Roadmap for the Future

New Horizon School (NHS) is here to help our students and families in preparing for life after high school. This guide is based on research and practices in special education. An effective transition plan includes curriculum, instruction, activities, and experiences designed to develop and improve an effective set of positive learning and workplace traits. These activities, along with other aspects of our secondary transition program, provide a framework for helping our students become contributing members of society and life-long learners. Some skills/tasks are repeated through the years in order to build competency. The functioning level of the individual student will determine the depth to which each skill may be taken. Should you have questions, please meet with your student’s Homeroom teacher to discuss post-high school planning.

- Positive work habits
- Understanding one’s own disability
- Relationship of school to work
- Meaningful and realistic post-secondary goals
- Identifying skills needed to accomplish goals
- Testing goals through experiences and activities
- Identifying meaningful and realistic life skill
SKILLS OVERVIEW

HOME-BASED INDEPENDENT LIVING SKILLS:
- Using money
- Using the telephone
- Cleaning own space at home
- Maintaining shared spaces at home
- Cooking food
- Washing and ironing clothes
- Using basic first aid
- Practicing grooming and hygiene

COMMUNITY-BASED SKILLS:
- Using 911 and other emergency services appropriately
- Following traffic and safety rules
- Using public transportation
- Navigating the community
- Registering to vote
- Participating in recreation and leisure activities
- Learning about community agencies that can provide resources
12 KEY COMPONENTS OF A TRANSITION PLAN

1. Develop positive work habits
   - Willing to self-monitor work completion
   - Able to objectively self-assess work quality
2. Develop an understanding of disability
   - Able to identify own disability
   - List appropriate accommodations and modifications
   - Identify resources
   - Identify technology supports
3. Understand the relationship of school to work
   - Able to identify self as a life-long learner
   - Set goals to learn new things and reset them as needed
4. Develop meaningful and realistic post-secondary goals
   - Develop a strategy for goal setting and be able to articulate it
   - List goals for life after NHS
5. Looking at post-secondary goals, what skills are needed to accomplish them?
   - Work skills, Learning skills, & Community skills

Advocate for your needs!
12 KEY COMPONENTS OF A TRANSITION PLAN

6. Test post-secondary goals through experiences and activities
   Look for opportunities to experience and practice

7. Identify meaningful and realistic independent life skill goals
   Develop a strategy for goal setting and be able to articulate it
   List goals for life after NHS

8. Look at life skill goals, what skills are needed to accomplish them?
   Work, Education, Community Participation, Guardianship, Special Needs Trust

9. Test life skill goals through experiences and activities
   Look for opportunities to experience and practice

10. Identify options for post-secondary education or employment
    What opportunities are available?

11. Develop living and community participation supports and contacts
    Living arrangements? Care? Resources?

12. Develop relationships with adult service agencies
    DVR, DDA, SSI, Arc of King County, KC DDECS
Begin with the questions, “Am I inside or outside of the group?”, and “Am I listening with my whole body?”

Grades 6-8: Steps Toward Transition

**CAREER PLANNING:**

- Promote autonomy at home through chores and decision making
- Support good hygiene skills at home, require shower, shampoo, and teeth brushing
- Promote safety skills in the community: use crosswalks, know address and phone number
- Volunteer in the community with family at least once per year
- Talk about and practice basic first aid skills: have basic first aid supplies at home
- Practice counting money, adding coins and bills to make required amounts, spend and save money
- Practice sorting, washing, drying, folding and putting laundry away (do own laundry)

**SCHOOL ACTIVITIES:**

- Promote autonomy at school through classroom jobs and making choices
- Support good hygiene skills at school: handwashing after restroom use and before lunch
- Support safety skills at school: use crosswalks, know address and phone number
- Participate in one school based volunteer experience per year
- Learn basic first aid skills
- Practice counting money, adding currency to make specific amounts, budgeting

**Advocate for others or for causes!**

“The more risks you allow your children to make, the better they learn to look after themselves.” ~ Roald Dahl
Begin with the question, “What do I want?”

9th Grade is the time to explore, determine paths, and begin pre-employment skill development.

**Grade 9: Steps Toward Transition**

<table>
<thead>
<tr>
<th>CAREER PLANNING:</th>
<th>SCHOOL ACTIVITIES:</th>
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<tbody>
<tr>
<td>• Complete career matchmaker survey and begin High School and Beyond Plan (HSBP)</td>
<td>• Attend a college fair or visit one or more higher education institutions</td>
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<tr>
<td>• Identify one or more areas of career interest</td>
<td>• Attend at least one career speaker event at school</td>
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<tr>
<td>• Identify 3 careers within the areas of interest</td>
<td>• Participate in one on or off campus extracurricular event/activity</td>
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<tr>
<td>• Articulate career and life goals</td>
<td>• Perform 10 hours of on-campus volunteer experience activities</td>
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<tr>
<td>• Begin interest and learning style Inventories</td>
<td>• Practice completing mock applications for employment or school</td>
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<tr>
<td>• Present careers and HSBP to a group of peers</td>
<td>• Complete an individual presentation on</td>
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Persist!

“The greatest gifts you can give your children are the roots of responsibility and the wings of independence.”

~ Denis Waitley
Grade 9: Steps Toward Transition

HOME ACTIVITIES:
- Begin discussions about guardianship, special needs trusts, benefits, and adult services
- Meet with Homeroom teacher to determine appropriate transition planning
- Identify personal skills needed for success (from learner outcomes list)
- Identify 3 chores to complete weekly and/or daily at home
- With family, attend one or more family education meetings at NHS
- Begin process of identifying personal strengths and challenges
- Learn own Social Security number

COMMUNITY ACTIVITIES & PERSONAL SKILLS:
- Begin discussing and identifying 3 adult resources (adults who may be able to help in the future)
- Identify 3 adult references (for job or school applications)
- Connect with at least one adult service organization (DVR, DDA, SSI, Arc of King County, KC DDECS)

"Work is about more than making a living, as vital as that is. It's fundamental to human dignity, to our sense of self-worth as useful, independent, free people."
~ William J. Clinton
Grade 10: Steps Toward Transition

CAREER PLANNING:

- Complete career project and continue HSBP
- Identify career goals and assess whether or not goals are attainable
- Identify challenges both personal and within career choices
- Identify financial needs: housing, food, clothing, and other basic needs

SCHOOL ACTIVITIES:

- Attend a college fair or visit one or more higher education institution
- Complete a learning styles questionnaire
- Experience a mock employment interview
- Identify steps needed to accomplish post high school goals
- Assess work experiences, volunteer experiences, activities, and abilities

Listen to the desires of your children. Encourage them and then give them the autonomy to make their own decision.”
~ Denis Waitley
Grade 10: Steps Toward Transition

**HOME ACTIVITIES:**
- Submit employment or volunteer applications
- Meet with Homeroom teacher to determine appropriate planning
- With family, attend two or more family education meetings at NHS
- Identify and set goals to learn 3 new independent living skills
- Identify appropriate volunteer experiences
- Ensure knowledge of home address and phone number
- Practice good grooming and hygiene skills

**COMMUNITY ACTIVITIES & PERSONAL SKILLS:**
- Identify team work skills, group rules, and problem solving strategies
- Identify respect, task completion, and group consensus building as strategies to work in group settings
- Be able to vocalize own strengths and learning styles
- Obtain WA State ID or Driver’s License, if not completed
- Memorize own Social Security number, if not completed

"A workplace that encourages self-awareness is an environment where the most productive, curious, and innovative people thrive." ~Neil Blumenthal
11th Grade is the time to identify needs for post high school settings, vocalize challenges and needs, and determine post high school outcomes.

Grade 11: Steps Toward Transition

CAREER PLANNING:

- Complete career project and continue HSBP
- Complete Junior Culminating Project
- Identify three career goals and assess whether or not those goals are realistic
- Identify challenges within career choices, including transportation needs
- Identify financial needs: housing, food, clothing, and other basic needs
- Identify personal challenges and demonstrate self-advocacy skills

SCHOOL ACTIVITIES:

- Tour a higher education institution and contact the Disabilities Coordinator for a meeting
- Assess personal strengths and challenges as well as future needs regarding employment
- Students who are 18 will sign a NHS addendum in order for the school to speak with parents/guardians about educational progress
- Identify community services available such as DVR, SSI, DDA, Arc of King County, and KC DDES

"You should never view your challenges as a disadvantage. Instead, it's important for you to understand that your experience facing and overcoming adversity is actually one of your biggest advantages." ~ Michelle Obama

Keep feelings in check!

Think before acting!
Grade 11: Steps Toward Transition

**HOME ACTIVITIES:**
- Complete employment and post high school application forms
- Meet with Homeroom teacher to determine appropriate transition planning
- With family, attend two or more family education meetings at NHS
- With family, contact medical care provider for possible re-evaluation of needs, update diagnoses, and list of accommodations
- Assess the need for accessing the NHS Transition Extension (TE) Program, home district secondary transition services program, or other transition program
- Identify and set goals to complete 3 new independent living skills

**COMMUNITY ACTIVITIES & PERSONAL SKILLS:**
- Identify team work skills, group rules, and problem solving strategies
- Identify community service agencies (DVR, DDA, SSI, Arc of King County, KC DDECS) to obtain information
- Practice good grooming & hygiene skills
- Identify and contact 3 potential employers to obtain information about career interests
- Maintain a job, a volunteer experience, or an extracurricular activity

"Practice does not make perfect. Only perfect practice makes perfect. ~ Vince Lombardi"
12th Grade is the time to take action and finalize all plans for post high school. Follow through is essential to promote student self-confidence and self-esteem.

Grade 12: Steps Toward Transition

CAREER PLANNING:

- Complete Senior Culminating Project and HSBP
- Identify 3 career goals and assess whether not the goals are realistic and feasible
- Identify challenges within career choices, including transportation needs
- Identify financial needs: housing, food, clothing, and other basic needs
- Identify personal challenges and demonstrate self-advocacy skills

SCHOOL ACTIVITIES:

- Visit a higher education institution, visit NHS Transition Extension (TE) Program, or visit home district’s secondary transition services program
- Articulate personal challenges, state post high school plan, and complete inquires into community agencies (DVR, DDA, SSI, Arc of King County, KC DDES)
- Students who are 18 will sign a NHS addendum in order for the school to speak with parents/guardians
- With family, state in writing to NHS the decision to postpone, decline, or obtain high school diploma by January of the senior year
- Attend King County Developmental Disabilities School To Work Transition Fair

“People grow through experience if they meet life honestly and courageously.” This is how character is built. ~ Eleanor Roosevelt
Grade 12: Steps Toward Transition

**HOME ACTIVITIES:**
- Complete employment application and post high school application forms
- Meet with homeroom Teacher to determine appropriate planning
- With family, attend two or more family education meetings at NHS
- Identify and set goals to complete 3 new independent living skills

**COMMUNITY ACTIVITIES & PERSONAL SKILLS:**
- Identify team work skills, group rules, and problem solving strategies
- Identify community service agencies (DVR, DDA, SSI, Arc of King County, KC DDECS)
- Practice good grooming & hygiene skills
- Work independently and consistently at school, at home, and/or at employment
- Maintain a job, volunteer position, and/or an extracurricular activity

"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do. ~ Pele"
NAVIGATING YOUR WAY

Along with the support of NHS, your family, your friends, and community resources, you can find the path that’s right for you. The following services in the community are available for YOU so don’t forget to use them. Good luck to you as you navigate your way!

Contact:

Developmental Disability Administration (DDA), WA State DSHS, 253-372-5770 or www.dshs.wa.gov/dda

Division of Vocational Rehabilitation (DVR), WA State DSHS, 1-800-622-1375, 206-444-3800 or www.dshs.wa.gov/office-of-the-secretary/division-vocational-rehabilitation

SSI, The Social Security Administration (SSA), 1-800-772-1213 or www.socialsecurity.gov

Arc of King County (ARC), 206-364-6337 or www.arcofkingcounty.org/

King County Developmental Disabilities and Early Childhood Supports (KC DDECS), 206-263-9105 or www.kingcounty.gov/depts/community-human-services/developmental-disabilities.aspx

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do. ~ Pele