Stepping Into a New World: Transitioning to Adulthood

www.arcind.org
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
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.

<table>
<thead>
<tr>
<th>Innovative Life Options</th>
<th>Traditional Life Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Micro-enterprises</td>
<td>- Sheltered workshops</td>
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<tr>
<td>- Careers</td>
<td>- Day habilitation</td>
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<tr>
<td>- Competitive employment</td>
<td>- Institutions</td>
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<tr>
<td>- College or tech school</td>
<td>- Intermediate Care Facility (ICF)</td>
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<td></td>
<td>- Group Homes</td>
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<td></td>
<td>- Separate or special church service</td>
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<td>- Special group outings &amp; activities</td>
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<td></td>
<td>- Center-based therapies (PT, OT, Speech, etc)</td>
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<td>- Special or institutional medical care</td>
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<td></td>
<td>- Full guardianship</td>
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<td>- 24 hour supervision</td>
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<td>- Paid advocate or having someone else advocate on your behalf</td>
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<td>- Institution or center based support group</td>
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<td>- Intensive all-day parent training</td>
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<td>- Disability specific groups</td>
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<td></td>
<td>- Systems supports</td>
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<td>- Provider and agency staff</td>
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</tbody>
</table>

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.

Developed by the UMKC Institute for Human Development, UICEDD. More tools and materials at lifecoursetools.com

May 2016
Tools like this from LifeCourse ask questions to help develop that vision of a “good life.”

<table>
<thead>
<tr>
<th>LIFE DOMAIN</th>
<th>My Vision for My Family Member’s Future</th>
<th>priority</th>
<th>Current Situation/Things to Work On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Life Employment</td>
<td>What do I think my family member will do during the day in his/her adult life?</td>
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<tr>
<td>Community Living</td>
<td>Where and with whom do I think my family member will live in his/her adult life?</td>
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<tr>
<td>Social &amp; Spirituality</td>
<td>How will he/she connect with spiritual and leisure activities; have friendships &amp; relationships in his/her adult life?</td>
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<tr>
<td>Healthy Living</td>
<td>How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?</td>
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<tr>
<td>Safety &amp; Security</td>
<td>How will I ensure safety from financial, emotional, physical, or sexual harm in adult life?</td>
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<td></td>
</tr>
<tr>
<td>Citizenship &amp; Advocacy</td>
<td>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?</td>
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<tr>
<td>Supports for Family</td>
<td>What will our family need to help support him/her to live a quality life as an adult?</td>
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<tr>
<td>Supports &amp; Services</td>
<td>How will he/she be supported in adult life to lead the kind of life he/she wants so independently as possible?</td>
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</tbody>
</table>
# 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.

<table>
<thead>
<tr>
<th>LIFE DOMAIN</th>
<th>Personal Strengths &amp; Assets</th>
<th>Relationship Based Supports</th>
<th>Technology</th>
<th>Community Resources</th>
<th>Eligibility Based Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Life Employment</td>
<td>Work/volunteer experience</td>
<td>Coworkers</td>
<td>Electronic reminders</td>
<td>Volunteering</td>
<td>Work crews/endives</td>
</tr>
<tr>
<td></td>
<td>Summit jobs</td>
<td>Parents, siblings, spouse, children, grandparents, other family</td>
<td>Alarm clock</td>
<td>Competitive employment/careers</td>
<td>Job coaches</td>
</tr>
<tr>
<td></td>
<td>Vision or dream for job or career</td>
<td>Friends</td>
<td>Cell phone</td>
<td>College, universities, tech school</td>
<td>Supported employment</td>
</tr>
<tr>
<td></td>
<td>Responsibility at home or school</td>
<td>Teacher</td>
<td>Ipad educational/life skills apps</td>
<td>Micro-enterprises</td>
<td>Special college programs</td>
</tr>
<tr>
<td></td>
<td>Makes choices and decisions</td>
<td>Mentors</td>
<td>Online resume builder</td>
<td>Self employment</td>
<td>Special Education/IEPs</td>
</tr>
<tr>
<td></td>
<td>Communicates ideas, needs, thoughts to others</td>
<td>Parents/Family of friends</td>
<td>Online classes or training</td>
<td>Tutors</td>
<td>HeadStart</td>
</tr>
<tr>
<td></td>
<td>Knowledge of a variety of different jobs/careers</td>
<td>Business partner</td>
<td>Internet job search</td>
<td>Parent/Teacher Association (PTA)</td>
<td>Vocational Rehabilitation</td>
</tr>
<tr>
<td></td>
<td>Good social skills</td>
<td>Practices everyday living skills</td>
<td>Calculator</td>
<td>Summer Reading Program (Library)</td>
<td>Case manager/support coordinator</td>
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<td>Computer</td>
<td></td>
<td>Sheltered workshops</td>
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<td></td>
<td>Iphone/smart phone</td>
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<td>Day habilitation</td>
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<td></td>
<td></td>
<td></td>
<td>Ipad apps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Living</td>
<td>Knowledge of how to navigate community</td>
<td>Parents, siblings, spouse, children, grandparents, extended family</td>
<td>Adapted living space</td>
<td>Home Ownership</td>
<td>Independent Supported living (IS)</td>
</tr>
<tr>
<td></td>
<td>Lives in the community</td>
<td>Friends</td>
<td>Environmental technology</td>
<td>Rental home/apartment</td>
<td>Independent Living Center</td>
</tr>
<tr>
<td></td>
<td>Can prepare simple meals/snacks</td>
<td>Roommates</td>
<td>Remote transportation</td>
<td>co-op for housing or transportation</td>
<td>Shared Living/host family</td>
</tr>
<tr>
<td></td>
<td>Can spend time alone or away from family</td>
<td>Neighbors</td>
<td>Ipad apps</td>
<td>Public transportation (bus, train, taxi)</td>
<td>Institutions</td>
</tr>
<tr>
<td></td>
<td>Knowledge of different types of living options</td>
<td>Same age peers (college age, aging)</td>
<td>Facetime/Skype</td>
<td>Universal design</td>
<td>Intermediate Care Facility (ICF)</td>
</tr>
<tr>
<td>Social &amp; Spirituality</td>
<td>Has hobbies and interests and needed supplies</td>
<td>Friendships</td>
<td>Electronic reminders</td>
<td>Home Owner's Association</td>
<td>Group Homes</td>
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<tr>
<td></td>
<td>Knowledge/experience playing games or other social activities</td>
<td>Dating/relationships</td>
<td></td>
<td>Food Pantries</td>
<td>Meal on Wheels</td>
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<tr>
<td></td>
<td>Outgoing, friendly personality</td>
<td>Members of your faith community</td>
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<td></td>
<td>Section 8 Housing Vouchers</td>
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<tr>
<td></td>
<td>Understands social cues and norms</td>
<td>Friends of parents/siblings and other family members</td>
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<tr>
<td></td>
<td>Has money/budget for social activities</td>
<td>People with a shared interest or hobby</td>
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<td></td>
<td>Interest in/belief in faith/higher power</td>
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<td></td>
<td>Belongs to/has roles in a faith community</td>
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<td>Exposure/experience going to weddings/funerals</td>
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<td>Good conversation skills</td>
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<tr>
<td>Healthy Living</td>
<td>Communicates with doctors and other medical professionals</td>
<td>Family member or school staff implement therapy</td>
<td>Pill reminders</td>
<td>Gym membership</td>
<td>Separate or special church service</td>
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<tr>
<td></td>
<td>Knowledgeable about own disability or special healthcare needs</td>
<td>Chat with a nurse/nurse aide</td>
<td>Chat with a nurse/nurse aide</td>
<td>Community Centers</td>
<td>Special group outings &amp; activities</td>
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<tr>
<td></td>
<td>Known how/when to seek help for health issues</td>
<td>Tele-medicine</td>
<td>Telephone</td>
<td>Neighborhood/City Pool</td>
<td>Special Olympics</td>
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<td>Understands changes as body becomes adult, and has well woman/man checkups</td>
<td>Web MD</td>
<td>Fit-Bk/Nike Fuel Band</td>
<td>Community Health Centers</td>
<td>Special passes</td>
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<td>Manages (or helps manage) own medication and other healthcare needs</td>
<td>Exercise equipment (e.g treadmill)</td>
<td>Exercise equipment (e.g treadmill)</td>
<td>Health Fair</td>
<td>Special Olympics</td>
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<tr>
<td></td>
<td>Understands health risks associated with smoking, drinking, drug use, unprotected sex</td>
<td>Health/fitness apps for Ipad</td>
<td>Health/fitness apps for Ipad</td>
<td>Family/General practice providers</td>
<td>Healthy Communities Initiative</td>
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<td></td>
<td>Knows and/or ability to plan/executes healthy meals; eats a healthy diet</td>
<td>Smart Toothbrush</td>
<td>Smart Toothbrush</td>
<td>YMCA</td>
<td>Medical home</td>
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<td></td>
<td>Has health insurance</td>
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<td>HIP</td>
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<td>Gym membership/exercises regularly/rides bike</td>
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<tr>
<td>LifeCourse Tools</td>
<td>CHARTING the LifeCourse</td>
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<tr>
<td><strong>PERSONAL STRENGTHS &amp; ASSETS</strong></td>
<td><strong>RELATIONSHIP BASED SUPPORTS</strong></td>
<td><strong>TECHNOLOGY</strong></td>
<td><strong>COMMUNITY RESOURCES</strong></td>
<td></td>
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<tr>
<td><strong>SUPPORTS FOR FAMILY UNIT</strong></td>
<td><strong>SUPPORTS &amp; SERVICES</strong></td>
<td><strong>ELIGIBILITY BASED SUPPORTS</strong></td>
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<tr>
<td><strong>Safety &amp; Security</strong></td>
<td><strong>Citizenship &amp; Advocacy</strong></td>
<td><strong>Supports for Adult Independence</strong></td>
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</tbody>
</table>

**Safety & Security**
- Home security/alarms 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

**Citizenship & Advocacy**
- 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 experiences
- 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

**Supports for Family Unit**
- Family & 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 capital/community connections
- Willing to share their story

**Supports & Services**
- 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/can provide paid services (potential staff and networks to recruit)

**Personal Strengths & Assets**
- Parents, siblings, grandparents, other family members
- Friends
- Neighbors
- Familiar staff/workers at local stores, restaurants, etc.

**Relationship Based Supports**
- Parent advocate peers
- Friends
- Family calendar/schedule apps
- Online support groups or Facebook pages
- Mom's Day Out programs
- Preschool
- Library
- Counselors
- Utility assistance programs
- Child care
- After school programs

**Technology**
- Ipad advocacy apps
- Communication devices
- Online service group sites
- Financial planner
- Piggy bank
- Free/Reduced school lunch
- Bank
- Community centers
- Community clubs (e.g., Eagles, Lions)
- Pets
- Service animals

**Community Resources**
- Powers of Attorney
- Neighborhood watch
- Local Police Department
- Online banking
- Living Trust
- LifeLock (Identity theft protection)
- Neighborhood Watch
- Paid advocate
- Self Advocacy Groups
- Disability Rights Day at the Capitol
- Self Advocacy Training

**Eligibility Based Supports**
- Full guardianship
- 24 hour supervision
- Limited guardianship
- Special Needs Trust
- Respite
- Assisted living
- Face to face support groups
- Special after school care programs
- Specialized day care centers
- 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
Tools like this from LifeCourse help focus on an individual’s strengths, values, and effective supports.
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
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](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](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](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](http://www.supporteddecisionmaking.org)

➢ Can use as a support, alternative, or in conjunction with guardianship
**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.**

| DAILY LIFE & EMPLOYMENT |
|--------------------------|-----------------|-----------------|
| Can I decide if or where I want to work? | I can decide with no extra support | I need support with my decision | I need someone to decide for me |
| Can I look for and find a job (read ads, apply, use personal contacts)? | | |
| 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? (open bank account, make big purchases) | | |
| Do I make everyday purchases? (food, personal items, recreation) | | |
| Do I pay my bills on time (rent, cell, electric, internet) | | |
| 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? | I can decide with no extra support | I need support with my decision | I need someone to decide for me |
| 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? (check-ups, routine screening, working out, vitamins) | | |
| Can I make medical choices in serious situations? (surgery, big injury) | | |
| 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 (substance abuse, overeating, high-risk sexual activities, etc.)? | | |
| Do I decide where, when, and what to eat? | | |
| Do I understand the need for personal hygiene and dental care? | | |

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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

Indiana Disability Rights
Spectrum of Assistance

Supported Decision-Making Concept

Guardianship
Limited Guardianship
Agency Agreements (i.e. Power of Attorney, Health Care Representative, Representative Payee, etc.)
Informal Supports
Independence

Indiana Disability Rights
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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