

# What does it take to create a successful adult life?

Looking at the National Longitudinal Transition Study-2

<https://www.youtube.com/watch?v=kNMJaXuFuWQ&sns=em>

# What we know (and why is it relevant)

- According to the US census bureau 20% of the population has a diagnosed disability
- According to the National Center for Learning Disabilities, 12% of school age children have a diagnosed learning disability requiring Intervention
- As teachers, we know there is a percentage of students with physically “invisible” disabilities such as auditory processing disorders, non-verbal language disorders, social/emotional disorders and Autism spectrum disorders that we see, but who have not been identified.

# National Longitudinal Study

- **National Longitudinal Transition Study-2 (NLTS2)**
- NLTS2 is intended to provide a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life.
- NLTS2 involves a nationally representative sample of students who were 13 to 16 years old and receiving special education services in December 2000 when the study began through 2010.

# National longitudinal study continued ....

- Many of the recent changes and revisions in State and Federal policy are in response to this study.
- So What did we learn?

# What we learned:

- For students with disabilities who continue in post secondary education, they are most likely to pursue high-school diploma/certificate programs, vocational, business and technical training programs, and are as likely as the general population to attend Community College.
- Only 40% of those students have informed their schools regarding their disability
- These students ARE in your classrooms and WILL BE COMING to your classrooms in increasing measure

# Predictors of positive outcomes for students with disabilities

There are 20 predictors for positive outcomes, most are relevant to high school, but many are relevant to our students as well.

They include:

High school diploma

Inclusion with typically developing peers

Career awareness

A college experience (not necessarily a degree, but the experience)

Student Support

Vocational Education/Occupational Courses

Experiential learning/volunteer or work study

Interagency collaboration

# Personal Characteristics Include

Self-determination

Self- advocacy

Ability to set and achieve goals

Social skills

Soft Skills

# In Summary:

- Students with disabilities are part of the population of students you are currently and will continue to teach
- Many of the things that benefit “some” students, benefit all students. Although these predictors have been developed for students with special needs, I’m sure you can see how they would apply to ABE, ESL, STV students as well



# State and Federal Guideline Changes

- WIOA

- Competitive Integrated Employment

- Pathways

The **W**orkforce **I**nnovation and **O**pportunity **A**ct (**WIOA**) was signed into law on July 22, 2014 by President Obama and went into effect on July 1, 2015. The primary purpose of the Act in relation to individuals with disabilities is to increase those with disabilities' access to high-quality workforce services to prepare them for competitive integrated employment (CIE). It promotes training and program services for competitive and integrated work for individuals with disabilities.

As part **WIOA**, organizations employing individuals with disabilities under Section 14(c) of the Fair Labor Standards Act (otherwise known as pay for productivity or subminimum wage) must provide these individuals with information resources for self-determination, self-advocacy and peer mentoring. Per Section 511 (c) of paragraph (1) & (2), this information must be provided during the first six months of the individual's employment at subminimum wage, during the second six months of employment, and annually thereafter for the duration of such employment, unless the individual was already employed at subminimum wage prior to July 22, 2016; in that case, the information must be provided annually for the duration of employment.



### Self Determination

Individuals have the ability and opportunity to make choices and decisions based on their own preferences and interests, to monitor and regulate their own actions and to be goal oriented and self-directing.

Information on Self Determination can be found at the following:

- Inland Regional Center: [www.inlandrc.org](http://www.inlandrc.org)
- San Gabriel/Pomona Regional Center: [www.sgprc.org](http://www.sgprc.org)
- State Council on Developmental Disabilities: (818) 543-4631 or [losangeles@scdd.ca.gov](mailto:losangeles@scdd.ca.gov) (Glendale)
- State Council on Developmental Disabilities: (909) 890-1259 or [sanbernadino@scdd.ca.gov](mailto:sanbernadino@scdd.ca.gov) (San Bernardino)
- Department of Developmental Services: <https://dds.ca.gov/SDP/> (includes video)
- Elisa Herzog, SG/PRC Client Advocate: (909) 706-3567 or [ehertzog@sgprc.org](mailto:ehertzog@sgprc.org)

### Peer Mentoring

Individuals have the right to have one-on-one relationships to provide guidance, advice, support, and serve as role models to other individuals.

Information on Peer Mentoring can be found at the following:

- Inland Regional Center: [community@inlandrc.org](mailto:community@inlandrc.org)
- San Gabriel/Pomona Regional Center Client Services Committee: [www.sgprg.org](http://www.sgprg.org)
- Rolling Start: (909) 890-9516 or [www.rollingstart.com](http://www.rollingstart.com) (San Bernardino)
- Service Center for Independent Living (SCIL Center): (909) 621-6722 or [www.scil-ilc.org](http://www.scil-ilc.org) (Claremont)
- Service Center for Independent Living (SCIL Center): (626) 337-8868 or [www.scil-ilc.org](http://www.scil-ilc.org) (West Covina)
- Community Access Center: (951) 274-0358 or [www.ilcac.org](http://www.ilcac.org) (Riverside)



---

## Self Advocacy

Individuals have the right to speak or act on their own behalf to improve their quality of life, effect personal change, and make informed decisions.



Information on Self Advocacy can be found at the following:

- Inland Regional Center: [community@inlandrc.org](mailto:community@inlandrc.org)
- San Gabriel/Pomona Regional Center Client Services Committee: [www.sgprg.org](http://www.sgprg.org)
- Autism Society Inland Empire: (951) 220-6922 or [info@ieautism.org](mailto:info@ieautism.org) (Inland Empire)
- Autism Society San Gabriel Valley: (800) 869-7069 or [www.autismsocietyca.org](http://www.autismsocietyca.org) (Glendora)
- Rolling Start: (909) 890-9516 or [www.rollingstart.com](http://www.rollingstart.com) (San Bernardino)
- Service Center for Independent Living (SCIL Center): (909) 621-6722 or [www.scil-ilc.org](http://www.scil-ilc.org) (Claremont)
- Service Center for Independent Living (SCIL Center): (626) 337-8868 or [www.scil-ilc.org](http://www.scil-ilc.org) (West Covina)
- Community Access Center: (951) 274-0358 or [www.ilcac.org](http://www.ilcac.org) (Riverside)
- Disability Rights: (800) 776-5746 or [www.disabilityrightsca.org](http://www.disabilityrightsca.org)

- 
- People First: (916) 441-3494 or [info@peoplefirstca.org](mailto:info@peoplefirstca.org) (Sacramento)
  - Department of Developmental Services: <https://www.youtube.com/CaliforniaDDS> (DDS You Tube Channel)
  - Disability Rights Legal Center: (213) 736-1334 or <https://disabilityrightslegalcenter.org/about-us>
  - Special Needs Network Inc.: (323) 291-7100 or <http://snnla.org/resources/advocacy-2/>
  - Elisa Herzog, SG/PRC Client Advocate: (909) 706-3567 or [ehertzog@sgprc.org](mailto:ehertzog@sgprc.org)

Resources listed in this brochure were compiled by the joint efforts of:

**San Gabriel/Pomona Regional Center**  
75 Rancho Camino Drive  
Pomona, CA 91766  
(909) 620-7722

**Inland Regional Center**  
1365 S. Waterman Avenue  
San Bernardino, CA 92408  
(909) 890-3275

---

## Information and Referral Resources

## Self-Determination Peer Mentoring Self-Advocacy



<b>AWD Pathways to Independence</b> <b>DRAFT_APR 2017</b>	<b>Pre-Requisite Skills</b>	<b>Functional Life Skills</b>	<b>Cross-Program</b>	<b>Pre-Employment/ Supported Employment/ Work Activities</b>	<b>Competitive Integrated Employment</b>
<b>Driver</b>	Individualized Educational Program (IEP)	Individualized Program Plan (IPP)	SSSP Ed Plan Productivity Data Interviews Exit IPPs	Individualized Program Plan (IPP)	Individualized Program Plan (IPP)
<b>Funding</b>	Department of Education (K-12) Regional Center Department of Rehab	Regional Center Adult & Continuing Education Department of Rehab	SSSP Regional Center	Regional Center Adult & Continuing Education Department of Rehab	Regional Center Adult & Continuing Education Department of Rehab?
<b>Details</b>	High School Transition Experiential Functional	Bridges to Employment Vocational Training Experiential on Campus Tailored Day Mobility Training Safety	Mt. SAC Orientation CASAS Assessment Follow Up Services Dual Enrollment Open Lab HLP AE Situational Assessment	Safety Adult & Continuing Education Mt. SAC / HLP AE Soft Skills Social Skills for Employment Employment Experiential Learning (community based) HLP AE Work Activity (workshop)	Job Placement HLP AE Supportive Employment
<i>In Progress</i> <b>Needs</b>		<i>Mt. SAC Life Skills Course</i>	<b>Transportation</b>	<b>CTE Programs Internships, apprenticeships, certificate programs</b>	<b>Job Developer</b>

# So many needs, so little time....

- How can we meet the needs of such a varied population of students?
- With industries and expectations changing so quickly, how do we teach our students to stay current and to be lifelong learners?
- Are there best practices for teaching?
- Is specialized instruction realistic or even possible?

# Is specialized instruction the answer?

- 504 standard accommodations may not be enough
- Re-thinking how you structure your classroom and lessons may reduce the need for specialized instruction
- I would like to restate “what works for some might work for all”
- Instead of teaching students “expert skills” , with the fast changing landscape, can we instead teach them to be “expert learners”
- What makes an “expert learner”



# What are characteristics of an “expert learner”

- Interested
- Self- motivated
- Know their learning preferences
- Confidence in their ability to learn
- Understand mistakes are part of the learning process (resilience)
- Perseverance (if at first you don't succeed....)

# Principles of the Universal Design for Learning (UDL)

- What is the Goal?
- The Why of Learning: Engagement
- The What of Learning: Representation
- The How of Learning: Action and Expression



# www.cast.org

- Introduction to UDL:UDL at a glance: [www.youtube.com/watch?v=bDvKnY0g6e4](http://www.youtube.com/watch?v=bDvKnY0g6e4) in post secondary education: <https://www.youtube.com/watch?v=-i9aGm0TBu0>

# NTACT

# [www.transitionta.org](http://www.transitionta.org)

- Best and promising practices in teaching diverse students
- Studies and research sources
- Sample lesson plans that can be modified or principles used in teaching

# Additional Resources

- [www.dol.gov/ODEP](http://www.dol.gov/ODEP)
- [www.youth.gov/feature-article/soft-skills-that-pay-bills](http://www.youth.gov/feature-article/soft-skills-that-pay-bills)
- [www.ncwd-youth.info](http://www.ncwd-youth.info)
- [www.bridgestowork.org](http://www.bridgestowork.org)
- [www.leadcenter.org/wioa-workforce-development](http://www.leadcenter.org/wioa-workforce-development)