


Everyone has a right to be involved in their
community 

Accessing Services And 'Natural Supports'



- » Supporting strong transition planning
- » Understanding the impact of working on benefits
- » Teaching skills and attitudes leading to employment
- » Connecting their child to a job in the community
- » Helping their child prepare for college
- » Understanding the adult service system
- » Selecting an employment provider
- » Understanding different types of employment experiences
- » Accessing waiver programs for long-term services and support
- » Receiving support from vocational rehabilitation
- » Applying for legal conservatorship

Things families wonder
about..



They are all equal!



Anything or anyone that has the potential to improve the quality of life for an individual living in a community



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» What is it?

- > Networks have value, at its core, comprises a set of relationships and social structures.

» Why is it important?

- > It is extremely important for individuals with disabilities to develop relationships with individuals in the larger community, outside the family. It is important for individuals to develop meaningful social roles because it can help prepare them for different roles within their local community.

Social Capital



what to do: 150 THINGS YOU CAN DO TO BUILD SOCIAL CAPITAL

Social capital is built through hundreds of little and big actions we take every day. We've gotten you started with a list of nearly 150 ideas, drawn from suggestions made by many people and groups. Try some of these or try your own. We need to grow this list. If you have other ideas, post them at: <http://www.bettertogether.org>. You know what to do. Build connections to people. Build trust with others. Get involved.

1. Organize a social gathering to welcome a new neighbor
2. Attend town meetings
3. Register to vote and vote
4. Support local merchants
5. Volunteer your special skills to an organization
6. Donate blood (with a friend!)
7. Start a community garden
8. Mentor someone of a different ethnic or religious group
9. Surprise a new neighbor by making a favorite dinner--and include the recipe
10. Tape record your parents' earliest recollections and share them with your children
11. Plan a vacation with friends or family
12. Avoid gossip
13. Help fix someone's flat tire
14. *Commence/participate in a sport*
29. Play cards with friends or neighbors
30. Give to your local food bank
31. Walk or bike to support a cause and meet others
32. *Employers:* encourage volunteer/community groups to hold meetings on your site
33. Volunteer in your child's classroom or chaperone a field trip
34. Join or start a babysitting cooperative
35. Attend school plays
36. Answer surveys when asked
37. *Businesses:* invite local government officials to speak at your workplace
38. Attend Memorial Day parades and express appreciation for others
39. *Form a local outdoor*
50. Plan a "Walking Tour" of a local historic area
51. Eat breakfast at a local gathering spot on Saturdays and mingle
52. Have family dinners and read to your children
53. Run for public office
54. Stop and make sure the person on the side of the highway is OK
55. Host a block party or a holiday open house
56. Start a fix-it group: friends willing to help each other clean, paint, garden, etc.
57. Offer to serve on a town committee
58. Join the volunteer fire department
59. Go to church...or temple...or walk outside with your children--talk to them about why its important
60. If you grow tomatoes, plant extra for an lonely elder neighbor --

<http://www.bettertogether.org/150ways.htm>



40 Developmental Assets®

Search Institute® has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition
External Assets	Support 1. Family Support -Family life provides high levels of love and support. 2. Positive Family Communication -Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships -Young person receives support from three or more nonparent adults. 4. Caring Neighborhood -Young person experiences caring neighbors. 5. Caring School Climate -School provides a caring, encouraging environment. 6. Parent Involvement in Schooling -Parent(s) are actively involved in helping young person succeed in school.
	Empowerment 7. Community Values Youth -Young person perceives that adults in the community value youth. 8. Youth as Resources -Young people are given useful roles in the community. 9. Service to Others -Young person serves in the community one hour or more per week. 10. Safety -Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations 11. Family Boundaries -Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries -School provides clear rules and consequences. 13. Neighborhood Boundaries -Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models -Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence -Young person's best friends model responsible behavior. 16. High Expectations -Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time 17. Creative Activities -Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs -Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community -Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home -Young person is out with friends "with nothing special to do" two or fewer nights

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

- » People
- » Organizations
- » Gathering Places
- » Public Services
- » Advocacy



Potential sources of support



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- » Family
- » Friends
- » Coworkers
- » Neighbors
- » Fellow students
- » Employers
- » Business Owners
- » Transition specialists
- » Support Coordinators
- » Social Networks
- » School Personnel
- » Online Communities
- » Doctors
- » Parent Teacher Organizations
- » State Representatives

People

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- » The Support Coordinator manages Support Coordination services for each individual by performing the following 4 general functions:
- » **Individual discovery:**
- » Individual discovery is the process by which the Support Coordinator, in conjunction with the individual and planning team, gathers and evaluates information in order to assist the individual to determine his/her outcomes, supports, and service needs. This function begins once the individual is assigned a Support Coordinator and occurs concurrently with other functions.
- » **Plan development:**
- » This function involves the process by which the Support Coordinator facilitates a planning team to develop the Person Centered Planning Tool (PCPT) and Individualized Service Plan (ISP). The PCPT is a person-centered plan which identifies needed outcomes, supports, and services. The ISP directs the provision of those supports and services.

Support Coordination ›

- » **Coordination of services:**
- » This function includes activities necessary to obtain the supports and services identified in the ISP.
- » **Monitoring:**
- » Monitoring is the process by which the Support Coordinator ensures that the individual progresses toward identified outcomes and receives quality supports and services as outlined in the ISP and in accordance with the Division's mission and core principles.

To download a copy of the Supports Program Policies and Procedures Manual go to:
http://www.nj.gov/humanservices/ddd/documents/Supports_Program_Policy_and_Procedures_Manual_V3.0_March2016.pdf

Support Coordination ›

- » Boys and Girls clubs
- » PAL Clubs
- » 4-H Youth Development
- » Habitat for Humanity
- » Epilepsy Foundation
- » Down Syndrome Association
- » CHADD
- » NOFAS
- » Social security administration
- » Disability Agencies
- » YMCA
- » Youth Leadership Councils
- » Job developers and Supported employment providers
- » Centers for independent living
- » Community Arts
- » Job training and tech centers
- » Residential Support Providers



Organizations



- » Houses of worship and/or faith communities
- » Sports
- » Hobbies
- » Recreational centers
- » Gyms
- » Special Olympics
- » Local Parks & Recreation Dept.
- » Schools
- » Coffee Shops
- » Student unions
- » Malls
- » Social Clubs
- » Political parties and organizations



Gathering Places



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- » Post offices
- » Library
- » Parks and Recreation Departments
- » Colleges
- » Adult Education
- » One-Stop Career Centers
- » Community Nonprofits
- » Habitat for humanity
- » Housing Authority
- » Health Services
- » Youth Services
- » Department of Child and Family Services (DCF)
- » Division of Rehabilitation Services (DVRS)
- » Division of Developmental Disabilities (DDD)
- » Civic and professional organizations
- » Family support organizations
- » Regional Family Support Planning Councils



Public Services >

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- » Plan New Jersey
- » GANJI
- » SPAN
- » Disability Rights of NJ
- » Community Health Law Project
- » Mom 2 Mom
- » Dad 2 Dad
- » Veteran 2 Veteran
- » Aging and Disability Resource Connection
- » The Arcs



Advocacy Services >

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“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.” ~ Jane D. Hull

Parent Involvement



- » Online
- » Phone books
- » Newspapers
- » Library
- » Social Networks
- » Career Centers
- » Guidance Offices
- » Community Centers
- » Support Groups

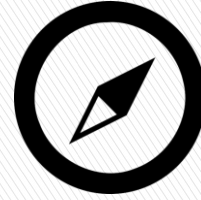


Where to look



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- » Get a team!
- » Get information! Research options & seek advice.
- » Get a plan! Draft a transition plan.
- » Get Going! Implement the plan.
- » Get feedback! Evaluate progress.



What's Next?



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- » Who knows me?
- » Who knows my interests, likes, and dislikes
- » Who can help me discover and express my interests
- » Who can identify resources that fit me?
- » Encourage others to participate in activities that are consistent with your interests?
- » Help cope with adversity and potential discrimination



Who's on my team? >

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- » Focus on what is in your area
- » Find out about organizations and associations that exist in the neighborhood
- » Pay attention to deadlines, policies, and agency requirements
- » Get on a list



Get Information

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- » Develop allies within the group, social club, and community
- » Ask the association to welcome someone with a disability



Get A Plan

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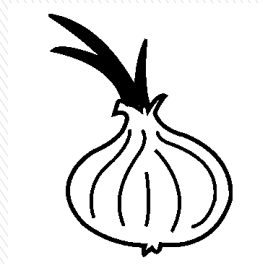
- » Persistence. It's a slow and tedious process
- » Continue to attend groups, meetings, social events.
- » Keep going back, establishing rapport with the community members and allowing allies to form
- » Let time show the qualities of the individual
- » When a routine takes shape, begin to fade and become less involved.
- » Allow the support to become a larger role

Get Going



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- » Ask Questions
- » Don't be afraid to make adjustments
- » Be open to positive and constructive feedback



Get feedback



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Questions?



Acceptance and Change need
to begin with attitude.



Planning For Adult Life

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Thank You For Listening! >