Targeted Audience: Parents and Families of youth and young adults who have disabilities and are transitioning into the adult world seeking out independent living, employment, education, relationships, recreation, and community connections.

About This Guide:

This facilitator guide has been assembled as a companion to the PowerPoint files for the training course. It has been developed to assist facilitators in leading course presentations and managing communication. The facilitator guide includes more detail on instruction and specific information about presentation of the material and facilitation of exercises.

The Course Content section of this guide consists of the following items:

- Page 1……. Learning outcomes
- Page 1……. Time allocation
- Page 2……. Suggested Materials & Technology Considerations
- Page 2……. Reference materials
- Page 2/3….. Considerations to share during presentation
- Page 4-7…… Suggested method of delivery

Key Points/Learning Outcomes:

- Setting a Vision for a Great Life
- Understanding Expectations
- Core Concepts of a Great Life
    - Education
    - Employment
    - Independent Living
    - Community Connection
    - Personal Choice
- What does Success look like?
- Addressing Concerns

Time Suggestion:

Preparation for presentation- 30 minutes

Delivery- 2 hours

Follow-up- 30 minutes

Suggested Materials & Technology Considerations:

- Internet
- PowerPoint
- Projector
- Sign in sheet
- Chart, notepad display, markers

Reference Material:

Slide 10: lifecoursetools.com

Include local resources for transitional age students (Raising Special Kids, Diverse Ability Incorporated, Vocational Rehabilitation, Pre-ETS)

Slide 20: https://www.kentuckyworks.org/2018/08/07/brighter-futures-vision-statement/

Slide 27: update resource page for your local state/area

Considerations and Examples to share during presentation:

Slide 6: share a story or experience you have where high expectations were set

E.g. I had a mother once tell me that her 7 year old son with Autism wants to create a time machine when he grows up. Her initial reaction to this thought is 'that is not reality and time machines exist in the fantasy world.' But then she opened herself up to this idea for High Expectations she began to think 'well if Elon Musk is breaking barriers and technology continues advancing; why couldn't this be not only a dream, but possibly an achievable goal. As her son grows older; he may adapt his dream, find a career path that is closely related to this scope of work. And she started to be able to hold those high expectations, to be open to her son's dream, and put power into his Vision.

Slide 7: share a story or experience you have where low expectations were set

E.g. In a High School self-contained classroom; the paraprofessionals heat up the student's lunches because they have a fear that the students will burn themselves. Instead of teaching the skills to be safe while using the microwave or cooking appliances and allow for monitored practice; the team sets low expectations and limits the student's exposure and possible growth.

Slide 8: share a story or experience where the low expectation became a high expectation

E.g. In a High School self-contained classroom; the students were coloring pictures of animals for science class. The 'perception' of comprehension was very low in this classroom. A new teacher came in and raised that bar of what he perceived the students being capable of. He designed a curriculum aligned with the high school level standards but through levels that scaffolded the students individual learning needs. He exposed them to content they had never learned about. He had high expectations that with exposure and appropriate delivery of content and materials, the students would reach these higher levels of learning; and they did! They showed great interest, retention, and general progress through their academics. By the end of the school year, they had covered all standards for the grade level, read 3 high school level books, and increased test score by a class average of 45%.

Slide 10: you may want to click link and share with families lifecoursetools.com

Also share some more resources in your local state and provide links in the chat box or on a separate display. Include local resources for transitional age students (Raising Special Kids, Diverse Ability Incorporated, Vocational Rehabilitation, Pre-ETS)

Slide 16: share an example of something you have tried but was not successful at right away.

E.g. I wanted to learn how to surf. I got a trainer and studied the basics. The first time I went out and tried to surf, I failed. The second time I went out and tried, I failed. I failed many times and come back to the basics to refresh. I had to practice over and over again. I had to fail over and over again. Until one day I succeeded. And then even after that, there were days that I tried and still failed.

Suggested method of delivery:

- **Slide 1:** Introduce self (presenters) and share background information to gain a connection with the audience

- **Slide 2**: Review Today's Agenda and Learning Objectives

- **Slide 3:** Today, despite having a disability; we all can have a great life including jobs, recreation, independent living, and further education. The disability often makes little difference to the quality of life. Our world continues to change and develop in supporting individuals with disabilities and providing more opportunities for growth and independence. Our hopes and dreams likely change and evolve for our children as we shift into adulthood.
- **Slide 4:** Often times a great life can be affected by limited exposure for our children with disabilities. Families have to make many decisions, and this can be difficult. We have to figure out how our young adult children can express what they want in life.

- **Slide 5:** Families are the consistency in our children's lives. We know what is best for our children and we sometimes have to help them find their voice. This is where we approach the person-centered planning. Person Centered theory identifies that each person has the capacity and desire for personal growth and change. It is about the person's desires, dreams, and goals. When looking at services, sometimes we have to 'reimagine a good life' for our children and shift the use of these services and supports. We want to empower and not limit.

  *** **before changing to Slide 6;** ask the audience to share some of the expectations they have for themselves and for their children ***

- **Slide 6:** We have expectations for ourselves and others in all walks of life including jobs, families, friends. Parents are the best advocates for their children. We get to model and teach self-advocacy so that our children grow up knowing how to set high expectations for themselves and how to advocate for what they need to reach that bar.
  SHARE EXPECTATION STORY/EXPERIENCE

- **Slide 7:** Expectations come from perception. How we perceive the ability of ourselves or others; what they are capable of. Sometimes are expectations fall lower when we think of our child with a disability. This is a normal feeling. It can sometimes be difficult to have higher expectations when our child has greater needs then those of their peers.
  When we think of our child's IEP in school; where is the bar set for their educational expectations? We want to look at the strengths section in comparison to the needs section; so often, these are backwards in expressing many more needs than strengths. We are perceiving low expectations with this. Another thing to look at is the child's Transition Plan within the IEP. What are the goal and expectations of our children through the eyes of the school? We want to think about the terminology we are using with our young adults; the same terminology we use with our typical teens ready to face the world. *Are we using words that harm or words that heal?*

*** Read bolded sentence on slide***

- **Slide 8:** *** Read bolded sentence on slide***
  We not only want to believe in these high expectations for our child, but we also want to share these ideas and positive language with the child's team members including teachers, service providers, community members, etc. We want our child to feel and believe in these higher expectations for themselves as well. To have confidence in themselves and learn how to self-advocate to reach those goals.
  Systems of care such as IEPs, SSI, disability services; tend to be deficit focused and keep expectations low.

- **Slide 9:** Read and Audience Share.
  Read 1st question and have audience provide input.
  Discussion Options:
  Popular answers may include safety, happiness, stability
  Do you think your vision(s) the same as your family members?
  How do we know what our person's vision is?

  Read 2nd question and have participants provide input.
  Discussion Options:
  Popular answers may include bullied, taken advantage of

- **Slide 10:** There are tools available to us to help identify our loved one's vision and how to reach that vision. This slide shows a life trajectory worksheet from the website lifecoursetools.com
  We document the 'wants' and 'don't wants' for our child. Then we can use the foundation of life to make sure we are working towards the top bubble and avoiding the bottom bubble.
  *** if there is time, you can move from the slide presentation and go to link to show families some components of the resource***
  Also share some more resources in your local state and provide links in the chat box or on a separate display (large note paper, separate slide, etc. (Raising Special Kids, Diverse Ability Incorporated, Vocational Rehabilitation, Pre-ETS)

- **Slide 11:** These are the foundations that make up a great life. The top 3 foundations are the IDEA components found in your child's transition plan within the IEP at school. They should have a goal for each of these areas: secondary education, employment, and independent living.

- **Slide 12:** *** Read bolded sentence on slide***
  Research continues to show that inclusion outcomes are best for both the students with a disability and also for the general education population. We have to advocate for this for our child when appropriate. Let's think back to exposure and how important it is to give our kids opportunities to thrive. The parent's take on an even greater role with their child's IEP and Transitional goals in the high school years. Its important that we understand the documents and the goals are at high quality for our child's vision.

- **Slide 13:** Employment is one of the main focusses and goal of life. If you think about when you attend social events or meet someone new, what is often the first thing that is asked of you? ***ask participants to share*** answer looking for: WHAT DO YOU DO FOR A LIVING?

  Working is part of our being. It just may look different for each of us. Some of us work part time, from home, in an office, out in the field, hands on, technology. We are all capable of some kind of work in our life and that tends to give us purpose.

- **Slide 14:** ***Read Slide*** We can ask ourselves "why should they NOT work"
  *** open up for discussion from the participants. ***

- **Slide 15:** Families help build the expectations and skills of our children through the years. Many of these skills are taught in our homes and daily living activities. It is important to be a partner with the professionals that work with our children. We may assume that the systems of care are teaching these skills but are often not. By being a valid partner, we can work with the systems of care in developing appropriate goals, work on specific skills and help our child find their vision.

- **Slide 16:** Think of a couple things that you would not be successful at on y9our first try. ***Share experience/example***

  ask participants to share

  Success looks different for everyone. Accommodations help support everyone's success.

- **Slide 17:** *** Read bolded sentence on slide***
  When we think about success being different for everyone; we also see that independence can be different for everyone.
  We want to our children to be independent as possible. Transportation can include Uber or Lyft, public transportation, etc.
  Money tends to be a difficult skill to master. How can we teach our children and how can we help manage this with also providing independence?
  As for housing, what does this look like? What does our child want? What is their vision of where they live?

- **Slide 18:** *** Read bolded sentence on slide****** read through slide***
  And we have to remember that supports and systems of care can be helpful but only as absolute needed.
  We as family and friends get to help make these connections for our loved one.

- **Slide 19**: *** Read bolded sentence on slide***
  What ways do we have where our young adults can self-direct? Have we taught self-advocacy skills?
  Failing IS an option!
  How will you navigate their choices and wishes; their vision? This may not be the same as yours.

- **Slide 20:** This slide is an example on how we can capture someone's vision. This example is an actual statement created through the website listed at the bottom of the slide and shows us Andy's vision of what he wants in his adult life. This is developed and written in Andy's words.
  *** read through Andy's Vision Statement***
  This is a great tool that can be used with schools when revising IEPs and transition plans, systems of care that also work on goals, and can even work as a resume when our child begins applying for jobs.
  you may want to bring up the link to show participants the website used to create this tool

- **Slide 21:** ***read through slide*** Ask for participant input. If in person, raise hand and if virtual, use chat box.

- **Slide 22:** Having concerns is normal. This is the concept of 'letting go'. Opportunity to fail is important. Difficult for us parents to go through but important for our loved one to experience.

- **Slide 23:** As systems of care can tend to be deficit focused; we want to make sure we are working with systems of care that are ability focused. We balance the strengths and abilities with deficits. Don't let deficit focus dictate choices of our loved ones. We are the 'Keeper of Vision'. It takes time, give yourself grace. Sometimes our loved ones vision is hard to believe. But with a great team that focuses on the individual's vision, strengths and abilities; we can create a great life full of independence, employment, and recreation.

- **Slide 24:** The world has pre-determined milestones for humans. This is going to look different from others. And it will be difficult. Use the resources and tools that are available. Reach out to your state's PTI. Don't do it alone.

- **Slide 25:** ***read through slide***

- **Slide 26:** ***open up for questions and discussion***

- **Slide 27:** ***share resources***

Evaluations/Certificates:

Collect evaluation, surveys, etc. Inform participants how they will receive their certificate from training if applicable.