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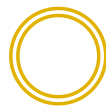
Stepping Into a New World: Transitioning to Adulthood



Achieve with us.

- Established in 1956 by parents of children with intellectual and developmental disabilities to advocate for a better life for their children.
- The leading advocacy organization for people with I/DD and their families.
- Committed to progressive legislation and public policy to protect rights and improve services for people with I/DD.
- Home to The Arc Master Trust.
- Founder of the Erskine Green Training Institute.
- Affiliated with The Arc of the United States





***Information provided thanks to funding and
collaboration from:***

***Indiana's Family and Social Services
Administration (FSSA)***

***Division of Disability and Rehabilitative Services
(DDRS)***

***Bureau of Developmental Disability Services
(BDDS)***





ALL PEOPLE ARE
EMPOWERED TO LIVE, LOVE,
WORK, LEARN, PLAY AND
PURSUE THEIR DREAMS.



Starting the Transition Process



- It's never too early to start
 - Certain formal processes begin around age 14
- Often start by looking at services and supports and base options and decisions on resources available
 - We often adjust our thoughts, options, investigations, dreams, and plans to fit what already exists
- Should to do the opposite – start with dream, vision for a good life, and figure out how to achieve that good life

LifeCourse Framework



Charting the LifeCourse™ and LifeCourseTools.com is a project of the [University of Missouri–Kansas City Institute for Human Development](#), Missouri's University Center for Excellence in Developmental Disabilities Education, Research and Services (UCEDD)

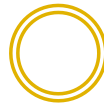
LifeCourse Framework



Core Belief:

ALL people have the right to live, love, work, play, and pursue their life aspirations in their community.

LifeCourse Framework



- Guiding principles that assist individuals
 - To define what they want and DON'T want in life
 - To determine an individual's strengths
 - To identify current and potential resources that may serve as integrated supports including in areas such as technology, community supports, relationships, and eligibility specific options
 - To identify an individual's vision of a good life
 - To determine the skills and resources needed to achieve that good life










LifeCourse Tools

CHARTING the LifeCourse



Exploring Life Possibilities









There are many options for living, working, and playing in the community. What might have been great 30 years ago, may not work for today's vision of a quality life in the community. This tool is to help individuals and families look at a variety of life options in each of the life domains, some of which are traditional or historic and no longer preferred by many, some that are known and tried, but not necessarily the norm, and others that are new or unfamiliar to individuals, families and professionals.

	 Daily Life & Employment	 Community Living	 Social & Spirituality	 Healthy Living	 Safety & Security	 Citizenship & Advocacy	 Supports for Family Unit	 Supports & Services
Innovative Life Options	New ideas; things that someone has tried, and you replicate or adapt for your own needs; things that haven't been thought of yet or tried.							
	<ul style="list-style-type: none"> • Micro-enterprises • Careers • Competitive employment • College or tech school • Supported employment • Work crews or enclaves • Job coaches • Volunteering • Special college programs 	<ul style="list-style-type: none"> • Co-op • Adapted living space • Environmental technology • Shared living • Public transportation • Independent Supported Living (ISL) • Home of Your Own (program) • Independent Living Center 	<ul style="list-style-type: none"> • Friendships • Dating/relationships • Parks and Recreation • Inclusive faith community • Service/social club/groups • Special Olympics • Special passes • Social skills classes 	<ul style="list-style-type: none"> • Gym membership • Community Health Centers • Health fairs • Family practice providers • In-home or community based therapies • Family member or school staff implement therapy • Special Olympics 	<ul style="list-style-type: none"> • Limited/ joint bank account, automatic bill pay, personal contract, agency agreement • Personal safety devices • Limited guardianship • Remote monitoring • Special Needs Trust • Power of Attorney 	<ul style="list-style-type: none"> • Voting • Neighborhood group or organization • Self-Advocacy • Visiting your legislator • People First/SABE • Disability Rights Day at the Capitol • Project STIR 	<ul style="list-style-type: none"> • Social Media • Technology • Blogs • Family & friends • Peer Support/P2P • Face-to-face local support groups • Online Support Groups • Sib-shops 	<ul style="list-style-type: none"> • Exchange networks • Time banks • Human service co-ops • General education • Self-Directed Supports • \$\$ follows the person • Technology/ remote monitoring
	<ul style="list-style-type: none"> • Sheltered workshops • Day habilitation 	<ul style="list-style-type: none"> • Institutions • Intermediate Care Facility (ICF) • Group Homes 	<ul style="list-style-type: none"> • Separate or special church service • Special group outings & activities 	<ul style="list-style-type: none"> • Center-based therapies (PT, OT, Speech, etc) • Special or institutional medical care 	<ul style="list-style-type: none"> • Full guardianship • 24 hour supervision 	<ul style="list-style-type: none"> • Paid advocate or having someone else advocate on your behalf 	<ul style="list-style-type: none"> • Institution or center based support group • Intensive all-day parent training • Disability specific groups 	<ul style="list-style-type: none"> • Systems supports • Provider and agency staff



Tool for Developing a Vision - Family

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help families of all ages – those with a very young child, an adult or somewhere in between, start to think about a vision for how their family member will live their life as an adult.

LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think my family member will do during the day in his/her adult life?			
 Community Living	Where and with whom do I think my family member will live in his/her adult life?			
 Social & Spirituality	How will he/she connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?			
 Healthy Living	How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?			
 Safety & Security	How will I ensure safety from financial, emotional, physical or sexual harm in adult life?			
 Citizenship & Advocacy	How can I make sure he/she has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?			
 Supports for Family	What will our family need to help support him/her to live a quality life as an adult?			
 Supports & Services	How will he/she be supported in adult life to lead the kind of life he/she wants as independently as possible?			

Tools like this from LifeCourse ask questions to help develop that vision of a "good life."

LifeCourse Tools

CHARTING the LifeCourse



Integrated Support Options

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.







LIFE DOMAIN	Personal Strengths & Assets	Relationship Based Supports	Technology	Community Resources	Eligibility Based Supports
 Daily Life Employment	<ul style="list-style-type: none"> • Work/volunteer experience • Summer jobs • Vision or dream for job or career • Responsibilities at home or school • Makes choices and decisions • Communicates ideas, needs, thoughts to others • Knowledge of a variety of different jobs/careers • Good social skills • Practices everyday living skills 	<ul style="list-style-type: none"> • Coworkers • Parents, siblings, spouse, children, grandparents, other family • Friends • Teacher • Mentors • Parents/family of friends • Business partner 	<ul style="list-style-type: none"> • Electronic reminders • Alarm clock • Cell phone • Ipad educational/life skills apps • Online resume builders • Online classes or training • Internet job search • Calculator • Computer • Iphone/smart phone • Ipad apps 	<ul style="list-style-type: none"> • Volunteering • Competitive employment/careers • Colleges, universities, tech school • Micro-enterprises • Self employment • Tutors • Parent/Teacher Association (PTA) • Summer Reading Program (library) 	<ul style="list-style-type: none"> • Work crews/endaves • Job coaches • Supported employment • Special college programs • Special Education/IEP's • HeadStart • Vocational Rehabilitation • Case manager/support coordinator • Sheltered workshops • Day habilitation
 Community Living	<ul style="list-style-type: none"> • Knowledge of how to navigate community • Drives, rides bus, cab, or other public transportation • Housekeeping skills • Can prepare simple meals/snacks • Can spend time alone or away from family • Knowledge of different types of living options 	<ul style="list-style-type: none"> • Parents, siblings, spouse, children, grandparents, extended family • Friends • Roommates • Neighbors • Same age peers (college age, aging) 	<ul style="list-style-type: none"> • Adapted living space • Environmental technology • Remote monitoring • Ipad apps • Facetime/Skype • Electronic reminders 	<ul style="list-style-type: none"> • Home Ownership • Rental home/apartment • Co-op for housing or transportation • Public transportation (bus, train, taxi) • Universal design • Neighborhood Watch • Home Owner's Association • Food Pantries 	<ul style="list-style-type: none"> • Independent Supported Living (ISL) • Independent Living Center • Shared Living/host family • Institutions • Intermediate Care Facility (ICF) • Group Homes • Meals on Wheels • Section 8 Housing Vouchers
 Social & Spirituality	<ul style="list-style-type: none"> • Has hobbies and interests and needed supplies • Knowledge/experience playing games or other social activities • Outgoing, friendly personality • Understands social cues and norms • Has money/budget for social activities • Interest in/belief in faith/higher power • Belongs to/has roles in a faith community • Exposure/experience going to weddings/funerals • Good conversation skills 	<ul style="list-style-type: none"> • Friendships • Dating/relationships • Members of your faith community • Friends of parents/siblings and other family members • People with a shared interest or hobby 	<ul style="list-style-type: none"> • Online social clubs • Social media (Facebook, Twitter, Instagram, Pinterest, etc) • Online games • Email • Texting 	<ul style="list-style-type: none"> • Parks and Recreation • Service/social club/groups • Inclusive faith community • Sports teams and clubs • Preschool • Playground • Community Centers • Churches/Places of Worship 	<ul style="list-style-type: none"> • Separate or special church service • Special group outings & activities • Special Olympics • Special passes • Social skills classes
 Healthy Living	<ul style="list-style-type: none"> • Communicates with doctors and other medical professionals • Knowledgeable about own disability or special healthcare needs • Knows how/when to seek help for health issues • Understands changes as body becomes adult, and has well woman/man checkups • Manages (or helps manage) own medication and other healthcare needs • Understands health risks associated with smoking, drinking, drug use, unprotected sex) • Knowledge and/or ability to plan/execute healthy meals; eats a healthy diet • Has health insurance • Gym membership/exercises regularly/rides bike • Medical home 	<ul style="list-style-type: none"> • Family member or school staff implement therapy • Parents, siblings, grandparents, other family members (help with meds, healthy eating, etc.) 	<ul style="list-style-type: none"> • Pill-minders • Chat with a nurse/nurseline • Tele-medicine • Web-MD • Fit-Bit/Nike Fuel Band • Exercise equipment (ie treadmill) • Health/Fitness apps for ipad • Smart Toothbrush 	<ul style="list-style-type: none"> • Gym membership • Community Centers • Neighborhood/City Pool • Community Health Centers • Health fairs • Family/General practice providers • YMCA • Neighborhood pharmacy 	<ul style="list-style-type: none"> • Center-based therapies (PT, OT, Speech, etc) • Special/institutional medical care • Home/community based therapies • Special Olympics Healthy Communities Initiative • Medical home • IHP

LifeCourse Tools

CHARTING the LifeCourse



LIFE DOMAIN	Personal Strengths & Assets	Relationship Based Supports	Technology	Community Resources	Eligibility Based Supports
 Safety & Security	<ul style="list-style-type: none"> • Home security/alarm system • Knows address, phone numbers, other contacts • Knows how to appropriately use 911 • Family/person has an emergency/disaster plan • Able to lock/unlock door (with key or code) • Carries identification or specific information in wallet or on person • Home is modified for safety • GPS tracking device • Reciprocal knowledge with First Responders • Has and knows how to use a debit card • Family/person has engaged in financial planning 	<ul style="list-style-type: none"> • Parents, siblings, grandparents, other family members • Friends • Neighbors • Familiar staff/workers at local stores, restaurants, etc. 	<ul style="list-style-type: none"> • Automatic bill pay/direct deposit • Limited/joint bank account • Personal safety devices • Remote monitoring • Ipad/smart phone apps 	<ul style="list-style-type: none"> • Powers of Attorney • Neighborhood watch • Local Police Department • Online banking • Living Trust • LifeLock (identity theft protection) • Neighborhood Watch 	<ul style="list-style-type: none"> • Full guardianship • 24 hour supervision • Limited guardianship • Special Needs Trust
 Citizenship & Advocacy	<ul style="list-style-type: none"> • Registered to vote, has voter ID, and understands how to vote • Knowledge of and membership in advocacy groups or organizations • Volunteers • Political awareness and advocacy • Has had leadership training and/or experience • Understands right/wrong, importance of doing the right thing and being a law-abiding citizen • Is able to speak up for self- parents modeling, social experiences, group participation 	<ul style="list-style-type: none"> • Parents, siblings, grandparents, other family members • Self-advocate peers • Friends 	<ul style="list-style-type: none"> • Ipad advocacy apps • Communication devices • Online service group sites 	<ul style="list-style-type: none"> • Voting • Neighborhood group or organization • Visiting your legislator • Scouting/Camp Fire/Optimist Club 	<ul style="list-style-type: none"> • Paid advocate • Self Advocacy Groups • Disability Rights Day at the Capitol • Self Advocacy Training
 Supports for Family Unit	<ul style="list-style-type: none"> • Family is active and engaged in community, networks, support groups, or mentoring • Understands rights and responsibilities • Well organized, keeps track of things • Has end of life plan/plan for when parents can no longer fulfill their many caring for and caring about roles • Has and utilizes social capitol/community connections • Willing to share their story 	<ul style="list-style-type: none"> • Grandparents, aunts, uncles, extended family • Neighbors • Other parents/families • Church/worship community 	<ul style="list-style-type: none"> • Family calendar/schedule apps • Online support groups or facebook pages 	<ul style="list-style-type: none"> • Mom's Day Out programs • Preschool • Library • Counselors • Utility assistance programs • Child Care • After school programs 	<ul style="list-style-type: none"> • Respite • Sibshops • Face to Face support groups • Special after school care programs • Specialized child care centers
 Supports & Services	<ul style="list-style-type: none"> • Knowledge of different sources of support and how to navigate systems and organizations • Ability to integrate different kinds of support into family and individual's life • Knows who to contact for help or guidance • Has someone who can/will provide paid services (potential staff and networks to recruit) 	<ul style="list-style-type: none"> • Parents, siblings, grandparents, spouse, children, other family • Neighbors • Classmates/former classmates • Church/Worship community • Teachers 	<ul style="list-style-type: none"> • Smart Home • Remote Monitoring Devices • GPS Devices 	<ul style="list-style-type: none"> • Financial planner • Piggy bank • Free/Reduced school lunch • Bank • Community Centers • Community clubs (Elks, Eagles, Lions) • Pets • Service animals 	<ul style="list-style-type: none"> • Vocational Rehabilitation • Division Developmental Disabilities • Health and Senior Services • Medicaid/Medicare • Social Security • Food Stamps • Medicaid Waivers • Mental/Behavioral Health Centers • Independent Living Centers • Meals On Wheels

LifeCourse Tools

Life Trajectory Worksheet

Past Life Experiences
Review last year's goals

Action Steps to the Future
List goals for the upcoming year

VISION for a GOOD LIFE

LIST what you want your "good life" to look like ...

Review what didn't work last year

Write current
age here

List risks and obstacles that might push your
trajectory toward what you don't want

What I DON'T Want

LIST the things you don't want in your life...





My LifeCourse Portfolio

Tools like this from LifeCourse help focus on an individual's strengths, values, and effective supports.

_____'s ONE-PAGE PROFILE

What people like & admire about me (My contributions and talents)

What's Important to ME
(My conditions, preferences, values)

How to Best Support ME
(Strategies for working together)

Now What?



- Once you've identified some of what constitutes a “good life,” how do you get there?
 - Self-direction
 - Individual strengths and interests
 - Education
 - Employment
 - Community Resources
 - Supplemental Services
- You can always update, expand, or change your vision

Education Options While Still in High School



- Can stay until the school year in which the student turns 22
 - Allows the student to draw out classes to take advantage of the opportunities, services, and supports available
- Dual Credit Classes (some schools and some colleges)
 - Different from AP courses
- Vocational Schools
 - Part of high school
 - Can explore careers, train for work while getting supports
 - Sometimes career ready; others need additional training
- Project Search, IIDC

Pre-Employment Transition Services



➤ Pre-ETS

- Program through the Bureau of Rehabilitation Services
- Provided in cooperation with schools, but it is not a school based program
- Meaningful career planning to help transition from high school to employment or post-secondary training

Pre-Employment Transition Services



- Available to students with disabilities who are either eligible or potentially eligible for VR services. A student with a disability is an individual with a disability in a secondary, postsecondary, or other recognized education program who:
 - is between the ages of 14 and 22 years old
 - is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (IEP, 504 plan)
- For more information or to contact the pre-ETS provider in your area, please click the following link:

<https://www.in.gov/fssa/ddrs/5474.htm>

Pre-ETS Core Services



- Job exploration counseling
 - Discussion of vocational interests, career opportunities
 - Discuss in-demand jobs and careers
- Work-based learning experiences
 - Job shadowing, apprenticeships, internship, work experiences, and volunteering
 - Informational interviews
- Counseling on post-secondary opportunities
 - College and trade schools
 - Accessing other community resources

Pre-ETS Core Services



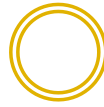
- Work place readiness opportunities
 - Training in communication, problem solving, and other specific social and interpersonal skills as well as independent living skills
- Instruction in self-advocacy
 - Knowing individual rights and responsibilities in the workplace
 - Disclosure of disabilities
 - Training in self-awareness and appropriate self-advocacy skills

College - How to Know If It's the Right Fit



- CCLC publication “Is College for You? Setting Goals and Taking Action”
 - <https://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/College4U-4%202016%20Updates.pdf>
- College Internship Program
- Choosing the right school
 - www.thinkcollege.net
 - College visits
 - Talk to the Office of Disabled Student Services in advance
 - Find disability related student groups
 - IN*Source Annual College Survey
 - <http://insource.org/files/pages/0086-2018-2019%20College%20listing.pdf>

Trade Schools



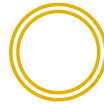
- More hands on learning
- Classes directly related to subject matter
- Often get professional certifications or lead to licensure
- Department of Workforce Development (Work One) and Vocational Rehabilitation Services may be able to connect individuals and help them get accommodations
- Talk to school counselors for options

Vocational Rehabilitation Services and WorkOne



- State Agencies both tasked with helping individuals find community based, competitive wage jobs
- Both agencies can help with high school equivalency, post-secondary training programs, and college
 - Accommodations
 - Supports
 - Information on financing
- Can arrange job shadowing

Programs through Dept. of Workforce Development



➤ Adult Learning Centers

- All around the state; some through Work One offices, others through Area Career Centers
- Certificate of Completion to High School Equivalency

➤ Work and Learn through DWD

- Apprenticeships

➤ WorkINdiana

- Work with all Adult Learning Centers to get HSE and earn career certificates
- http://www.in.gov/dwd/adulted_workin.htm, helps explore options

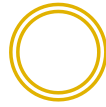
➤ INTraining

- WIOA compliant search engine to find training programs and cost info
- <https://webapps.dwd.in.gov/INTraining/search-flow.htm?execution=e2s1>

➤ WIN Career Readiness tool

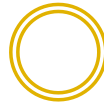
- Free, online tool from DWD to build relevant job skills
- <http://www.in.gov/dwd/2710.htm>

Erskine Green Training Institute



- Postsecondary training opportunity
- Individuals with any type of disability
- Have exited high school (may apply while in high school)
- High school diploma not required
 - May have a Certificate, HSE, or dropped out
- In and out of state residents
 - Priority given to Indiana residents

Centers for Independent Living



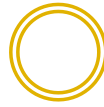
- Agencies around the state to help individuals with ANY disability live as independently as possible
- Teach Independent Living Skills
 - Help with skills such as budgeting, housekeeping, and navigating transportation options
- Help connect with other programs
 - Utility Assistance
 - Transportation
 - Home Modification
 - Assistive Technology
 - Housing options

Medicaid Waivers



- Medicaid Waivers are home and community based services that allow an individual to access services to live as independently as possible in their communities.
- In order to receive a waiver an individual must be eligible for an appropriate Medicaid health plan category.

BDDS Waiver Services



- Waiver Services are designed to be person centered, individualized, and help self-advocates
 - Be an active, integrated part of the community
 - Learn independent living skills
 - Supplement their needs
 - Work toward the self-advocate's vision of a good life

BDDS Eligibility Criteria



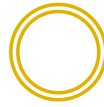
- Must have a diagnosed intellectual disability, developmental disability, or a related condition prior to age 22 and meet Level of Care requirements
- Condition must be expected to continue indefinitely
- Must meet Medicaid eligibility in a waiver compatible category
 - Individuals over 18 years of age must be determined disabled by the Social Security Administration
 - Family income and assets are disregarded

Social Security Disability Benefits



- A Social Security Disability determination is based on a review of medical records and other documents, including but not limited to IEPs, evaluations and vocational records
- The decision for an adult focuses on the impact of the impairment(s) on a person's ability to work
- For more information, you can talk with a Family Advocate at The Arc

Types of Legal or Formal Supports



- Many families believe they must get guardianship of an individual with a disability when they turn 18
- Variety of support options
 - Start by determining what level of support a person may need
 - Integrate Supported Decision Making into the support option you choose

Supported Decision Making



- Going to family, friends, or experts for advice or guidance on making a decision in order to:
 - Build a team of supports of their choosing that they can "go to" when issues/problems arise, or for day to day advice
 - Gather information and learn to evaluate all their options
 - Review as many options as desired and still maintain the right to make the final decision
 - www.supporteddecisionmaking.org
- Can use as a support, alternative, or in conjunction with guardianship

Decision Making Tool

Tools like this from LifeCourse or The Arc's Self-Determination Scale help assess what level of support a person may really need.

CHARTING the LifeCourse



Tool for Exploring Decision Making Supports

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

Name of Individual: _____
 Name of person completing this form: _____
 Relationship to individual (circle one): Self Family Friend Guardian Other: _____
 How long have you known the individual? _____

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



I can decide with no extra support



I need support with my decision



I need someone to decide for me



DAILY LIFE & EMPLOYMENT

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



HEALTHY LIVING

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

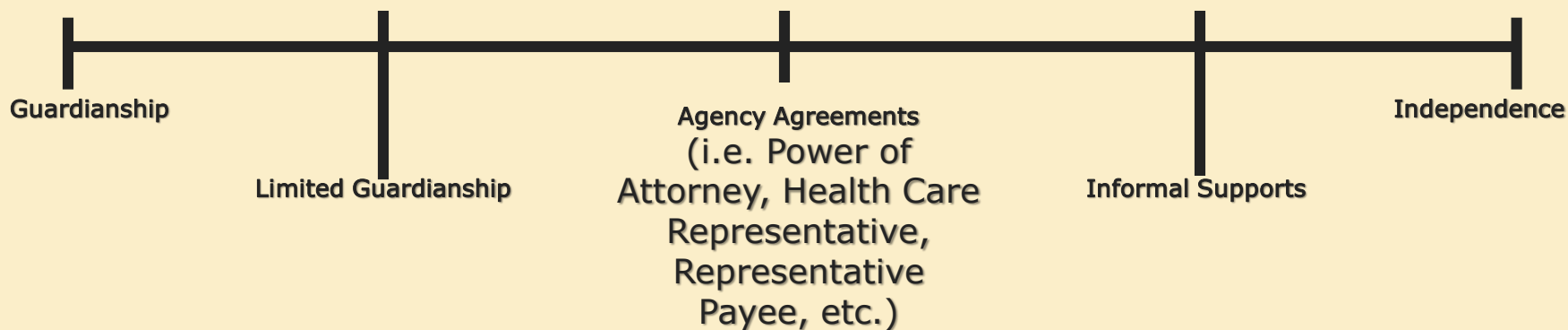
Spectrum of Assistance



- Independence and self-advocacy
- Formalized Supported Decision-Making
- Team-based decision making (e.g., IEP, Person-centered planning process)
- Agency agreements, representative payee, trustee
- Limited Guardianship
- Full Guardianship

Spectrum of Assistance

Supported Decision-Making Concept

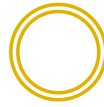


Selective Service



- Men turning 18 MUST sign up for Selective Service within 30 days of their 18th birthday
 - Impacts certain jobs an individual can have
 - Federal contracts
 - Postal service
 - Impacts federal loans and scholarships
 - Impacts federally funded job training programs

Registering to Vote



- Who can vote
 - Individuals under guardianship still retain the right to vote
 - Can vote in the primary at age 17 if the individual will be 18 in time for the general election
 - Must be a US Citizen
 - Must live in the precinct you plan to vote in a minimum of 30 days in advance
- Must register to vote
- Must have a government issued identification card
- Part of the Citizenship and Advocacy Life Domain

Voting



- Explain importance of voting
 - How government decisions impact them
- Voting Accommodations
 - Can have poll worker or someone the individual designates (except an employer or union representative) to assist the person in the voting booth, but the person must request assistance before entering the voting booth
 - Can look at sample ballots
 - Can use to research candidates



We're Here
to Help

When in
doubt or
confused,
please ask!

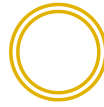
If the information you receive from another source differs from this presentation, it may be because of actual changes or because the person you asked is not aware of the changes.

Please ask a Family Advocate with
The Arc Advocacy Network!

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