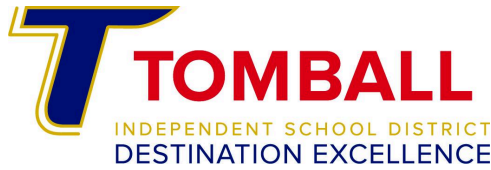


LIFE 18 Program Description

LIFE18 (Learning Independence in a Functional Environment) is a district-based program for students who have completed their high school state-required credits but have been determined by an ARD committee to need continued services for supported employment, employability skills, access to agencies and/or independent living skills. This program also uses the community as an extension of the classroom when appropriate. The individualized education program focuses on working towards post-graduation outcomes for access to community resources, promotion of independence and/or employability skills. The IEP is the guiding framework to implement instruction for work-based learning, postsecondary education, travel training, independent living, service learning, recreation/leisure activities, or other areas of need identified by the ARD Committee. Related services identified as a need are integrated into the natural community environments when possible and supported by the 18+ staff in collaboration with the related service staff.

The focus of LIFE 18 is Independent Living Skills, Daily Living Skills, Job Exploration and Shadowing, Social Skills Training and Self-Determination.

LIFE 18 program focuses on age-appropriate instructional environments for adult students with disabilities ages 18 and older and those of their same-age peers, community environments and options that are available to adults of all ages. The issue is not the availability of age-appropriate instructional environments but how to access and utilize the environments that exist in the community and not on high school campuses or even at separate locations owned and operated by a public school district. The age-appropriate environments include but are not limited to businesses, community services, transportation vehicles, living environments, post-secondary institutions and recreation/living locations.



LIFE 18 Program Description

LIFE18 Age-Appropriate Program Goals

The program goals for LIFE18, to serve young adults with disabilities as they transition from public school to adult life, may include one or more of the following:

- To assist adult students in exploring opportunities and developing skills in order to obtain full or part-time paid employment;
- To provide travel training to adult students to ensure access and sustainability of skills learned and performed in the community;
- To facilitate the learning and use of self-determination skills;
- To improve communication skills related to social relationships, meeting personal needs, employment, volunteering, self advocacy and independent living;
- To assist adult students to develop social relationships with same-age peers as a natural support system;
- To facilitate the application to and client-ship of adult agencies and/or community services that provide continued services and supports to adults with disabilities;
- To assist adult students to develop and participate in adult recreation/leisure activities;
- To train parents/guardians and family members on strategies and skills to provide support to adult students with disabilities after graduation or aging-out of high school; and
- To provide training, support, and opportunities for adult students with disabilities to increase their level of independence and participation in adult life.