

Getting Ready – Life After High School

A Lunch &
Learn
Presentation
Autism Services
& Resources CT
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Thank you to our panelists!

Chapel Haven Schleifer Center



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Anna Cassara, ASAT



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About Chapel Haven Schleifer Center:

Award-winning nonprofit, empowering adults to live independent and self-determined lives since 1972

Located in Westville section, serving 250 adults of varying abilities

www.chapelhaven.org



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SCHLEIFER CENTER

My story- Andrew

Andrew is a people person! He has his own personal care team and has his own apartment in the SAIL program.

- He has a part-time job at CT Public Broadcasting – working on a web series through his own personal perspective (Weds and Friday)
- Sings in Greater New Haven Community Chorus
- He enjoys hanging out and socializing with his peers at CHSC
- Takes Out to Art classes, Men's Group, Sports Talk
- **Tip: Persevere – do your best!**



My story - Luke

Luke - Darien, CT. 1st -year student in the ASAT (Asperger Syndrome Adult Transition) program. Previously attended community college & Landmark for one semester.

- Was not ready for college after graduation
- Joined CHSC because he wanted to work on his personal development – chores, finances, being in an apartment setting (life skills)
- Volunteers at VITAS – clerical work
- In leisure time, likes to:
 - ☐ Hangs out with friends – likes to organize hangouts
 - ☐ Paints miniatures

☐ **TIP: Take your time. Don't be afraid to say no to college immediately. You may feel pressured to go immediately after graduation.**



My story - Anna

Anna - Wilton, CT. Attended Wilton HS (college prep environment); decided to take a gap year

Looked at various programs that would help with college prep and life skills – was placed through school district

Working on an art portfolio (acrylic and pen and paper) to prepare for college applications to art school

Takes Expressive Painting class here

Next year, will take one class at SCSU to get used to college setting

I am learning life skills – laundry, cooking, cleaning, transportation and how to take care of myself without being told to

Tip: Don't throw yourself into something if you're not ready



My story - Imaan

Imaan from Wallingford, CT – a third-year REACH student:

- I love Chapel Haven
- Shares her apartment in REACH with a roommate
- Doing retail sales training on our campus – working on skills needed to succeed in a paid job in retail
- Worked through our PAVE program in the cafeteria at Yale-New Haven Hospital
- Hang out with friends and does recreation trips – loves going to CT Wolf Pack and Bpt. Islander hockey games

Tip: I hope you make new friends every day



My story – Gillian

Gillian is from Morris County, Jersey – a first-year student in REACH:

- Gillian and family looked at a lot of programs, and this one fit her needs the best, and a friend's relative went here too, and really enjoyed it.
- REACH is how to live on your own vs. college
- Working on her life skills – she and roommate are mostly independent with making meals, chores, maintenance
- Working on vocational skills – at English Chapel once a week cleaning
- Special Olympics basketball and track
- Also involved with Best Buddies (SCSU)



Tip: Do more on your own – plan your own social outings

Best way to prepare – staff perspective – Brittany Nadeau

- Going away: sleepaway camp, living away at college - life skills have been stronger than those who only lived at home and had their family, friends etc. help with everything
- Having a goal in mind – a job, college
- Be motivated - you may be afraid to leave home but if the adult is self-motivated, rather than trying to satisfy parents, more progress can be made!



School Based Tips

Planning for transition
with your PPT



Transition Bill of Rights

For Parents of Students Receiving Special Education Services

A student with an individualized education program (IEP) has certain rights under both federal and state laws. This *Transition Bill of Rights* for parents of students receiving special education will help parents and students understand a student's rights related to getting an education and other important issues regarding the transition to life after high school. School districts will provide this document annually at a planning and placement team (PPT) meeting to all parents, guardians, and surrogate parents of students who are receiving special education services in Grades 6-12 as well as to students who are 18 years of age or older.

Students, parents, guardians, and surrogate parents are important members of the PPT. Parents, guardians, surrogate parents, and students 18 years of age or older have the right to receive a copy of *Procedural Safeguards in Special Education* which explains the rights and responsibilities in the federal law called the Individuals with Disabilities Education Act (IDEA). These procedural safeguards are provided at least annually at a PPT meeting by each school district. This publication describes a student's right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through specialized instruction and related services in a student's IEP.

Resources to Help Navigate the Process

- Educational Advocates
- Nonprofit organizations (in CT CPAC and FAVOR)
- State DOE website
- Transition Coordinators
- Special Education Attorneys – S.E.L.F

Connecticut Core Transition Skills

To the maximum extent possible, **each student** with a disability will be able to:

- A. Explain his/her disability including individual strengths, needs, preferences and interests.
- B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
- C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
- D. Assist with the development of his/her Individualized Education Program (IEP).
- E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
- F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
- G. Describe his/her rights and responsibilities under disability legislation.
- H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
- I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
- J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
- K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
- L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
- M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
- N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/ or employment settings.
- O. Demonstrate skills needed to access appropriate transportation (both public and private).
- P. Demonstrate the ability to use technology to enhance employment, learning and community involvement.

Examples of Postsecondary Goal Outcome Statements

Postsecondary Training and Education:

*After graduation, Jason will enroll in a 4-year college degree program of his choice

- Upon completion of high school, Ted will enroll in the general Associates Degree program at the local community college in September of 2008.
- After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult day program.

Employment:

*Upon completion of high school, Mason will obtain competitive employment in a field of his choice.

- After finishing high school, Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.

Independent Living Skills:

*After graduation, Carrie will live in a supported living environment and participate as independently as possible in accessing community services.

- Upon completion of high school, Shaun will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.

Resources for Finding Programs

- Educational Consultants – IECA
- Websites: thinkcollege.net ; NATSAP
- Recs from current school – transition coordinator
- Recs from camp
- Recs from transition assessment evaluators

A Spectrum of Independence

Questions?

School Based Tips

Preparing for life after high school

**Preparing for transition: more tips
and ideas for the high school years
& beyond!**

Life Skills

- **Cooking:** make own breakfast or lunch – everyday!
- **Grocery Shopping:** assist with locating a few items from the family list
- **Apartment Maintenance:** assign & complete chores with a regular schedule & set expectations
- **Community Safety:** know how to seek help
- **Time Management:** wake with an alarm



Life Skills

- **Mobility:** independently walk around the neighborhood or browse in a store with parent check-in
- **Budget:** make cash & debit purchases
- **Leisure Time Management:** be at home without constant adult input or supervision
- **Time Away From Home:** attend a sleep away camp – Andrew, Luke



Social Communication

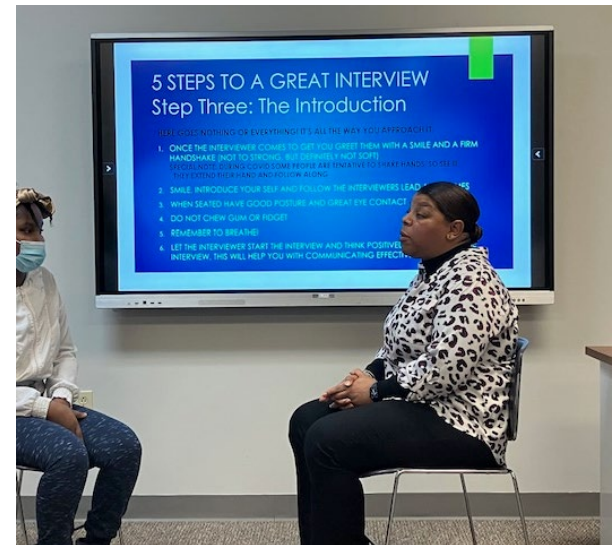
Perspective Taking: read *Socially Curious & Curiously Social* by Michelle Garcia Winner

Learning how to manage reactions, impulses, anger - Gillian

Social Etiquette: practice best use of phone, texting & social media

Problem Solving: use in the moment teaching

Social Skills: attend a skills group, make plans with peers using scaffolded planning sheets or scripts



Readiness for Work

- **Volunteering:** provides repeated experiences to practice meeting expectations & offers varied opportunities to explore interests
- **Interest & Skills Surveys** – check out careeronestop.org, great resource for career exploration and job tips
- **Realistic Expectations:** define underlying interests & use that to map out career possibilities

College Supports

- **Time Management**
- **Executive Functioning**
- **Increase Understanding:** learn the difference between modifications (HS) vs. accommodations (college)
- **Self-Advocacy**
- **Browse Options:** look at catalogues, visit campuses, discuss pros & cons



Questions?

Home Based Tips