

# The Compass

Helping You Navigate Your Roadmap to Adulthood

February 2015



Planning for Adult Life activities, events, and materials are conducted and developed in partnership with The Arc of New Jersey with funding from the New Jersey Division of Developmental Disabilities.

Please Join us in welcoming William McNamara, Transition Navigator for Region 2: Passaic, Bergen, Essex, Hudson, Union Counties.

William McNamara comes to us with experience as a Training Technician, Human Service Assistant, Child Care Counselor II, Art Teacher. In his most recent position he worked with individuals with IDDD as a Training Technician at North Jersey Developmental Center. In his down time he enjoys spending time with family and friends. He is a fan of the New York Giants and the New Jersey Devils. William is excited to work with the students and families he can be reached at [wmcnamara@arcnj.org](mailto:wmcnamara@arcnj.org)



**The PARCC Test and What it Means for Students with Intellectual and Developmental Disabilities**

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## Mark your Calendar for February Prep Club Meetings

(Weather permitting, please RSVP)

*2/2 Warren County*  
*2/3 Gloucester County*  
*2/4 Atlantic County*  
*2/9 Burlington County*  
*2/10 Cape May County*  
*2/12 Camden County*  
*2/17 Mercer County*  
*2/19 Salem County/Somerset County*  
*2/21 Camden County*  
*2/23 Cumberland County*  
*2/25 Monmouth County/Morris County*  
*2/26 Hunterdon County/Salem County*

[Click Here](#) to view the calendar.

This spring New Jersey will administer a new standardized exam called The PARCC. PARCC stands for The Partnership for Assessment of Readiness for College and Careers. A group of states partnered together to develop a set of common assessments for students. Students in grades 3-11 will take a math and language arts exam. This exam is not a written exam; it will all be done on the computer. The questions on the exam vary from multiple choice questions to graphing and essay questions. This exam will be more rigorous than previous exams administered in NJ. The questions will stress reading comprehension and critical thinking. The PARCC

doesn't have a grading system in place yet and will create a grading scale after results are analyzed. Some people are worried the exam

[Continue reading here](#)

### **Transition Planning 101: (continued) Steps Toward Transition from School**



### **"On the Road to Adulthood Parent Forum and Opportunity Expo"**

**Save the Date May 30, 2015**



**More information to follow**

### **Student Planning Activity**

Engage Students in Transition Planning [click here](#) to visit a website that engages students in self advocacy.

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**Parent Training:**

Parents need training about the changing role of their child when transitioning to adulthood, and about the opportunities and systems that exist from a number of adult service agencies that support people with disabilities. Parents can participate in transition parent groups, attend transition trainings and workshops, and get to know other parents who have supported their disabilities to make a successful transition from school to adult life.

**Guardianship and Estate Planning:**

All families need to consider the reality that part of a student's changing role is that he or she will automatically become an independent adult decision-maker at age 18. There are a number of strategies to plan for student's financial protection as adults. Families should meet with an attorney to discuss these options well in advance of the student's 18th birthday.

**Visits and Gathering Information about Options:**

As students enter their last year of high school they should begin visiting places that may provide services to them after they transition. Students and their families will need to collect information about what different places have to offer, and advocate for individualized services if there is not a clear fit for the student's needs based on these visits. The goal of these visits is to determine what places and services would be ideal to fill the student's daily schedule after her or she finishes school.

**Answer the "Transportation Question" :**

A critical question that students and families need to ask is, "How will I get there?" Public transportation options are often limited; however, look for the options that exist to support students to get to and from work, school, and recreational activities after they finish high school. Families should discuss transportation options with their IEP teams, and investigate services including driving assessments and specialized driver's education, ADA door-to-door transportation services and making sure students know how to call and pay for a cab in emergencies. Families should also consider how they will communicate once the student is spending time out and about in the community.

**Building Strength/Maintaining Hope:**

No one can navigate the transition from school to adult life without help. It's important for students who have disabilities and their families to consider how they can build in activities and relationships to enjoy this time, as well as activities and relationships to support themselves in the future. If students and families pay attention to the things that will encourage and support them, transition planning can be exciting, rewarding, and believe it or not- FUN!

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Planning For Adult Life serves student 16-21 years old with developmental disabilities and their families.  
[PlanningForAdultLife.org](http://PlanningForAdultLife.org)

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