

Independent Living Skills

LIFE SKILLS

LIVING ARRANGEMENTS

Adults with disabilities can live in many different situations. Because there may be waiting lists, all require early planning and preparation. The following is a list of different types of common living situations, listed from most supportive to least supportive. You may have to create a specific opportunity that best fits your child's needs.

Supervised Group Home Living

Typically, three to six individuals live together in an agency-run home. These homes are often staffed by trained personnel who assist the residents with various aspects of living, depending on their needs. Daily organized activities are usually conducted outside the home.

Adult Foster Care

Your young adult and possible another individual could live with a family that has been recruited to assist them with daily living. An agency would oversee the recruitment of these foster caregivers, certify the home and provide guidance and financial support to the foster family.

Supervised Apartment Living

This may be a good choice if your young adult will need some assistance but would prefer to live in a larger apartment complex with neurotypical individuals. Usually, there is an agency staff person or service provider onsite to respond to emergencies and offer limited assistance based on your young adult's needs.

Supported Living

Your young adult would live with extra support in his own place or in your home. It can mean living with another person who has a disability or with a neurotypical individual. The level of care provided by the support person will vary, depending on the needs of your young adult. Needed services and supports are brought to the home instead of the person going out for them.

Independent Living

This is usually in an apartment that would be rented or owned by your young adult. Outside training and support will need to be provided to help your young adult learn to become independent, with an emphasis on daily living skills.

Independent Living Skills

Take the challenge! How would you do if you moved out of home?

This checklist will help you work out what you can do already and what you should probably learn more about. You might think you know enough about things like money or how to look after your health but can you do everything in the checklist?

It doesn't matter if you can't! You have a lifetime to learn and its ok if you can never do it all.

DAILY LIVING SKILLS	No	Partly	Yes
I know how to care for clothes including cleaning according to instructions on labels, using a washing machine, clothes dryer, Laundromat and iron.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can plan a weekly menu of nutritious meals and develop a weekly shopping list within a budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to tell if fruit and vegetables are fresh when shopping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to read food labels for nutritional information and expiration date. I know which items need to be kept in the fridge or freezer and can recognize when food has expired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to use kitchen utensils and appliances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use good kitchen hygiene practices such as washing hands before preparing food and using safe ways to defrost and prepare food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can cook a meal including following a recipe and adjusting it to feed more or less people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can clean a house including the toilet, bathroom, sink and stove and can keep a room tidy including making a bed and changing linen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what cleaning products and equipment to use for different jobs and how to use them including how to change a vacuum cleaner bag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what can cause infestations of pests and what products to use to get rid of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to properly dispose of garbage, including recycling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read a bus or train timetable, plan a trip on public transport involving several transfers and travel independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the consequences of not paying the fare, damaging public property and other anti-social behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get a driver's license and where to find cars for sale.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I understand the consequences of not paying road tolls, parking fines etc and that I could lose my license.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the consequences of speeding and drunk driving or driving without a license or insurance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get buy stamps, redirect mail and pay bills at the post office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MONEY	No	Partly	Yes
I know how to open a bank account and check a bank statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the fees for managing an account using ATMs, and being overdrawn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to use an ATM, internet and phone banking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how credit cards work and the real cost of buying goods on credit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to go for help if I run into trouble with debt or if I think I'm being ripped off by a credit provider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the importance of having a good credit history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand there are immediate consequences of not paying bills such as electricity being cut off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know to contact a service provider to agree on a repayment plan if I can't pay a bill in full.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the different ways to borrow money (e.g. friends, family, pawn shops, bank loans, student loans) and the advantages and disadvantages of each.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get a tax file number, fill in a tax return and the consequences of not filing a tax return or making false statements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read a pay slip and understand the difference between gross pay and net pay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can budget for regular bills and unexpected emergencies and have a savings plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to shop for budget food, clothing and household furnishings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the difference between luxuries and necessities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the advantages of having a prepaid mobile phone rather than being on a monthly plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the costs of owning and running a car including loan payments, gas, registration, insurance and maintenance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOUSING	No	Partly	Yes
I understand the different housing options available and know which ones are within my budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to look for housing (e.g. newspaper ads, real estate agents, noticeboards, internet, word of mouth).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand basic terms like lease, sublet, studio, tenant, tenancy agreement and managing agent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to choose where to live based on condition of the property, safety, and nearness to transport, family, friends, work or study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fill in a rental application form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fill in a tenancy agreement and understand the importance of properly completing the property inspection form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand that to keep a tenancy and continue renting I need to: budget well so I can pay the rent on time keep the property clean and tidy follow any rules in the tenancy agreement about letting people stay with me manage my visitors properly so I don't disturb neighbors make sure my roommates agree to these rules too	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand what can happen if I break the tenancy agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to get help if there is a problem with the landlord.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the cost of setting up a tenancy (e.g. payment of bond, advance rent, utilities connection).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERSONAL AND SOCIAL DEVELOPMENT	No	Partly	Yes
I know how to greet someone and introduce myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can hold a conversation with others and maintain comfortable eye contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand that there are social boundaries and these differ depending on the type of relationship (e.g. family, friend, boyfriend/girlfriend, professional).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to convey respect, caring, honesty and trustworthiness (e.g. saying thank you, not being rude, tone of voice, valuing others opinions, not keeping people waiting, being inclusive, accepting responsibility for a mistake).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the difference between passive, aggressive and assertive communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to find out about community resources, leisure and sporting activities or cultural associations using the internet, White Pages, Yellow Pages and local community directories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can say 'no' to sales people if I'm not interested in what they are selling and understand there's usually a catch to giveaways offered over the phone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to manage conflict and keep my cool and how to use questions to clarify or obtain information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I understand the difference between gossip and sharing information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify and avoid relationships that may be dangerous or unhealthy and can say 'no' to my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand that taking part in social activities can help me feel better about myself and improve my confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health and Well Being	No	Partly	Yes
I know to call 911 in an emergency for police, fire department or ambulance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to contact my Service Coordinator, or an Officer of the Day in the event of an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the difference between healthy and unhealthy food choices and habits and look after my diet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I practice good personal hygiene (e.g. brush teeth and shower or bathe regularly, wash hands after using the bathroom, before eating and regularly when sick).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how poor hygiene affects relationships with others and increases the risk of getting sick or spreading germs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the health risks of using drugs, alcohol and smoking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the risks of sexually transmitted infections (STIs) and how to prevent them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to get reliable information about health issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where my nearest medical center and Family Planning clinic are and where to go for help with emotional problems and dealing with addictions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the birth control options, where to get contraception and options for pregnancy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have ways to deal with stress or to calm myself down if I need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to treat minor injuries such as cuts, burns, insect bites and splinters. I can put a basic first aid kit together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell if I have a fever and can recognize symptoms of cold, flu and other health problems including stress, depression or anxiety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can select appropriate over the counter medications for pain, diarrhea, cold and allergy symptoms and follow directions for using them without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand common causes of household fires and electrocution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know to keep windows and doors locked especially at night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to protect my identity, personal information and financial details on the Internet and phone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample Transition Goals and Objectives Bank

Community Participation* and Transition Goals

Transition goals written into your IEP regarding community participation might include statements such as:

- Develop the necessary skills to live within the community and access available resources;
- Develop the ability to utilize recreational/leisure resources in the community independently or with support services; and/or
- Develop the necessary skills to be a good citizen.

(Note: These goals may be included under Independent Living Skills.)

After a Community Participation goal has been determined, ask the following questions to assess your needs and identify the activities that will be necessary to include in the transition planning in order to achieve this long-range goal:

- How do you spend your leisure time? Alone? With family? With friends?
- What sports, games, or hobbies do you enjoy?
- Is there anything you wish you could learn to do?
- Do you make friends easily?
- Do you need help in letting people know about your needs?
- Do you find it hard to ask for help?
- Can you use a telephone?
- Have you explored public or private transportation options?
- Can you read a map, bus, or train schedule?
- Are there any school or community activities in which you would like to get involved?

Sample Transition Goals and Objectives Bank

Community Participation Checklist

Please check all the areas in which you may need help.

Leisure/Recreation

Find out about opportunities for fun in your community.

- Sports and Social Clubs
- Community Programs/Events
- Specialized Recreation
- Special Interest Clubs
- Synagogue/Temple/Church Groups

Civic Responsibilities

Find out what you can do to improve the quality of life in your community.

- Political Groups
- Advocacy Groups
- Civic/Neighborhood Groups
- Volunteer Opportunities

Sample Transition Goals and Objectives Bank

Community Participation

Goal: Student will acquire the necessary skills to access the community with independence (and/or specified levels of support).

Objectives:

- Student will participate in _____ extracurricular activities/clubs in the school and community.
- Student will participate in _____ sports program(s) in the school/community.
- Student will work with a peer mentor or other mentors to support him/her in recreational and leisure activities in the school/community.
- Student will read and follow directions, maps, signs, and transportation schedules.
- Student will receive additional tutorial support in order to pass the written driver's license examination.
- Student will learn the skills to access public transportation.
- Student will participate in community-based training to learn skills related to:
 - shopping;
 - going to a restaurant;
 - establishing checking and savings accounts and completing transactions at a bank;
 - using an ATM; and
 - utilizing the post office.
- Student will demonstrate an understanding of proper manners/behaviors in a variety of social/community situations.
- Student will register to vote (if age 18) and learn the skills necessary to use the voting booth and/or complete an absentee ballot form.
- Student will learn the skills to access appropriate medical care (e.g., calling doctors to make appointments, keeping track of medications or vitamins).
- Student will identify leisure activities for enjoyment in his/her free time.
- Student will identify appropriate community resources that could support him/her after high school.
- Student will make application for federal/financial assistance, if appropriate, to Social Security Disability Insurance (SSDI), Supplemental Security Income (SSI), or Medicaid (Title XIX), with assistance from staff and family.

My Transition Goal

My goal for *Community Participation* is:

The objectives/activities I need to have included in my **IEP** to help me reach this goal are:

Sample Transition Goals and Objectives Bank

Independent Living and Transition Goals

Transition goals written into your IEP regarding independent living might include statements such as:

- Develop the skills necessary to make independent decisions;
- Develop the ability to take care of your personal needs without help from others;
- Manage your personal needs utilizing appropriate supports;
- Develop the skills necessary to live in a supervised apartment or a group setting; and
- Register for lifelong transportation services.

After Transition goals have been determined, ask the following questions to assess your needs and identify the activities that will be necessary to include in the transition planning in order to achieve these goals:

- Do you have opportunities to make choices and decisions at school and at home?
- Can you recognize and accept the consequences of your choices/decisions?
- Have you and your family received information about residential/living alternatives?
- Have you had an opportunity to visit various locations in your community?
- Do you have the skills to be self-sufficient in your home? If not, what skills do you need to learn?
- Will you need help making decisions in your home in order to be self-sufficient?
- Do you have daily living skills, such as cooking, shopping, and cleaning?
- Do you require an assistant to help you with personal needs?
- Do you have a special transportation need? How will this need be met after high school?
- If respite care will be an issue, has the Department of Developmental Services (DDS) or another adult service provider/resource been contacted?
- Do you need assistance in handling money?
- Have you been given information about financial assistance that may be available to you, such as Supplemental Security Income (SSI), Medicaid (Title XIX), or Social Security Disability Insurance (SSDI)?

Independent Living Checklist

Please check all the areas in which you may need help.

Life Skills

These are some of the skills you will need to learn so that you can live on your own:

- Cooking
- Cleaning
- Shopping
- Personal hygiene

Transportation

Knowing how to find and use suitable transportation can help you be more independent. Categories of transportation include:

- Independent – walk or ride with others, drive your own car
- Public – bus, train, taxi
- Specialized – private vehicle, wheelchair-accessible vans/para transit

Self-Advocacy

This information can help you become confident:

- Knowing your rights and responsibilities
- Understanding your disability
- Knowing the resources/help available

Medical and Support Services

These services can enable you to live successfully on your own:

- Access to a physician, medical specialist, or dentist
- Counseling
- Personal care services
- Adaptive equipment

Financial Management

Learning to take care of your money and your bills is an essential part of being an adult.

- Managing a bank account/checking account
- Supplemental Security Income (SSI)
- Public assistance services
- Insurance: medical/health insurance/benefits, car, life

Sample Transition Goals and Objectives Bank

Independent/Daily Living Skills

Goal: Student will acquire the necessary daily living skills to allow for independent functioning in a variety of environments (home, school, work, and community).

Objectives:

- ___ Student will maintain a well-groomed appearance and proper hygiene.
- ___ Student will perform appropriate first aid for cuts, burns, and insect bites.
- ___ Student will identify personal medical management needs (e.g., prescriptions, over-the counter medication, directions, and safety of use).
- ___ Student will verbalize information about the need for regular exercise and proper diet to maintain a healthy body.
- ___ Student will identify steps necessary to ensure a safe environment, such as obtaining appropriate assistance during emergencies, dealing with strangers, having appropriate identification, and knowing when and how to use it.
- ___ Student will maintain a bedroom by making a bed correctly, and hanging up and placing clothing neatly in closets/drawers.
- ___ Student will maintain a clean bathroom – based upon specific teacher criteria.
- ___ Student will maintain a clean kitchen – based upon specific teacher criteria.
- ___ Student will maintain a clean living room – based upon specific teacher criteria.
- ___ Student will apply and expand knowledge of meal preparation skills, cleanup, food storage, and safety in the kitchen – based upon specific teacher criteria.
- ___ Student will demonstrate appropriate use of household appliances – based upon specific teacher criteria.
- ___ Student will demonstrate appropriate skills in laundering – based upon specific teacher criteria (e.g. washing, drying, ironing, dry cleaning).
- ___ Student will perform necessary organizational techniques, such as using a calendar, scheduling, and record keeping.
- ___ Student will demonstrate time management skills as they relate to home, work, and the community.
- ___ Student will, through role playing, demonstrate appropriate telephone/ cell phone etiquette, 911 emergency calls, 411 operator assistance, and personal safety.
- ___ Student will apply and expand knowledge of written correspondence, including telephone messages, letters, lists, email, text messages, etc. – based upon specific teacher criteria.
- ___ Student will, based on a dollar amount, choose and purchase a meal in a restaurant or cafeteria.
- ___ Student will demonstrate proper etiquette, procedures, and social conversation when in a community – based upon specific teacher criteria.
- ___ Student will, based on a given dollar amount, locate and purchase appropriate items in a store for meal preparation, clothing purchases, and household and personal needs – based on specific teacher criteria.

My Transition Goal

My goal for *Independent Living/Daily Living Skills* is:

The objectives/activities I need to have included in my **IEP** to help me reach this goal are:

Some Final Comments

Adults with ASD continue to exist outside the societal mainstream in numbers far greater than is appropriate. Among the many reasons for this “underinvolvement,” the continued failure to adequately and appropriately plan for the transition to adulthood is perhaps the most within our immediate ability to correct. Transition planning is not about what is probable, but what is possible. Effective transition planning involves high expectations, a bit of risk, tremendous cooperation, and significant effort on the part of the young adult, his family and teachers, school administrators, community members, and adult service providers. But the outcome, a job coupled with true quality of life, would appear to be worth the effort. As you begin to think about the future for your son, some things to keep in mind include:

- ◆ It is easy to be successful when you set the bar low, so think big and have high expectations.
- ◆ Start planning early, certainly no later than age 16 years.
- ◆ To the maximum extent possible, work cooperatively with all involved in the process to the benefit of the young adult with ASD.
- ◆ Remember that transition planning is a process, and first drafts of ITPs are rarely the final draft.
- ◆ Keep your eyes on the prize of your long-term transition goals for employment, living, and/or postsecondary education. Frame all your discussions with reference to those desired outcomes.
- ◆ Involve extended family and friends in the process, particularly in the area of employment, as they may have contacts and resources you do not.
- ◆ With reference to community skills, remember to teach where the skills are most likely to be used. It is more effective to teach grocery shopping at an actual supermarket than it is to teach it in the classroom.
- ◆ Identify the level of “risk” with which you are comfortable, and then work to maximize independence within that framework. (For example, while you may be uncomfortable with him crossing the supermarket parking lot without close supervision, he may not need the same intensity of supervision in the supermarket.) As the young adult gains greater independence across tasks and environments, reassess your acceptable level of risk.
- ◆ Remember, you are a critical part of this process no matter what title you have (parent, speech pathologist, transition specialist, etc.).
- ◆ Good, effective transition planning is effortful and time consuming. Sadly, there are no known shortcuts; however, when it is done well, the outcomes are well worth the effort.

ADDITIONAL RESOURCES

GENERAL RESOURCES

Youth Organizing! (YO!) Disabled and Proud
www.yodisabledproud.org

National Collaborative on Workforce and Disability (NCWD) for Youth
www.ncwd-youth.info

National Dissemination Center for Children with Disabilities (NICHCY)
www.nichcy.org

Kids as Self Advocates (KASA)
www.fvkasa.org

Parent Advocacy Coalition for Educational Rights (PACER)
www.pacer.org

National Disability Rights Network
www.ndrn.org

Kids Together Inc.
www.kidstogether.org

The Arc: For People with Intellectual and Developmental Disabilities
www.thearc.org

The Center for Self-Determination Home Page
www.centerforself-determination.com

Connecting the Disability community to Information and Opportunities
www.disability.gov

Disability and Empowerment – Community of Practice
disability.workforce3one.org

EMPLOYMENT EXPLORATION AND SUPPORTS

California Department of Rehabilitation (DOR)

916-324-1313 (Voice) 916-558-5807 (TTY)

www.dor.ca.gov

DOR works to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities. They may also be able to assist with training, education, transportation and assistive technology.

Employment Development Department (EDD)

800-695-0350 (Voice) 916-654-9820 (TTY)

www.edd.ca.gov/jobs_and_training/Services_for_people_with_disabilities.htm

The EDD provides a wide range of employment and training services statewide through a One-Stop Career Center system or EDD Workforce Services Offices. These locally-provided services include job and training referrals, job search assistance and workshops, access to unemployment insurance, vocational rehabilitation and education, and youth services.

O'Net

www.onetonline.org

A tool for career exploration and job analysis. Learn tasks, skill and education requirements, typical wages, and more for specific careers.

Drive of Your Life

Driveofyourlife.org

A fun, online career exploration game for middle and high school students. Lets kids answer a series of questions about themselves to learn what careers could interest them then go on a virtual drive to learn more about each of their careers.

California Career Zone

www.cacareerzone.org

Includes tools to explore careers, understand the cost of college and learn to make smart money choices.

Real People, Real Jobs

www.realworkstories.org

One-Stop Career Centers

www.servicelocator.org

Careers and Career Information

www.careeronestop.org

CareerShip

mappingyourfuture.org

Job Accommodation Network (JAN)

www.askjan.org

POST-SECONDARY EDUCATION

National Center on Secondary Education and Transition (NCSET)

Ncset.org

Free Application for Federal Student Aid (FAFSA)

Fafsa.ed.gov

This form is used to determine the amount of money a family is expected to contribute to the price of attending a postsecondary institution. The results of the FAFSA are used in determining student grants (scholarships), work study, and loan amounts.

FastWeb!

www.fastweb.com

Online resource for finding numerous scholarships

LAUSD Division of Adult and Career Education

adulthood-laUSD-ca.schoolloop.com

(213) 241-3150

Los Angeles Unified School District's adult education program, offering a variety of classes including basic academics, English learning, vocational skills and daily living skills.

Think College!

Thinkcollege.net

Strives to make college accessible for students with intellectual disabilities. Includes "Find a College" tool, with information on 246 programs; "Think College Island," an accessible planning tool for younger students; and information for parents and educators.

California Community Colleges
californiacommunitycolleges.cccco.edu

Includes a tool to search for community colleges by region, with links to the colleges' pages.

The Princeton Review College Search
www.princetonreview.com/college-education

Search tool to help students find colleges by name, location or major. Can also help to predict a student's chances of admission based on GPA and test scores.

BENEFITS PLANNING AND HEALTHCARE

Social Security Administration (SSA)
www.ssa.gov/disability

This site provides information on the Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) programs and the different work incentives available to help support people with disabilities while employed.

Disability Benefits 101 (DB 101): Working with a disability in California
www.ca.db101.org

Disability Rights California (DRC)
1-800-776-5746 (Voice) 1-800-719-5798 (TTY)
www.disabilityrightsca.org

Medi-Cal
916-552-9200 (Voice)
www.dhcs.ca.gov/services/medi-cal

In-Home Supportive Services (IHSS)
www.cdss.ca.gov/agedblindddisabled/pg1296.htm

Mental Health Services
1-800-896-4042 (Voice) 1-800-896-2512 (TTY)
www.dhcs.ca.gov/services

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