

Talking Points

(For Distribution by Teachers and SCs)

Just like all kids, planning for their future begins now!

- ⇒ **What are your hopes and dreams for your son or daughter? What are their hopes and dreams?**
- ⇒ **What jobs and careers will they explore?**
- ⇒ **Where will they live?**
- ⇒ **How will they be part of their community?**
- ⇒ **Will they need support to work or live in their community?**



CAPITAL AREA
Employment 1st Coalition

WORKING TOGETHER FOR A STRONG COMMUNITY

Take Charge of Your Life

CHOOSE WORK

1. What jobs or career interest you?

- Think about what you can do to learn about the different careers and jobs that are available in your community. Visit area businesses. Start volunteering. When you are old enough, think about getting a part time job to develop your job skills.
- What connections do you already have in your community and what connections will you need to get the job that you want?
- Will you need additional schooling or training?
- What can you start doing while still in school to gain work experience? Work on the school newspaper, join a club, take on a summer job, seek a role in your local sports team.
- Communication—Do you have an effective method of communicating?

2. How will you be part of your community?

- What will you do in your spare time? Will you join a sports league or get tickets to see your favorite team play? Will you learn to garden or take fitness classes at your local fitness center?
- Will you learn to garden and maybe help out a local community garden? Have you considered volunteering at the local senior center or nursing home? How will you give back to others?

3. Where you will live?

- There are a number of options for individuals to live in their community. They can live on their own, share an apartment with a friend, rent a room, even continue to live at home. Start now to make your own bed, clean your room, do laundry and get yourself up using an alarm. Learn to cook and do chores around the house. Learn how to get around in your community or to ride the public bus. Become as independent as you possibly can.

4. Will you need additional support?

- Our families and friends often provide us a great deal of support as we live, work and be part of our community. They can help us with rides, teach us to cook and keep our room clean, even help us get a job. It is important of rout to be as independent as you can. Sometimes, more support is needed. Consider the support that woo will get from your family and friends and if you will need support from the Intellectual Disabilities System. Are there other community agencies that may support you in your goals?
- Remember to invite your Supports Coordinator to future IEP meetings to help you plan for your future
- Learn about the local transportation in your community. Learn to ride the bus.
- Learn about your disability. Know the supports you need and the accommodations that can be provid-
ed so that you are successful in whatever you choose to do.

Supports Coordinators:

1. Encourage early planning for career and post secondary options.
2. Encourage students and families to invite their SC to the IEP meeting.
3. Encourage families and teachers to ask questions about the options that are available for support through the Intellectual disabilities system during the school years (such as support to find a job) and upon graduation.
 - ◇ Living in the Community (life sharing, residential habilitation, support to live in an apartment)
 - ◇ Working in the Community (supported employment, customized employment, self employment, Project SEARCH, ACED, Pathways, support to attend post secondary education opportunities, etc.)
 - ◇ Participating in their Community (support to join local civic organizations, volunteerism, explore interests such a theatre, gardening, sports, learn to use the local library.
4. Remind students, families and teachers that support can come from a variety of places: friends, families, teachers, faith community and from the ID system.
5. WIPA???????