Secondary Transition Learning Guide

For

Transition Aged Students
(14 - 21 years of age)

Office of Specialized Services
The School District of Philadelphia encourages parents and caregivers to find ways to keep their children engaged in educational activities during this extended period of school closures.

The District is making Learning Guides available as a resource during this time. These optional Learning Guides (K-12) are offered for personal use. The Learning Guides are aligned to areas of support for students with disabilities, parents and students may select which Learning Guides to use.

Included within this learning guide are supplementary resources and activities in relation to Secondary Transition for special needs students aged 14 to 21.

Secondary Transition planning is the process of preparing your child(ren) for adult life after they leave high school. Transition services and activities in this learning guide will serve as a resource in the following domains: Post-secondary Education/Training, Employment and Independent Living.

Activity:

Post-Secondary Education and Training

Create a Vision Board - Create a “vision board” to assist you with visualizing your goals to ultimately inspire and encourage you to meet your desired post-school outcomes.

You will need the following to complete your activity:

- board (cork board, poster board, pin board)
- scissors
- tape/pins/glue (depending on the type of board)
- magazines that you can use to cut out pictures
- other printed material
- fun stickers
- markers, pens
- paper
- quotes, affirmations, sayings and other words of wisdom
Here are the steps to creating your “Vision Board”
1. Prepare space for your activity
2. Make sure you know your desired goals
3. Write down your goals
4. Get your vision board supplies ready
5. Choose Pictures That Represent Your Desires The Best
6. Plan out your vision board
7. Make a Collage
8. Add quotes and words that inspire you
9. Place your vision board somewhere you can see it every day

Your vision board represents your best life! You might want material things, dream jobs, and finish high school, college or trade school. Use magazines and other printed material as they are the best source for pictures. Take your time, and have FUN!

Here are few examples of what a Vision Board looks like:
RESOURCES - Planning for the Future Checklist is a way for you to stay on track until you graduate from High School.

<table>
<thead>
<tr>
<th>14-15 Year Olds</th>
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<tr>
<td>16-17 Year Olds</td>
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<td>18-21 Year Olds</td>
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**RESOURCES** - Planning for the Future Checklist is a way for you to stay on track until you graduate from High School.
Suggested Activities and Services for Preparing for Successful Post Secondary Transition Outcomes:

The following materials are designed to provide students, parents, and school staff suggestions on activities and services for students involved in the multi-year preparation of students to successfully transition to life after high school in the post secondary goal areas of education, work, and independent living. Use these materials as a resource to help in this process. Some suggestions may be beyond the capability of students and will need to be modified or not implemented.

**Middle School Students**

Students could:

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker. (for example: do you learn something best by reading it, hearing it, or doing it?)

- Develop an understanding of your disability.

- Begin to think about your career options.

- Eat healthy and exercise daily.

- Develop a portfolio you will use throughout your high school education. To start, use the worksheets you completed from this Toolkit. It will help you plan for your future. It can be shared with your family, teachers, Bureau of Vocational Rehabilitations (BVR) counselor and other agencies that can support you. Some information can be used to show your talents and abilities with employers.

**NINTH GRADE**

Students could:

- Develop a clear understanding of your disability and how it affects your life.

- Broaden experiences through community activities and expand friendships.
Find out if you are eligible to get financial supports such as Supplemental Security Income (SSI), Medicaid, and state waiver programs.

Be able to describe your disability and advocate for supports and accommodations.

Have an identification card and be able to communicate personal information.

Discuss plans/goals with parents about what you will do after you graduate.

Start thinking about where you would like to live and the supports needed to live there.

Review Planning for Future Checklist about future plans. Obtain information on employment, vocational training, and colleges or postsecondary schools.

Search Web sites for employment, vocational training, colleges and postsecondary schools to learn more about course requirements, potential majors, costs, services for students with disabilities, living arrangements, activities, student life etc.

Look into driver’s education when the time is right. And pursue and use local transportation systems outside of your family.

Explore assistive technology (such as wheelchairs, computer reader programs, and TTY, etc.) to be more involved in your community and to reach your goals.

Start practicing skills in decision making, time management, and organization skills.

Understand your health care needs and be able to communicate this to your medical team.

Become informed about sexuality and family planning.
Continue to build your portfolio you will use throughout your high school education.

TENTH GRADE

Students could:

- Broaden experiences through community activities and expand friendships.
- Find out if you are eligible to get financial supports such as Supplemental Security Income (SSI), Medicaid, and state waiver programs.
- Search the Internet and other resources (i.e., books, articles) to learn more about your disability.
- Identify how your disability impacts you in the classroom, at work, and in social settings. You should be able to discuss your disability and its effect on your education.
- Learn more about the differences between accommodations adjustments in college, employment, or independent living versus high school.
- If you are considering college, think about taking the PSAT, which is a practice test for the SAT, which many colleges require for entrance. Explore possible accommodations for the test. Go to the College Board Website for more information: http://www.collegeboard.com/testing/.
- Begin to use accommodations that are more in line with what is used in college or training and employment after high school. Individualized instruction and certain modifications used in high school will not be provided after high school.
- Participate in a career assessment and make appropriate career choices. These choices should match your individual strengths and goals for postsecondary education.
- Research the requirements needed to achieve your goals in postsecondary employment, education, or independent living.
Visit and tour colleges and postsecondary school campuses via Virtual Tour on interested college websites.

Discuss options and choices for employment, postsecondary living, and independent living with parents.

Practice and learn independent living skills such as budgeting, cooking, shopping & housekeeping.

Identify adult health care providers.

Know how your interests can help you learn about jobs you might like to do.

Talk to your family, friends, and people in the community about employment opportunities.

Identify needed personal care attendant (PCA’s) services, and if appropriate, learn to direct and manage these services.

Practice job interviewing skills.

Know what accommodations you need to work and be able to explain them to someone you trust, so you’re ready to talk to an employer.

Search virtual job fairs to learn about jobs.

Use tools and resources on the internet to learn about jobs, like what training is needed, salaries and whether the jobs are in your community.

Be honest with yourself about what you’re good at and work on the things you could improve.

Continue to build your portfolio you will use throughout your high school

ELEVENTH GRADE
Students could:

- Continue to develop self-advocacy skills (asking for help, communicating needs to others, etc.)
- Learn how to ask for job accommodations

**Postsecondary Education**

- Attend virtual college fairs.
- Research college disabilities services web sites to learn about eligibility for services, documentation guidelines, and services offered. Also, pay particular attention to admissions criteria, admissions deadlines, financial aid information, scholarship information, programs, cost, housing and food services.
- Be aware that accommodations and supports in postsecondary education may be different than they are in high school. Begin to think more independently and practice stronger self advocacy. For example, if you are using an aid, begin to think about how you would work more independently.
- Continue to research college web sites. Research application procedures, course requirements, and entrance requirements for colleges of interests.
- Identify tests required for admission at the college or colleges chosen: (e.g., SAT I, ACT Assessment, or SAT II Subject Tests).
- Register and take the SAT and the ACT, if not taken in the tenth grade. Explore possible accommodations for the test, and apply for them. For information regarding SAT testing for students with disabilities, go to the

The summer prior to senior year, visit the disability office, learning centers, computer labs and assistive technology labs at postsecondary schools and colleges of interest.

**Employment**

- Know how your interests can help you learn about jobs you might like to do.
- Talk to your family, friends, and people in the community about employment opportunities.
- Practice job interviewing skills.
- Know what accommodations you need to work and be able to explain them to someone you trust, so you’re ready to talk to an employer.
- Attend virtual job fairs to find out about jobs.
- Use tools and resources on the internet to learn about jobs, like what training is needed, salaries and whether the jobs are in your community.
- Be honest with yourself about what you’re good at and work on the things you could improve.
- Continue to build your portfolio you will use throughout your high school education.

**Independent Living**

- Independent living is about more than just where you live, it is about choosing how, where, and with whom you live.
- Find out if you are eligible to get financial supports such as Supplemental
Security Income (SSI), Medicaid, and state waiver programs.

- Eat healthy and exercise daily.
- Practice and learn independent living skills such as budgeting, cooking, shopping, and housekeeping.
- Start thinking about how you are going to pay for living on your own. If living on a fixed income, think about getting on a waiting list for low income housing.

**TWELFTH GRADE**

Students could:

- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.
- Become involved with advocacy and support groups.
- Register to vote at age 18 (and register for selective service.)
- Identify adult support provided by community based agencies.

**Postsecondary Education**

Student could:

- Begin completing postsecondary school and college applications online. Applying early may increase the chance of getting into school or college of choice.
- Research the disability services office website to review documentation guidelines and obtain what is needed.
- After you have been accepted into a college, contact disability service offices at colleges to schedule and participate in an intake appointment.
Submit documentation to the disability services office at the postsecondary schools or colleges that you have chosen.

Talk with students who are receiving services at the college and other postsecondary education training settings about their experience.

**Employment**

Student could:

- Know how your interests can help you learn about jobs you might like to do.
- Talk to your family, friends, and people in the community about employment opportunities.
- Investigate support services available through vocational rehabilitation, public welfare, local transportation systems.
- Practice job interviewing skills.
- Know what accommodations you need to work and be able to explain them to someone you trust, so you're ready to talk to an employer.
- Develop a career portfolio to show your talents and skills.
- Use tools and resources on the internet to learn about jobs, like what training is needed, salaries and whether the jobs are in your community.
- Apply for jobs.
- Be honest with yourself about what you're good at and work on ways you could improve.
- Continue to build your portfolio you will use throughout your high school education.

**Independent Living**
Make detailed plans for independent living. Continue development of independent living skills.

Find out if you are eligible to get financial supports such as Supplemental Security Income (SSI), Medicaid, and state waiver programs.

Eat healthy and attempt to exercise daily.

Practice and learn independent living skills such as budgeting, cooking, shopping, and housekeeping.

Begin to think about what kind of insurance you will receive after high school.

Independent Living is about more than just where you live, it is about choosing how, where, and with whom you live.

**Think about the following questions:**

- Do you want a house or an apartment?
- Will you have roommates or pets?
- Do you have any accessibility or transportation needs?
- Develop a list of questions you want to ask each landlord
CARTOONS: Why are Soft Skills Important?

Soft skills are “known as ‘people skills’ or ‘interpersonal skills’”, while hard skills are “teachable abilities or skill sets that are easy to quantify.” While employers value both soft and hard skills, many people still underestimate the importance of soft skills in the workplace.

In this activity, you will pick one of the cartoons provided below and analyze how that cartoon depicts the importance of soft skills in the workplace.

Part I: Choose a Cartoon
Select one of the cartoons provided below to analyze.

Cartoon 1

“What’s the matter with you? Don’t you realize that I have good people skills?!!”
JOB APPLICATION WORKSHEET

Steven’s Warehouse
715 Blades Plaza
Chicago, IL 32411
(800) 324-8413

Note to Applicant: Please print. Use a ballpoint pen in completing this application.

PERSONAL INFORMATION

Name: ___________________________________________ ___________________________________________

LAST             FIRST   MIDDLE

Address: ____________________________________________ ____________________________________________

STREET

___________________________________________________________________

CITY   STATE   ZIP

Telephone Number_______________________________

Have you ever worked for Steven’s Warehouse? Yes____ No____

For which position are you applying? ________________________

EDUCATION

Name of School    Address           Years Attended  Graduation
Date/Degree

_____________________________________________________________________  

High School

______________________________________

Career/Technical School

______________________________________
WORK HISTORY – Provide the following for the last three jobs.

1. Company: ____________________________ Address: __________________________________________
   Dates Employed: ______________ Title and Duties: ______________________________
   Reason left: _______________________________________________________________________

2. Company: ____________________________ Address: __________________________________________
   Dates Employed: ______________ Title and Duties: ______________________________
   Reason left: _______________________________________________________________________

3. Company: ____________________________ Address: __________________________________________
   Dates Employed: ______________ Title and Duties: ______________________________
   Reason left: _______________________________________________________________________
REFERENCES – do not list relatives as references

1. Name: ________________________________  Title: ____________________________
   Company: ____________________________   Telephone: ________________
   Address: __________________________________________________________________

2. Name: ________________________________  Title: ____________________________
   Company: ____________________________   Telephone: ______________________
   Address: __________________________________________________________________

3. Name: ________________________________  Title: ____________________________
   Company: ____________________________   Telephone: ______________________
   Address: __________________________________________________________________

I hereby certify that the above information is correct to the best of my knowledge.

_____________________________________   _____________________
Signature                      Date

Resume Readiness Form

Personal Traits
(Using the Personal Traits list, choose 4-6 words that best describe you)

1. ________________________________
2. ________________________________
3. ________________________________
Action Words
(Using the list of action words, choose words that describe your abilities and skills)

1__________5___________9__________
2__________6___________10__________
3__________7___________11__________
4__________8___________12__________

Developing a Resume
A resume is important in looking for a job. There are four parts in a resume.

1. The first part is your personal information. List your full name, address and phone number (including area code). It might look like this:

   Jessica Lauren Wade  
   165 Vine Street  
   Louisville, KY 40205  
   (502) 581-555

Now write your personal information:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. The second part is your education and training. List the schools you attended. List the address and the dates you attended the school. It might look like this:

**EDUCATION and TRAINING**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Dates Attended</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hagan Technical Center</td>
<td>June 2007-May 2009</td>
<td>Computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Programmer</td>
</tr>
<tr>
<td>111 Oak Ridge Plaza</td>
<td></td>
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<tr>
<td>New Albany, IN 47150</td>
<td></td>
<td></td>
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<tr>
<td>Western City High School</td>
<td>2004-2007</td>
<td>Diploma</td>
</tr>
<tr>
<td>1110 Doctor’s Drive</td>
<td></td>
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<tr>
<td>Louisville, KY 40205</td>
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</table>

Now write your education and training information:

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</table>
Ms. Sara Barnes  
Barnes and Associates  
Citizens Plaza Tower, Room 304  
Lexington, KY 40505

Dear Ms. Barnes:

I am writing to apply for the sales clerk position that I saw advertised in the Daily News on September 16th.

As you can see from my attached resume, I have worked as a sales clerk at Anytown Industries for the past three years.

I believe that my qualifications and experience have prepared me to do a good job for you. I am competent in working with the public and enjoy meeting and helping customers.

I would very much like a chance to interview for the position. You may reach me on my cell at (502) 555-5930 during the day or at my home number (502) 555–0936 any other time. I look forward to hearing from you.

Thank you in advance for your time and consideration.

Sincerely,

Thomas Baker
Writing a Cover Letter Worksheet (con’t)

Now you will practice writing a cover letter to include with your resume. Select a job opening in your community that you would like to apply for (you may use the newspaper or other sources to find job openings).

Write a cover letter to go with your resume.

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Jobs & occupations
Jobs & Occupations

About Philadelphia IDS

Philadelphia Intellectual disability Services (IDS) is an Administrative Entity (AE) under contract to Pennsylvania Department of Human Services (PA DHS) to administer services in Philadelphia. IDS works with service providers to offer quality supports and services so that individuals will have choices in their lives, meaningful relationships and participation in their community as valued citizens.

Waiver Services

In addition to Supports Coordination, if the person is determined eligible for Waiver services, other services include, but are not limited to:

- In-Home and Community Supports, Adaptive Equipment, Behavior & other needed Therapies, Habilitation Services, Residential Services, Respite, Employment and Day Services.

The approved waivers include the Person/Family Directed Support (P/FDS), Consolidated and Community Living Waivers. See the complete list of services in the approved waivers and learn more by going to the Compass website at:

http://www.dhs.pa.gov

Note: A limited amount of resources may be available for individuals not in a Waiver.

You Must Be Registered to Receive Services

To register for

Intellectual disability & Autism Services

Gather the required documentation described in this brochure, then call Registration to make an appointment

215-685-4677

DBHIDS

DEPARTMENT OF BEHAVIORAL HEALTH AND INTELLECTUAL DISABILITY SERVICES

Philadelphia Intellectual disAbility Services

701 Market Street, 5th Floor, Suite 5200
Philadelphia, PA 19106
Registration # 215-685-4677
Main # 215-685-5900
LEARN ABOUT INTELLECTUAL DISABILITY SERVICES

Eligibility
To be eligible for services in Pennsylvania, you must:
• Have a diagnosis of an Intellectual Disability which requires an IQ score of 70 or below
• And/or have a diagnosis of Autism/Autism spectrum disorder (ASD)
• Have adaptive skill deficits in three or more areas based on a standardized adaptive functioning test
• Have been diagnosed prior to age 22

Required Documents
• If you an have Intellectual disability (ID) you need a Psychological Evaluation that supports this diagnosis along with IQ score
• Comprehensive Autism assessment if there is a diagnosis of Autism/Autism spectrum disorder (ASD) as determined by a Standardized Diagnostic Test
• Personal and demographic information
• Birth Certificate
• Social Security Card
• Insurance (Medicaid or Access card)

In order to receive waiver services you must be enrolled in the Medical Assistance (MA) program. If not enrolled in MA, we will provide you with information on how to apply.

The Process
STEP 1: Forward required documentation to the IDS Registration to determine eligibility.
STEP 2: Once determined eligible to proceed with Registration.
The Registration Specialist will complete forms with you and your family. This includes the waiting list form, application for Waiver services, service preference, voter registration and a social summary.

STEP 3: Discussing Services
The registration specialist will help you begin to plan by identifying services you may need and offer you a choice of a Supports Coordination Organization (SCO). **You will be provided with a Physical Exam Form to be completed and given to your newly assigned Supports Coordinator.

STEP 4: Eligibility Notification for waiver services
Within 10 days after the registration process is complete, you will receive a eligibility determination letter. Your rights in the mediation and appeal process will be included in the letter.

STEP 5: Refer to an SCO and Develop an ISP
Within 2 weeks after you are referred to the SCO, you will be assigned to a Supports Coordinator. The Supports Coordinator will help you develop an Individual Support Plan (ISP), identify, locate, coordinate and monitor community services and supports. Please note that you can transfer your SCO at any time if you are not satisfied with services.

What You Need To Know
• There may be a waiting list for Waiver services, but all eligible individuals will receive supports coordination services at NO charge.
• If you are NOT eligible for Medicaid waiver services, you will receive help finding other community resources.
• If you are not registered to vote, you will be offered the opportunity to complete an application to register to vote.
• It is important for all eligible individuals to register with IDS if they need to receive services and supports.

family jobs health and wellness friendships spirituality loving relationships ❤️
## Planning for the Future Checklist

**Use this checklist as a discussion guide in preparing for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future. The checklist is meant to be individualized and not all of the items listed may pertain to you.**

<table>
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**Every Year**

- 1. Meet with your agency and school supporters.
- 2. Share information about your abilities and interests.
- 3. Ask about accommodations and technology you can use to meet your school, work, and other life goals.
- 4. Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school.
- 5. Build on what you started the year before.

### 14-15 Year Olds

- **Education/Training**
  - Talk with your school and/or agency supporters about your interests and what you want to study after high school.
  - Study websites to learn about training, technical school, college programs, and classes where you can explore an interest or hobby. Visit at least one of these programs.
  - Meet with your school’s transition coordinator to make sure you are taking the right classes for your goals.
  - Understand your disability. Ask for your own accommodations and assistive technology.

- **Community Living**
  - Sign up to volunteer and job shadow during school and/or summer months.
  - Start keeping a list of names, email addresses, and phone numbers of people who can be references for jobs.
  - Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit if you like it. Learn how to apply.

- **Employment**
  - Join an activity at your school, community, or place of worship.
  - Practice asking for what you need during your IEP and other meetings.
  - Ask about certified transportation training at your IEP meeting.
  - Know the medications you take (names, dosage, why you’re taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies.

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<th>Every Year</th>
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### 15-16 Year Olds

- **Education/Training**
  - Learn how accommodations may be different at the educational programs you’ve chosen for after high school, so you can start to prepare.
  - If you’ve chosen college, sign up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.
  - Visit technical schools or certificate programs you may be interested in.

- **Community Living**
  - To get ready for a job, practice filling out job applications and answering questions an employer might ask you.
  - Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your area of interest. Your school can help you get this experience during school and during the summer.
  - Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings.

- **Employment**
  - Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.
  - Keep a list of your medical conditions and physicians. Be able to describe your health needs.
  - If you have questions about your emotional or mental health, talk to your parents/guardians, school or agency supporters, and your medical team. You can also call the county crisis line for help.
  - Find out about adult agencies (like OVR) that can help you prepare for work, training, and independent living. The back of this checklist has a list of these agencies.
  - Keep copies of your medical, education, and government papers in a file to have ready when you need them.

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### Planning for the Future Checklist

**Use this checklist as a discussion guide in preparing for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future. The checklist is meant to be individualized and not all of the items listed may pertain to you.**

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**Every Year**

- 1. Meet with your agency and school supporters.
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- 3. Ask about accommodations and technology you can use to meet your school, work, and other life goals.
- 4. Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school.
- 5. Build on what you started the year before.

### 14-15 Year Olds

- **Education/Training**
  - Talk with your school and/or agency supporters about your interests and what you want to study after high school.
  - Study websites to learn about training, technical school, college programs, and classes where you can explore an interest or hobby. Visit at least one of these programs.
  - Meet with your school’s transition coordinator to make sure you are taking the right classes for your goals.
  - Understand your disability. Ask for your own accommodations and assistive technology.

- **Community Living**
  - Sign up to volunteer and job shadow during school and/or summer months.
  - Start keeping a list of names, email addresses, and phone numbers of people who can be references for jobs.
  - Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit if you like it. Learn how to apply.

- **Employment**
  - Join an activity at your school, community, or place of worship.
  - Practice asking for what you need during your IEP and other meetings.
  - Ask about certified transportation training at your IEP meeting.
  - Know the medications you take (names, dosage, why you’re taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies.

### 15-16 Year Olds

- **Education/Training**
  - Learn how accommodations may be different at the educational programs you’ve chosen for after high school, so you can start to prepare.
  - If you’ve chosen college, sign up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.
  - Visit technical schools or certificate programs you may be interested in.

- **Community Living**
  - To get ready for a job, practice filling out job applications and answering questions an employer might ask you.
  - Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your area of interest. Your school can help you get this experience during school and during the summer.
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  - Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.
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Job skills can be divided into three main categories:

**Communication Skills**
- Following and giving directions
- Communicating information either verbally or in writing
- Understanding and processing information
- Requesting and offering assistance
- Nonverbal communication

**Examples of How to Help**
- Work on building vocabulary
- Encourage participation in school activities
- Practice different communication in different environments
- Teach appropriate speaking volume and personal space
- Work on listening skills by having conversations with others
- Model listening skills and proper posture
- Have youth repeat instructions that have been given
- Practice proper eye contact, facial gestures, and expressions

**Interpersonal Skills**
- Cooperating with others
- Displaying appropriate workplace behavior and etiquette
- Maintaining good personal hygiene and appearance
- Knowing appropriate topics for discussion in the workplace
- Knowing when and when not to socialize on the job
- Protecting oneself from victimization on the job
- Using social problem-solving techniques

**Examples of How to Help**
- Encourage volunteering in various settings
- Engage youth in games with friends or family to foster cooperation, following rules, taking turns, controlling emotions, and learning new skills
- Participate in athletics, which encourages team work
- Role-play challenging situations
- Model proper appearance and hygiene

Learning and practicing job skills while youth are still in schools helps youth with disabilities to be more successful at finding and maintaining employment. Parents and family members can also work with and encourage youth to develop skills to be successful in the workplace. Depending on the needs and strengths of the youth there are many different ways these skills can be taught. A transition plan that focuses on both assessment and planning is essential to prepare youth for life after high school.
Preparing for Employment

Begin with the end in mind...
When family members have high academic and employment expectations for their children with disabilities, the youth experience greater success in those critical areas. Family members’ awareness of their children’s potential employability and the importance of work are likely to influence positive employment outcomes for youth with disabilities.

The following are considerations in preparing your son or daughter for employment.

Communicate with your son or daughter.
- Talk with your son or daughter about the future and his/her interests, dreams, and aspirations.
- Help your son or daughter to identify his or her strengths, skills, and talents.
- Help your son or daughter learn about his or her abilities and disability.
- Build your child’s ability to self-advocate (speak for her/himself) by supporting her or his engagement in Individualized Education Program (IEP) team meeting and activities at home and in the community.

Communicate with your child’s IEP team.
- Remember that you are a critical member of your child’s IEP team and no one knows your child better than you.
- As an IEP team member, offer information and assistance when discussing/creating your child’s IEP and assist your son or daughter in expressing his/her needs and interests. Ensure that information, such as the following, is shared:
  - Your child’s strengths and weaknesses
  - Your child’s interests, abilities, and aspirations
  - Any special knowledge about your child
  - Others that you would like invited to the IEP meeting

Work with your son or daughter to enhance social skills.
Dimensions of social skills needed in school, community and the work place:
- Peer relational skills
- Self-management skills
- Compliance skills
- Assertion skills

Examples may include the following:
- Making purchases at local stores
- Ordering food at local restaurants
- Using public transportation
- Doing his/her own banking

Work with your son or daughter to enhance job readiness skills.
Help your son/daughter learn job-related skills to be better equipped and prepared for employment opportunities. Such skills include communication, interpersonal, and decision making. Examples include:
- Dressing appropriately
- Problem solving
- Effective communication
- Organization
- Interviewing
- Decision making
- Time management
- Conflict resolution
Discuss the following with your son or daughter:

Work is an important part of people's lives. It means more than just getting paid. It means being able to make your own choices about how you want to live your life.

At work, it's what people can do that matters. If you are a young person with a disability, only you can decide your limits. You can work in a wide variety of jobs and play an important role in America's economy. In fact, experience with a disability can help in a job or in starting a business.

Today more than ever, businesses need people who can think differently about how to solve problems and get the job done. People with disabilities do this in America's workplaces every day – and so can you.

It's not just about the paycheck. Work makes people happier. Whether a job is paid or unpaid, people who work tend to:

- **Meet people and expand their social networks.** Work acts as a training opportunity to develop and improve social skills and develop friendly and supportive relationships. The support provided by co-workers can change someone's life experience from one of isolation to one of feeling part of a community.
  - **Feel productive and valued**, knowing that they are making important contributions.
  - **Develop new skills**, both work and nonwork related. For example, some individuals with disabilities become comfortable with traveling independently, once learning to travel to and from their job.
  - **Transfer learned skills** into employment, volunteering, and community-based experiences.
  - **Build a solid foundation** to advance their goals and their future.
  - **Be healthier and happier** than people who are unemployed.

**Set your sights high!** Along the way, remember that resources are available to help you seek employment, succeed on the job, and understand your right to be judged on your ability, not disability.

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**What Can You Do? The Campaign for Disability Employment**

http://www.whatcanyoudocampaign.org/index.php

Work helps you gain a sense of pride and self-satisfaction by reaffirming that you can support yourself. With work, you earn money to cover bills and pay for activities in your leisure time.

It's becoming more common to see people with disabilities in a wide range of jobs throughout the community. Significant barriers to employment still exist, but progress is being made. Individuals with even the most severe disabilities have shown that they can be successful at work, changing their lives and changing the way people with disabilities are viewed in society.
Exploring the Options of a Two- or Four-Year College

Considerations when discussing college options with your family:

Most colleges and universities provide services and/or accommodations for students with disabilities, as mandated by the Americans With Disabilities Act (ADA). However, some are more comprehensive than others.

Reasons to attend a 2-year or 4-year college:

- Increase your knowledge and skills by enrolling in an Associate Degree1 Program, a Certificate Program2, or a Bachelor’s Degree Program
- Continue earning certificates in an area you may already have certificates in from high school
- Focus your studies in a high-interest area
- Increase opportunities for employment in your high-interest area

Plan ahead:

Before making your decision, consider using the following checklist to guide you and your family through important questions:

- After you are accepted to a 2- or 4-year college, and 4 to 6 weeks before classes begin, call the Office of Disabilities and set up your Intake Appointment. (Call the college’s main number and ask for the Office’s number.)
- Share your Evaluation Report with the college’s Office of Disabilities. This is evidence of your disability (learning, physical, medical, or psychological). Ask what is required and then be sure your evaluation is up-to-date before graduating from high school.
- You will take your most recent evaluation to your Intake Appointment and meet with a disabilities specialist who will read your evaluation and talk with you about accommodations. This is a great time to ask lots of questions – so take a written list of questions with you to the meeting.
- After you get your class schedule, call and set up your next appointment with the Office of Disabilities to get your “Notification of Accommodations” document for the semester. Some disabilities specialists will distribute this to your instructors, but some will require you to do it.

When considering a two- or four-year college, it is important for you to self-advocate for needs and live as independently as possible.

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1An Associate Degree is a 2-year degree. It could be an Associate of Arts (A.A.) in fields such as Business, Education, English, Architecture, Music, Theatre, Communication Sciences, and Health Care Studies. It could be an Associate in Science (A.S.) in fields like Biology, Computer Science, or Mathematics. It could be an Associate in Applied Science (A.A.S.) if one plans to gain career-specific skills that lead directly to employment. An A.A.S. can also transfer to a bachelor’s degree-granting institution in fields such as Accounting, Justice, Building Science, Fire Science, Nursing, Chemical Technology, or Automotive Technology.

2There are two types of certificated programs. Academic Certificates in fields such as human services, creative writing, and computer-assisted design can convert to an A.A. degree. Proficiency Certificates in fields such as medical billing, paralegal studies, acting, accounting or digital imaging are short-term and prepare one for immediate employment but may be converted to an Academic Certificate or a Degree.
The following are examples of activities to consider with your son/daughter:

**Activities in the School**
- Participate in school activities such as clubs, sports, and community volunteering
- Take courses such as food preparation, child care/family planning, technology, and money management
- Participate in Transition Fairs that highlight independent living resources and access to needed resources
- Explore community travel training possibilities
- Explore assistive technology devices that promote inclusion
- Connect with community agency service providers (e.g., OVR, OMH/ID*)
- Explore social skills training

**Activities in the Home**
- Complete chores such as cleaning, meal preparation, and laundry
- Access social media responsibly to keep informed and connected to others
- Discuss how and when to use 911 and other emergency services
- Maintain a personal budget
- Learn about medical conditions you may have, medication you may currently be taking, and connect with healthcare providers
- Encourage activities that foster independence, such as maintaining a schedule and choosing foods, clothes, and leisure activities
- Encourage self-advocacy and speak up for your own needs in various situations

**Activities in the Community**
- Explore community transportation options
- Access citizenship activities, such as voter registration and/or apply for a driver's license if able
- Open a bank account through a local financial institution
- Explore community agency service providers (e.g., OVR, OMH/ID*)
- Become certified in First Aid and Safety
- Locate hospitals, pharmacies, and emergency medical facilities within the community
- Attend local government meetings or town hall meetings

*OVR – Office of Vocational Rehabilitation; OMH/DS/ID – Office of Mental Health/Intellectual Disabilities
Financial Fundamentals: Discussion Starters

Six Topics to Help Youth/Young Adults With Disabilities and Their Families Get a Handle on Their Financial Future

Money Management
Managing money includes setting goals and developing a plan for spending and saving.

- Put it on Paper: Know Your Numbers
  Income – Expenses = Cash Flow
  Income is what comes in, whether it is earned or unearned. Expenses are what you spend.

- Assets – Debts = Net Worth
  Assets are what you have. Debts are what you owe.

- Have short-term and long-term financial goals.
  A short-term financial goal could be saving enough money to buy a dress for a prom. A long-term goal could be saving enough money for a vacation.

- Save money for future needs and wants.
  A need is something you must have to survive, like a place to live, food to eat, clothes to wear, and even healthcare! A want is something you might like to have but don’t need to have in order to survive, like tickets to a concert, a new pair of shoes every week, or dinner out at a restaurant.

Earning Money
Your ability to earn money is impacted by career planning, education, and job choices.

- Work is good for everyone.
  Everyone has something to contribute. The first step is figure out what your gifts are and what makes you happy. Those are the skills you should use to create your career. If you are receiving government benefits, you should still try to find work because you’ll always do better financially when you combine your work and your benefits together. There are limits to how much you can save and still receive government benefits. Make sure you know the limits!

- Did you know that the more you learn the more you earn? Typically, the more education you have, the more you will be paid.

- Why is your paycheck less than what you thought? Your take-home pay is always less than your wages because of taxes, health insurance premiums, retirement savings, etc. Knowing what comes out before you get your money is an important part of mapping your money.

Borrowing Money
Borrowing money has costs and benefits.

- Credit allows you to borrow money when you don’t have cash, but it’s not free. You can be charged interest and fees if you don’t repay the loan. If you don’t pay on time or have too much debt, it will impact your credit and make it harder to do things like rent an apartment, have a cell phone, or pay lower insurance rates. Students can build good credit by being an authorized user on a parent’s account — so long as parents use credit wisely.

- How can you find out if you have good credit?
  Order your free credit report online at www.annualcreditreport.com. Credit scores are available from a variety of sources — in some cases you may need to pay for a report.
How to Discuss Self-Advocacy With Your Son or Daughter

Self-advocacy means you understand your rights and responsibilities. You speak up for your rights and you are able to make choices and decisions that affect your life.

Self-Advocacy Characteristics

- **Leadership**
  - Knowledge of Group's Rights
  - Advocating for Others or for Causes
  - Knowledge of Resources
  - Organizational Participation

- **Knowledge of rights**
  - Personal Rights
  - Community Rights
  - Human Service Rights
  - Consumer Rights
  - Educational Rights
  - Knowledge of Resources

- **Communication**
  - Assertiveness
  - Negotiation
  - Body Language
  - Use of Assistive Technology
  - Listening
  - Compromise

When Advocating, Remember to SHARE

- **S** Sit up straight.
- **H** Have a pleasant tone of voice.
- **A** Activate your thinking.
  - Tell yourself to pay attention.
  - Tell yourself to participate.
  - Tell yourself to compare ideas.
- **R** Relax.
  - Don't look uptight.
  - Tell yourself to stay calm.
- **E** Engage in eye communication.

Post-Secondary Education Expectations

Are you prepared for when your son/daughter with disabilities graduates from high school and moves on to post-secondary education?

Do you have the information you need to advise your son/daughter on what to expect of a post-secondary educational experience?

What are the Differences Between High School and College?

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services are delivered to the student</td>
<td>Student must seek out services</td>
</tr>
<tr>
<td>Services are based on an agreed upon time allotment and menu of choices</td>
<td>Services are based on situational/individual needs</td>
</tr>
<tr>
<td>Case manager acts as advocate</td>
<td>Student acts as advocate</td>
</tr>
<tr>
<td>Annual review of IEP</td>
<td>No annual review or IEP</td>
</tr>
<tr>
<td>Regular parent contact</td>
<td>No parent contact</td>
</tr>
<tr>
<td>Entitlement Law (IDEA)</td>
<td>Anti-discrimination law (ADA)</td>
</tr>
<tr>
<td>Educational and psychological testing is provided</td>
<td>Student must arrange and pay for assessments</td>
</tr>
</tbody>
</table>

Who is responsible for managing my son/daughter’s post-secondary education?

Your son/daughter is ultimately responsible for managing the post-secondary education. This means your son/daughter needs to:

- Understand his/her disability and how it impacts learning
- Contact the college disability services office to disclose disability, provide required documentation, and request accommodations
- Request accommodations from individual instructors
- Seek academic help when needed

It is important to remember that privacy laws prevent college staff from sharing any information about a student with parents unless the student provides written permission to do so.

How has my role as a parent changed?

At the post-secondary level the roles of both the parent and student change.

- The student becomes responsible for accommodations, as well as managing records.
- The parent’s role becomes one of guidance and support for the student.
- The parent can assist the student by encouraging him/her to take responsibility for academic limitations.
- The parent can urge the student to register with Disability Services, where he/she will be assisted in obtaining reasonable accommodations.
- The parent is encouraged to stay actively involved and engaged with the student.

What is meant by reasonable accommodations?

Reasonable accommodations are made in order to level the playing field for qualified students with disabilities. As much as possible, accommodations are designed to lower the functional limitations of an individual in a given task.
TRAVEL MATCH

In each of these groups, one object is not like the others. Circle the thing that doesn’t belong.

Example:

1.

2.

3.

4.

Now make your own challenge. Draw a group of pictures where one item does not belong.
Wants vs. Needs

We need some things to survive, but some things we want but don’t need. Look at the pictures below and write down whether you think each one is a need or a want.

- House
- Ring
- Lipstick
- Chocolate
- Football
- Clothes
- Ice cream
- Teddy bear
- Medicine
- Dinner
- Necklace
- Water
## Range of Emotions

1. Color!

Review the range of emotions below.

<table>
<thead>
<tr>
<th>Color</th>
<th>Expression</th>
<th>Color</th>
<th>Expression</th>
<th>Color</th>
<th>Expression</th>
<th>Color</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Sad</td>
<td>Blue</td>
<td>Happy</td>
<td>Purple</td>
<td>Nervous</td>
<td>Orange</td>
<td>Angry</td>
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<td></td>
<td>Upset</td>
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<td>Excited</td>
<td></td>
<td>Surprised</td>
<td></td>
<td>Screaming</td>
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<tr>
<td></td>
<td>Hurt</td>
<td></td>
<td>Calm</td>
<td></td>
<td>Confused</td>
<td></td>
<td>Ready to Fight</td>
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<td></td>
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<tr>
<td></td>
<td>Tired</td>
<td></td>
<td>Proud</td>
<td></td>
<td>Silly</td>
<td></td>
<td>Furious</td>
</tr>
</tbody>
</table>

*Green: Take Care of Yourself or Talk to a Caring, Safe Adult
Blue: Go
Purple: Slow Down
Orange: Stop*
Comprehensive List of Post-High School Programs for Students with Disabilities

Post-Secondary Education and Training

Name Exceptionalities

Arcadia REAL ID/AUT Certificate Program

The Raising Expectations for Academic Learning or REAL Certificate offers students with disabilities the opportunity to participate in the same learning environments available to same-age peers in an academic-, vocational- and social inclusion-focused program. This two-year program includes auditing a minimum of one (1) undergraduate course per semester and completion of a specified number of vocational and other experiences. An individual plan for college participation is developed for each student.

Jessica Mathis,
Director
REAL@arcadia.edu
(215) 572-8624

East Stroudsburg ID
University – Career, Independent Living and Learning Studies (CILLS)

Career, Independent Living & Learning Studies is a program designed to provide individuals with intellectual disabilities with a learning experience in an inclusive campus environment where life and work skills are accelerated by daily encouragement in the life of a university. The program includes living off campus and acquiring proficiency to function among others without disabilities on campus. In addition, the program provides personal development activities combined with classes designed to develop essential skills for independent living and future employment.

Dr. Domenico Cavaiuolo, Program Coordinator dcavaiuolo@esu.edu 570-422-3416
Community College of All Exceptionalities
Philadelphia

Community College of Philadelphia is an open-admission, associate-degree-granting institution, which provides access to higher education for all who may benefit. Lisa Papurt, Disability Services Coordinator
cod@ccp.ed
u 215-751-8050

National Technical DHH Institute for the Deaf/RIT

The National Technical Institute for the Deaf is one of the nine colleges of Rochester Institute of Technology, and is home to the world’s first and largest technological college for deaf and hard-of-hearing students. NTIDAdmission@rit.edu
Rit.edu/ntid 585-475-6700 (phone) 585-743-1366 (videophone)

Furniture A Future SLD/OHI/ES

Furnishing a Future is a workforce development program that provides job readiness training while making sturdy, durable furniture for families transitioning to affordable housing. Our trainees, veterans and returning citizens (formerly incarcerated persons), develop the technical and life skills that lead to a living wage. Steve Greenberg, CEO, Educator, Furniture Maker steve@furnishingafuture.org 610-209-9985

Gwynedd Mercy SLD/AUT University: Integrated Studies

Studies at Gwynedd Mercy University is a student-centered, inclusive post-secondary program for individuals aged 18-26 with intellectual and developmental disabilities. This program is designed to provide excellent opportunities in education, career development, and social participation within an inclusive academic setting. Integrated Studies strives to create a community that cultivates self-determination, service, self-efficacy, and lifelong learning.
Ariana Amaya, Admission
Hiriam G. Andrews: SLD/AUT/ID

Commonwealth Technical Institute

Commonwealth Technical Institute at Hiram G. Andrews Center is to offer quality postsecondary education and support services to customers as they determine and pursue individual goals of employment and independence.

   Jason Gies, Director of Student Affairs jgies@pa.gov
   814-254-0564

JEVS/New Orleans SLD/OHI/AUT

Technical Institute

New Orleans Tech offers 6-month job training programs in various building trades and prepares graduates for employment with companies—large and small— that provide residential and commercial construction, repair and maintenance.

   Debbie Bello, Director of Admissions
   Debbie.bello@orleanstech.edu
   215-728-4733

Horizon House OHI/AUT/SLD

Education Plus

Education Plus program services adults with mental health challenges, and significant learning disabilities providing necessary supports for students to earn a post-secondary education certificate or degree.

   Pamela Nabried-Abdullah
   Pamela.Nabried@hhinc.org 215-386-3838, ext. 12253

Lehigh Carbon ID/AUT/TBI/DHH/ Community College OHI/SLD (SEED) The

Success, Engagement, Education, Determination (SEED) program
provides comprehensive “direct” services for students with disabilities interested in a college experience to master skills in transition, academic, and/or career areas. Education is provided in independent living, socialization, and soft skills.

Brianna Bast, Admissions Representative
Admissions bbast@lccc.edu 610-799-1631

**Millersville University ID/AUT Integrated Studies**

Integrated Studies, formerly known as Career & Life Studies, is a four-year post secondary initiative for young adults with an intellectual disability who are interested in participating in an academic, vocational and social university experience.

Jan Bechtel, Director of Integrated Studies
Jan.Bechtel@millersville.edu
717-871-5963

**Penn State – Career ID Studies** An approved Comprehensive Transition Program (CTP), where individuals can
obtain a high quality, individualized post-secondary education that leads to social and professional networks, careers, and a bright future. Career Studies is an inclusive two-year, four-semester program that includes academic and social enrichment, career exploration, and practical work experiences. Our program mission is to provide enriching and inclusive post-secondary education and career exploration experiences that lead to independence and competitive employment.

Megan Elson, Enrollment Services Specialist
Mee31@psu.edu 717-948-6213

**Gallaudet University DHH**

Gallaudet University is the premier institution of learning, teaching and research for deaf and hard-of-hearing students.

Tami Santimyer, Admission Counselor
admissions@gallaudet.edu 202-250-2474 (videophone)
Temple Institute on ID/AUT/OHI Disabilities
A four-year program at Temple University for young adults with intellectual disabilities; an authentic college experience—developing academic abilities, career aspirations, work skills and independence. Denise Beckett
denise.beckett@temple.edu 215-204-4979

Slippery Rock ID/AUT University – Rock Life
Slippery Rock University’s Rock Life is a comprehensive postsecondary education program for individuals with disabilities leading to competitive employment and lifelong wellness
Wendy Fagan,
Director
wendy.fagan@sru.edu (724) 738-2791

Widener University ID Integrated Studies
Widener's integrated professional studies program supports students who want to cultivate skills of self-advocacy, independence, and skills and confidence to succeed in a rewarding career, but may not feel ready to participate in a traditional, full-time college experience.
Julie Heydeman, Program Coordinator jheydeman@widener.edu 610-499-1102

Name of Agency Exceptionalities
AHEDD All Exceptionalities
AHEDD provides employment services throughout Pennsylvania to people with disabilities. The individuals we serve include youth in transition from school-to-work and adults who are looking for employment in the community.
Greater Philadelphia Area 115 West Avenue Ste. 303
Jenkintown, PA 19046 Phone (215) 885-2060 Email:
philadelphia.pa@ahedd.org CATCH (Citizens Acting
Together Can Help)
Provides an array of services for individuals with mental health and
developmental disabilities including day programs and employment
services.

info@catchinc.co
m 215-735-7435

CHOP Career Path OHI/SLD/AUT
The CHOP Career Path Program is a supported employment program
for individuals with disabilities and/or chronic illnesses. Services take
place in Children’s Hospital of Philadelphia (CHOP).

267-426-9858
CHOPcareerpath@email.chop.edu

COMHAR ID/AUT
The Supported Employment service provides one-to-one employment
support to individuals with intellectual and developmental disabilities
or any other Pennsylvania Office of Vocational Rehabilitation (OVR)
approved disability.

Services for adults with Autism Spectrum Disorder are available
through two COMHAR programs, Behavior Support Services and the
Community Services Program. Behavior Support Services provides in-
home behavioral intervention and various trainings for individuals and
their family members/caretakers. Community Services Program
provides job assessment, community inclusion, job search and
supported employment services for individuals interested in community
integrated employment.

COMHAR Central
Administration 215-203-3000

Community All Exceptionalities Integrated
Services
Youth with disabilities who focus on employment during the transition
year’s access improved career opportunities throughout their adult lives.
CIS works with hundreds of students and ‘opportunity youth’ to explore careers, develop job skills, and make meaningful community connections as they transition seamlessly from school to work.

Meghan Stephens, Assistant Director of Student Transition Services
Meghan.stephens@cisworks.org
215-238-7411

**Drexel University** AUT/ID

**Transition Pathways**

**Project SEARCH** at Drexel University offers vocational training and internships to young adults diagnosed with autism spectrum disorder and an intellectual disability with the goal of competitive integrated employment. Young adults in their last year of high school are eligible to participate in a vocational training program that takes place entirely at Drexel University.

**Project Career Launch** at Drexel University is a one-year transition program to prepare young adults on the autism spectrum for career-focused employment. Participants engage in self-discovery and career exploration through peer mentoring, community-based learning and internships.

Diane Malley, Project Director
Dmm529@drexel.edu 215-571-3635

**Goodwill** All Exceptionalities

Goodwill works to enhance people’s dignity and quality of life by strengthening their communities, eliminating their barriers to opportunity, and helping them reach their full potential through learning and the power of work.

Jeffrey Shishler, Director of Mission Services
jshishler@goodwillnj.org 856-439-0200

**Horizon House** All Exceptionalities

**Employment PLUS**

Supported Employment Services are designed to assist adults with mental health issues, and/or intellectual disabilities in selecting a career path and in obtaining and keeping a job in competitive employment.
JEVS hireAbility

JEVS hireAbility: School to Work program (formerly Pre-Employment Transition Services, or Pre-ETS), prepares students with disabilities to transition from the world of school to the world of adulthood, work, postsecondary education or vocational training. Work-based learning experiences help students identify vocational interests, aptitudes and preferred work environments.

(215) 854-
1800
info@jevs.org

Ken’s Krew SLD

Ken's Krew enables individuals with cognitive disabilities to successfully enter the workforce by providing access to good jobs and to professional training and support to prepare for and sustain employment.

Diane Macaluso, Director of Vocational Training dmacaluso@kenskrew.org

Kencrest Services ID/AUT/MDS

The customized employment process is a flexible blend of strategies, services, and supports designed to increase employment options for job seekers with complex needs through voluntary negotiation of the employment relationship.

Ruth Yuen ruth.yuen@kencrest.org Networks for Training and Development ID/AUT

Networks supports the values of Employment 1st – that employment should be the first option available for all, regardless of disability.

Joe Murphy, Transition and Employment Coordinator joem@networksfortraining.org 267
People Employing ID
People (PEP)
The program helps individuals with intellectual disability achieve workplace literacy, find work, and succeed at employment through services that include: Employment plans, job development, coaching and training,

Beth Ryan
beth.ryan@pepservices.org 215-952-4278

Sparc Services All Exceptionalities
Employment Partners administers a vocational evaluation and provides skills training, job placement and job coaching. Highly individualized plans are created and implemented for each person in the program with the definitive goal of finding long-term, independent, competitive community-integrated employment. Stacey Boyd, Employment Services 215-225-1330

Special People in the ID/AUT Northeast Inc.
Adults are supported through various services including residential, community employment, and day supports. SPIN also provides the highest quality services to people of all ages with autism and intellectual/developmental disabilities.

Andrea Consigny, Division Director, Employment and Community Participation Services aconsigny@spininc.org 215-698-3034