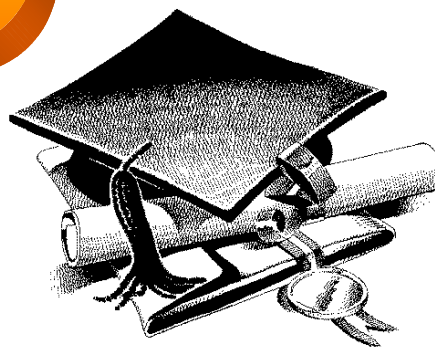


# Moving On



## Idaho Transition Binder

A tool for students and families to plan and get organized as students prepare to leave high school and move into the adult world

Idaho Interagency Council on Secondary Transition  
Idaho Department of Education

Updated February 2009

This binder was developed by the Idaho Interagency Council on Secondary Transition that includes representation from the following organizations/agencies:

State Department of Education, Special Education Bureau  
Assistive Technology Project, University of Idaho  
Comprehensive Advocacy, Inc.  
Community Rehabilitation Programs  
Department of Health and Welfare  
Department of Corrections  
Department of Juvenile Corrections  
Department of Labor  
Idaho Division of Vocational Rehabilitation  
Idaho Commission for the Blind and Visually Impaired  
Idaho Council on Developmental Disabilities  
Idaho Parents Unlimited, Inc.  
Idaho School for the Deaf and Blind  
Idaho Self Advocate Leadership Network  
Network Interpretive Services, Inc.  
Special Education Directors  
Transition Mentors  
College and University Special Services Offices at:  
Boise State University  
College of Southern Idaho  
Eastern Idaho Technical College  
Idaho State University  
Lewis and Clark State College  
University of Idaho

Special thanks for information from Idaho Parents Unlimited, Inc., Idaho Falls Community Transition Team, and Shelly Sliman, Idaho School for the Deaf and Blind for their work on transition binders that we used as references for this one.

## Dear Students and Parents:

This binder was created to help students and their families as they plan for transition from school. It is our hope that the binder will provide resources which will be useful as you prepare to leave high school and move into the adult world.

This binder is a tool to help you and your family gather and organize documents that you may need for adult services, getting the support you need at college, or to get a job. It has been designed so you can include your own personal information and use it to complete your high school 4-year plan and share with college staff, adult service agencies, possible employers, and others.

As you look through the binder you will find tabbed dividers where you can organize your information. Each section has an introductory page that includes suggestions for the materials you may want to include. You don't have to include every piece of information on the list; but, you should include information you feel will help you to be independent, active in your community and reach your goals.

The final component of this binder is a Community Resource Directory which includes information about services and resources that you and your family might find helpful. You can add to this resource listing when you find out about new resources in your community.

If you have questions about how to use this transition binder please contact the Idaho Interagency Council on Secondary Transition or your teacher.

### *Idaho Interagency Council on Secondary Transition*

Idaho Department of Education

Bureau of Special Education

<http://www.sde.idaho.gov/SpecialEducation/default.asp>

To download the contents of this binder go to the Idaho Training Clearinghouse website at: <http://itcnew.idahotc.com/DNN/> and click on "Secondary Transition" under Learning Communities. You can also request printed copies of the binder contents from Sherry McKnight by emailing her at [srmcknight@sde.idaho.gov](mailto:srmcknight@sde.idaho.gov) or calling 208-332-6910.



# Contents

|                                       |              |
|---------------------------------------|--------------|
| What is Transition? .....             | Introduction |
| Self Advocacy .....                   | Section 1    |
| Keeping Records .....                 | Section 2    |
| Employment/Career .....               | Section 3    |
| Postsecondary Education/Training..... | Section 4    |
| School/Community Participation.....   | Section 5    |
| Independent Living .....              | Section 6    |
| Adult Services.....                   | Section 7    |
| Resources.....                        | Section 8    |

# What is Transition?

Transition: 1 a: passage from one state, stage, subject, or place to another: CHANGE

Transition is a change - a BIG change for you. You have been going to school for many years and now you will be moving on to the next stage of your life. Remember the question you have been asked many times over the years – “what do you want to be when you grow up?” Now is the time to plan so that you can move closer to your goal.

The law says that schools must work to help students with disabilities plan for graduation and life after high school. This work is called transition planning. Your principal, teachers and other school staff have responsibilities in this planning; you have responsibilities in this planning; your parents, family members and friends also have a role in transition planning. Your vocational rehabilitation counselor, case manager, and service providers may also be involved in helping you plan for this big change.

It is very important that you take an active role in transition planning because THIS IS YOUR LIFE. Just as you don't want others planning your birthday party – who you should invite, what you will do, what presents you want – you wouldn't want other people planning your life. You need to be in the driver's seat in deciding what you want to do, where you will live, what job you'd like to have, and how you will spend your time.

Anytime you are about to make a change in your life, it is important to plan. And to be able to plan well, you need good information. This binder has tools to help you plan. There are worksheets to help you organize and write down your thoughts and ideas, resources to help you make decisions about life after high school, and information about how to get services and supports to help you be as independent as possible.

When you put information about you in this binder you will have a great source of information to share with the people who will help you to reach your goals.

Get out and plan for a great life!



## **Self-Advocacy**

**This section is about speaking out for yourself, letting other people know what your needs are and your goals for the future.**

**Examples of information to keep in this section might include:**

- Person-Centered Planning information - about your goals and needs**
- Identify your Strengths, Weaknesses, Talents and Skills – assets and strengths worksheet, barriers to assertiveness**

# Students Give Advice on Transition

When young adults with disabilities were asked what they thought students should do to ensure a successful transition, they offered a variety of practical suggestions.

- ❖ Work on transition planning with your case manager. Write down your goals, plans, and what you like.
- ❖ Learn good communication skills so you can tell people what you want.
- ❖ Learn about resources like SSI (Supplemental Security Income), vocational rehabilitation, and adult services. Get information on all available options.
- ❖ Take a more active role in meetings. **Take more responsibility and ask more questions.**
- ❖ Join groups that can help, like local advocacy groups, church groups, and community education classes.
- ❖ Get more work experience, especially try to work part-time for pay.
- ❖ Take classes in independent living skills. Learn how to cook, shop, budget, and how to recognize and count money.
- ❖ Find out how to access community resources, services and emergency systems, and how to get help filling out forms.
- ❖ Learn self-determination skills, advocacy skills, and how to make decisions.
- ❖ Get a driver's license, if you can, or learn how to use other transportation systems.
- ❖ Be serious. Do your homework and budget your time. Learn to use a calendar or planner to write down your assignments and to help you plan time to study.
- ❖ Tell your teachers you have a disability.
- ❖ List your strengths and challenges. Find out what you're good at and put extra effort into areas that are strengths. Then set goals and go for them, but don't be disappointed if you can't do everything – no one can.
- ❖ Learn about accommodations that will help you, like using a spellchecker, asking people to show you how to do things instead of expecting you to read it from a book, using note-takers, asking for extended time for tests, asking for a tutor, having books read to you, using taped textbooks, and having someone read and edit your papers. It will help you a lot if you learn what these accommodations are and how to ask for them before you leave high school. Visit schools you are interested in, talk to some instructors, and sit in on some courses before you decide which postsecondary school you want to attend.

## Self-Advocacy Checklist

| <b>How easy is it for me to...</b>                           | <b>I can do this.</b> | <b>I need to work on this.</b> | <b>I really need help with this.</b> |
|--|-----------------------|--------------------------------|--------------------------------------|
| Understand my disability                                     |                       |                                |                                      |
| Talk about my disability                                     |                       |                                |                                      |
| Know what I am good at                                       |                       |                                |                                      |
| Learn from others  |                       |                                |                                      |
| Tell other people what I need                                |                       |                                |                                      |
| Share my ideas with others                                   |                       |                                |                                      |
| Plan for my future   |                       |                                |                                      |
| Set goals for myself   |                       |                                |                                      |
| Know what kind of jobs I would like                          |                       |                                |                                      |
| Speak up in my IEP meetings and transition planning meetings |                       |                                |                                      |
| Ask for help from others                                     |                       |                                |                                      |
| Know which people I can trust to ask for help                |                       |                                |                                      |

| <b>How easy is it for me to...</b>   | <b>I can do this.</b> | <b>I need to work on this.</b> | <b>I really need help with this.</b> |
|--|-----------------------|--------------------------------|--------------------------------------|
| Know my rights and what laws protect people with disabilities                            |                       |                                |                                      |
| Know who to call to learn about my rights and laws that protect people with disabilities |                       |                                |                                      |
| Do things in my community  |                       |                                |                                      |
| Find out about colleges and support services   |                       |                                |                                      |
| Make my own choices and decisions  |                       |                                |                                      |
| Get information I need to make good decisions  |                       |                                |                                      |
| Meet new people and make friends   |                       |                                |                                      |
| Plan things to do with my friends  |                       |                                |                                      |
| Learn new things on my own   |                       |                                |                                      |
| Tell my friends what I think and how I feel  |                       |                                |                                      |
| Tell my family what I think  |                       |                                |                                      |

Adapted from *My Future My Plan: A Transition Planning Resource for Life After High School*, 2003 State of the Art, Inc., [www.myfuturemyplan.com](http://www.myfuturemyplan.com)

## **Assets and Strengths** - A List of Questions

1. A time when I felt really proud of myself was when ...
2. My best friend would describe me as a person who is ...
3. One thing that my teachers/bosses/parents have always liked about me is that I ...
4. One thing I am very interested in is ...
5. One of my skills that I hope to use in my work is...

# Assets and Strengths

## Personally Speaking

Circle words that describe YOU:

Honest

Quiet

Loud

Dependable

Hard Working

Serious

Cooperative

Joking

Pleasant

Happy

Guide

Self-Directed

Talkative

Supportive

Easygoing

Friendly

Mature

Leader

Musical

Artistic

Neat

Organized

Competitive

Reliable

# What is Self-Determination?

Self-Determination means having choice and control over your life.

It means being able to make your own decisions.

## You have the right to choose how you live your life.

That means:

Choosing where you live and who lives with you

- your own house or apartment
- roommates that you like and choose

Choosing where you work

- doing a job that you want to do
- learning the skills you need to be able do that job

Choosing what you do for fun

- meeting friends when and where you want to
- going to community or sports activities with friends or family when you want to
- spending your free time the way you want to

## You have the right to make decisions about your life.

That means having **control** over:

- who supports you
- who your friends are
- what services you need

## Taking control means taking responsibility.

You need to take responsibility to advocate for yourself

- that means speaking out for your rights
- getting the information you need to make decisions
- asking others to respect the decisions you are making for yourself and your life

You need to understand the possible consequences of a decision you make and that you will be responsible for the results of your decision

Family and friends share responsibility

- to help you get the information you need to make decisions
- to support you in making decisions
- to provide support when you ask for it

Your staff is responsible to work with you

- staff should respect your choices and the way you wish to receive services and support



## **Dreaming is the first step in achieving your goals.**

Your dream is your personal vision for how you want your life to be.

Sharing your dreams is part of a self-directed life

- Person-Centered Planning can be a good place to do this.

We all need people to help make our dreams come true.

## **Planning Wisely:**

### **Careful planning can help you get what you need.**

Preparing for planning meetings helps you to participate as an equal member of the group:

(This could mean IEP meetings and Transition Planning meetings)

- getting the information you need to make choices/decisions  
(examples: movies, job choices)
- practice what you are going to say
- telling people what you want and what your goals are
- learning about what you will need to be able to reach those goals and make your dreams come true

Person Centered Planning is all about **YOU**:

- invite people who will support your goals and dreams
- invite people who can help you to do the things you want to do and provide support along the way

## **Living a Self Determined Life can give you A Sense of Belonging.**

There are many ways to be part of your community:

- volunteering to help with neighborhood or community projects
- joining clubs or groups that meet about things that interest you
- voting and speaking out for changes to laws and policies in your community, state and country

There are many different kinds of relationships:

The important thing is that you decide who you want to spend time with.

- family
- friends
- boyfriend or girlfriend
- co-workers

## **Everyone should be treated with Dignity and Respect.**

Respect and Dignity are:

- helping people to try new things
- respecting people's space
- being polite to others
- being a good listener
- speaking directly to people
- expecting others to treat us with courtesy
- taking good care of ourselves

# What does it mean to turn 18?

By law, when a person reaches the age of 18 they become an adult. They have the right to make decisions about themselves and their life. They are also responsible for the results of those decisions and their actions.

It is important for you and your parents to talk about this at least one year before you turn 18. When you are an adult, you have the right to make decisions about your life including legal decisions about: your education, adult services, bank accounts, rental or housing agreements, medical care, contracts, and many other things.

Having these legal rights also means taking responsibility. Sometimes we make decisions that affect our lives – either in a positive way or a negative way. If you decide to spend your money on a trip instead of paying your rent, your landlord might make you move out. If you go to the doctor and decide not to do what he tells you to, it might affect your health or make you sick. If you have a credit card and buy things you can't afford, you will have to find a way to pay for those things or give them back.

These are the kinds of decisions adults have the right to make in their lives. It is important to know what might happen when you make a decision and be able to take responsibility for that decision. You can ask people you trust to help you get the information you need to make good decisions.

Sometimes when young people become adults they need help to learn how to make legal decisions like managing their money, going to the doctor, and other things. Your parents or other family members might help you with these things. You might decide you want to have a joint bank account with your parents for awhile so you can learn how to manage your money. Or you can ask for help when you go to the doctor to decide what medical treatment would be best for you.

## Guardianship

If someone believes a person with a disability does not understand the decisions they are making, the court might appoint a guardian for that person. A guardian is someone who makes decisions for a person when the court has decided they can't make decisions for themselves.

If a person has a guardian, the person no longer has the legal right to decide many things for themselves: where to live, where to work, how they will be cared for and by whom, what medical care and treatment they will get, and how their money is spent, among other things.

There are many alternatives to guardianship that can provide the support a person with a disability needs without taking all of their legal rights away. These options should be considered when making this important decision. You can learn more about these options on the Idaho Council on Developmental Disabilities website:

<http://www.icdd.idaho.gov/parenting.aspx> Scroll down to the heading "Guardianship" and click on "IDHW Alternatives to Guardianship."





## **Keeping Records**

**This section is about keeping good records. It is important to keep your personal documents organized and easy to find.**

**Examples of information to keep in this section might include:**

- Individual Education Program - IEP/Transition Plan**
- 504 Plan**
- Summary of Performance**
- Psychological Reports (WAIS)**
- Diagnostic Test Results**
- SIB-R Results**
- Information on accommodations used in high school**
- Assistive Technology Assessment**
- High School Transcript**



## **Tips on Keeping Good Records**

**It is very important to keep your personal records organized so that it is easy for you to find the information you need easily. It is also important to keep records of your contacts and the information you gather as you plan for transition.**

- 1. Before you leave the public school system, get copies of all of your high school transcripts, evaluations, tests, and reports from therapists. If you've been tested for a learning disability, make sure to get re-evaluated during your senior year of high school.**
- 2. Keep accurate notes of all the meetings and conversations you have with people at different service agencies.**
- 3. Keep a copy of every letter you send to any agency, together with a copy of everything they sent to you. Be sure to include the date on everything.**
- 4. Keep records of any reports from on-the-job training or other work experience. Ask for letters of recommendation and keep a copy in your files.**
- 5. Periodically go through your records. This will help you remember what you need to do next. Make a list of what you have and what you need.**

## **Records You Should Keep on File**

- Individualized Education Plan/Transition Plan**
- 504 plan**
- Teacher notes**
- Progress reports, grades or report cards**
- Achievement test scores**
- Interest inventories**
- Awards**
- Certifications for completion of programs or training**
- Letters of Recommendation**
- A copy of your resume**

- **Assessments and reports (tests of intelligence, achievement, motor skills, self-help skills, language development, social skills and functional behavioral analysis, and others.)**
- **Any environmental issues that may affect learning (allergies, asthma, etc.)**
- **Reports from medical doctors (eye tests, hearing tests, physical examinations, and others)**
- **Your medications**
- **Medical history**
- **Service agency reports**
- **Individual Service Plan**
- **Health insurance information**
- **Medicaid eligibility determination documents**

Adapted from *My Future My Plan: A Transition Planning Resource for Life After High School*, 2003 State of the Art, Inc., [www.myfuturemyplan.com](http://www.myfuturemyplan.com)



## **Employment and Career**

**This section has information about getting a job and the things you need to prepare and practice to be a person an employer may want to hire.**

**Examples of information to keep in this section might include:**

- Resume**
- Sample Cover Letter**
- Letters of Recommendation**
- List of References**
- Information about high school work experience**
- Certifications (CPR, First Aid, etc.)**
- Completed Interest Inventories (ECIS portfolio)**
- Master Job Application/Job Information Sheet**
- Practice Interview Questions with Your Answers**
- Idaho Career Information System (CIS) Information**
- Vocational Rehabilitation information**
- ADA rights related to career**

## Ten Steps to Planning Your Career:

1. Develop a career plan. Think about what you want to do and find out more about the kind of training, education, and skills you will need to achieve your career goal.
2. Assess your skills and interests. Think hard about what you enjoy, what you are good at, what kind of personality you are, and the values you hold.
3. Research occupations. Find out more about the nature of the jobs that interest you, such as educational requirements, salary, working conditions, future outlook, and anything else that can help you narrow your focus.
4. Compare your skills and interests with the occupations you've selected. The career that matches your skills, interests, and personality the closest may be the career for you.
5. Choose your career goal. Once you've decided what occupation matches up best with you, then you can begin developing a plan to reach your career goal.
6. Select a school that offers a college degree or training program that best meets your career goal and financial needs.
7. Find out about financial aid to help support you in obtaining your career goal. If you haven't already done so, begin saving for college.
8. Learn about job hunting tips as you prepare to graduate or move into the job market.
9. Prepare your resume, and practice job interviewing techniques.
10. Go to your career guidance center (at your middle school, high school, or college) or local library for additional information and help on career planning, or check out our other internet resources\*

\*From CareerShip website – an online career exploration adventure – go to

**<http://www.mapping-your-future.org/features/careership/>**

from the website: “Welcome to the guided tour of Planning a Career. On this tour, you can find out how to choose a career and how to reach your career goal. You can also pick up useful tips on job hunting, resume writing, and job interviewing techniques.”

## Getting Started with a Personal Inventory

If you don't know what kind of job you want then ask yourself what you do well and enjoy doing. Next make a list of those things you do well and enjoy doing. Add to this list your skills, training, talents, and experiences. When completed, this personal inventory should include not only education, training, and job experience, but also any hobbies, sports, or charitable activities you engage in that display talent or initiative.

Using a categorized list or **Personal Inventory Form** will allow you to better organize your list and highlight your interests, strengths, and weaknesses. Your personal inventory will be used to build your resume. The purpose of the resume is to convince the employer that you have the skills and abilities to successfully fulfill the job requirements.

### PERSONAL INVENTORY FORM

**Full Name** (First) (Middle) (Last):

**Social Security Number:**

**Present Address:**

**Birth Date:**

**Telephone:**

**E-mail:**

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### Work Experience

(Start with your most recent job)

**1. Job title:**

Describe what you did on this job:

What did you like about this job?

What did you dislike about this job?

Accomplishments/awards/honors:

**2. Job title:**

Describe what you did on this job:

What did you like about this job?

What did you dislike about this job?

Accomplishments/awards/honors:

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**Education and Training**

**High School:**

In what subjects did you do best?

What subjects did you like most?

What subjects did you like least?

Clubs/organizations (list offices held):

Honors/awards/accomplishments:

**College/Universities:**

Name, degree, and year completed or number of years/semesters completed:

In what subjects did you do best?

What subjects did you like most?

What subjects did you like least?

Clubs/organizations (list offices held):

Honors/awards/accomplishments:

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**Additional Information**

Hobbies/Interests:

# Resume Worksheet

Make the information on this worksheet thorough and complete. Save it as a lasting resource; update it as the years pass. Use the information as a "menu" you can use to create a unique resume for each job you seek.

Name: \_\_\_\_\_ Date updated: \_\_\_\_\_

## I. Personal Information

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_ E-Mail: \_\_\_\_\_

Temporary Address (if different): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_ E-Mail: \_\_\_\_\_

## II. Education

Elementary School: \_\_\_\_\_

Location: \_\_\_\_\_ State: \_\_\_\_\_

Overall GPA: \_\_\_\_\_

High School: \_\_\_\_\_

Location: \_\_\_\_\_ State: \_\_\_\_\_

Year graduated or number of years completed: \_\_\_\_\_ GPA: \_\_\_\_\_

College or University: \_\_\_\_\_

Location: \_\_\_\_\_ State: \_\_\_\_\_

Degree: \_\_\_\_\_

Major(s): \_\_\_\_\_ Minor(s): \_\_\_\_\_

Date obtained: \_\_\_\_\_ Major GPA: \_\_\_\_\_ Overall GPA: \_\_\_\_\_

Other schools attended (except high school), training or certifications received, licenses obtained:

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**III. Experience Information** (consider all experience—paid, unpaid, volunteer, etc.)  
(you should repeat this section for any of the experiences you have had)

Position title: \_\_\_\_\_

Organization name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Dates employed (months & years only) From: \_\_\_\_\_ To: \_\_\_\_\_

Name of supervisor(s): \_\_\_\_\_

Duties and responsibilities: \_\_\_\_\_

Quality attributes you found important and used successfully in this position.

\_\_\_\_\_  
\_\_\_\_\_

Specific performance accomplishments or contributions you made to this job:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Combine the duties, qualities and accomplishments together and write a strong job description.

**IV. Talents and Skills**

Write here your special talents, skills, training, languages (artistic, computer skills, special licenses, significant achievements), etc:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**V. Activities**

1. Memberships in clubs or community groups, volunteer & religious organizations.

Include name of the association, offices held and the dates. Add any significant activities attributed to your leadership:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Awards and Honors (academic, athletic, social, civic. Any scholarship not based on financial need):

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3. Creative professional activities (articles written, inventions, projects presented or displayed):

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## VI. Personal References

List references on a separate page, not on your resume. Avoid using family and relatives. Generally, three or four professional or academic references and one personal reference will be sufficient. *Be sure to get permission from any reference before using their name!* Send each a thank you note for volunteering to help you, and keep them informed on your job search progress.

1. Name: \_\_\_\_\_ Phone: (\_\_\_\_\_) \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_  
Position: \_\_\_\_\_

2. Name: \_\_\_\_\_ Phone: (\_\_\_\_\_) \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_  
Position: \_\_\_\_\_

3. Name: \_\_\_\_\_ Phone: (\_\_\_\_\_) \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_  
Position: \_\_\_\_\_

4. Name: \_\_\_\_\_ Phone: (\_\_\_\_\_) \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_  
Position: \_\_\_\_\_

1. *Make a copy of this blank worksheet before you fill it out.*
2. *Put your completed worksheet in your binder and keep it for future use.*
3. *Use the information here to start to build your resume.*
4. *Update your resume worksheet annually. Go through the past year and consider your experiences and accomplishments, recording them while they are fresh in your mind.*

## Interview Checklist

### **Preparation. Two to three days before the interview**

- \_\_\_ I have collected information about the business.
- \_\_\_ I know the first and last name of the person(s) who will be interviewing me.
- \_\_\_ I know why I want to work for the business.
- \_\_\_ I have read through some common interview questions.
- \_\_\_ I have prepared some answers to common interview questions. I know how I am going to answer these questions and/or I have created a cheat sheet.
- \_\_\_ I have prepared a list of questions that I would like to ask the interviewer.
- \_\_\_ I have an up-to-date resume with complete references ready to take to the interview.
- \_\_\_ I know exactly where the interview will take place and how long it will take me to get there.
- \_\_\_ I have decided what to wear to the interview.
- \_\_\_ I have scheduled a full night's sleep before the interview.

### **The Day of the Interview, Did You Remember to Bring**

- \_\_\_ I have a copy of my resume, references, letters of recommendation.
- \_\_\_ I have paper and pen for notes.
- \_\_\_ I have my pad that contains the company research I have done and/or my list of questions.
- \_\_\_ I have paid special attention to personal hygiene and my choice of clothing.

### **The Interview — Travel time and Arrival**

- \_\_\_ I am leaving early in case of traffic jams or unforeseen problems. I do not arrive more than 10 minutes early.
- \_\_\_ I am relaxed, friendly, and business-like with everyone I meet.
- \_\_\_ I introduce myself to the receptionist and confirm my appointment.

### **The Interview — Setting the Scene**

\_\_\_ I greet the interviewer by name and shake his or her hand.

\_\_\_ I maintain positive body language, e.g., I maintain eye contact, keep my hands in my lap, and sit up straight.

### **The Interview — Exchanging Information**

\_\_\_ I stay on topic and ask for clarification where necessary and when appropriate.

\_\_\_ I use specific examples rather than general statements when giving information about my education, training, transferable skills, and work experience.

### **The Interview — Conclusion**

\_\_\_ I ask any suitable questions that have not already been answered.

\_\_\_ I summarize, with enthusiasm, my interest in the position and the business.

\_\_\_ I state my appreciation for the interview.

\_\_\_ I confirm, if already noted, their response date. If this date is not definite, I make arrangements to contact them.

\_\_\_ I shake hands if appropriate and say goodbye.

### **The Interview — Follow-up**

\_\_\_ I stay home the day they said they would call.

\_\_\_ If I have arranged to call them back on a certain date, I make sure that I have reviewed my telephone protocol.

\_\_\_ I write and send the interviewer(s) a thank you letter.

\_\_\_ If I am offered a position, I give them a written answer (whether to accept or to decline) within the week.

## **Dos and Don'ts of Interviewing**

### **Dos**

- Take identification (driver's license, Social Security card, or passport) and extra resumes.
- Arrive at least 15 minutes early.
- Smile.
- Greet everyone in a polite and friendly manner.
- Shake hands firmly.
- Try to relax.
- Be polite and friendly.
- Show enthusiasm for the opportunity to work.
- Speak clearly and distinctly.
- Allow the employer to complete what he or she is saying with out interruption.
- Listen carefully.
- Maintain eye contact.
- Tell the interviewer that you are willing to work hard.
- Use the interviewer's name in the conversation.
- At the end of the interview, ask when you might hear about a decision.
- Thank the interviewer for his/her time.
- Send a thank you letter expressing your interest in the job and the company.

### **Don'ts**

- Chew gum or use tobacco before or during the interview.
- Slouch.
- Fidget.
- Be late.
- Be rude or present a negative attitude.
- Mumble.
- Stare off into space.
- Forget the name of the interviewer.
- Go to the interview without doing research about the company.

# Ten Common Interview Questions

1. What experience have you had?
2. Why did you apply for this position?
3. What do you plan to be doing five years from now?
4. Tell me something about yourself.
5. What is your greatest strength?
6. What is your greatest weakness?
7. Why should I hire you?
8. What amount of pay do you require?
9. What days and hours can you work?
10. What will your references or former employers say about you?

# Example Letter to Employer – Request for Accommodations

Date of Letter

Your name

Your address

Employer's name

Employer's address

Dear (e.g. Supervisor, Manager, Human Resources, Personnel):

Content to consider in body of letter:

Identify yourself as a person with a disability

State that you are requesting accommodations under the ADA

Identify your specific problematic job tasks

Identify your accommodation ideas

Request your employer's accommodation ideas

Refer to attached medical documentation if appropriate\*

Ask that your employer respond to your request in a reasonable amount of time

Sincerely,

Your signature

Your printed name

Cc: to appropriate individuals

\* You may want to attach medical information to your letter to help establish that you are a person with a disability and to document the need for accommodation.



# 4

## Postsecondary Education / Training

This section has information you will need if you want to get more education after high school. This could be at a college or university, vocational training, or other kinds of training programs.

Examples of information to keep in this section might include:

- Current High School Transcript
- ACT/SAT/COMPASS Scores
- ISAT scores
- Completed College Application Form
- Completed Scholarship Application Form
- Completed Scholarship Essays
- FAFSA Application (Free Application for Student Federal Aid)
- Autobiography / Writing Sample
- College Letter of Acceptance
- Financial Aid Award Letter
- College Housing Application
- Application for Disability Services
- Letter of Accommodations from Disability Services Office
- College Class Schedule / Credits
- Postsecondary Transcript



# Family Checklist:

## Transition from High School to College

This checklist is designed to give family members an easy-to-use list of topics that should be taken into consideration when discussing transition from high school to college.

- Help your student set post-secondary education (PSE) and career goals (consider person-centered planning).
- Ensure that your student is enrolled in academic courses throughout high school, which will prepare him/her for PSE courses.
- Know the difference between the laws that govern education at the secondary level (IDEA = entitlement) and at the college level (ADA = otherwise qualified).
- Encourage your child to attend and participate in the IEP and ITP process.
- Help your student learn to advocate for him/herself while in high school, which will prepare him/her for when it needs to be done in college.
- Obtain college catalogue(s) and review them carefully with your child and with support from high school staff (e.g., guidance counselor, transition coordinator), as needed.
- Ensure that documentation of your child's disability is up-to-date and that he or she has a current (not older than 3 years) psychological report.
- Discuss with your child the nature of his/her disability and how it affects their school work?
- Encourage teachers to discuss what accommodations and technology your child uses now and what he/she may need in college (e.g., reader, note taker, scribe, books-on-tape, speech-to-text software, screen reader, tape recorder, personal data assistant (PDA)).
- Visit college(s) together before helping your student to make a final choice.
- Your student should meet with college Disability Services Office (DSO) staff to talk about documentation and learn about how accommodations in college are different from high school.
- Discuss goals, learning needs, and how to access specific accommodations, including academic supports that are available for all students (e.g., tutoring, writing support) with your student and DSO staff before classes begin.
- Figure out and set-up transportation prior to the start of school (e.g., driving, car-pooling, learning to use public transport, travel vouchers).

- Be aware of financial aid resources available to your family and make sure that funding for all costs is arranged before school starts (e.g., tuition, books, fees, transportation).
- Identify how financial support your child may receive impacts other benefits (e.g., SSI, SSDI).
- Know what services are available through adult human service agencies (e.g., vocational rehabilitation - tuition, books, transportation, employment supports; One-Stop Career Centers - Individual Training Accounts, Development Disability agencies).
- Be prepared for the fact that you, the family member, need written consent from the student to obtain access to their records at the college level.

From *ThinkCollege.net*

<http://www.thinkcollege.net/families/index.php?page=checklist>

# Student Transition Checklist / Timeline

## 8th and 9th Grades

- Think about career possibilities and explore different occupations.
- Make high school count by preparing academically for college. Study, work hard, and do your best to earn good grades.
- Fill out an interest inventory to learn about career choices that fit your interests. You might get one of these at your school or there are some available on the internet. *Show Me the Future*<sup>®</sup> is a game on the Mapping-Your-Future.org\*. It is a financial literacy and life skills game to help you prepare for your future. In the game you choose a new identity and get to make choices, like the kind of house you'll live in and what you're going to eat, based on that identity.
- Save money now to pay for school, if you haven't already done so. Also talk to your parents about educational loyalty and affinity programs.

## 10th Grade

- Think about selecting a school, finding out about the different types. Decide which characteristics are most important to you, such as the size of the school, distance from home, cost, and extracurricular activities.
- Prepare to take standardized admissions tests. Take the PSAT now in preparation for next year.

## 11th Grade - Junior Year Planning Tips

- Gather information from schools. Request brochures and catalogs, attend college fairs, and begin college visits.
- Take the standardized tests. Retake the PSAT for a shot at a National Merit Scholarship, and take the SAT and ACT in the spring.

## 12th Grade - Senior Year College Planning Calendar

- Finish gathering information on schools, select four to six you like best, and apply for admission. Retake the SAT and ACT if you aren't satisfied with your first results.
- Apply for financial aid by filling out the FAFSA (Free Application for Federal Student Aid). Consider all of your options for paying for school. Find out about scholarships and grants before taking out a student loan.
- Learn what it takes to successful in college.

\*From CareerShip website – an online career exploration adventure – go to

**<http://www.mapping-your-future.org/features/careership/>**

“Online guided tour of Planning a Career. On this tour, you can find out how to choose a career and how to reach your career goal. You can also pick up useful tips on job hunting, resume writing, and job interviewing techniques.”



# College: You Can Do It!

How Students with Disabilities Can Prepare for College

Some adults, because of their disabilities, have lives which do not include many of the experiences of their non-disabled peers, including attending college and obtaining a career. Increased awareness of the rights and contributions of individuals with disabilities has resulted in a growing concern about expanding their postsecondary options. This publication addresses issues surrounding transition from high school to college and beyond for people with disabilities.

Transitions from high school to college and careers include three phases:

- Preparing for college, including preparations that occur in high school.
- Staying in college, which requires numerous self-management skills
- Preparing for moving beyond college and to a career.

## Plan

Getting to college involves thoughtful preparation. It is best to start at least by your sophomore year in high school.

## Entrance requirements

Call the institutions that you hope to attend to find out about entrance requirements. Talk with teachers and school counselors. If you are not able to meet specific entrance requirements during high school, consider attending a local community college to obtain the course requirements you are lacking.

## High school GPA

The grade point average (GPA) you obtain in high school may be an important entrance consideration at your college of choice. Work hard to earn grades that are as high as possible.

## Pre-college examinations

Pre-college examination (e.g., SAT, PSAT) scores may be important for acceptance into the college of your choice. Talk to a school counselor or teacher about disability-related test-taking accommodations ahead of time. Appropriate accommodations can help you demonstrate your abilities to their fullest when taking an exam. If you earn a lower score than you feel capable of, ask if you can re-take the exam.

## Applications

When sending an application to a postsecondary institution, you are essentially sending a portrait of yourself – your grades, coursework, recommendations, personal goals, and abilities. Take time to present a full, positive picture of yourself. Before you send it to a college, have someone proofread a draft and give you constructive feedback.



## Funding

Life in college is full of expenses, expected and unexpected. There are resources to assist with and, in some cases, fully cover costs such as tuition, books, rent, lab fees, assistive technology, and application fees. Start early and talk to teachers, counselors, offices of disabled student services, financial aid offices, and undergraduate support programs at institutions you wish to attend.

## Support services

Resources are not the same at each postsecondary institution. Knowing your needs and how they can be met is an important factor when selecting a college. Arranging support services in college can take a lot of time, depending on the services you need and the resources available.

## Transition and orientation

Ask your high school counselor about transition programs that can help prepare you for college. Also find out if the college you've selected offers an orientation program for new students. For example, DO-IT Pals is an electronic community of teens with disabilities. They are supported by each other and adult mentors in taking steps toward college and career success. Further information can be found at <http://www.washington.edu/doi/Programs/pals.html>.

## Go

Being in college means managing a demanding schedule. It is important to develop and utilize personal skills in the areas of self-advocacy, self-management, and study.

- **Self-advocacy skills**

Self-advocacy skills include knowing how to skillfully initiate action and interact with faculty, staff, and other students to obtain support services necessary for your learning needs. If you require accommodations, you are the one who must recognize the need, make the initial contacts, follow up on these contacts, and maintain the necessary actions to receive the services needed.

- **Self-management skills**

Self-management skills include planning your academic and personal schedule and developing and maintaining academic and personal routines that are reasonable and manageable on a daily basis. Take into account your abilities and strengths as well as your disabilities. For some individuals, strength and ability may vary daily; flexibility may be an important factor.

- **Study skills**

Study skills involve knowing how to effectively learn academic content. They include effective strategies for note-taking during lectures and labs, reading, and test-taking. Development of each skill is important in order to have effective overall study habits. If your study skills are weak, ask a counselor if study skill courses are available on your campus.





- **Support services**

To be successful in college, many individuals with disabilities find it necessary to utilize assistance from campus offices as well as outside resources. An office of disabled student services can be a good place to start. Support services can be steady and continuous, or merely temporary. In many instances, a service that provides assistance requires ongoing attention. For example, to continue receiving some services you may need to provide updates on progress, status reports, and/or renewal requests. Factoring these requirements into a regular schedule of activities will assure continuity of services.

- **Technology**

Computer and network resources are essential in many colleges and work settings. Assistive technology makes it possible for people with a variety of disabilities to use these powerful tools. Take advantage of opportunities in high school and college to learn about and use computer technologies. Of particular importance is developing skills in word processing and information access for research purposes.

- **Networking**

Contacts with individuals inside and outside of your area can provide mutual assistance. Conversations, interactions, and assistance from a broad range of people take place continuously during the process of preparing for college, attending college, and finding a career. Network through professional organizations, friends, family, and coworkers because who you know, as well as what you know, can determine your success.



## **Think Ahead**

Working toward a career should begin early in your college life. Making prudent choices academically (e.g., choosing a major, selecting appropriate coursework, engaging in work experiences) can assist you in making your career choices.

- **Academic and career choices**

College can prepare you for a specific career as well as provide broad-based preparation for a range of career opportunities. Seek advice from family members, teachers, school counselors, and career guidance counselors when making decisions about choosing a direction that is best for you.

- **Building your resume**

To begin building a resume, make a list of all of your relevant work experiences (paid and volunteer), academic experiences, and other activities. Seek advice from campus career advisors and consult printed and online resources as you select the best style and format of your resume depending on the type of job for which you are applying.

- **Internships**

The career placement office at the postsecondary institution you attend may offer employment and opportunities in which you can participate. If internship opportunities are not available through campus services, make efforts to obtain other relevant experience for your resumé.



## Have Fun

### • Social Activities

A social life is important. Make time in your schedule to socialize and get involved in extracurricular activities. Forming study groups is a good way to tackle challenging classes and meet new people. Joining campus clubs and organizations will help you connect with others who have similar interests.

## Helpful Hints

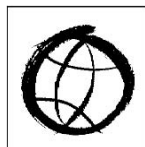
The following helpful hints are offered by participants in DO-IT, most of whom have disabilities and are in college or pursuing careers.

- Prepare for going to college
- Work with the school you plan on attending ahead of time
- Research all of your options for colleges.
- Plan, organize, and evaluate your needs so that support service units can work together to make sure there are not gaps in assistance.
- Seek assistance from student service offices, such as Disabled Student Services, Career Services, and Cooperative Education.

## Additional Resources

Useful resources are available from many organizations.

A good starting point is the *AccessCollege* link from the DO-IT home page at <http://www.washington.edu/doit/>. The *Student Lounge* provides resources for precollege and college students.



**DO-IT**

### University of Washington

College of Engineering, Computing & Communications

College of Education

888-972-3648

doit@u.washington.edu

Grants and gifts fund DO-IT publications, videos, and programs to support the academic and career success of people with disabilities. Contribute today by sending a check to DO-IT, Box 355670, University of Washington, Seattle, WA 98195-5670.

*Your gift is tax deductible as specified in IRS regulations. Pursuant to RCW 19.09, the University of Washington is registered as a charitable organization with the Secretary of State, State of Washington. For more information, call the Office of the Secretary of State, 800-322-4483.*



## **School and Community Participation**

**This section has information about your school activities, clubs, sports, and community activities.**

**Examples of information to keep in this section might include:**

- School Activities - clubs, athletics, etc.**
- Community Activities – certificates, 4-H, etc.**
- Volunteer Activities – certificates or letters of recommendation**
- Social Contacts – forms, business cards, brochures**





## **Independent Living**

**This section has information you may need to get ready to live on your own. It is important to keep this information handy in case you need it.**

**Examples of information to keep in this section might include:**

- Independent living assessment**
- Transition Planning Inventory**
- Life Centered Career Education – life skills inventory**
- Assistive Technology needs – see checklist**
- Emergency contact numbers**
- Name and contact information for your doctor**
- Contact information for health insurance or Medicaid**
- Contact information for your Circle of Support**
- Sample housing application**
- Local Independent Living Center information**



# Assistive Technology

## What is Assistive Technology?

Assistive Technology (AT) is any item, device, or software that helps people with disabilities be more independent.

AT may help you with:

- Mobility (getting around)
- Communicating
- Completing school work
- Your job
- Your house or apartment
- Recreation
- Transportation

## How do I get the Assistive Technology (AT) that I need?

When you are in school (K-12), there will be a meeting to plan your school goals each year and to write your Individualized Education Program (IEP). At this meeting, everyone must spend some time talking about the AT you need to meet your IEP goals. You should be part of this meeting. **The AT that you need should be listed in your IEP.** The school should purchase the AT that you need to meet your IEP goals.

Sometimes Vocational Rehabilitation or the Idaho Commission for the Blind will purchase the AT that you need even when you are still in high school. Medicaid will provide the funds needed for some AT.

## What if nobody at my school knows much about AT?

The team can get an AT assessment at no cost from the Idaho Assistive Technology Project, [www.idahoat.org](http://www.idahoat.org), 1-800-432-8324.

## What if my parents or I disagree with the school about the AT that I need or the school is having trouble with funding for the AT?

The team can get an AT assessment at no cost from the Idaho Assistive Technology Project, [www.idahoat.org](http://www.idahoat.org), 1-800-432-8324.

You can also get help from the Protection & Advocacy for Assistive Technology (PAAT) Program at Co-Ad, 1-866-262-3462.

## How do I get AT after high school?

If you qualify for a disability waiver, Medicaid will pay for medically necessary AT and home modifications.

The Idaho Division of Vocational Rehabilitation or the Idaho Commission for the Blind may help you with purchasing AT related to employment (or education/training needed for employment).

Every college or university in Idaho has a disability services office to help you with your AT needs. Contact information for these offices is in the Resources section of the binder.

# Assistive Technology Checklist

Have you tried...

## Writing with Pencil or Pen

- Regular pencil/pen
- Pencil/pen with grip
- Adapted paper (with raised lines or highlighted lines)
- Slantboard
- Use of prewritten words/phrases
- Templates
- Portable word processor
- Computer with word processing software
- Voice to text software

## Composing Written Material

- Word cards/word book/word wall
- Pocket dictionary/thesaurus
- Writing templates
- Talking dictionary
- Word processing with spell check
- Talking word processor
- Word prediction software
- Multimedia software
- Software for organization of ideas and studying (like Inspiration, Draftbuilder, PowerPoint)
- Voice to text software

## Computer Access (Keyboard and Mouse)

- Word prediction, abbreviation/expansion (to reduce key-strokes)
- Keyguard (to avoid hitting unwanted keys)
- Arm support (like Ergo Rest)
- Trackball/track pad/joystick with on-screen keyboard
- Alternate keyboard (like Intellikeys)
- Mouth stick/Head Master/Tracker with on-screen keyboard
- Switch with Morse code
- Switch with scanning
- Voice recognition software

## Communication

- Communication board or book with objects, pictures or words
- Eye gaze frame
- Single voice output device (like Big Mack)
- Voice output device with levels (which can hold more words or phrases)
- Voice output device used on laptop or palmtop computer
- Device which turns typing into speech

## Recreation and Leisure

- Toys adapted with Velcro™, magnets, handles, etc.
- Toys adapted for single switch operation
- Adaptive sporting equipment (like a lighted or beeping ball)
- Universal cuff/strap to hold drawing or painting tools
- Modified arts and crafts tools
- Arm support for drawing/painting
- Remote controls for TV, DVD, CD player, etc.
- Computer art activities
- Computer games

## Activities of Daily Living (ADLs)

- Nonslip materials to hold things in place
- Universal cuff/strap to hold items in hand
- Color coded items for easier locating and identifying
- Adaptive eating utensils
- Adaptive drinking devices
- Adaptive dressing equipment (like button hook, elastic shoe laces, Velcro™ instead of buttons, etc.)
- Adaptive devices for the bathroom (adapted toothbrushes, raised toilet seat, shower chair, paperless toilet)
- Adaptive equipment for cooking

## **Mobility**

- Walker
- Grab bars and rails
- Manual wheelchair including sports chair
- Powered scooter or cart
- Powered wheelchair
- Adapted vehicle for driving

## **Positioning and Seating**

- Non-slip surface on chair to prevent slipping (like Dycem)
- Bolster, rolled towel, blocks for feet
- Adapted chair, sidelyer, or stander
- Custom-fitted wheelchair or insert

## **Reading**

- Changes in text size, spacing, color
- Modified books for page turning (like page fluffers or binders)
- Words paired with symbols or pictures
- Talking dictionary
- Reading Pen (scan word and device pronounces word and gives definition)
- Audio books (CD, DVD, MP3)
- Text reading software
- Electronic books

## **Learning/Studying**

- Print or picture schedule
- File box or system (like index tabs, color coded folders)
- Highlight important text with markers, highlight tape, highlighting computer material
- Recorded material (books on tape, taped lectures)
- Planner
- Voice output reminders for assignments, steps of task, etc.
- Computer or cell phone organizers and calendars

## **Math**

- Abacus/Math Line
- Enlarged math worksheets
- Graph paper to keep work aligned
- Money calculator
- Tactile or voice output measuring devices
- Talking watches or clocks
- Calculator (with or without print-out)
- Calculator with large keys and/or large display
- Talking calculator
- On-screen calculator
- Virtual math manipulatives (computer)
- Voice recognition software

## **Control of the Environment**

- Light switch extension
- Controls for battery-operated devices
- Controls for electrical appliances (like radio, fan, blender, etc.)
- Remote control for appliances

## **Vision**

- Eye glasses
- Magnifier
- Large print books
- CCTV (closed circuit television)
- Screen magnification software
- Screen color contrast
- Screen reader, text reader
- Braille translation software
- Braille printer
- Enlarged or Braille/tactile labels for keyboard
- Alternate keyboard with enlarged keys
- Braille keyboard and note taker

## Hearing

- Pen and paper
- Computer/portable word processor
- TDD for phone access with or without relay
- Email, text messaging, or instant messaging
- Signaling device (like a flashing light or vibrating pager)
- Closed captioning
- Real time captioning
- Computer aided note taking
- Reminder signals on computer
- Phone amplifier
- Personal amplification system/Hearing aid
- FM or Loop system
- Infrared system

There are many other AT devices or software. For more information on any of the items listed, not listed, or to help you figure out what AT might work for you, please call the Idaho Assistive Technology Project, 1-800-432-8324 or UCP Idaho, 1-888-289-3259.

Adapted from: Reed, P. Walser, P. (2000), adapted from Lynch & Reed (1997), Wisconsin Assistive Technology Initiative

# Emergency Contact Numbers

Put this in your home where you can find it easily, near the telephone is best. You will find most of this information is listed in the blue pages of your local telephone book.

Emergency – dial 911

Fire Department \_\_\_\_\_

Police Department \_\_\_\_\_

Poison Control \_\_\_\_\_

Family Doctor \_\_\_\_\_ Phone \_\_\_\_\_

## People I know who I can call in an emergency:

These can be family members, friends, neighbors or others. If they have more than one telephone number, put both phone numbers on this page.

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

## Planning for a community-wide emergency or disaster.

It is a good idea to think about having a plan for what to do in a community-wide emergency or a disaster. Kinds of disasters or emergencies that might happen in Idaho: severe wind, thunder or winter storms, floods, wild fires and things like crime or terrorism. A good plan will help you get the support you need during a community-wide emergency.

|   |  |
|---|--|
| <p>If the electricity or water goes out, you might not be able to use your heating system, water, electrical appliances, life-sustaining electrical equipment, or adaptive devices.</p> | <p>Plan for back-up power sources or have a different place to stay if the utilities are out for a long time.</p>  |
| <p>Telephones may not be working and you might not be able to call your work, school or support staff from your home phone.</p>   | <p>Think about getting a cellular phone and program numbers for your emergency contacts, family members and support staff into it or ask a neighbor with a cellular phone to check on you.</p> |
| <p>If roads are closed you may not be able to use your regular transportation to get where you need to go.</p>  | <p>Keep extra water, food, important medication and other supplies so that you will be ok if you can not leave your home for several days. Plan for other kinds of transportation.</p>         |
| <p>If you use support staff they may not be able to come to your home.</p>  | <p>Keep a list of back-up supports, their names and phone numbers. Talk to a neighbor who has a four-wheel drive vehicle and could get your support staff to you if needed.</p>                |
| <p>You may need to leave your home or workplace (evacuate).</p>   | <p>Plan how you can safely and quickly leave your home with support if needed. Make sure you know your workplace or school emergency plans and they understand your needs.</p>                 |

## 20 Questions to Ask About Housing

When you are looking at a house or apartment that you might like to live in on your own or with a roommate, the answers to these questions might help you decide if you want to live there.

1. Is the house or apartment in a neighborhood that feels safe and I'm comfortable when I walk around?  
 Yes       No
2. Is the house or apartment close to stores, banks, places to eat?  
 Yes       No
3. Is the house or apartment close to public transportation such as a bus stop?  
 Yes       No
4. Will I be able to get to work or school from here?  
 Yes       No
5. Is the house or apartment clean and well maintained inside and out?  
 Yes       No
6. Is there good working heat and air conditioning?  
 Yes       No
7. Do the bathrooms work well? Are they easy to get to?  
 Yes       No
8. Is the kitchen set up so I can use it?  
 Yes       No
9. Are there laundry facilities in the house, apartment or apartment building?  
 Yes       No
10. Will I have my own telephone line?  
 Yes       No
11. Can I get my own mailbox?  
 Yes       No

12. Is there staff on-site or the landlord nearby that I can ask for help if I have a problem?  
 Yes       No
13. Are the neighbors friendly and supportive?  
 Yes       No
14. Are there things to do at the house or apartment for fun and exercise?  
 Yes       No
15. Is the building accessible for me? Is there an entrance I can get in no matter what the weather or my ability to move around?  
 Yes       No
16. Can I get into the laundry room, where the garbage goes, the pool or exercise room if they have one?  
 Yes       No
17. Is the rent in my price range? Can I afford to live here?  
 Yes       No
18. Is there a deadbolt on the lock on the front door?  
 Yes       No
19. If there are other people in the house, is there a lock on the bedroom door? Would I have enough privacy?  
 Yes       No
20. Did I see a list of all the extra fees (deposits, cost for pets, cost for parking, etc?)  
 Yes       No

Developed by referencing *My Future My Plan: A Transition Planning Resource for Life After High School*, 2003 State of the Art, Inc., [www.myfuturemyplan.com](http://www.myfuturemyplan.com) and *It's My Choice* by William T. Allen, [www.mncdd.org](http://www.mncdd.org)

# Circle of Support Worksheet

Circle of Support for: \_\_\_\_\_

People I can ask to be in my Circle of Support:

Family members: \_\_\_\_\_ phone number: \_\_\_\_\_

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Friends: \_\_\_\_\_ phone number: \_\_\_\_\_

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People from the community: \_\_\_\_\_ phone number: \_\_\_\_\_

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## **Adult Services**

**This section has information you will need when you are applying for or using adult services.**

**You may include contact information for the service agencies that you will be working with to meet your needs.**

**Examples of information to keep in this section might include:**

- Vocational Rehabilitation - forms and information from**
  - Idaho Division of Vocational Rehabilitation or**
  - Commission for the Blind and Visually Impaired**
- Medicaid eligibility letter**
- Individual Service Plan (ISP)**
- Support and Spending Plan (self-direction)**
- Contact information for your Service Coordinator**
- Contact information for the local office of:**
  - Idaho Division of Vocational Rehabilitation**
  - Dept. of Health & Welfare, Medicaid**
  - Idaho Commission for the Blind and Visually Impaired**
  - Private Service Agencies**
  - Independent Living Center**



# Medicaid Services for Adults

Medicaid is a state program for providing medical services to people who have a low income and/or have a disability. The services are paid for with public money (taxes) through federal and state government. If you are eligible for Medicaid, these are just some of the services that may be covered under the Medicaid Basic Plan: doctor and nurse visits, hospital, dental, occupational therapy, physical therapy, speech and hearing therapy, vision, chiropractic, counseling, mental health, hearing, home health, prescription drugs, school-based services, medical equipment and supplies.

Under the Medicaid Enhanced Plan for people with disabilities these additional services may be covered: case management services (service coordination), developmental disability services, developmental therapy, home and community-based services, hospice care, mental health clinic, psychosocial rehabilitation, personal care services, and nursing homes.

Adults who are eligible for Medicaid work with the Idaho Medicaid Care Management program for access to developmental disability agency services, service coordination, and developmental disability waiver services. (In order to be eligible for waiver services a person must have a low income; must have a primary diagnosis of mental retardation or have a related condition; and persons must qualify based on a functional assessment, maladaptive behavior, a combination of both, or a medical condition.)

## Skill Development

Developmental Disabilities Agency services actively promote personal skill development through individual or group therapy in the home, community or a center. Some of the services that Developmental Disabilities Agencies provide include: developmental therapy, speech therapy, occupational therapy, physical therapy, and intensive behavioral intervention.

## Housing and Living Supports

A variety of housing and living supports are available for people with developmental disabilities, depending on their personal interests and needs. In addition to options below, there are many community housing and supports programs available to the general public that can be used for people with specialized support needs:

- Family homes are the first choice of many children and adults with developmental disabilities and their families. Supports and services are available to enhance each family's capacity to support family members with developmental disabilities;
- Many adults choose to live in their own home or apartment and use a variety of community resources and specialized supports. Adults who meet the criteria for Developmental Disabilities (DD) Waiver Services are eligible for additional supports, like chore services, environmental modifications, and home delivered meals.

- Certified Family Homes are available to adults with developmental disabilities and are generally limited to two or three non-family members in each home.
- Licensed Residential and Assisted Living Facilities are group living arrangements for adults who have varying needs for support.
- Intermediate Care Facilities for people who have developmental disabilities are group living arrangements for adults or children with developmental disabilities and intense needs to support. Children and adults must meet an institutional level of care in order to live in these facilities.

For more information about housing and living supports for people with developmental disabilities, contact the regional Developmental Disabilities Program (a list of local offices is included in Section 8 Resources)

For more information about these services go the Idaho Department of Health and Welfare website at <http://www.healthandwelfare.idaho.gov>

## **How to Apply for Adult Developmental Disability Services**

Step 1:

Apply for Developmental Disability services through your Regional Medicaid Services Unit (a list of local offices is in Section 8 Resources). Your application, and any information documenting your eligibility, will be sent to the Idaho Center for Disabilities Evaluation.

Step 2:

Your application will be reviewed by an Independent Assessment Provider (IAP).

Step 3:

The IAP will contact you, your guardian, or other representative and schedule an appointment or an interview.

Step 4:

Go to the interview. Make sure you bring your guardian, a friend, or another person that knows you very well to the appointment.

Step 5:

The IAP will complete an assessment that includes:

- Interviewing you and any other person who might help provide information.
- Interviewing a person who knows you very well and can answer the questions on the Scales of Independent Behavior–Revised assessment tool.
- Requesting signatures on Release of Information documents in order to gather more information about your disability.

- Providing you with a Medical Care Evaluation Form that must be completed by your primary physician (you might need to schedule a visit with your physician to get a physical examination so the form can be completed).
- Conducting a needs inventory that will help Medicaid calculate your annual budget for adult DD services.

Step 6:

After the appointment, the IAP will determine if you're eligible for DD services and send a notice to let you know.

Step 7:

If you're eligible for DD services, the notice will include the amount of your annual budget. If you're not eligible, you can request a Reconsideration of Decision by returning the denial notice to the Central Office Care Manager.

Step 8:

If you're not a Medicaid participant, but are eligible for DD services, you'll be referred to the Adult DD Program to apply for non-Medicaid services.

Step 9:

If you're a Medicaid participant and are eligible for DD services, the IAP will ask you to choose a plan developer and fill out the Plan Developer Choice Form. The IAP has a list of agencies that can supply a plan developer, if needed.

Step 10:

You and your plan developer will organize your person centered planning team.

Step 11:

You and your team will evaluate your needs and goals and develop an Individual Supports and Services Plan for you.



# What is the My Voice My Choice Self-Directed Services Option?

My Voice My Choice is the name of Idaho's self-directed option for Medicaid services. Anyone who can get Developmental Disability (DD) Waiver services can choose to self-direct their services. The My Voice, My Choice option was designed to follow main ideas of self-determination. This option gives you more choice and control over the Medicaid funds used to buy your services and supports. You choose the services and supports that fit your needs. You decide when and where you get services and supports. You hire the people you want to help you. You keep track of your Medicaid budget account.

## How Does Self-Direction Work?

If you are eligible for Medicaid waiver services and choose to self-direct your services, you get an **Individual Budget** that you are able to use to buy the services, supports and goods you need for one full year. Your budget amount is decided by an assessment that you do with the Independent Assessment Provider (IAP).

You work with a **Support Broker** that you hire to help you direct your services and supports, get the information you need to make decisions and make a plan to spend the money in your budget account.

You write a **Support and Spending Plan** with help from your support broker. The plan includes all the services, tasks and goods that you will pay for with your budget. You can also choose family, friends and people you trust to be your **Circle of Support** and help you with this planning during **Person Centered Planning**.

**Community Support Services** are the services, tasks or goods listed on your Support and Spending Plan. These are the support you need each day to reach your goals. Goods are equipment and medical supplies that you buy to help with your disability.

Your Support and Spending Plan will be sent to the Regional Medicaid Services office for approval. Your individual budget amount and approval of your plan goes to the **Fiscal Management Services provider**. Fiscal Management Services keep track of all the money and will pay for your services and supports with money from your budget account.

A **Community Support Worker** is a person that you hire to help you. A community support worker can be someone who works for a service agency or someone who does not work for a service agency.

## How Do I know if self-direction is right for me?

My Choice, My Voice may be right for you if:

- You are eligible for the Developmental Disabilities Waiver
- You want to have more choices and flexibility in your services and supports
- You want more control over how you spend your Medicaid budget account
- You want to hire and manage your own workers and hire people you know

- You understand and are willing to accept the extra risks, responsibilities, and duties

The questions below may help you decide if self direction is right for you:

- Am I living the life I want?
- Am I happy with the services and supports I have right now?
- What would I change about them?
- Do I want to be more independent?
- Do I want to be more involved in my community?
- Do I want to make my own decisions about: where I live, who I live with, who helps me?
- Am I willing to take on added risks, responsibilities and duties?
- Do I want to learn how to hire and supervise my workers?
- Do I have people who can help me make plans and choices and keep track of my Medicaid budget account?

My Voice, My Choice isn't about doing it all yourself. You can ask family and friends to help you self direct. You will also hire a Support Broker to help you write your plan and help you with other duties you decide you need help with.

Your DUTIES when you self direct your services and supports are:

- Tell others about your needs and wants, set your goals, and make decisions during your person centered planning process
- Complete the required paperwork, including a support and spending plan and employment agreements
- Be a boss – find and hire people to work for you, train your workers, and schedule when you want the work done. You also negotiate, make sure they are doing the work you hired them to do and doing the work the way you want it done, sign your workers' timesheets, and have back-up plans for emergencies
- Buy all supports, services, and goods such as supplies and equipment on your plan through employment and vendor agreements
- Make good choices about how you spend you Medicaid budget account and keep track of your budget account so you don't over-spend
- Follow all state and federal labor laws
- Follow the rules for self direction found at "Consumer-Directed Services"

My Choice My Voice may not work for everyone. If you choose self direction and it doesn't work for you, you can use other waiver services. Your health and safety is an important part of My Choice My Voice. You, your family and friends, your support broker and the Department of Health and Welfare will work together to assure that your health and safety needs are met. Learn what you need to know before you decide My Choice My Voice is right for you. Call your Regional Medicaid Services office for a schedule of informational meetings.

# Vocational Rehabilitation Services for Individuals with Disabilities

The Idaho Division of Vocational Rehabilitation works with students with disabilities who need help to transition from school to employment. Vocational Rehabilitation has relationships with schools throughout the state to serve students who need this help. Any student can apply directly for services without referral from the school. These individuals must meet the vocational rehabilitation eligibility criteria.

Any individual with a disability that prevents him/her from working may apply. A Vocational Rehabilitation Counselor will assess your situation and determine whether or not you are eligible for VR services.

A person may be eligible if he or she:

- Has a physical or mental disability, which creates a barrier to employment and requires vocational rehabilitation services to get ready for work, get a job, or keep a job; or
- SSI or SSDI recipients who want to be employed.

The Idaho Division of Vocational Rehabilitation's program goal is to place Idahoans with disabilities into the workforce by getting and keeping productive employment. IDVR can provide the services you need to help you to go to work and can help you find a job that is right for you. The program only provides services you need to reach employment.

Services to individuals may include:

- Vocational guidance and counseling for adjustment to disability, vocational exploration, and planning for entry or re-entry into the world of work.
- Assessment to determine vocational strengths and weaknesses to plan for services required to get a job.
- Training for those who need a career change because of disability. This training can include higher education, on the job training, vocational-technical training, etc.
- Tools and licenses can be provided, if needed, to enter a specific trade or profession.
- Medical assistance can be provided, if needed, to get or keep a job and it is part of a comprehensive rehabilitation plan.
- Job development and placement involves you and your Vocational Rehabilitation Counselor working together to get a job.
- Rehabilitation Technology to help you get ready to be on the job site.
- Follow-along is important to make sure that your job is successful and can help to find solutions for any job problems that may come up.

## Who May Apply?

Any individual with a disability that prevents him/her from working may apply. A VR Counselor will assess your situation and determine whether or not you are eligible for VR services.

**How to Apply?**

If you, or someone you know, are interested in applying for Vocational Rehabilitation Services, mail a completed Referral Information Sheet to the VR office nearest you, and then call to schedule an appointment to complete your application. To access the Referral Information Sheet, please go to the Vocational Rehabilitation website at <http://www.vr.idaho.gov>.

**What Happens if I Apply?**

- Medical/and or psychological information is requested from your doctor or therapist.
- You may be requested to make those contacts and obtain the information yourself.
- Other information or evaluations are secured, if necessary.
- Then, the VR Counselor makes a decision on your eligibility.

# **Idaho Commission for the Blind and Visually Impaired**

ICBVI is a federally funded state agency which has been serving Idahoans since 1967. The agency helps blind and visually impaired persons become independent by providing education, developing work skills, increasing self-confidence and helping them remain employed or prepare for employment.

## **What is Blindness?**

A person is considered LEGALLY blind when the best corrected vision is 20/200 in the better eye or the person's visual field is 20 degrees or less. The amount of remaining vision is not the determiner of success. With proper instruction, a blind or visually impaired person can perform most any task by using alternative techniques.

ICBVI provides services for persons who are legally blind, functionally blind or in danger of blindness.

## **WHAT SERVICES ARE AVAILABLE?**

### **Rehabilitation Services**

A case manager will help to create a program of services that will be most helpful to the person. Services provided may include:

- vocational guidance, assessment and counseling
- vocational and academic training, books, tuition, equipment and supplies
- job placement and follow-up for success
- help in setting up small businesses
- medical assistance as deemed appropriate
- independent living services and supplies
- home instruction in alternative techniques

### **Independent Living Services**

ICBVI provides specially designed services for people of all ages who are experiencing vision loss. These services may include home counseling, instruction in alternative techniques, peer support groups and various low vision services.

### **State Only Services**

To preserve, stabilize or restore vision, ICBVI, along with other state agencies, often can provide financial assistance for medical costs to qualified individuals.

## **Business Enterprise Program**

This program makes it possible for blind individuals to be financially independent and earn a living through the management and operation of small businesses located in public buildings.

## **Summer Programs for Youth**

In order to help blind and visually impaired young people to become self-sufficient adults, we offer specialized programs which emphasize independence, work experience and college preparation.

## **Assessment and Training Center**

The ATC in Boise provides intensive instruction in skills needed for a blind or visually impaired person to participate fully in the mainstream of society. The Center's goal is to provide training which will allow the individual to perform any task, on the job or at home, as well as his/her sighted peers.

Instruction is available in the following areas:

- activities of daily living
- Braille and communications
- industrial arts
- keyboard and computer
- orientation and mobility/cane travel

## **Low Vision Evaluation**

A low vision evaluation may be done by an optometrist at the ICBVI Low Vision Clinic or by an instructor in the home. A variety of devices will be tried to assist individuals to make the most of their remaining vision.

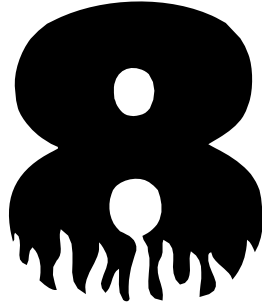
## **The ICBVI Store**

There are ICBVI Stores located in Boise and all regional offices, which stock many items, including magnifiers and talking, large print and Braille devices.

## **Radio Reading, Taping & Braille Services**

ICBVI coordinates volunteers who broadcast the reading of the Idaho Statesman on the radio, and produce reading materials on tape or in Braille for persons with special reading needs.

For more information about blindness and visual impairment services, contact Nanna Hanchett email: [nhanchett@icbvi.idaho.gov](mailto:nhanchett@icbvi.idaho.gov)



## **Resources**

**This section has forms that you can fill out to keep track of your team and community contacts you have made during transition planning. There is also a resource listing that you can use to get more information.**

# Assistive Technology (AT) Resources

## **Assistive Technology Assessments**

AT assessments are free to schools and families. To request an AT assessment, the IEP team should fill out an application found at [www.idahoat.org](http://www.idahoat.org). For questions or more information, call or email Nora Jehn at the Idaho Assistive Technology Project (IATP), [noraj@uidaho.edu](mailto:noraj@uidaho.edu), 1-800-432-8324.

To see videos on making AT decisions, you can view some videos on the Idaho Training Clearinghouse website at <http://itcnewidahotc.com> (AT Learning Community – Training).

## **Assistive Technology Training Available to School Districts**

Schools are also required to train teachers, students, and families about the student's AT. The IATP Project provides training for all at no cost to schools. To request training, contact Nora Jehn, [noraj@uidaho.edu](mailto:noraj@uidaho.edu), 1-800-432-8324.

## **Tools for Life: Secondary Transition and Technology Fair**

Tools for Life is a two-day event held each spring for high school students and young adults with disabilities, educators, service providers, counselors, etc., and features national keynote speakers and over 50 breakout sessions on higher education, employment, community life, self-determination, self-advocacy, and assistive technology. For more information go to [www.idahoat.org](http://www.idahoat.org) or call 1-800-432-8324.

## **Device Demonstration Sites**

The IATP supports a number of centers where you can go to see and try AT devices and software. You can also borrow devices from UCP Idaho. UCP also has an AT Lending Library.

Coeur d' Alene Hand Therapy  
and Healing Center  
2448 Merritt Creek Loop  
Coeur d' Alene, ID 83814  
208-664-2901

Idaho Center for  
Assistive Technology  
5420 W. Franklin Rd, Ste A  
Boise, ID 83705  
1-888-289-3259

LIFE  
2110 S. Rollandet Ave.  
Idaho Falls, ID 83402  
208-529-8610

## **\*New - Idaho Assistive Technology Reutilization Project**

The Reutilization Project accepts donations of used equipment such as walkers, wheelchairs, communication devices, computers, etc. Items are cleaned, repaired, and given to people who need them. The devices are kept at offices around the state. In many cases, items can be delivered or shipped at no charge. More information on the Reutilization Project can be found at [www.idaho.at4all.com](http://www.idaho.at4all.com) or by calling IATP (800-432-8324) or LINC (208-336-3335).

For further information regarding any assistive technology devices or services, please contact The Idaho Assistive Technology Project, 800-432-8324

# Idaho Self Advocate Leadership Network

|  |   |
|--|---|
| <p><b>Region 1</b></p>   | <p><b>Region 2</b></p>  |
| <p><b>Jill Smith</b> - Support Person, Coeur d'Alene<br/>phone: 659-1643<br/><a href="mailto:smithmaji@mail.com">smithmaji@mail.com</a></p>  | <p><b>John Russell</b> – SALN President, Moscow<br/>email: <a href="mailto:jmooserussel@verizon.net">jmooserussel@verizon.net</a></p>   |
| <p><b>Region 3</b></p>   | <p><b>Region 4</b></p>  |
| <p><b>Becky Woodhead</b> – Nampa<br/>phone: 249-0449<br/>email: <a href="mailto:Tfwinc@wwdb.org">Tfwinc@wwdb.org</a> or<br/><a href="mailto:becky.woodhead@gmail.com">becky.woodhead@gmail.com</a></p>                                       | <p><b>Christine Pisani</b> - Support Person, Boise<br/>phone: 334-2178 or 1-800-544-2433<br/>email: <a href="mailto:cpisani@icdd.idaho.gov">cpisani@icdd.idaho.gov</a></p>  |
| <p><b>Region 5</b></p>   | <p><b>Region 6</b></p>  |
| <p><b>David Dekker</b> – Jerome<br/>email: <a href="mailto:DavidLDekker@yahoo.com">DavidLDekker@yahoo.com</a></p>  | <p><b>James Steed</b> – Pocatello<br/>phone: 232-2747<br/>email: <a href="mailto:Princewheelie61@yahoo.com">Princewheelie61@yahoo.com</a><br/><b>Monique Hamblin</b> – Support Person<br/>email: <a href="mailto:mokiehamblin@yahoo.com">mokiehamblin@yahoo.com</a></p> |
| <p><b>Region 7</b></p>   | <p><b>Idaho DD Council Staff</b></p>  |
| <p><b>Erick Yeary</b> – Idaho Falls<br/>email: <a href="mailto:yayflash@aol.com">yayflash@aol.com</a><br/><b>Shelly Nelson</b> -Support Person<br/>phone: 528-5905<br/>email: <a href="mailto:shellyn@uidaho.edu">shellyn@uidaho.edu</a></p> | <p><b>Christine Pisani</b>, Program Specialist<br/>802 W. Bannock, Suite 3008<br/>Boise, ID 83702<br/>phone: 334-2178 or 1-800-544-2433<br/>email: <a href="mailto:cpisani@icdd.idaho.gov">cpisani@icdd.idaho.gov</a></p>   |

# Idaho Department of Health and Welfare

## Regional Offices

For more information about local offices and resources go to the IDHW website and click on “Local Offices” in the right hand column, then click on your region of the map for your location. <http://www.healthandwelfare.idaho.gov>

### Accessing services—intake phone numbers Idaho:

#### **Region 1, Panhandle area:**

Adult & Child Development: 208-769-1409

Regional Medicaid Services: 208-769-1567

Developmental Disabilities Program: 208-769-1406

Children’s Mental Health: 208-769-1406

#### **Region 2, Lewiston/Moscow/Grangeville area:**

Regional Medicaid Services: 208-799-4430

Developmental Disabilities Center: 208-799-3460

Children’s Mental Health: 208-799-4360

#### **Region 3, Payette/Nampa/Caldwell/Emmett area:**

Adult and Child Development: 208-465-8460 (Nampa), 642-6420 (Payette)

Regional Medicaid Services: 208-455-7150

Children’s Mental Health: 208-455-7000

#### **Region 4, Boise / Mountain Home / McCall area:**

Regional Medicaid Services: 208-334-0960

Developmental Disabilities: 208-334-0929

Children’s Mental Health: 208-334-6942

#### **Region 5, Twin Falls and South-Central area:**

Children’s Mental Health: 208-734-4000

Adult and Child Development: 208-736-2182

Regional Medicaid Services: 208-736-3024

#### **Region 6, Pocatello area:**

Human Development Center: 208-234-7900

Regional Medicaid Program: 208-239-6260

Children’s Mental Health: 208-239-6240

#### **Region 7, Idaho Falls area:**

Adult and Child Development: 208-525-7223

Regional Medicaid Program: 208-528-5750

Children’s Mental Health: 208-528-5700

# Idaho College and University Disability Support Services Offices

## **Boise Bible College**

(208) 376-7731

1-800-893-7755

<http://www.boisebible.edu>

## **Boise State University**

Disability Resource Center

(208) 426-1583

<http://drc.boisestate.edu>

## **Brigham Young University Idaho**

Disability Services

(208) 496-1159 (Voice/TDD)

(208) 496-5159 (fax)

<http://www.byui.edu/Disabilities/>

## **The College of Idaho**

Learning Support & Disability Services

(208) 459-5683

## **College of Southern Idaho**

Student Disability Services

(208) 732-6260

(208) 734-9929 (TDD)

(208) 732-6799 (Secure Fax)

1-800-680-0274 (Idaho and Nevada)

[www.csi.edu/disabilities](http://www.csi.edu/disabilities)

## **College of Western Idaho**

5500 E University Way

Nampa, ID 83687

(208) 562-3000

<http://www.cwidaho.cc>

## **Eastern Idaho Technical College**

Disability Resources and Services  
Office

(208) 524-3000, ext. 3376

[www.eitc.edu/ss/disabled.cfm](http://www.eitc.edu/ss/disabled.cfm)

## **Idaho State University**

(208) 282-3599 - Pocatello

(208) 282-7750 - Idaho Falls

<http://www.isu.edu/ada4isu>

## **Lewis-Clark State College**

Lewiston Campus

(208) 792-2211

<http://www.lcsc.edu/osl>

## **Lewis-Clark State College**

Coeur D'Alene Campus

(208) 292-2673 or (208) 666-6707

Accommodations are provided through  
NIC's Center for Educational Access.

To set up an intake appointment call

(208) 769-5947.

<http://www.lcsc.edu/cda>

## **North Idaho College**

The Center for Educational Access

(208) 769-5947 or (208) 769-7794

[www.nic.edu/DSS](http://www.nic.edu/DSS)

## **Northwest Nazarene University**

Advisor to Students with Physical  
Disabilities

(208) 467-8780

Advisor to Students with Learning  
Disabilities

(208) 467-8669

[www.nnu.edu/354/](http://www.nnu.edu/354/)

## **University of Idaho**

Disability Support Services

(208) 885-6307

(208) 885-9404 (fax)

[www.access.uidaho.edu](http://www.access.uidaho.edu)

## **Idaho Department of Labor**

### ***IdahoWorks Career Centers***

The Idaho Department of Labor is the primary point of access to a full range of labor market and education services. Services of more than 17 programs have been brought together in the Center to meet the needs of workers, students and businesses. Each Career Center offers a variety of self-service options, a comprehensive resource center and highly trained staff knowledgeable about the many programs and services available.

For those seeking employment or education, the Department of Labor provides one stop access to national, state and local job listings, career guidance, and specialized workshops designed to help individuals seeking employment or changing careers, access to education and training services and resources in the community that can assist in achieving employment goals. Businesses can obtain qualified workers, gain vital labor market information for making good business decisions, and learn about options for increasing the skills of current workers. Visit their website at [www.labor.idaho.gov](http://www.labor.idaho.gov)

#### **Northern Idaho Offices**

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**Bonnors Ferry:**  
6541 Main Street  
Bonnors Ferry, ID 83805-8521  
Phone: 208-267-5581  
Fax: 208-267-3797  
Email: [bonnersferrymail@labor.idaho.gov](mailto:bonnersferrymail@labor.idaho.gov)

**Lewiston:**  
1158 Idaho St.  
Lewiston, ID 83501-1960  
Phone: 208-799-5000  
Fax: 208-799-5007  
Email: [lewistonmail@labor.idaho.gov](mailto:lewistonmail@labor.idaho.gov)

**Grangeville:**  
305 N. State Street  
P.O. Box 550  
Grangeville, ID 83530-0550  
Phone: 208-983-0440  
Fax: 208-983-0302  
Email: [Grangevillemail@labor.idaho.gov](mailto:Grangevillemail@labor.idaho.gov)

**Orofino:**  
410 Johnson Ave.  
P.O. Box 391  
Orofino, ID 83544-0391  
Phone: 208-476-5506  
Fax: 208-799-5007  
Email: [orofinomail@labor.idaho.gov](mailto:orofinomail@labor.idaho.gov)

**Moscow:**  
1350 Troy Road, Suite 1  
Moscow, ID 83843-3995  
Phone: 208-882-7571  
Fax: 208-882-8324  
Email: [moscowmail@labor.idaho.gov](mailto:moscowmail@labor.idaho.gov)

**Sandpoint:**  
2101 W. Pine St.  
Sandpoint, ID 83864-9327  
Phone: 208-263-7544  
Fax: 208-265-0193  
Email: [sandpointmail@labor.idaho.gov](mailto:sandpointmail@labor.idaho.gov)

**Coeur d'Alene:**  
1221 W. Ironwood Dr. Suite 200  
Coeur d'Alene, ID 83814-1402  
Phone: 208-769-1558  
Fax: 208-769-1574  
Email: [cdamail@labor.idaho.gov](mailto:cdamail@labor.idaho.gov)

**Silver Valley:**  
35 Wildcat Way, Suite A  
Kellogg, ID 83837-2253  
Phone: 208-783-1202  
Fax: 208-783-5561  
Email: [silvervalleymail@labor.idaho.gov](mailto:silvervalleymail@labor.idaho.gov)

St. Maries:  
105 N. 8<sup>th</sup> Street  
St. Maries, ID 83861-1845  
Phone: 208-245-2518  
Fax: 208-245-2012  
Email: [stmariesmail@labor.idaho.gov](mailto:stmariesmail@labor.idaho.gov)

## Southwest Idaho Offices

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Boise:  
219 W. Mail St.  
Boise, ID 83735-0030  
Phone: 208-332-3575  
Fax: 208-334-6222  
Email: [boisemail@labor.idaho.gov](mailto:boisemail@labor.idaho.gov)

Canyon County:  
6107 Graye Lane  
Caldwell, ID 83607-8072  
Phone: 208-364-7781  
Fax: 208-454-7720  
Email: [canyoncountymail@labor.idaho.gov](mailto:canyoncountymail@labor.idaho.gov)

Emmett:  
2030 S. Washington St.  
Emmett, ID 83617-9450  
Phone: 208-364-7780  
Fax: 208-365-6599  
Email:  
[emmettmail@labor.idaho.gov](mailto:emmettmail@labor.idaho.gov)

McCall:  
299 S. 3<sup>rd</sup> Street  
P.O. Box 966  
McCall, ID 83638-0966  
Phone: 208-634-7102  
Fax: 208-634-2965  
Email: [mccallmail@labor.idaho.gov](mailto:mccallmail@labor.idaho.gov)

Meridian:  
205 E. Watertower Lane  
Meridian, ID 83642-6282  
Phone: 208-364-7785  
Fax: 208-895-8441  
Email: [meridianmail@labor.idaho.gov](mailto:meridianmail@labor.idaho.gov)

Mountain Home:  
1993 East 8<sup>th</sup> North  
Mountain Home, ID 83647-2333  
Phone: 208-364-7788  
Fax: 208-587-2964  
Email: [mountainhomemail@labor.idaho.gov](mailto:mountainhomemail@labor.idaho.gov)

Payette:  
501 N. 16<sup>th</sup> St. Suite 107  
Payette, ID 83661-0179  
Phone: 208-642-9361  
Fax: 208-642-7150  
Email: [payettemail@labor.idaho.gov](mailto:payettemail@labor.idaho.gov)

## Central and Eastern Idaho Offices

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Blackfoot:  
155 N. Maple  
P.O. Box 9  
Blackfoot, ID 83221-0009  
Phone: 208-236-6713  
Fax: 208-785-5036  
Email: [blackfootmail@labor.idahogov](mailto:blackfootmail@labor.idahogov)

Blaine County:  
513 N. Main St. Suite 1  
Hailey, ID 83333-8417  
Phone: 208-788-3526  
Fax: 208-788-3041  
Email: [blainecountymail@labor.idaho.gov](mailto:blainecountymail@labor.idaho.gov)

Idaho Falls:  
1515 E. Lincoln Road  
Idaho Falls, ID 83401-3653  
Phone: 208-557-2500  
Fax: 208-525-7268  
Email: [idahofallsmail@labor.idaho.gov](mailto:idahofallsmail@labor.idaho.gov)

Mini-Cassia:  
127 W. 5<sup>th</sup> Street North  
Burley, ID 83318-3457  
Phone: 208-678-5518  
Fax: 208-678-1765  
Email: [minicassiamail@labor.idaho.gov](mailto:minicassiamail@labor.idaho.gov)

Rexburg:  
1133 Stocks Ave.  
P.O. Box 158  
Rexburg, ID 83440-0158  
Phone: 208-557-2501  
Fax: 208-356-0042  
Email: [rexburgmail@labor.idaho.gov](mailto:rexburgmail@labor.idaho.gov)

Soda Springs:  
95 E. Hooper Ave. #20  
P.O. Box 576  
Soda Springs, ID 83276  
Phone: 208-236-6711

Magic Valley:  
420 Falls Ave.  
Twin Falls, ID 83301-3320  
Phone: 208-735-2500  
Fax: 208-736-3007  
Email: [magicvalley@mail@labor.idaho.gov](mailto:magicvalley@mail@labor.idaho.gov)

Pocatello:  
430 N. 5<sup>th</sup> Ave  
P.O. Box 4087  
Pocatello, ID 83205-4087  
Phone: 208-236-6710  
Fax: 208-232-0865  
Email: [pocatellomail@labor.idaho.gov](mailto:pocatellomail@labor.idaho.gov)

Salmon:  
1301 Main St. Unit 1  
P.O. Box 990  
Salmon, ID 83467-0990  
Phone: 208-756-2234  
Fax: 208-756-4672  
Email: [salmonmail@labor.idaho.gov](mailto:salmonmail@labor.idaho.gov)

# Websites / Resources

## *Disability Organizations*

**Comprehensive Advocacy, Inc. (Co-Ad)** – Assists people with disabilities to protect, promote, and advance their legal and human rights through quality legal, individual, and system advocacy.

Phone statewide toll free: 1-866-262-3462

Website: <http://users.moscow.com/co-ad/>

**Consortium for Idahoans with Disabilities (CID)** – Coalition of Idaho agencies and organizations concerned with issues affecting people with disabilities.

Website:

<http://www.idahocdhd.org/DNN/Default.aspx?alias=www.idahocdhd.org/dnn/cid>

**The Family Center on Technology and Disability** – The Family Center is a resource designed to support organizations and programs that work with families of children and youth with disabilities. They offer a range of information and services on the subject of assistive technologies.

Website: <http://www.fctd.info/>

**Family Support 360 Project** – An online directory of services, resources, and information designed to help individuals who have a disability and their families locate resources and supports in their own communities.

Website: <http://www.idahocdhd.org/dnn/idhelp/>

Link to information about Transition to Work - Website:

<http://www.idahocdhd.org/dnn/idhelp/Transition/tabid/802/Default.aspx>

### **Idaho Assistive Technology Project**

Phone: 1-800-432-8324 (toll free)

Website: <http://www.idahoat.org/>

### **Idaho Center for Assistive Technology**

Phone: (208) 377-8070

Email: [info@idahocat.org](mailto:info@idahocat.org)

Website: <http://www.idahocat.org>

### **Idaho Commission for the Blind and Visually Impaired**

Phone: 208-334-3220, toll free: 1-800-542-8688

Website: <http://www.icbvi.state.id.us/>

To find a regional office: <http://www.icbvi.state.id.us/OFFICES.HTM>

### **Idaho Council for the Deaf and Hard of Hearing**

Voice phone: 208-334-0879 or 1-800-433-1323

TTY phone: 208-334-0803 or 1-800-433-1361

Website: <http://www.cdhh.idaho.gov/>

**Idaho Council on Developmental Disabilities (ICDD)**

Phone: 208-334-2178 or 1-800-544-2433

Email: [tracy.warren@icdd.idaho.gov](mailto:tracy.warren@icdd.idaho.gov)

Website: [www.icdd.idaho.gov](http://www.icdd.idaho.gov)

**Idaho Division of Vocational Rehabilitation (IDVR)**

Phone: 208-334-3390

Website: <http://www.vr.idaho.gov/>

For regional offices go to: [http://www.vr.idaho.gov/VR%20Offices/vr\\_offices.htm](http://www.vr.idaho.gov/VR%20Offices/vr_offices.htm)

**Idaho Families of Adults with Disabilities (IFAD)** – information for families and adults about community resources.

Website: <http://www.ifad.us/tiki-index.php>

**Idaho Federation of Families** – focused on the needs of children and youth with emotional, behavioral, or mental disorders.

Website: <http://www.idahofederation.org/>

**Idaho Parents Unlimited, Inc.**

Phone: 1-800-242-4785

Website: <http://www.ipulidaho.org/>

**Idaho State Independent Living Council (SILC)**

Website: <http://www.silc.idaho.gov/>

**Idaho Task Force on the Americans with Disabilities Act (ADA)**

Phone: 208-344-5590

Email: [adataskforce@qwest.net](mailto:adataskforce@qwest.net)

Website: <http://www.dbtacnorthwest.org/idaho>

**National Alliance for the Mentally Ill (NAMI – Idaho)**

Phone: 1-800-572-9940 (in Idaho only)

Website: <http://www.nami.org/MSTemplate.cfm?MicrositeID=75>

## ***Employment***

**The Abilities Fund** – Provides assistance with business development and access to credit for individuals with disabilities working to start or expand a micro-business.

Website: <http://www.abilitiesfund.org/>

**About.com - Job Searching** – Offers a variety of resources and tools to help prepare for a job search.

Website: <http://jobsearch.about.com/od/resumes/a/reswork1.htm>

**Association for Persons in Supported Employment (APSE)** - The Network on Employment is a membership organization formed to improve and expand integrated employment opportunities, services, and outcomes for persons experiencing disabilities.

Website: <http://www.apse.org/>

**CareerOneStop** - U.S. Department of Labor-sponsored Web site that offers career resources and workforce information to job seekers, students, businesses, and workforce professionals to foster talent development in a global economy.

Website: <http://www.careeronestop.org/>

**Career Opportunities for Students with Disabilities** – Consortium of postsecondary institutions and employers which works together to improve career opportunities for students with disabilities.

Website: <http://www.cosdonline.org/index.shtml>

**The Center for Workers with Disabilities** - Technical assistance center for states enhancing or developing employment supports programs for working persons with disabilities; most of the 30 plus states supported by the Center are supporting employment supports development with Medicaid Infrastructure Grant (MIG) funds established under the Ticket to Work and Work Incentives Improvement Act of 1999 (P.L. 106-170).

Website: <http://www.aphsa.org/disabilities/>

**Disclosure Decisions Guide: To Get the Job** - Designed to help individuals with a disability choose whether to disclose (share) his or her disability with an employer. Primary factors to consider include whether accommodations will be needed on the job or whether a disability is visible or hidden. Other aspects related to the employer and the company may also influence your decision. Follow this disclosure decision guide to determine what will work best for you.

Website: <http://www.worksupport.com/research/viewContent.cfm/585>

**Employment Resource for Youth and Adults with Limited to No Reading Skills**

- Seven CD ROM resource designed for youth in transition from school to work, adults with disabilities, and individuals with limited reading skills. Your Employment Selections (YES) is a reading-free, job preference and career exploration program that shows tasks related to 120 different jobs using motion video on CD-ROM. There is a charge to purchase this program.

Website: <http://www.trisped.org> Select the "Transition/Job Selection" Tab.

**GettingHired** – A national employment and social networking portal which connects job seekers with disabilities with employers committed to hiring them.

Website: <http://www.gettinghired.com>

**Helping Young People Get a Headstart on Careers** - Online resources for youth seeking information about careers in science, technology, engineering, and math.

Website: <http://www.thefunworks.org/>

**Idaho Commission for the Blind and Visually Impaired**

Phone: 208-334-3220, toll free: 1-800-542-8688

Website: <http://www.icbvi.state.id.us/>

**Idaho Division of Vocational Rehabilitation**

Website: <http://www.vr.idaho.gov/>

For regional offices go to: [http://www.vr.idaho.gov/VR%20Offices/vr\\_offices.htm](http://www.vr.idaho.gov/VR%20Offices/vr_offices.htm)

**Job Accommodation Network (JAN)** – Free consulting services designed to increase the employability of individuals with disabilities.

Website: <http://www.jan.wvu.edu/>

**Partners in Employment** - Six hour self-study course designed to help people with developmental disabilities find meaningful jobs and plan a career. Course participants create a resume or portfolio of their strengths, skills, and interests; learn how to network and identify potential employers; prepare for an interview; and understand the hiring process. There are NO registration fees.

Website: <http://www.partnersinpolicymaking.com/employment/index.html>

**Social Security Online – The Redbook** - Guide to employment support for individuals with disabilities under the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs.

Website: <http://www.socialsecurity.gov/redbook/eng/main.htm>

**Youth@Work** - The United States Equal Employment Opportunity Commission's (EEOC) website for youth in the workforce.

Website: <http://www.youth.eeoc.gov/>

## ***Independent Living / Adult Services***

**Beach Center on Disability** – information and resources for individuals with disabilities and their families.

Website: <http://www.beachcenter.org/>

**Idaho Centers for Independent Living** – contact information for regional centers in Idaho. Website: <http://www.silc.idaho.gov/cils.htm>

**Idaho Department of Health and Welfare**

Website: <http://healthandwelfare.idaho.gov>

**Idaho State Independent Living Council (SILC)**

Website: <http://www.silc.idaho.gov/>

**National Council on Independent Living (NCIL)** – Advances independent living and the rights of individuals with disabilities through consumer-driven advocacy.

Website: <http://www.ncil.org/>

## ***Postsecondary Education/Training***

**AHEAD** – Association on Higher Education and Disability.

Website: <http://www.ahead.org/>

**DO-IT– Disabilities, Opportunities, Internetworking, and Technology** - Serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment.

Website: <http://www.washington.edu/doi/>

**Heath Resource Center** - Information for students with disabilities on educational disability support services, policies, procedures, adaptations, accessing college or university campuses, career-technical schools, and other postsecondary training entities. Also includes information on financial assistance, scholarships, and materials that help students with disabilities transition into college, university, career-technical schools, or other postsecondary programs.

Website: <http://www.heath.gwu.edu/>

**National Association of Blind Students** – National Federation for the Blind's division for college students who are blind.

Website: <http://www.nabslink.org/>

**National Center for Learning Disabilities (NCLD)** – Provides information and links to resources for students with learning disabilities.

Website: <http://www.nclid.org/>

**Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities** - Information in this free pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

Website: <http://www.ed.gov/about/offices/list/ocr/transition.html>

**ThinkCollege** – Provides information and links for anyone interested in college possibilities for students with intellectual disabilities.

Website: <http://www.thinkcollege.net/>

**White House Initiative on Educational Excellence for Hispanic Americans** – Resources for succeeding in college.

Website: <http://www.yic.gov/postsecondary/succeeding.html>

## ***School and Community Participation***

**DisabilityInfo.gov** - The federal government's one-stop Web site for people with disabilities, their families, employers, veterans and service members, workforce professionals and many others. A collaborative effort among twenty-two federal agencies. DisabilityInfo.gov connects people with disabilities to the information and resources they need to actively participate in the workforce and in their communities.  
Website: <http://www.DisabilityInfo.gov>

### **Idaho Department of Education**

Website: <http://www.sde.idaho.gov/>

**Inclusion Press** – Information about inclusion and person-centered planning.

Website: <http://www.inclusion.com/>

**National Dissemination Center for Children with Disabilities (NICHCY)** – Resources and publications for students and parents.

Website: <http://www.nichcy.org/index.html>

**Schwab Learning** – Resources for parents and students.

Website: <http://www.schwablearning.org/>

## ***Self Advocacy & Youth Leadership***

**Access Living Youth Center** – Part of the independent living movement

Website: <http://www.alyouthinfo.org/>

**Advocating Change Together (ACT)** – Self-advocacy resource network

Website: <http://www.selfadvocacy.com/>

**Association of Youth Leadership Forums (AYLF)** – Works to improve employment and independent living outcomes of youth with disabilities transitioning from high school by promoting the replication of the California Model: Youth Leadership Forum for Students with Disabilities (YLF). This site provides contact information of states that hold summer forums providing leadership training through this model.

Website: <http://www.montanaylf.org/?p=aylf>

**The Center for Self-Determination** - Includes articles, information and various publications on self determination.

Website: <http://www.self-determination.com/>

**411 on Disability Disclosure** – National Collaborative on Workforce and Disability  
This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives.

Website: [http://www.ncwd-youth.info/resources\\_&\\_Publications/411.html](http://www.ncwd-youth.info/resources_&_Publications/411.html)

**The Learning Community for Person-Centered Practices** – A global learning community for people with disabilities that fosters positive control over their lives. Website: <http://www.elpnet.net/>

**National Consortium on Leadership and Disability for Youth (NCLD Youth)** - Serves as a national youth-led information, training, and resource center. NCLD/Y has a four-pronged focus on working on developing leaders, developing the capacity of centers for independent living to serve those leaders, the capacity of the staff working directly with the leaders, and supporting the cadre of youth with disabilities-related organizations. Website: <http://www.nclid-youth.info/>

**National Dissemination Center for Children with Disabilities (NICHCY)** – A Student's Guide to the IEP. Website: <http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx>

**National Dropout Prevention Center for Students with Disabilities** - Provides technical assistance to assist states in building capacity to design/select and implement effective, evidence-based interventions and programs to address dropout among students with disabilities. Website: <http://www.ndpc-sd.org/default.php>

**National Youth Leadership Network** - The National Youth Leadership Network (NYLN) is dedicated to advancing the next generation of disability leaders. The NYLN promotes leadership development, education, employment, independent living, and health and wellness among young leaders representing the diversity of race, ethnicity and disability in the United States. NYLN fosters the inclusion of young leaders with disabilities into all aspects of society at national, state and local levels and communicates about issues important to youth with disabilities and the policies and practices that affect their lives. Website: <http://www.nyln.org>

**Norman Kunc & Emma Van der Klift** - Articles and information on best practices that help people work with people, not on them. Website: <http://www.normemma.com/>

**Partners in Policymaking** – Information for individuals and parents on advocating for themselves and others with disabilities. Website: <http://www.partnersinpolicymaking.com/>

**Person-Centered Planning Education Site** – Information on Person-Centered Planning, a process-oriented approach to empowering people with disability labels. Website: <http://www.ilr.cornell.edu/edi/pcp/>

**The Self-Determination Technical Assistance Centers Project** - Resources and information promoting self-determination practices for students with disabilities. Information for this site was gathered from four program sites identified as providing “exemplary practices” for promoting self-determination for students age 11 to 21 with mild, moderate, and severe disabilities.

Website: <http://www.sdtac.uncc.edu/>

**Self Determination Synthesis Project** - Resources on self-advocacy and self-determination. Website: <http://www.uncc.edu/sdsp/home.asp>

**Youthhood** – Designed especially for youth. It's a welcoming community for all youth and a place where all youth belong. Here youth can start thinking about what they want to do with the rest of their life. This Web site was built to help youth plan for their future. What will you do after high school? Will you work? Go to college? Live in a place of your own? By using this Web site, youth can plan for their future right now! Website: <http://www.youthhood.org/>

## ***Transition***

**Division on Career Development and Transition (DCDT)** –Council for Exceptional Children division which focuses on transition.

Website: <http://www.dcdt.org/>

**Idaho Falls Community Transition Team**

Website: <http://www.IFTransition.com>

**National Center on Secondary Education and Transition (NCSET)** -

Website: [www.ncset.org](http://www.ncset.org)

**National Transition Network** – publications and resources

Website: <http://ici2.umn.edu/ntn/default.html>

**Idaho Training Clearinghouse** – go to Learning Communities, Secondary Transition.

Website: <http://itcnew.idahotc.com>

**Idaho Transition Mentors** – Resource for teachers (Idaho Training Clearinghouse).

Website: <http://itcnew.idahotc.com/dnn/st/Mentors/tabid/202/Default.aspx>