

The Compass

Helping You Navigate Your Roadmap to Adulthood

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.

Welcome to the Planning for Adult Life monthly newsletter, **The Compass!** This newsletter will highlight upcoming monthly events, updates on supports and services, and opportunities to gather information available through our program.

IS YOUR STUDENT GRADUATING THIS SCHOOL YEAR?

Have you attended our workshops? If not, find a local workshop in your area!

For students with an IEP, planning for adult life should begin at the age of 14. If you haven't started or you are in the process

let us help! Our **HOW Series (Hands On Workshops)**

are planning sessions held in every NJ county designed to help you and your student learn the tools needed for creating a transition plan for beyond high school, whether it's finding work, continuing education, finding a place to live or even starting a business. Find out what services are available to help you build a roadmap to adult life.



[Click here to view our event calendar and find locations and dates for a PFAL Planning Workshop near you.](#)

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Webinar Wednesday

Join us for a **FREE** webinar on Wednesday, September 17th at 6:00pm "Parent Perspective on Planning".

[Click here to register.](#)

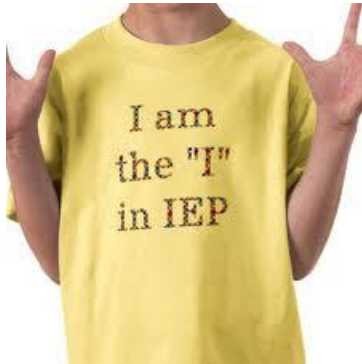
Student Planning Activity

Visioning

1. Close your eyes.

Transition Planning 101: What is the Student's Role in Transition Planning?

A student needs to begin thinking about what he wants to do as an adult before his first transition planning meeting takes place. This can begin at the age of 14, however, by the age of 16 a statement of transition is required in the IEP. This is his chance to take an active role in planning his education and make school relevant to his future. This is the time for the student to propose dreams and set goals for reaching them. It is an avenue to prove what he can accomplish, to identify things he enjoys and feels competent doing, and to set himself on a path of his choosing. At the same time, he should be realistic about how he'll need to accommodate for his learning difficulties while pursuing his education and vocation. In general, the transition plan can emphasize a student's abilities rather than his areas of difficulty.



Some steps a high school student can take to prepare for the transition planning process include:

- Using his school's career center to identify his interests and find out what education and training are required.
- Completing interest inventories to identify his interests, skills, abilities, and aptitudes as they relate to employment.
- Doing volunteer work or entry-level jobs in his field(s) of interest.
- Observing and interviewing adults who perform the type of work that interests him.
- Visiting training institutes and colleges to learn about entrance requirements; this will help your teenager choose the necessary classes in high school. For example, students interested in forestry need to take science; engineers need advanced math courses; actors need drama courses, and graphic artists need art as well as computer design classes.

[Learn More...](#)

2. Takes Deep Breaths
3. Think about what your life will look like in 10 years.
4. Think about where will you live.
5. Where will you be working.
6. How will you get to work?
7. Who will be your friends?
8. How will you meet up with your friends?

Think of other questions and get going on making plans!

Check Out Our Videos: Transitioning to Adulthood

[Click here to view our archived video: 'Why Transition Planning Is Important.'](#)

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Things To Consider: Person-Centered Planning

Self-determination is a concept that recognizes that all people can make choices in their own lives, and to live and learn according to those choices.

Walking the tightrope between protection and independence is difficult for all parents. "Letting go" and allowing your student to explore their world is never easy. Here are a few activities that can help your student become more self-determined:

- Discuss with your child his or her disability, learning strengths and needs, and how he or she learns best.
- Include your child in conversations with others during planning meetings --even through, listening he or she can learn about collaboration and problem solving.
- Provide opportunities for making plans and choices within the home routine.

[Click Here to Learn More...](#)

Planning For Adult Life serves students, 16-21 years-old, with developmental disabilities and their families.
PlanningForAdultLife.org

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