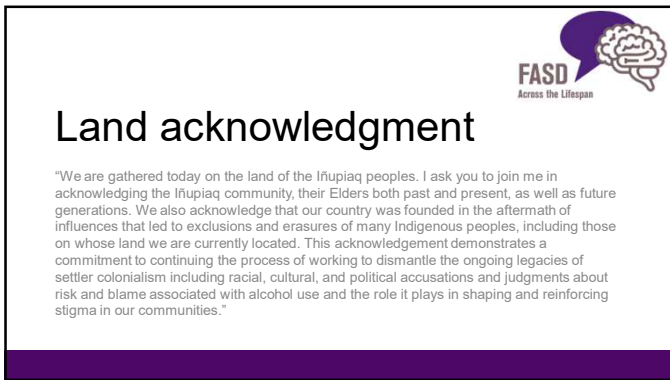




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Learning Objectives


- Building transition success- early.
- Recognize typical transition considerations when supporting youth to adults with FASD (Y to A/ FASD).
- Finding alternate but comparable milestones for Y to A/ FASD.
- Finding positive groups/ mentors/ opportunities for fulfillment for Y to A/ FASD.
- Focusing forward with little control.



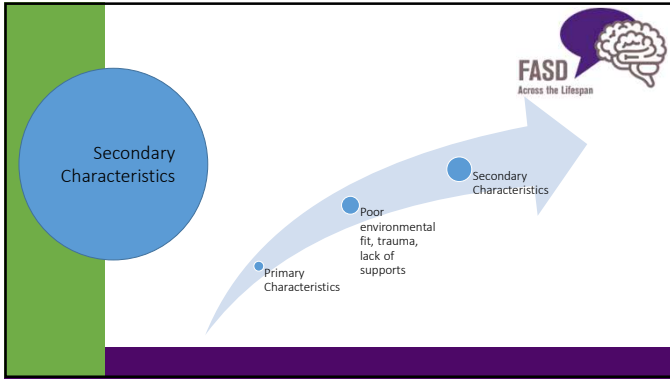
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Common Domains of Brain Impairment

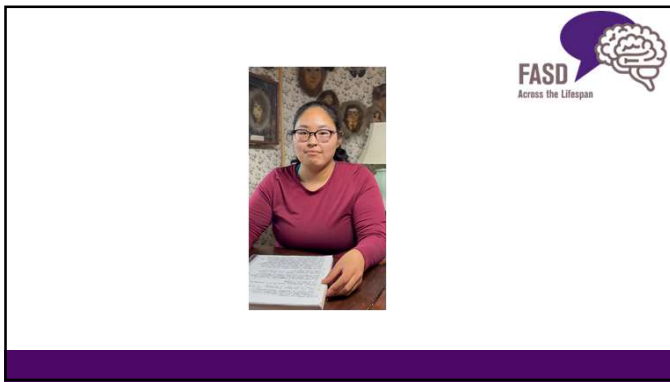
- Executive function
- Adaptive Living
- Communication
- Sensory integration
- Attention/Hyperactivity
- Fine or gross motor
- Visual perception/motor integration
- Learning & Memory
- Dysmaturity



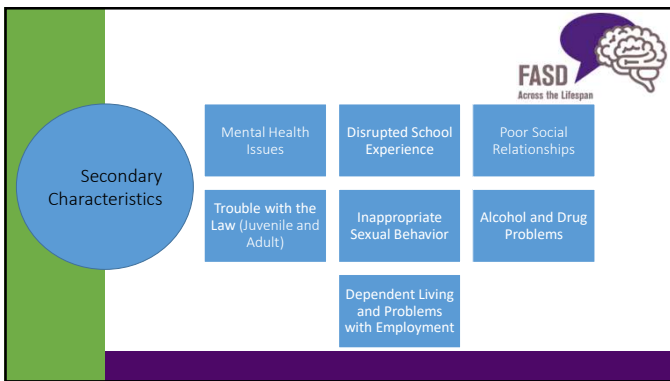
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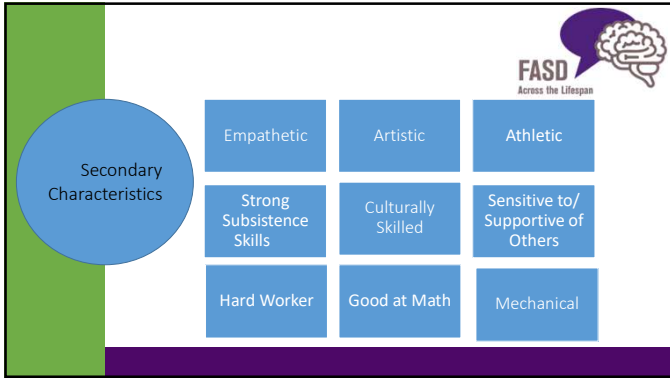
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Build transition success from the beginning

- **Begin early**
 - Do not wait for high school
 - Teach lifelong skills
 - Hygiene
 - Safety
 - Healthy Relationships
- **Build resilience**
 - Review past successes
 - Reinforce strengths
 - Avoid comparisons with peers/siblings
 - Share own struggles

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Build transition success from the beginning

Education- make sure it is appropriate for the future


- Phonics?
- Life skills
- Practical skills
- Self- Advocacy

Interests

- Identify strengths
- Provide mentorship
- Value individual interest
- BE IMPRACTICAL
- Feed the soul

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IEP



- IEP plans under IDEA cover students who qualify for Special Education.
- Many youth with an FASD do not qualify for SPED.
- Alaska has added FASD in the category for Other Health Impaired

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Special Education Categories




Alaskan eligibility categories for special education services:

Cognitive Impairment	Visual Impairment
Specific Learning Disability	Hearing Impairment
Multiple Disabilities	Deaf and Blind
Speech or Language Impairment	Deafness
Orthopedic Impairment	Traumatic Brain Injury
Emotional Disturbance	Other Health Impaired
Early Childhood Developmental Delay	Autism

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Individual Education Plan

For students who qualify for Special Education



Cognitive Impairment: may not qualify despite processing issues

Multiple Disabilities: may qualify even without FASD Diagnosis

Emotional Disturbance: often used to address behaviors, may be misdiagnosis, but may get access to services

In Alaska : Other Health Impaired,
a child must

- exhibit limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, **fetal alcohol spectrum disorder**, diabetes, or a heightened alertness to environmental stimuli, etc.

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504 Plan



Section 504

- Civil Right Law- Equal Access to Education
- Covers students who don't meet the criteria for special education but who still require some accommodations.
- Designed to protect the rights of individuals with disabilities in programs and activities that receive federal assistance from the Department of Education.
- A student is eligible as long he/she currently has or has had a physical or mental impairment which substantially limits a major life activity.

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Department of Vocational Rehabilitation

Can begin at age 14 to Participate in Meetings



- <https://labor.alaska.gov/dvr/>
- DVR's Pre Employment Transition Services
- JOBZ Club: "work readiness skills"
- Transition Camps: develop a vision for their future
- Phlight Clubs: engage youth and families for cultivating caring and connected schools and communities.
- PATHWAYS School to Career: combine Pre-ETS activities with "hands on learning" in specific career fields
- Pre-ETS Projects: agencies in rural and urban areas provide Pre-ETS activities.



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Tribal Vocational Rehabilitation




- 10 Programs in Alaska
- Grant Based
- Specific to Individual Tribes or Consortia of Tribes
- See link for contact information for individual programs
- Should address subsistence
- <http://aivrttac.org/alaska/>



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Transition Handbook




- Under the IDEIA, transition services are
 - provided to
 - students with disabilities who
 - are at least 16 years of age
 - who qualify for special
 - education and related services.
- <https://labor.alaska.gov/dvr/alaska-youth-transition-handbook-2012.pdf>

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Focus Forward

Where do you want to be in 10 years?




- ✓ Housing
- ✓ Vocation
- ✓ ???

5 years?

- ✓ How do we get there??
- ✓ Utilize strengths
- ✓ What skills are possesses/ needed

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Take Stock in High School



What is the current starting point?


- Past successes
- Individual preferences
- Individual functioning levels in all relevant areas. Dysmaturity plays a role!

What has worked in the past


- How big of a chunk of information?
- How long of a time can be envisioned?

What has NOT worked in the past?


- Does not mean it won't work now
- Consider what has/ has not changed
- Is your child more ready? More mature?



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Resilience



What is it?
 the capacity to recover quickly from difficulties; toughness
<https://www.apa.org/topics/resilience>

How can I support resilience in my child/ young adult?
 Success breeds success
 Everyone needs a champion
 Value of positive relationships
Build resilience
 Review past successes
 Reinforce strengths
 Avoid comparisons with peers/ siblings
 Share own struggles
 Self- advocacy



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Finding alternate but comparable milestones for Y to A/ FASD

- Dealing with grieving
 - Occurs again and again
 - Triggered by unmet or delayed milestones
- Life milestones
 - Finding alternatives
- Celebrating successes
 - They are no less valid



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Finding alternate but comparable milestones for Y to A/ FASD.

Consider all facets of life		
Social- Peers, Partners, Spiritual	Increasing independence	Taking advantage of opportunities; keeping it safe, safe home
Learning- Online, Community	College, Vocational School	Think supports (Civil Rights not IDEA)
Employment- Supported, Internships, Volunteer	HS Jobs to Career Training/ Education to career	FINDING THEIR NICHE Paid, unpaid, developing subsistence/ cultural skills, craft sales, services

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Recognize typical transition considerations when supporting youth to adults with FASD (Y to A/ FASD)

Consider all facets of life		
Transportation	Driver's License	Alternatives to driving: bus, bike, scooter, ATV, Uber...
Money Management	Own account, manage finances	Shared account, Green card, some discretionary funds
Sexuality/ Gender Identification	May struggle, may have access to resources	May not have same opportunity for exploration and finding identity
Teen/ Adult relationships	Peer influence	Safe peers, supervision, start young, Planned Parenthood

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Finding alternate but comparable milestones for Y to A/ FASD



Interest-based



Strength-based



Finding their niche


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Internships




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Two Plans



Proactive Plan for Success



Crisis Intervention

- Pre-Planning for known issues
- A means of Self- advocacy
- Supports Success
- Team approach
- Builds in supports and accommodations

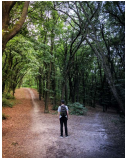
- Pre-Planning for trigger points
- Overload- Reserves depleted
- Help is on the way
- In place BEFORE it is needed
- Not 'wait and see'
- NOT the first 'go to'


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Building in Support

Guardianship laws allow other people to make life choices for a person with a disability. **Supported decision-making** laws allow people with disabilities to make their own choices with support.


Guardianship is a legal relationship between a competent adult and a person who is not able to take care of his or her own affairs. The guardian can be authorized to make legal, financial, and health care decisions for the ward.





Supported Decision Making Agreement (SDMA) is a tool that allows people

- with disabilities
- to retain their **decision-making** capacity
- by choosing supporters
- to help them make choices.





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Building in Support

Future Risk Management Plan

- Identify predictable risks
- Develop a strategy to deal with riskier areas of independence
- Include protections for sensory limitations and at-risk behaviors as well as a plan for birth control.

Medical Information for Police card for the young adult to carry with them (if it is appropriate in your area).

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This series is brought to you by...



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