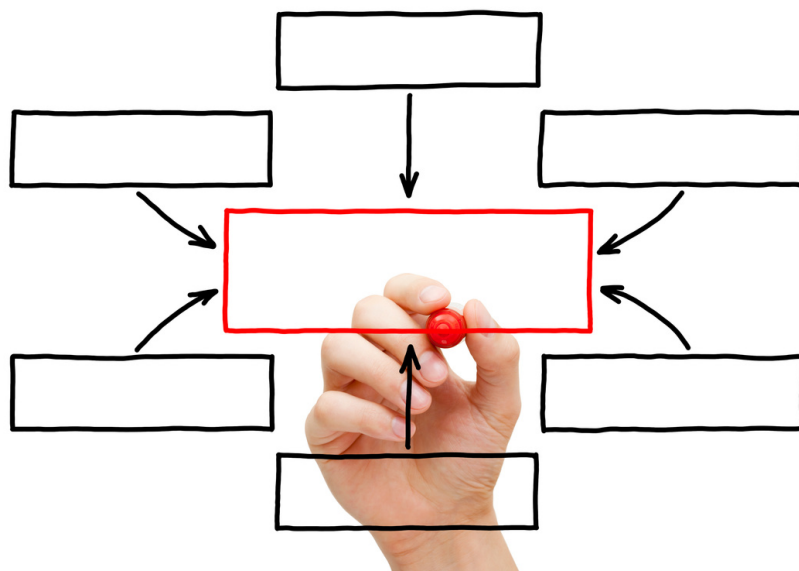
#2

In the boxes around your name list what you like to do and the places you like to go. Include your hobbies, family outings, a job, church, shopping, or lessons. You can also include places you like to hang out, like a favorite restaurant, a mall, the library, a park, or the movies.



#3

Think about the professionals (community, government agencies, or private companies) who support you now, or who might support your future goals. List who you know already. The team members from boxes #1 and #2 may be able to help you find a connection to someone in a service agency or to a support you feel you need.





SAFETY & SECURITY FOR THE FUTURE

There are dreamers and there are planners; the
planners make their dreams come true.

-Edwin Louis Cole



BASIC SAFETY FOR EVERYONE

Rate Yourself: **I**=Independent **A**=With Assistance **S**=Fully Supported

Safety at Home



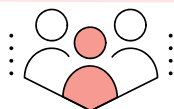
- ___ Know when and how to call 9-1-1
- ___ Don't open your door to strangers
- ___ Lock doors when home alone
- ___ Close curtains or blinds at night, when getting dressed or undressed, and when sleeping
- ___ Make sure outside doorways and walkways are well-lit after dark

Safety Online



- ___ Don't give personal information or overshare on social media
- ___ Don't meet someone in person you've only met online
- ___ Be careful with pictures you share of yourself, and who you share them with
- ___ Use privacy settings on social media sites

Safety in the Community



- ___ Stay aware of surroundings, especially while walking, texting, or using headphones
- ___ Follow traffic safety rules, like crossing streets only at crosswalks and with the light
- ___ If you get lost, go to a business or find a police officer to ask for help
- ___ Keep a good distance from others and respect personal space
- ___ Make sure someone knows where you are going, and let them know if you are going to be late
- ___ If you are out at night, stay in groups or pairs with someone you know and trust
- ___ Pay attention to where the closest exits are in public places
- ___ If someone asks you to do something that makes you feel uncomfortable, it is okay to say "no."

What are some other ways you can stay safe?

SUPPORTED DECISION MAKING

We are all happier when we get to make our own decisions and choices. A big part of self-determination is knowing your options and being able to make your own choices.

Self-determination is *not*:

1. Doing whatever you want all the time
2. Doing everything on your own



GUARDIANSHIP



We all need help from time to time, and sometimes we even need help making decisions. Some people who need a lot of help with decisions after they become legal adults may need what is called a "guardian." A guardian is someone who is given authority by a judge to make certain decisions for another person (like where and with whom the person will live). Only a judge can give a person the right to make decisions for someone else.

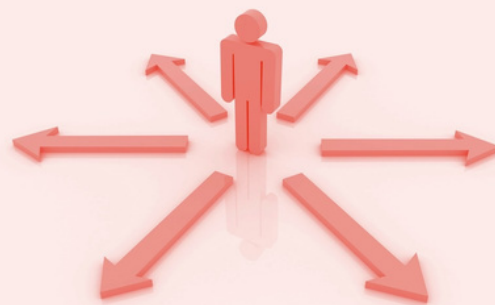
SUPPORTED DECISION MAKING

Some individuals may only need help learning about their options by having information explained to them. Others may require additional and increased support to help ensure they are following the proper steps to complete tasks; like filling out forms.

In Supported Decision Making, the individual (YOU) is able to make their own choices and decisions about what is important to them. For example, how you spend your money and where you live are both examples of big life decisions where Supported Decision Making could prove useful. Remember, you aren't making these decisions alone. The individuals on your Supported Decision Making (SDM) team will help you when you need assistance. For instance, you could have someone help you set up your checking account so your bills are paid automatically or you could have help with your budget so you know how much you can spend each week.

Currently, Utah law does not recognize Supported Decision Making as a legal, formal support option for adults with disabilities. However, it is still a great tool to learn about and use in your decision making and life planning.

Here is a sample of a Supported Decision-Making Agreement to show you how this might work for you.



Supported Decision-Making Agreement For:

Name: _____

Date of Birth: _____

Address: _____

Phone: _____

Email: _____

A. I NEED SUPPORTERS TO HELP MAKE DECISIONS ABOUT:

Rate Yourself: **I**=Independent **A**=With Assistance **S**=Fully Supported

___ Taking care of my financial affairs, like banking

___ Hiring a lawyer, if I need one, and working with the lawyer

___ My health care, including large and small health care decisions

___ Personal care (like where I live, my support services, choosing staff who work with me, my meal plans, exercise routines, safety, and daily schedule)

___ Daily Life (education, employment, transportation, social activities)

___ Other decisions _____



B. I EXPECT MY SUPPORTERS TO HELP ME IN THE FOLLOWING WAYS:

- ☐ Giving me information in a way I can understand.
- ☐ Discussing the good things and bad things (pros and cons) that could happen if I make one decision or another.
- ☐ Helping me explain my wishes and decisions to other people.
- ☐ _____



C. I EXPRESS MYSELF AND SHOW WHAT I WANT IN THE FOLLOWING WAYS:

- ☐ Telling people my likes and dislikes
- ☐ Telling people what I do and do not want to do
- ☐ Writing down my thoughts and choices
- ☐ Choosing from two or more things that are written down for me
- ☐ _____

Supporter #1

Name: _____

Address: _____

Phone: _____

Email: _____

Relationship to Me: _____

I need supporters to help make decisions in the following areas: (Check all that apply)

- | | | | |
|-----------------------------------|---|--------------------------------------|--|
| ☐ Finances | ☐ Healthcare | ☐ Employment | ☐ Legal Matters |
| ☐ Housing | ☐ Social Relationships | ☐ Other _____ | |

Areas I do not want Supporter #1 to assist with: _____

Supporter #2

Name: _____

Address: _____

Phone: _____

Email: _____

Relationship to Me: _____

I need supporters to help make decisions in the following areas: (Check all that apply)

☐ Finances ☐ Healthcare ☐ Employment ☐ Legal Matters

☐ Housing ☐ Social Relationships ☐ Other _____

Areas I do not want Supporter #2 to assist with: _____

Supporter #3

Name: _____

Address: _____

Phone: _____

Email: _____

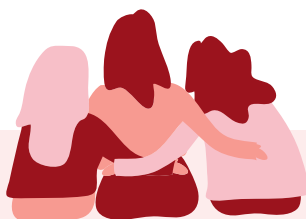
Relationship to Me: _____

I need supporters to help make decisions in the following areas: (Check all that apply)

☐ Finances ☐ Healthcare ☐ Employment ☐ Legal Matters

☐ Housing ☐ Social Relationships ☐ Other _____

Areas I do not want Supporter #3 to assist with: _____



You can have as many people in your Support Network as you feel you need. You might consider having one member act as a Support Network Coordinator to help you manage the team.

D. IF I HAVE MORE THAN ONE SUPPORTER, MY SUPPORTERS WILL ACT:

- ☐ Jointly (working together), or
- ☐ In the order listed (For example, Supporter #1 is my first choice, but if they are not available, Supporter #2 can help me.)



E. I UNDERSTAND THAT I CAN ADD NEW SUPPORT NETWORK MEMBERS IF NECESSARY, AND CHANGE THEM WHENEVER I NEED TO.

Signature

Date

F. NETWORK SUPPORTER STATEMENT--EACH SUPPORTER SHOULD SIGN A STATEMENT

I understand that as _____'s supporter, my job is to honor and present his/her expressed wishes. I know that I should not make decision for this person, and should assist them in reaching a decision and communicating their choice. I agree to support this person's decision to the best of my ability.

Signature

Date



This plan is a sample only, and should only be used as a template for a plan you create. It is a combination of several plans from other states that recognize Supported Decision Making as a legal way of supporting individuals with disabilities as adults. To learn more you can visit the national SDM website listed on the resource page of this section.

SUPPORT STRATEGIES FOR ASSISTING INDEPENDENCE AND SUPPORTED *DECISION MAKING*

Joint Bank Account:

You can have a parent or another trusted adult who is on your support team have a joint bank account with you. This makes it so you can manage your own finances, but you have the safety net of another person looking at your statements and bank balances to make sure everything is in order. If a member of your support team notices that something is not like it should be--like you missed an important payment--they can help you correct the problem.

Representative Payee:

A Rep Payee is someone you choose to receive money on your behalf and help you manage it. Usually this terms applies to government payments such as Social Security benefits. The Rep Payee receives the payment from the Government, and is responsible for paying your bills like rent, utility payments, and other monthly expenses. Then out of the extra funds, the Rep Payee and you can decide what amount you get to spend on yourself, or you can put some into savings for larger expenses.

ABLE and STABLE Accounts:

An ABLE account is a special savings account for those individuals who receive SSI benefits. Because the amount of SSI you receive is based on your assets as an adult and is affected by how much money you have in your bank account, it can be important to have one of these special savings accounts that allows you to save your excess money without it affecting your benefits. The State of Utah, along with other states, has partnered with the state of Ohio and their national ABLE program known as STABLE Account.

This partnership allows Utah's program, the ABLE Utah Savings Plan, to offer STABLE Accounts to eligible Utah residents with lower annual investment fees, a free loadable debit card, customer service, and other benefits. The terms ABLE Utah and STABLE Account essentially have the same meaning. ABLE Utah is powered by STABLE Account and these accounts are considered to be under the ABLE Utah Savings Plan.



Power of Attorney:

A Power of Attorney is a legal document that gives one person the authority to act for another person (sign papers, make decisions, or set up accounts). You do not have to go to court to get a Power of Attorney. You can get the forms online, or if you need more specialized forms, you can have a lawyer draft them for you. Both you and the person who is going to be your "agent", who will act on your behalf, have to sign the forms in front of a notary to make the Power of Attorney official and legal. The person who is your agent only has the authority to act in the areas outlined in the Power of Attorney form. The power of attorney does not authorize the agent to make health care decisions for you. (See Utah's Advance Health Care Directive Act for more information and forms)

Trust:

A trust is a legal agreement set up by an attorney which designates a trustee to manage an adult's estate or assets. This is sometimes called a supplemental needs trust, or special needs trust. If set up properly, the money in the trust can be set aside for the use and care of an individual with a disability, and that individual can still receive government benefits like SSI, Medicaid or Medicare.

Low Limit Credit Cards:

Credit cards can be very challenging for many people to manage. It can be tempting to use them to pay for things we want right now when we do not currently have the money. However, if you do not pay your entire balance off each month, you will incur interest fees which means you are actually paying more for your purchase. One way to learn how to responsibly purchase things on credit is to start with a low spending limit card so you avoid buying items you can not really afford and learn to buy only those things you can pay off quickly.



Supported Decision Making, Guardianship, and other Legal Alternatives

The National Resource on Supported Decision Making offers information, guidance, and state updates.



www.supporteddecisionmaking.org

For information on Guardianship, Conservatorship, Power of Attorney in Utah, visit this site



bit.ly/GuardianshipOptions

Advance Health Care Directive



bit.ly/4IYnvYC

General Power of Attorney



bit.ly/4cPN4gy

Declaration for Mental Health Treatment



bit.ly/Dec4MHTreatment

Information on Special Needs Trusts. It is recommended you consult a knowledgeable attorney to set up a trust.



bit.ly/NoloSNTrusts

General information on ABLE accounts, including a brief video



bit.ly/WhatisABLE





SOCIAL AND SPIRITUALITY

"I define joy as a sustained sense of well-being and internal peace--a connection to what matters."

-Oprah Winfrey



PHYSICAL, MENTAL, AND SOCIAL WELL-BEING

Our sense of well-being is a combination of how we feel physically, mentally, spiritually, and emotionally. The strength of our social relationships has a profound impact on our physical, emotional, and mental well-being. Being socially connected to a network of peers, family, co-workers, and friends can help us remain physically active, mentally strong, and emotionally resilient.



"Well-being" is a word used to describe how a person is doing in life. If their life is *generally* good, positive, safe, healthy, stable, and everything is headed in a good direction, we might say that a person is doing well in life, or their physical and mental well-being is good.

If a person has been feeling depressed and doesn't seem to be improving, or if they struggle financially, or are lonely, we could say that their overall well-being could be improved upon.



If you want to figure out some simple ways to improve your daily feeling of positivity and boost your well-being, check out this article titled: [Simple Ways to Boost Your Well-Being Throughout the Day](#).

GET INVOLVED IN YOUR COMMUNITY TO **MAKE FRIENDS**

School can be a wonderful place to make friends. We see the same people every day, we go to classes together, ride the bus, or walk home together. It is natural to form groups of friends with whom similar interests are shared. There are various clubs, after-school activities, service groups, and other options to get involved in high school and make friends should you chose to do so.

Sometimes, after high school, making friends takes a little more effort. We have to find new ways to socialize. It is important to expand our social groups and be willing to meet new people, try new things, and find the community where we fit in and feel comfortable.

HERE ARE SOME THINGS YOU CAN TRY TO HELP YOU MAKE NEW FRIENDS:

Be friendly!

Introduce yourself to those you see often in local grocery stores, restaurants, and other places you visit.

Be helpful!

Volunteer at a local animal shelter, food pantry, or school.

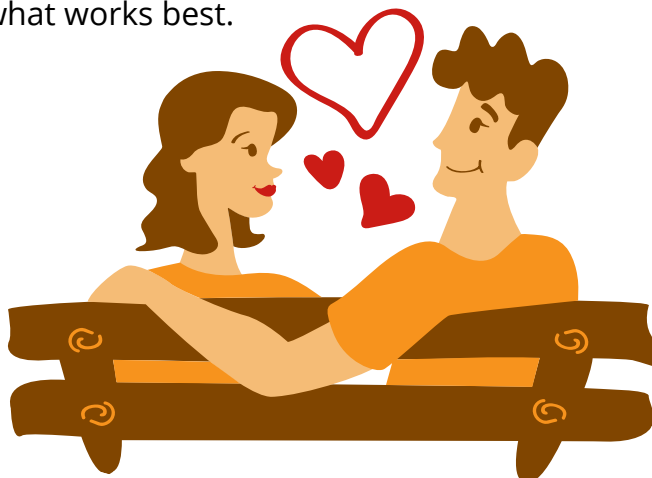
Be involved!

Join a gym, fitness or rec center, the YMCA, a local history group, a book club, a knitting group, a cooking class, Special Olympics, a bowling team, or anything that interests you! The Independent Living Center near you offers lots of free classes and activities. You may even learn something new.



EXPLORE SOCIAL RELATIONSHIPS THROUGH DATING

Like all young people, you are probably excited to explore social relationships through dating. Your disability might present some unique challenges when it comes to dating, but it doesn't mean dating is out of the question. Like other situations, you will need to be creative, flexible, ask for support if you need it, and probably try more than one thing to find out what works best.



Tetons

Try checking out Tetons, a comprehensive class mapping a road to relationships, sexuality and self-determination for individuals with disabilities. Utah Parent Center, in partnership with Utah Developmental Disabilities Council, have curated this unique material to meet the needs of self-advocates 13 years of age and up. The course material and class environment is designed with total accessibility in mind. Our program is a safe, inclusive, and judgment-free space. We welcome learners of all abilities, races, ethnicities, gender identities, sexual orientations, and religious affiliations. Everyone deserves access to comprehensive, medically accurate sexual health information.

Tetons
homepage



bit.ly/UPCTETONS

UPC Parent
Press Blog



bit.ly/3GD24Mr

Article for Parents:
What to Teach at
which age/stage



bit.ly/4ijWDJ2

SOCIAL RELATIONSHIPS & DATING RESOURCES

Dating and "hanging out" with friends can be fun as long as you take a few steps to make sure you are always safe. Refer back to the safety suggestions on Page 85 of this guide for ideas on how to keep yourself safe in social situations.



Online Dating

Hiki: Friendship & Love for the Autistic, ADHD and all Neurodivergent community



bit.ly/3Yw3zSR

Dateability: Dating APP for the Disabled and Chronically ILL communities



bit.ly/43eWXux

Whispers 4u: Disabled Dating Service



bit.ly/42H1eqC

Mutual: LDS Dating app not disability specific



bit.ly/3GF1DkC

Tips for Parents: Talking about Sexuality



bit.ly/4jzejYW

Sex-Ed for Self-Advocates



bit.ly/4k8fdM0

YouTube Series for Teens



bit.ly/4jNhlsS

National Council on Independent Living: Sex-Ed for people with IDD



bit.ly/432CGqO

Taking Good Care of You: 3 Tips for Hygiene Health



bit.ly/3Z1X4XS

Internet Safety

Has Pornography Become the "Go To" Sexuality Educator for our Youth? Part 1



bit.ly/433QrG0

Has Pornography Become the "Go To" Sexuality Educator for our Youth? Part 2



bit.ly/3RPu3e9

Photos: Posting on Social Media

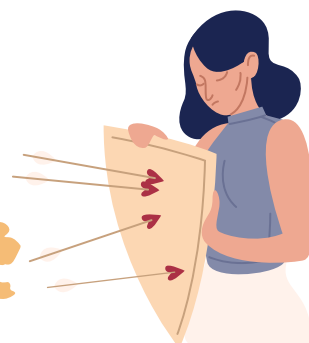


bit.ly/4jJTdHv

ABUSE PREVENTION

Sexuality Education Gaps

Many people assume that adolescents with physical or cognitive disabilities are not interested in relationships or sexuality. As a result, they are often left out of sexuality education. However, they have the same concerns and questions about relationships, anatomy, contraception, and sexually transmitted infections (STIs) as their peers. Studies show that comprehensive sexuality education helps lower rates of risky sexual behavior, STIs, and unintended pregnancies.



Statistics on Risks and Relationships

- **Increased Risk of Sexual Abuse:** Individuals with disabilities are 7 times more likely to be sexually abused.
- **Higher STI Rates:** 26% of adolescent females with disabilities reported having an STI, compared to 10% of their peers without disabilities.
- **Teen Pregnancy Rates:** 40% of teenage girls with disabilities became pregnant, versus 18% of those without disabilities.
- **Romantic Relationships:** 85% of adults with intellectual/developmental disabilities (I/DD) reported having relationships after high school.
- **Interpersonal Violence:** Among those relationships:
 - 50% experienced emotional abuse
 - 35% experienced physical abuse
 - 15% experienced sexual abuse
- **Seeking Help:** 40% of those experiencing abuse did not seek assistance.

Risk of Crime and Abuse

- Older studies found that people with disabilities are **4 to 10 times more likely** to be victims of crime than those without disabilities.
- Children with disabilities are **3.4 times more likely** to experience abuse than children without disabilities.
- More recent crime data shows that people with cognitive disabilities experience the **highest rates of violent crime** compared to those with other disabilities.
- Overall, the rate of violent crime against individuals with disabilities is **2.5 times higher** than for those without disabilities.



ABUSE RESOURCES

PEACE HOUSE

LOCATION: 700 Round Valley Dr. Park City
WEBSITE: peacehouse.org
24/7 HOTLINE: 800-647-9161



bit.ly/3EWZ6SD

UTAH DOMESTIC VIOLENCE COALITION

WEBSITE: <https://udvc.org/resources/>
(website has map of all DV organizations in the state)



bit.ly/3Zhr6Hd

UTAH COALITION AGAINST SEXUAL ASSAULT

LOCATION: 275 E. South Temple St. #200, Salt Lake City
WEBSITE: <https://www.ucasa.org/>
PHONE: 801-746-0404



bit.ly/4j4q6xv

RAPE RECOVERY CENTER

LOCATION: 2035 S. 1300 E., Salt Lake City
WEBSITE: <https://www.raperecoverycenter.org/>
PHONE: 801-467-7282



bit.ly/4j2vNfb

SEGO LILY

LOCATION: 699 E South Temple Ste. #105, Salt Lake City
WEBSITE: <https://segolily.org>
PHONE: 801-474-2083



bit.ly/3SFi57b

HEALTHY RELATIONSHIPS UTAH - USU

WEBSITE: <https://extension.usu.edu/hru/>



bit.ly/43q171N

NATIONWIDE ABUSE RESOURCES

ACTIVATING CHANGE: <https://www.endabusepwd.org/>
NATIONAL SEXUAL VIOLENCE RESOURCE CENTER:
<https://www.nsvrnc.org/>



bit.ly/4khpFkg



bit.ly/43j1hHZ



HEALTHY LIVING & ADULT HEALTHCARE

Success is the sum of small efforts repeated
day in and day out.

-Robert Collier



MANAGING YOUR MEDICAL CARE

Your How-to Basics:

- Do you know what to do in a health emergency?
- If you have a chronic condition, how do you make the shift to an adult doctor?
- How do you keep your body healthy?
- Why should you exercise?
- Ask to have help to understand health records and insurance, and what is your electronic health record?
- How do you fill a prescription?
- How do you find a new doctor?
- Do you want to know more about testing and view example videos?
- What immunizations can help keep you safe?
- How do you keep your stress under control?

Find the answers to these questions along with additional medical resource information through this QR code and website.



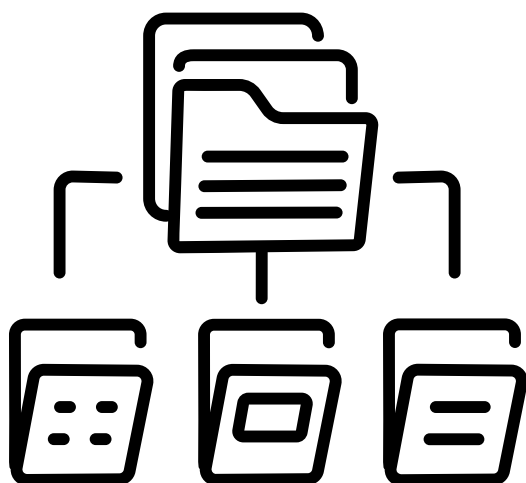
<https://kidshealth.org/en/teens/center/medical-care-center.html>



GET ORGANIZED

Your How-to Basics:

A healthcare notebook is an essential tool for youth with disabilities or chronic illnesses, helping them track vital health information and services as they transition to independence. It keeps key details organized in one central place, making it easier to find and share important information with family, doctors, and other providers who support your care.



CREATING YOUR HEALTHCARE NOTEBOOK

Steps to set up your notebook:

Step 1: Collect your existing health information, with help from family if possible. Include doctor's reports, hospital summaries, school plans, test results, and relevant pamphlets.

Step 2: Create pages to track health and care details, such as medical events (event diary), medication changes, provider contacts, health history, and needed support services or equipment.

Step 3: Update your notebook whenever your treatment, medication, or care changes. Keep essential information easily accessible, and store less frequently used details in a file or box. Bring your notebook to appointments for quick reference.



Utah Family Voices Care Notebook: Explore a customizable, fillable PDF. Download, personalize, and select the pages you need. Save it digitally or print.

utahparentcenter.org/publication/care-notebook

FAMILY TRANSITION CARE NOTEBOOK

Sometimes help from a sibling is needed to manage your health care. **The Sibling Project Care Notebook**— is a must-have guide for siblings stepping into a caregiving role.

Inside, you'll find key tools to help with:

- **Medical history & emergencies** – Keep vital healthcare info in one place.
- **Legal & financial planning** – Understand guardianship, benefits, and key documents.
- **Daily living & routines** – Track essential care details.
- **Supported decision-making** – Empower your sibling while offering the right support.
- **Family dynamics & communication** – Strengthen relationships and teamwork.

This notebook helps siblings navigate caregiving with confidence and clarity

HEALTH RESOURCES

5 Minute Video
Explaining the Basics
of Health Insurance

<https://bit.ly/InsureVid>



Got Transition is a national resource center focusing on health care transition. Click for an online resource and booklet to assist your in transitioning from pediatric to adult healthcare.

<https://gottransition.org/>



The Sibling Project
Care Notebook

bit.ly/sibcarenotebook



A simple online questionnaire to help someone determine if they might be experiencing depression. Many doctor's ask similar questions if you mention you think you might be depressed.

<https://bit.ly/depressionquestion>



Utah's Mental Health Agency

<https://dsamh.utah.gov/>

utah department of
human services
SUBSTANCE ABUSE AND MENTAL HEALTH



YOUTH WITH SPECIAL HEALTH CARE NEEDS TRANSITION RESOURCES



- Are you ready?
- What are the timelines?
- How can you prepare?
- Who can help?

<https://health.utah.gov/cshcn/programs/transition.html>



<https://gottransition.org/resource/?hct-family-toolkit>

GOT TRANSITION - A FAMILY TOOLKIT

This toolkit was developed for families to use during pediatric-to-adult healthcare transition and includes resources for both parents/caregivers and youth/young adults. These tools can be used to better prepare youth and families for the transition to adult care. This toolkit can be downloaded for free on Got Transition's website at [GotTransition.org](https://gottransition.org).



SAMPLE TRANSITION READINESS ASSESSMENT

The purpose of the transition readiness assessment is to begin a discussion with youth about health-related skills. Scoring is optional and can be used to follow individual progress on gaining these skills, not to predict successful transition outcomes.

<https://www.gottransition.org/6ce/?leaving-readiness-assessment-youth>



IS IT MORE THAN "JUST A BAD DAY?"

Everyone has bad days now and then. It is normal for us to have stress, and some anxiety in our lives. A little bit of stress and anxiety can even be good for us, because it helps us know we are doing challenging things, getting better, and learning. It is also normal to feel happy some days and a little bit sad other days. Our moods vary depending on what is going on around us, and what events occur in our families, communities, and in the world. However, It is not normal to have feelings take over our thoughts and make us unable to sleep, eat, work, or function as we usually do for days or even weeks at a time. If you feel you are unable to control your thoughts, feelings, emotions, or actions, that is a signal you should talk with someone and see if you could benefit from treatment or therapy.

A SIMPLE MENTAL HEALTH PAIN SCALE

MILD

-  **1** There is absolutely nothing wrong.
-  **2** Normal fluctuations in mood and some sleeping trouble
-  **3** The emotional equivalent of a headache. May feel withdrawn

MODERATE

-  **4** Today is a bad day (or a few bad days). You may feel lonely at times.
-  **5** Nervousness, irritability, sadness You may face strong agitation
-  **6** Impulsive and compulsive thoughts may be hard to cope with. May feel anxiousness and unsettled.

SEVERE

-  **7** You're avoiding things, social avoidance and decreased performance
-  **8** You are frustrated, annoyed, unable to fall or stay asleep The absolute feeling of despair haunts you.
-  **9** You're at a critical point. You are angry, stomping & having a meltdown
-  **10** The worst mental and emotional distress possible. You can no longer care for yourself.

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MINDJOURNAL

UNDERSTANDING MENTAL HEALTH

We all have a brain. Just like other parts of our body, our brain sometimes experiences injury, illness, or trauma. Usually, if we say that someone is experiencing mental illness, that means that something has happened in the brain and it is not working well.



Mental illness can affect thinking, behavior, or emotion. It can also affect moods, sleep, and appetite. All of these things can cause brain function problems that require attention. Sometimes we can correct these problems on our own, just by taking care of ourselves.



It can help to talk about how we are feeling with a friend, a parent, a doctor, or a therapist. A doctor might prescribe a medication to help you feel better, sleep better, to regulate your mood, or to feel less anxious. You should always tell your doctor if these medications make you feel worse, or if you start to have unusual thoughts or feelings you were not having before.

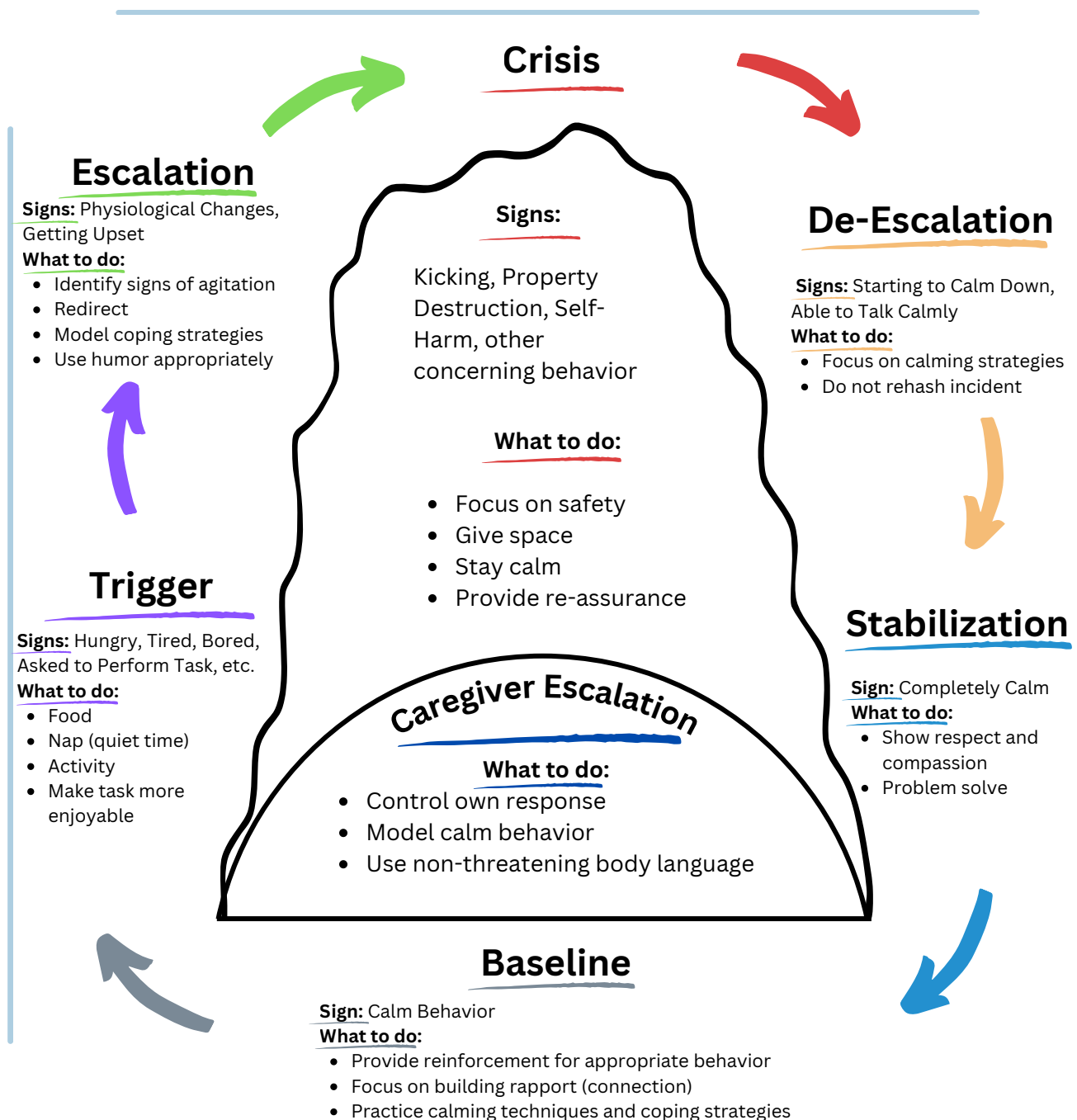
MENTAL HEALTH FACTS

According to the Center for Disease Control:

- 1 in 5 Americans will experience mental illness each year
- 1 in 25 Americans live with a serious mental illness (such as schizophrenia, bipolar disorder, or major depression)
- Mental illness is treatable
- Mental illness rarely has a single cause, and can have many risk factors including: genetics, trauma, stressful events, unhealthy habits, drug and alcohol abuse, and living in stressful environments.
- Mental health can change (either improve or worsen) over time

UNDERSTANDING THE CRISIS CYCLE

The Crisis Escalation cycle is a tool that can help us understand how our emotions work during times of big upsets. It can help us think about different ideas that are best to use during the different phases of an escalation. This image shows the Crisis Escalation Cycle with examples of behavior “warning signs” for each phase of the cycle, as well as reactions that are most helpful during each phase. Understanding the signs and knowing what to do at each stage allows the individual the opportunity to more effectively manage the situation.



UNDERSTANDING THE *CRISIS CYCLE*

Escalation

Signs:

What to do:

- _____
- _____
- _____
- _____

Crisis

Signs:

What to do:

- _____
- _____
- _____

De-Escalation

Signs:

What to do:

- _____
- _____
- _____
- _____

Stabilization

Signs:

What to do:

- _____
- _____
- _____
- _____

Caregiver Escalation

What to do:

- _____
- _____
- _____
- _____

Trigger

Signs:

What to do:

- _____
- _____
- _____
- _____

Baseline

Signs:

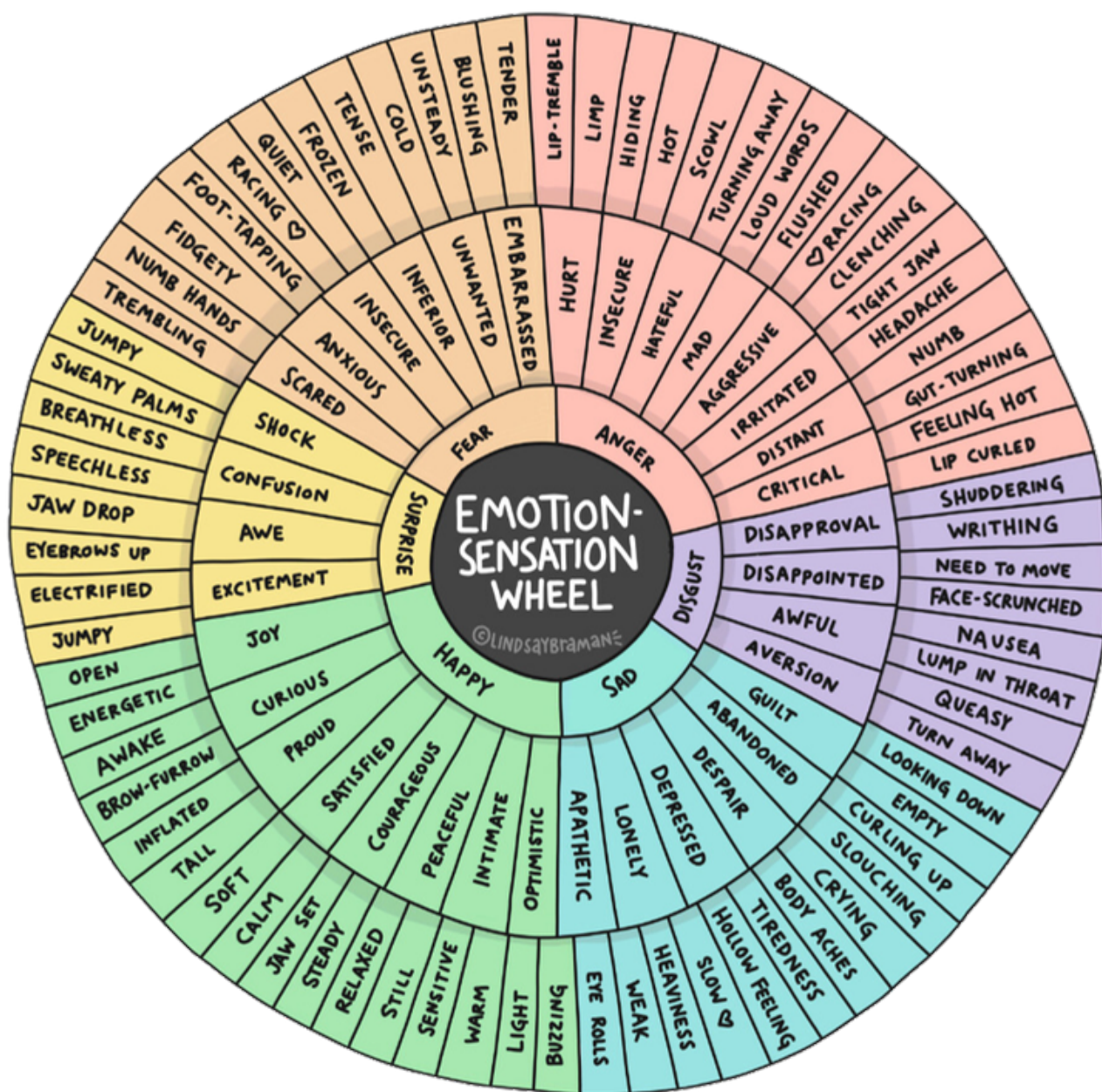
What to do:

- _____
- _____
- _____

Use this worksheet to find your own Crisis Cycle and what to do about it

UNDERSTANDING THE EMOTION WHEEL

By being aware and naming our emotions when we feel dysregulated, we can then allow our bodies to listen and recognize what we are feeling. Once we can get to the “root” emotion, we can then define why we are feeling this way. For instance, am feeling exhausted. Going toward the center of the circle, the root emotion is “sad”. Now I can think of why I am sad, which is making me exhausted. It could be that I am sad that I didn’t get to go to bed until 3 a.m. and was back up at 5 a.m. Once I realize why I am feeling that way, I can think about it in curiosity. NOT SHAME. Why didn’t I go to bed until 3? Could I have done anything differently? Can I take a nap today or go to bed earlier? Once I have noticed the emotion through curiosity, I can then let the emotion go. I don’t have to be as exhausted because I have found a few solutions to help me.



UTAH CRISIS AND SUICIDE PREVENTION RESOURCES

Utah Suicide & Crisis Line 800-273-TALK or Dial 988

The Utah Crisis Line provides compassionate support. We give referrals to anyone in need of mental health or emotional wellbeing services. Whatever age you are, you can call for help 24 hours a day, 7 days a week, 365 days a year. There is no cost. We have interpreters in more than 150 languages to help. The line is managed and staffed by certified crisis workers at the Huntsman Mental Health Institute (HMHI). This 800 number recognizes the area code of caller ID and transfers Utah area code numbers to the Utah team. If you are calling from a non-Utah area code, but you want a Utah response, call the local number 801-587-3000.

Warm Line – 833-SPEAKUT (833-773-2588)

Talk to someone who's been there before and understands. Sometimes you may need a supporter as you heal and recover from your own personal struggles. If you need to talk with someone, you can call the Utah Warm Line for that support. The Utah Warm Line is free for all callers. When you call the Utah Warm Line, you will speak with a certified peer support specialist. Our peer support specialists have gone through specialized training. They have also lived through experiences like yours—mental illness and substance misuse that is disrupting your happiness. Call for support today!

SafeUT App

Download the SafeUT and crisis prevention app for 24/7/365 for students, parents, educators, and others. You can chat with a licensed counselor for support or submit a confidential tip right from your smartphone, or call 833-372-3388 to talk about what is on your mind.

Stabilization & Mobile Response (1-833- SAFE-FAM)

For families with children/youth ages 0-20 experiencing challenges. Over the phone support and problem-solving, mobile response services, and in-home stabilization services to help your family stabilize and self-manage future challenges. Free, family guided, and youth-driven. <https://hs.utah.gov/smr>



UTAH CRISIS AND SUICIDE PREVENTION RESOURCES

Live On! Campaign - <https://liveonutah.org/>

Statewide effort to prevent suicide by promoting education, providing resources, and changing our culture around suicide and mental health. Together we can get through, reach out, lift up, look ahead, and Live On. Like on Facebook. Follow on Instagram.

Emotional Health Relief Line - 833-442-2211

Intermountain Healthcare is offering a free emotional relief hotline for anyone who needs mental health support related to COVID19. Caregivers are available 10AM to 10PM, 7 days a week.

Utah Strong Recovery

385-386-2289 (call or text)

Email utahstrong@utah.gov if you or someone you know is experiencing stress, anxiety, or depression because of COVID19. Talk with a crisis counselor 7 days a week, from 7 AM to 7 PM. All information is confidential and free of charge.

myStrength

Free online tool to help you live your best life. You'll find help for stress, anxiety, chronic pain, and more. It's safe, secure, and personalized – just for you. Track your health, enjoy activities, and become inspired. myStrength has recently added resources and supports surrounding COVID-19 and the behavioral health needs that you may have during this time.

<https://dsamh.utah.gov/>



UTAH CRISIS AND SUICIDE PREVENTION RESOURCES

CALL-UP: for Utah Medical Professionals

The program is a state-wide psychiatric consult service. HMHI (formerly UNI) has teamed up with the Utah State Division of Substance Abuse and Mental Health to create the Consultation Access Link Line to Utah Psychiatry (CALL-UP). CALL-UP is a new legislative-funded program to address the limited number of psychiatric services in Utah and improve access at no cost to providers/patients in the state of Utah. The program will support primary care providers in meeting the treatment needs for their patients' mental health. Available M-F from 12:00 pm to 4:30 pm by calling: 801-587-3636. Or, the email is: Callup@hsc.utah.edu

Caring Connections

The University of Utah, College of Nursing offers a variety of grief support groups throughout the year. Each support group is designed to help you cope with a different kind of loss and grief, including suicide. The groups are eight weeks in length and are facilitated by expert clinicians in the fields of social work, nursing, counseling, and psychology.

<https://nursing.utah.edu/caring-connections>



TO LEARN ABOUT OTHER UTAH RESOURCES FOR CRISIS AND SUICIDE PREVENTION:

Crisis and Suicide Prevention, Utah

<https://healthcare.utah.edu/uni/programs/crisis-diversion.php>

The Utah Division of Substance Abuse and Mental Health

<https://dsamh.utah.gov/>

National Alliance on Mental Illness (NAMI)

<https://www.namiut.org/>

American Foundation on Suicide Prevention,
Utah Chapter <https://afsp.org/chapter/utah>

For additional resources in the human services
and social services area, please call 2-1-1 or see
<https://211utah.org/>



Health and Safety

GotTransition.org assists in the transition from pediatric to adult health care.



gottransition.org

Utah Dept of Health Transition to Adulthood:



bit.ly/3SKrUAl

Utah Parent Center Crisis Training

Part 1: De-Escalation



Part 2: What to Expect When the Police are Called



Part 3: Floreo VR-Police Interactive Training



bit.ly/UPCvidFloreo

Understanding Insurance –a brief video that explains the basics of insurance coverage.



bit.ly/healthinsurancevid

To report abuse, neglect, or exploitation of an adult, you can contact adult protective services.



bit.ly/DAASutah

Police Crisis Intervention Teams



cit-utah.com

To report abuse, neglect, or exploitation of a minor. Also contact child protective services.



bit.ly/DCFSutah



Health and Safety Continued

SAFE UT APP



safeut.org

Article about teaching Online Safety to students with learning disabilities, including why it is important to do so.



bit.ly/OnlineSafetyLPs

Mental Health Resources



www.parentcenterhub.org/mentalhealth



wellness.jordandistrict.org/mentalhealth



www.namiut.org



latinobehavioral.org



healthcare.utah.edu/hmhi/

If you or someone you know is experiencing suicidal thoughts, call the Suicide Prevention Lifeline

1-800-273-8255

or

UNI CrisisLine

801-587-3000.

Find help here:



utahsuicideprevention.org/get-help/



Transition Summary

You might feel as if you are in transition for the rest of your life--and truly, life is just one change after another. Being able to adjust to new situations and adapt to change is a learned skill which we can get better at all the time. We can learn to do things throughout our lives if we just keep working at it. Although this guidebook was designed for youth and young adults, many older people might find they could benefit from it as well! We are never too old to learn and improve.



One key is to not get overwhelmed. Start small and break things down into small, manageable steps and goals. If you get stuck or don't know what to do, remember it is okay to ask for help. People want you to succeed and will help you with your goals. There are many people who are paid and unpaid who can assist you.

Finally, keep trying! Don't give up! Things may take longer than you anticipate. You may not get the first job you apply for. It might take several attempts to find employment. You might not get along with everyone you live with or be able to find an apartment quickly. You might have a few detours along your journey, but even with those detours, good things can and do happen.

Transition Partners

The following agencies have services and resources that can be helpful to you in your adult journey. Link to their websites to learn more about their services.

SSI Benefits and Work Incentives
<https://www.ssa.gov/benefits/ssi/>



Workforce Services
<https://bit.ly/UTAssist>



Utah Parent Center
<https://utahparentcenter.org/>



Utah Developmental Disabilities Council
<https://www.utahddcouncil.org/>



Utah State Office of Education
Transition Elevated App
<https://www.transitionelevated.org/>



Vocational Rehabilitation
Pre-ETS Services
<https://bit.ly/vrpre-ets>



Transition Partners

Utah Center for Assistive Technology, a
service under vocation rehabilitation

bit.ly/3iilJHk



(UCAT)



Division of Services for People with
Disabilities

<https://dspd.utah.gov/intake-process/>

(DSPD)



Local Mental Health Centers

<https://dsamh.utah.gov/>



Utah Independent Living Centers

<http://usilc.org/il-centers>



Disability Law Center

<http://disabilitylawcenter.org/>



Notices and Acknowledgements

The development and update of information in this resource book have been completed with current and previous funding from multiple state and federal funding sources over time. The contents of this resource book were developed by Transition University, with funding at various points in time from the following sources:

- Current (#H328M250130) and previous (#H328M200028) grants from the US Department of Education, and funding from the Utah State Board of Education. However, the contents do not necessarily represent the policy of the US Department of Education nor the Utah State Board of Education, and you should not assume endorsement by the Federal Government or the State of Utah. The information is in the public domain unless otherwise indicated and may be duplicated with proper credit to the Utah Parent Center as the source.
- A grant by the Health Resources and Services Administration (HRSA) of the U.S. Dept. of Health and Human Services (HHS) as part of an award to Utah Family Voices Family to Family Information Center, a project of the Utah Parent Center, Grant Award # H84MC07996. The contents do not necessarily reflect the official views of, nor an endorsement by HRSA, HHS, or the U.S. Government.
- This work was supported by the Health and Resources Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under CFDA #93.994 Maternal and Child Health Services- Title V Block Grant. This information or Content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.
- This work was supported by the Utah Developmental Disabilities Council, grant number 2101UTSCDD-02, from the U.S. Administration for Community Living (ACL), U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$632,214.00 with 100 percent funding by ACL/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACL/HHS, or the U.S. Government.
- In addition, previous private grants funded through the Sorenson Legacy, Williamson Family, and Miller Family Foundations and a corporate grant from doTerra supported this work.

Credit has been given where necessary to information sources. Any information used in this publication should be given proper credit as to sourcing.

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