

Thinking Beyond Entry Level Retail Careers: Transition for the 21st Century

How to reform transition for the
21st century for persons with
disabilities to achieve quality
lives.

Stephen Hinkle, M.Ed., Self-Advocate
PHD Student, Chapman University

June 2018

My Background



- Have Autism (Asperger Syndrome)
- Grew up in the Special Ed System
- Was in Segregated Classes till 4th Grade
- Inclusion from 5th grade till college
- Graduated College – BA in Computer Science from San Diego State University
- Obtained my masters from Northern Arizona University in Disability Policy Studies
- International Speaker for 19 years and have presented in 24 states, plus Washington, DC and Australia
- PHD Student at Chapman University

Stephen Today



**Stephen in Perth, Australia
May 2016**

- Working on becoming a **national advocate and full time speaker**
- **Own my own car** (2007 Honda Civic)
- **Now Living on my own!**
- Have **travelled all over the USA and to Australia**
- I am **my own guardian**
- **Just accepted to the PHD program at Chapman University!**

P.S. my mom was told when I was little to institutionalize me! Boy where those psychiatrists wrong!

What is the Historical Pathway for Post-High School Transition been like for Young Adults with Disabilities?



Where do we go from Here?

History of Traditional Transition



For Kids to learn **Functional Skills** their last years of high school such as bus access, life skills, and work skills

For Kids to attend **transition programs** on high school campuses till **age 21 or 22** and not **graduate high school**

To get an **entry level job** in the workforce, at **minimum wage pay or less**

To prepare them to live in **segregated group homes** or other housing.



Is this expectation built for today's time?

Is it Time for the Traditional Transition Model to Face the Wrecking Ball?



- SHELTERED WORKSHOP
- GROUP HOME
- ISOLATED LIFE
- MINIMUM WAGE JOB

What could a new model look like?

- This is the question many people in the disability field are starting to ask.
- Trends have shifted in **outcomes and expectations** for those with disabilities in:
 - Career Paths
 - Preference for Community Life over Group Homes
 - Continuing Education Beyond the 12th Grade
 - Lifestyles
 - Adult Life
 - Millennial Culture

The 21st Century Pathway Model

- **The years after high school can include any of the following:**



- College / Postsecondary Education
- Learning a Trade
- Independent Living Skills
- Job Skills
- Job Training
- Adult Social Life Activities
- Bus Access
- Driver Education
- Dating / Romantic Life
- Long Term Relationships
- Raising a Family
- And Much More!

State of Transition in 2018



- People with disabilities are taking on **many new roles in society** and **exploring many new career paths**. **How can we best prepare for this change?**



- Are **outside forces in the job** and **housing marketplace** forcing **big changes** to the **current transition model?**



- How **sustainable** is the **current model of transition?**

State of Transition in 2018, continued.



- **More People with disabilities going to college**
- **More people with disabilities are now employed in jobs with living wage salaries**
- **People with disabilities are getting married and/or having kids of their own**

From a Model of Control to a Model of Autonomy

AUTONOMY



**THE DESIRE TO
BE SELF DIRECTED**

- **A Movement in transition is taking place toward a model of:**
 - Independence
 - Autonomy
 - Adult Decision making
 - Person Centered Planning
 - Empowerment
 - Leading a normal Life
 - Self Determination
- **Community life is being preferred over group homes**

New HCBS Regulations for Supported Living and Group Homes



- **Locked Facilities are no longer the norm!**
- Person has the **keys to go in/out any time**
- Access to **Food anytime**
- **No Restrictions on Visitors and Guests**
- **Fully Accessible**
- **Autonomy in Scheduling of daily activities**



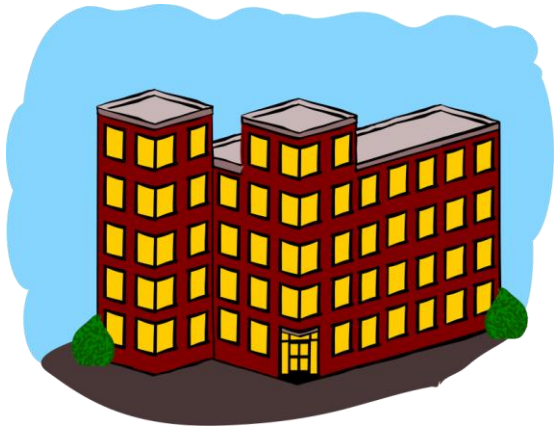
Market Factors Affecting Transition Today



- **Rents going up all across the USA**
- **Average cost of Living in many cities exceeds SSI/Medicaid Asset Caps**
- **Job Markets Changing**
- **Retail Sector declining**
- **Number of Entry Level Jobs that do not require a HS Diploma Plummeting**



Average CA Apartment Rents Today Per Month



- Bakersfield: \$941
- Danville: \$2263
- El Centro: \$782
- Fresno: \$990
- Los Angeles: \$2265
- Marysville: \$856
- Orange: \$1979
- Redding: \$901
- Sacramento: \$1292
- San Bernardino: \$1145
- San Diego: \$2044
- San Francisco: \$3735

How many of these at 3X the rent to qualify to rent from a landlord would exceed the \$2000 Medicaid and SSI/SSDI Income / Asset Cap?

Common Landlord / Bank Qualifications for An Apartment or Mortgage



- **Income at least 3-4 times the rent**
- **Qualifying Credit Score and History**
- **Rental History**
- **References**
- **Security Deposit** (often one months rent or more depending on credit or rental history)

We need to make sure our persons with Disabilities can qualify!

Types of Careers many 18-22 Transition Programs Traditionally Focused on



- Grocery Bagger
- Greeter
- Retail Sales Clerk
- Thrift Shop Worker
- Food Service Worker
- Coffee Cart
- Flower Sales
- Janitorial
- Hotel Maid
- File Room Assistant

Is the number of these jobs growing or shrinking in the workforce?

The Days of Easy Entry Level Jobs are Over



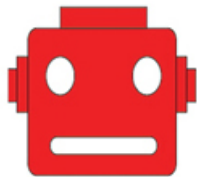
SAFE

Recreational therapists
Social workers
Audiologists
Dietitians and nutritionists
Choreographers
Physicians and surgeons
Psychologists
Dentists
Elementary school teachers
Set and exhibit designers



MEDIUM RISK

Police, fire, and ambulance dispatchers
Installation, maintenance, and repair workers
Court reporters
Dental assistants
Architectural and civil drafters
Rotary drill operators - oil and gas
Massage therapists
Commercial pilots
Customer service representatives
Transit and railroad police



HIGH RISK

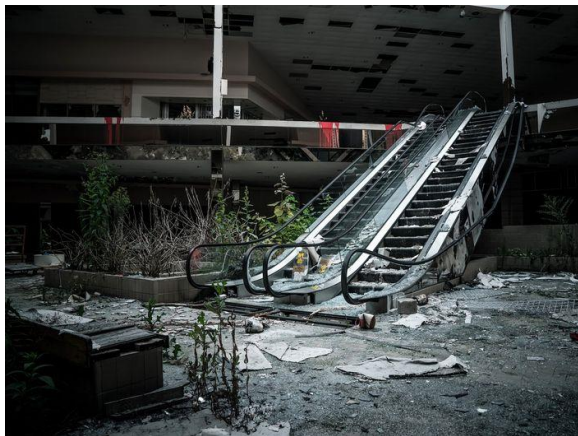
Cooks, restaurant
Dental laboratory technicians
Pesticide handlers, sprayers, and applicators - vegetation
Cashiers
Real estate brokers
Hosts and hostesses - restaurant, lounge, and coffee shop
Legal secretaries
Library technicians
Tax preparers
Telemarketers

- Automation is replacing human labor in many industries

- Online shopping is reducing the number of retail stores

- To prepare for this shift in the marketplace, transition programs need to make a big shift in policy!

The Retail Industry is Declining



See the YouTube Channels [ThisisDanBell](#), [Ace's Adventures](#), [Retail Archeology](#), and others for videos of dying and empty malls.

- **Over 10,800 Retail Stores have closed** in the USA in 2017-2018 leading to the **loss of over 100,000 retail jobs**. **Likely this trend will continue in the future.**
- **Entire Shopping Malls all across the USA are closing, becoming vacant and dying**
- **Credit Suisse reports that 25% of the shopping malls in the USA could close in the next few years**
- **Online shopping and millennial spending habits are changing the landscape of how and where shopping is done.**

Retailers that have Closed Significant Numbers of Stores Recently



Wet seal

SoCAL · 1962

ANN TAYLOR

JCPenney



MICHAEL KORS

Brookstone

GameStop
POWER TO THE PLAYERS®



THE LIMITED



GANDER.MTN.
WE LIVE OUTDOORS

GYMBOREE

American
Apparel®

GUESS

rue21®



CVS
pharmacy

chico's

STAPLES®



Abercrombie & Fitch

bebe

Retailers That Have Gone Belly Up or Filed Bankruptcy Recently



Many others are at high risk of bankruptcy or closing today!



Some Thrift Stores are Closing Down



“This is an Ikea and Target generation. They live minimally, much more so than the boomers. They don’t have the emotional connection to things that earlier generations did,” she notes. “And they’re more mobile. So they don’t want a lot of heavy stuff dragging down a move across country for a new opportunity.” (Mary Kay Buysse, 2017).

- **Some charities are closing their thrift stores due to rent costs, a shift in the retail landscape, and wages.**
- **Millennials are less interested in family heirlooms** and more into cheap new things.
- **Even Goodwill Industries is starting to evolve their job training programs into other trades in some cities**

Lessons from The Retail Dive



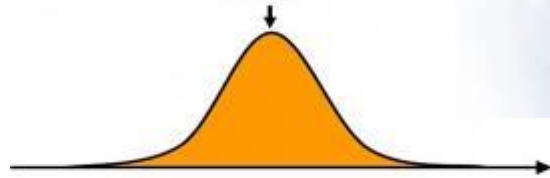
There still may be some stores around for the foreseeable future, but the number of them and size of the average store will decline leading to a smaller job market in this industry!

- **The days of “Easy Retail Jobs” are coming to an end!**
- **Smaller Stores are going to be the norm!** Many retailers today are opting for smaller stores resulting in a **much fewer number of shelves to stock!**
- **It is important for job programs to focus on diversification of career fields.**
- **Self Checkout and E-checkout is becoming common leading to less jobs for greeters and checkers.**

21st Century Market Factors

Wake up!!

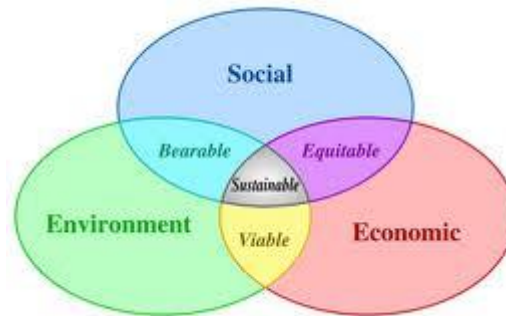
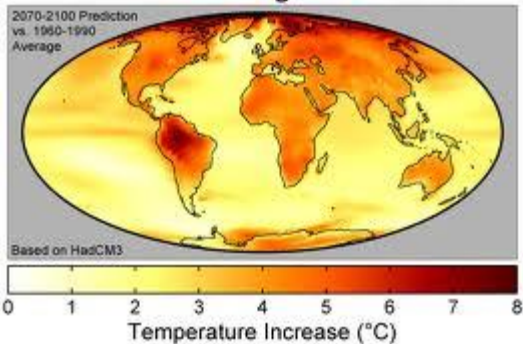
We are here



Peak Oil



Global Warming Predictions



- Re-localization
- Resource Depletion
- Food
- Farming
- Pollution
- Wars
- Sustainability
- Defense
- Technology Changes
- Peak Oil
- Water
- Energy
- Global Warming
- Population Growth
- Transportation

These factors will have an impact everything in our everyday lives and will change the job market and the way our economy is run!

Cuts to Funding



Unfortunately Disability Services is usually one of the first things on the budget chopping block and we have to be prepared for cuts!

- **Tax Cuts and Jobs Act led to significant Medicaid cuts**
- **Section 8 Wait Times getting Longer and Longer**
- **Only solution is to get more people with disabilities out of Poverty**

Parents Passing Away in a De-institutionalized Generation



Will a adult with a disability be prepared for supporting him/her self and have a quality life when his/her mom and dad aren't around anymore?

- Issues related to **parents passing away** in a de-institutionalized generation
 - **Support Systems after parents leave**
 - **Asset Transfer without losing services**
 - **Guardianship transfer after parents die**
- **Estate Planning, Retirement Planning and others of Senior Citizens with Disabilities**

Building a 21st Century Transition Model will mean going back to the Drawing Board



Preparing for and navigating a 21st century transition is going to require radically different planning strategies than the old model and will require giving students and parents new advice and educating them on new practices.

- **A new model is emerging based on the following:**
 - **Choice**
 - **Autonomy**
 - **Independence**
 - **Ending the culture of poverty**
 - **Removing barriers for people with disabilities to reach their full potential**

21st Century Transition Planning is about exploring pathways



- **choosing one's own path in life**
- Planning out one's **goals, interests, and desires for the path you want to take**
- Selecting **the programs, supports and services** that will assist the person along the way.

Building a new Post-High School Transition Model requires out of the box thinking in Policy



■ Changes in advice given to clients and parents needs to occur at all levels:

- School Districts
- Transition Programs
- IEP / ITP Meetings
- Job Programs
- Regional Centers
- Department of Rehabilitation
- And Many Other Places

Transition is about deciding one's road ahead in life



- **Think about what path the person wants to take in life!**

- A year from now?**
- 5 Years down the road?**
- 10 Years down the road?**

High School Prep for Transition



Issues to Consider:

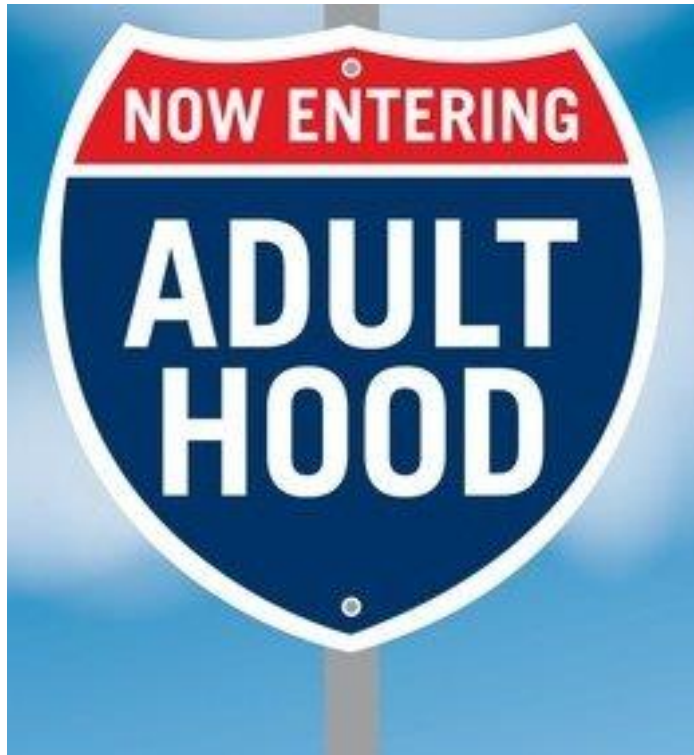
- **Diploma or certificate?**
- **Does client want to pursue additional schooling or not?**
- What role(s) does the person **want to do in society?**
- **Job Possibilities / Field of Employment?**
- **Living Considerations** in the near future and **independent living skill needs?**
- **Recreation / Leisure Activities / Hobbies?**
- **Other Goals?**

Taking a Holistic Approach to Transition



- **A Life in harmony**
- Balancing your **stress level**
- Achieving a **balance between work and fun**
- Not **overworking yourself**
- Being able to get **sufficient rest, exercise, relaxation, play, and fun** to maintain **good health**
- To Be able to have **a life that is worth living!**

Becoming an Adult is about Civil Rights and Choice



- **Being part of society**
- **Having the right to make decisions**
- **Taking Responsibility for the decisions you make**
- **Realizing all decisions in life have benefits and consequences, both positive and negative**

Adult Rites of Passage



**Be responsible and liable
for the consequences of
the person's own actions!**

- Voting
- Living on one's own
- Owning Property
- Owning and Driving a Car
- Managing your own Money
- Obtaining Credit in your name
- Signing Contracts
- Taking Physical Risks
- Gambling
- Make Purchases Online
- Staying out after Curfew
- Working Full Time
- Traveling
- Dating and Engaging in Sexual Relationships
- Parenting a Child
- And Others

Dignity of Risk



DUTY
BREACH
CAUSATION
+
DAMAGES

NEGLIGENCE



- It is important to **embrace the dignity of Risk and allow persons with disabilities to take some risks in life!**
- **The greatest Risk in Life is not taking one!**
- **Model Making Responsible independent decisions when taking risks**
- **Try before presuming “I can’t” but do so with responsibility and safety in mind.**

The new model of transition embraces the dignity of risk and is a shift away from the “fear of injury and liability” model.

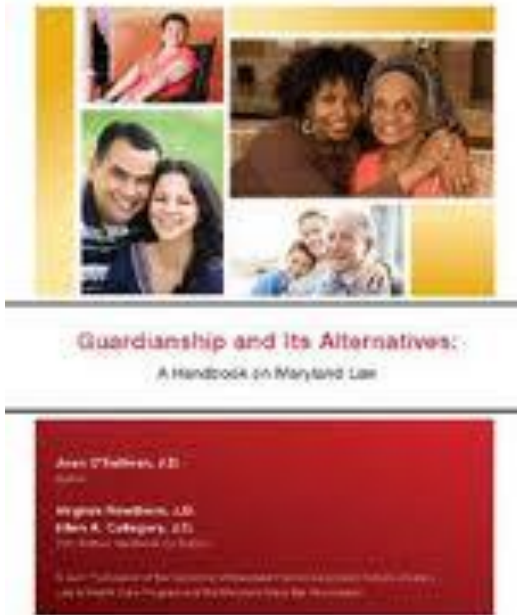
Parents need to learn to not overprotect and not over shield!



- **Allowing a person with a disability to have as many normal rites of passage is paramount!**
- **Taking some risk in life is natural**
- **Teenage Rebellion is Natural**
- **Realize that mom and dad are going to pass away in their child's life** and the young adult needs to be prepared to handle the world
- **Allowing maximum autonomy while being safe should be emphasized**

The new model of transition will require **parents to take an empathetic view** of **their adult child with a disability learning and trying "grown up" things**

Guardianship Alternatives

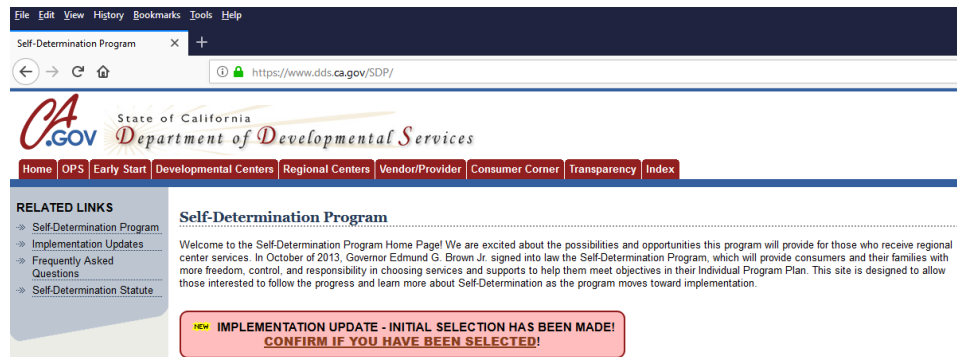


It is important to allow the person with special needs to be able to make as many decisions about his/her life that he/she can responsibly handle!

OBTAINING GUARDIANSHIP SHOULD BE A LAST RESORT!

- **Keeping some or all the persons adult rights in tact!**
- Giving the **young adult the benefit of the doubt** before guardianship is obtained
- Young adult **grants permission or consent** for parent involvement
- **Powers of attorney** granting parent or advocate involvement
- Young adult **consults with an attorney** on a legal issue
- **Partial guardianship** of **some decisions while granting full rights on others**
- **Special needs trusts**
- And More

California's Self Determination Program



- **Pilot of 2500 individuals starting this fall**
- **Within three years anyone who is eligible for regional center services will be able to enroll in program.**

- **Run by DDS and Regional Center**
- **Allocates consumer a pool of money based on needs**
- **Allows Consumer via Fiscal Manager to:**
 - **Choose and pay their own vendors**
 - **Hire their own staff**
 - **Fiscal Manager can act as co-employer in some cases**
- **Fiscal manager pays bills and sometimes handles background checks, payroll and taxes.**

Why Self Determination is the Future of Disability Services



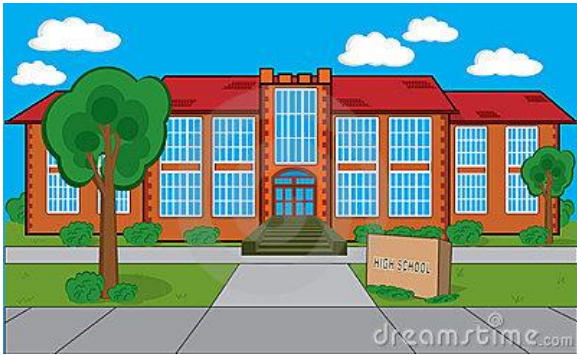
- Allows **person to have choices**
- Focuses on a **high Quality of Life**
- Allows the Choose **the direction they want to take their life**
- Embraces the **Dignity of Risk of one's choices**
- **Allows a person to pick and hire whom they need to succeed and thrive**, not just pick from a few vendors on a list.
- **Self Determination through the Regional Center is currently in the pilot stage and will be available to everyone in California in a few years**

Changes in Policy at the High School Level to make the new model work



- **Functional Skills non-diploma track placement should be last resort**
- **Both academic and Career Tech Ed Classes should be recommended for special education students**
- Time to bring back **family & consumer science and industrial arts as general education graduation requirements** to implement life skills for ALL STUDENTS.

Give persons with disabilities a chance to try High School Coursework Before Presuming “I Can’t do that”

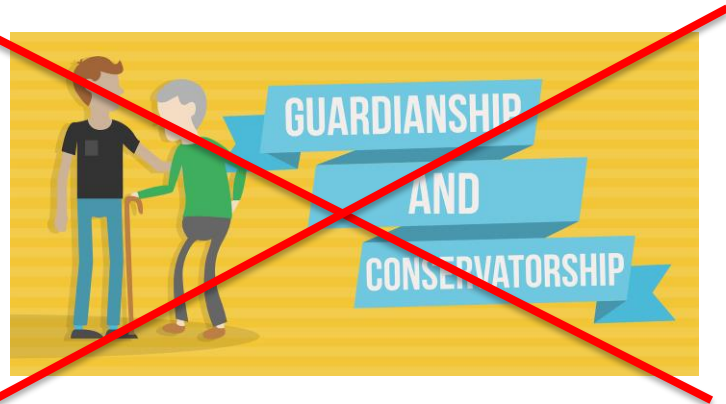


- **HS Students should try the courses they are capable of including academics for credit**
- **Do not limit a persons potential**
- **Those capable of getting a diploma should be allowed and encouraged to go for or try for one!**
- **Don't “rubberstamp” non-diploma track at grade 9** Decide at grade 11, not grade 9 after the person has had a chance to try HS classes for general education credit!

More Policy Advice for High School Transition Teams



- Schools should advise parents and students with disabilities on the options for their post-high school experience and the various pathways one can explore after high school including college and various career paths.
- Schools should cease advising parents to obtain limited guardianship of their child with a disability when they turn 18.
- Instead they should advise parents to evaluate the child and the **benefits and risks of keeping one's adult rights in tact and that it is better to keep in tact as many rights as possible.** This decision should not be made lightly. **Guardianship should be a last resort.**



Pathways After High School

There are **many pathways** one can choose to take depending on you're the direction they want to take their life after high school:



- **Graduate with one's HS Class** at age 18 (**standard academic diploma track**)
- Take **extra years of High school** up to **age 22** (For **functional skills** and/or **academics at a slower pace**)
- **One can do their age 18-22 years in another setting** (such as a **college**, **university**, and/or **vocational setting**).

Pathways After High School



**Funding
Sources**



*College
Bound*



**Consider your pathway
very carefully!**

- The **pathway you choose after high school** will determine which options you have available to you for:
 - **Staying in the school district** after **age 18** or **grade 12**
 - **Service Eligibility**
 - **Funding Sources**
 - **Post-Secondary Education Admission Options**
 - **Career Path Potential**

Jobs and Internships



- Finding a job is an important factor of transition, and will be the **mainstay of the person's life**, in many cases, for their **next 40 or 50 years of life**.
- Many people with disabilities have **marketable gifts, and their talents can be very useful** in many kinds of specialized jobs!
- There is a good chance that one will have to **change jobs many times** over their lifetime, with the way the market and technology changes.

Think beyond Food, Filth, and Flowers!



- **Allows people to use their own TALENTS** by picking the career and workforce sector they like.
- **EARNING A LIVING WAGE** is necessary to survive in the community.
- **People with disabilities often have talents that can be better used** in other career areas.
- Many people want to **move on to better careers when they get older**

The Problem with Sheltered Workshops



Sheltered
Workshops
vs.
Sweatshops

- **Often pay less than minimum wage**
- **Isolation**
- **Promotes Ableism**
- **Little Career Choice**
- **Exploitation**

- **If you can qualify for a better career, choose it over a sheltered workshop!**

A Focus on Competitive Employment With Living Wage Salaries Needs to be a Priority



- **Enables Self Support Without SSI or Medicaid Funding**
- **Professional Careers**
- **A Higher quality of life for the person**
- **Allows the person to enter middle or wealthy class society**

Can People with disabilities work in many different types of career paths?

- The **answer is a big “YES”**.
- **Job support teams need to focus on the persons strengths and talents** and allow them to **expand on their strengths and talents** and **figure out ways the workforce can use them.**
- **Starting entry level may be OK** but one needs to focus on the fact that this **might not be the career you may have later in life**



Career Planning Needs to Start with One's Interests and Talents

- Look at **ALL the things the person can offer to an employer** in terms of their:



- Passions**
- Strengths**
- Talents**
- Gifts**
- Skills**
- Abilities**

Step two: How to Determine the Best Career Path for Someone with a Disability



- **First start with the list of skills, strengths, talents and passions you identified**
- **Seek out ALL the occupations that those skills and talents be used in the workforce**
- **Determine which industries or career fields seem appealing to the person**

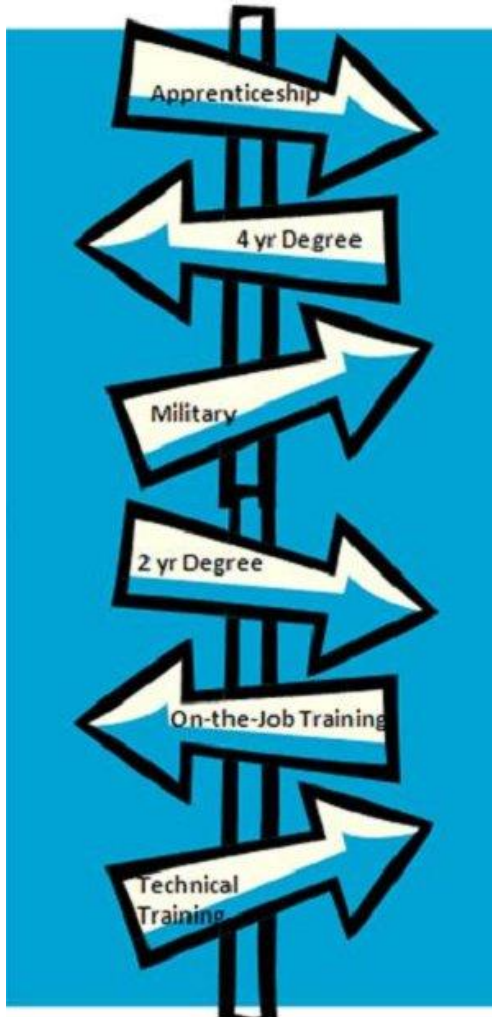
Next, See where those skills can be used best



- **Reach out to the workforce** in **those industries** that can **use the skills the person does best**. Sometimes you will get a **response quickly**.
- **Apply for careers in the fields you have identified suit the person best**
- Focus on **strengths, not deficits** when **career planning**.
- **Careers need to be enjoyable and challenging for the person and in a field the person likes.**



Expanding your Career Options



- Keep in mind that **Living Wage Career Path Potential** exists even if you have a disability.
- **college, trade school, and others are viable options for people with disabilities who want to expand skills or change job fields.**
- **Be opening to trying many career paths to find which careers you like or do well.**

For clients with Professional Career Goals



- **Do not discourage high paying jobs if that is a persons goal**
- **Encourage the person to research what it takes to qualify for such a job**
 - **Post-Secondary Education Requirements including attempting an advanced degree**
 - **Prior Field Experience**
 - **Job Training in the Field**
- **Let the client decide if they want to pursue the career path or not**



Recommendations for Staff of Transition and Job Programs

- **Don't steer people with disabilities towards low wage jobs in an industry or non-credit job training programs solely because they have a disability or because the agency works with a certain employer.**
- **If a person wants a higher paying and/or professional type job, allow and encourage the client to attempt the requirements for the career path even if it means:**
 - Going to college on a for-credit degree track for a number of years, including obtaining associate, bachelors, masters, and/or doctoral degrees.
 - Learning a trade, vocational knowledge, and/or technical skills
 - Learning Advanced Level Knowledge in a Field
 - Attempting to take classes on a harder track academically to prepare than the easiest track offered.
- **It is better to allow the person to attempt and fail rather than deny them the chance to succeed in the career path of their dreams!**

Industry Sectors



Illustration by Chins Gash

- Arts
- Agriculture
- Aviation
- Biotech
- Construction
- Education
- Engineering
- Hospitality
- Legal
- Manufacturing
- Marketing
- Retail
- Service
- Technology
- Television / Film / Media
- Transportation
- And Many Others!

Interview Skills



To Employers: adapting the interview Process may be a good idea for some Applicants with disabilities.

To support agencies: Model interviews and mock interviews can help one practice

- **Persons with autism and other disabilities often struggle with job interviews**
- **Part of this is due to lack of knowledge of subtle cues and unwritten rules**
- **It is a good idea to model these skills before one goes into an interview**

Other Career Tips

- **Avoid career paths that the person does not like or cannot perform well in when possible**



- **Don't always take a job offered** just because it is **convenient for the job support agency you are working with.**
- **Think beyond "Food, filth, and flowers".**
- **Always try** before saying **"you can't do that because you have a disability".**

Careers Change Over Time!

*"Millennials will have an average of **15-20 careers** over the course of their working lives"*

-Forbes Magazine, 'Job Hopping the New Normal' for Millennials, 2012



*"The vast majority of Millennials (90%) **do not plan to stay** with any given employer for more than five years."*

Source: New Direction Consulting
A five year survey of Millennials conducted by Adam Kingl and Richard Hytner
printed in the Guardian

- **A person alive today will likely change careers many times over the course of a their life.**
- **Realize that when a person gets older, they often want to move on towards a more advanced career.**
- **Be prepared to change careers throughout your life. The days of “a job for life” within a company are over**

Job Support agencies need to adapt to people's changes in career paths!

Staying under the Medicaid Asset Cap grants you free benefits but creates a barrier to advance further



- **Medicaid \$2000 Asset Cap (\$3000 for Couples) allows eligibility for:**
 - **Eligible for Free Health Care and Certain Other Services**
 - **Eligible for SSI in some cases**
 - **Eligible for Section 8 Housing in some cases**
 - **Services are free but sometimes can turn into an estate debt at death**
- **Ability to earn living wage or own assets limited**



Going the Living Wage Route



At what point do the benefits of taking a job with an living wage or above poverty salary outweigh the public benefit eligibility losses?

- **Going the living wage route has many benefits and allows a person many more choices for:**
 - Housing**
 - Hobbies**
 - Lifestyles**
 - Recreation**
 - Quality of Life**

- **However, going this route may mean the following:**
 - Possibly losing access to SSI,SSDI, section 8, and some Medicaid services**
 - Having to pay market rate rent for housing and using your own money for some support services**

Is it ever worth advising a client to get off SSI or Medicaid or losing public benefits in exchange for a higher wage career?



- **YES! Advise the person to advance in most cases.** Careers with living wages should be seen as an opportunity for the person to grow and prosper their career!
- If a person is over the Medicaid limit, an ABLÉ account should be opened to get around the limit if needed.
- Sometimes it is worth paying for some services if it gives the client a chance to get into the middle class

Post-Secondary Education Options



- **Community College**
- **4-Year University**
- **Learning a Trade**
- **Vocational School**
- **Adult Education**
- **Others**

Evaluating Post-Secondary Possibilities



- It is a good idea to **go visit colleges or trade schools you are** interested in attending
- Colleges **do vary in many ways** from **programs offered, to sizes of campuses, to campus culture of living and learning**
- **Admission requirements** for students with special needs differ from college to college, too
- It is a good idea to check out a **college's disability services** they provide when visiting



College Selection Factors



- Admission Requirements
- Majors / Minors Offered
- Programs Offered
- Course Requirements for a Degree or Certificate
- Academic Ratings
- Tuition
- Financial Aid
- Disability Services
- Distance from Home
- Housing (Such as Dorms and Apartments)
- Sports / Recreation
- Campus Life
- And others according to your own criteria

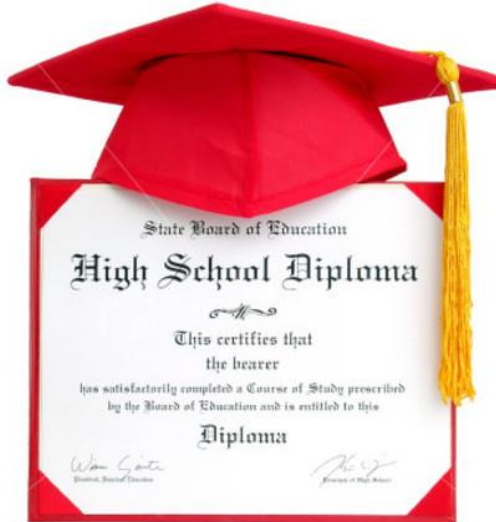
Community College vs 4 Year University

	Community College	Four Year University
Admissions	Open Admission	Strict Requirements
Standard HS Diploma Needed For Admission	No (May Require Remedial Coursework without one)	Yes
Workload	Generally Easier	Generally Harder
Degrees Obtainable	Associate	Bachelors, Masters, Doctorate
Courses Transferable	Most	Most
Campus Size	Generally Smaller	Generally Larger
Programs Offered	Varies by College	Varies by University

4-Year University Admission Requirements



SAT



- High GPA
Standard High School Diploma (non-Special Ed Diploma) or completion of community college.
- Specific High School Courses
- Qualifying SAT/ACT Score
- Essay
- Pass Competency Tests in English and Math

How College is Different from K-12



- **100% Inclusion** (No Special Ed Classes unless you are a SPED major!)
- Colleges require a **significant amount of independent study, research, and writing** among students to pass
- **No Bells or Roll Call** in most cases
- **Disability accommodations** may need to be **arranged and followed up on** by the student throughout the year with professors.



Courses – Audit vs Credit

	Audit	Credit
Good For Trying Out and Exploring what you are good at	Yes	No
Counts toward GPA	No	Yes
Course Counts Towards a Degree	No	Yes
Requires Taking Course a Second Time if passed to get credit	Yes	No

Accommodations at College



- Test Accommodations
- Accessibility
- Interpreters (sign, Facilitated Communication, etc)
- Tutoring
- Help with Reading / Writing
- Help with Independent Living
- Assistive Technology
- Priority Registration
- Reduced Course Load
- Longer time between classes to move around
- Curriculum Modifications (If College Allows)

Note: IDEIA does not apply to colleges.
Only **section 504 of the Rehab Act** applies.
However, all colleges must provide accommodations to accept Federal Financial Aid

Dorm Life - Advantages



- Many colleges do **allow people with disabilities to live in dormitories**, apartments, or other college housing.
- Living alone (or with a roommate) can be a **good step towards independence** and a good life
- Good opportunity to learn functional skills in an inclusive setting
- **Greater social opportunities** for making friends
- Closer to Campus
- RAs and roommates provide natural peer supports

Independent Living Skills



- Cleaning
- Housekeeping
- Gardening
- Cooking Meals
- Maintenance and Repair
- Budget / Money
- Paying Bills
- Daily Routines (Trash out, etc)
- Roommate / Spouse Cooperation

Learning Independent Living Skills inclusively



- I believe that **Independent Living Skills** are just as necessary as academics for today's job market!
- There are many ways **to learn these skills**, such as:
 - Family & Consumer Science Classes
 - Learning these skills at home
 - Learning these skills from friends
 - Dorm life at College
 - And many other ways to learn them!
- One should not have to sacrifice their HS Diploma or path to college to learn them!

Other things to Consider in Transition



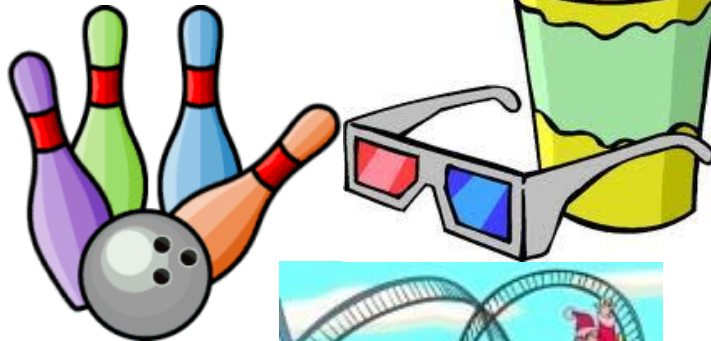
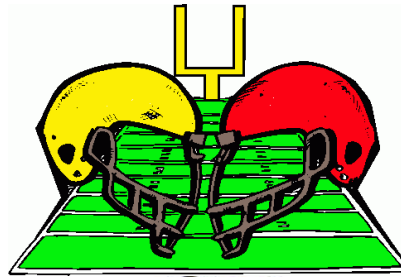
©bnpdesignstudio * illustrationsOf.com/210231

- **Your Support Needs**
- **Finding a place in Society**
- **Community Groups you want to be a part of**
- **Recreation and Fitness**
- **Leisure Activities**
- **Hobbies**
- **Roommates**
- **Friendships**
- **Dating, Romance, and Sexuality**
- **Marriage**
- **Starting a Family**
- **And More**

Leisure Activities

■ Common Leisure Activities:

- Shopping
- Amusement Parks
- Bowling
- Going out to Eat
- Clubbing
- Hosting
- Dating
- Parties
- Recreational Activities
- Sports
- Hobbies
- Theater / Plays
- Concerts
- Retreats
- Movies
- Vacations / Traveling
- And More



Leisure activities and the supports / direct instruction required for them essential element of any transition plan!

Relationships



- At the adult level is where **mid to long term relationships form**. Many people at this level often **become friends for life**.
- Building relationships at this level is essential to insure **support and friendship, throughout adulthood**.
- We **cannot rely on our parents forever**, so we need to expand further, as it will broaden our horizons and opportunities, to have **support during both good and bad times**.

Dating and Disability



- **Building relationships** can be an essential part of adulthood
- **Persons with disabilities can find love too**
- We need to build **adequate support systems for relationships to happen.**

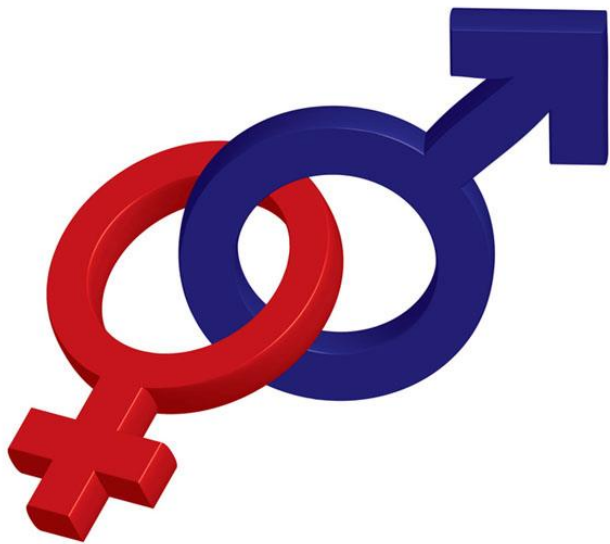
Dating and Romance and Disability

There is a lot that happens “**behind the scenes**” when **romantic relationships form**, such as during:

- **Evening and Late Night Hours**
- **In Public Together**
- **Long Talks on the Phone**
- **Weekends**
- **At Home**
- **Behind closed bedroom doors**
- **During Private Times**



Myths or Reality?



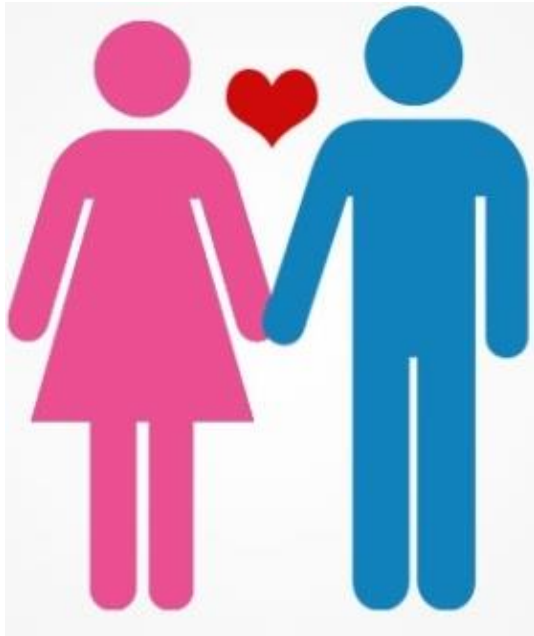
- All persons with **disabilities are asexual**
- Persons with **disabilities do not want a romantic relationship**
- A **person with special needs cannot consent to a sexual or romantic relationship**
- A person who is **non-verbal** or **uses an augmentative communication system cannot achieve a romantic or sexual relationship**
- All persons with a disabilities are **incapable of parenting a child**

Romantic Life Skills



- **Differences from normal friend**
- How to **get a Boyfriend / Girlfriend**
- **Exclusivity**
- **Mannerisms to express your desire for deeper relationship**
- **Intimacy Skills**
- **Sex Education**
- **Living Together and sharing a bedroom**

Preparing People for Romance



- Understand the **Pleasure Side** of **romantic relationships**
- Proper **Dating Skills**
- How to **express the desire** to start such **a relationship** with someone
- Proper **Romantic Touches** and **subtle cues** and how to recognize signs of interest, love, and affection and how to show them back.
- The **chemistry** of the **path** from meeting to **first date** to **engagement** to **marriage**

Think about the type of person you want to live your life with



- Which Factors are you willing to **give or take** a bit on when it comes to a partner?
- Which factors are **deal breakers** or are **non-negotiable** when it comes to a partner?

- Age Range
- Personal Background
- Intelligence
- Personality Type
- Occupation(s)
- Looks or Prettiness
- Cultural Background / Ethnicity
- Hobbies / Interests / Free Time Activities
- Drinker / Smoker or not
- Mannerisms
- Housekeeping Policies at Home
- Day vs Night Person
- Views on Various Issues
- Religious Preferences
- Wants to have children or not
- **Others according to your own criteria**

Why Romantic Partners are a good option for people with disabilities



In many cases, a couple in love is a much better arrangement for supports as it costs the government nothing and is a natural arrangement.

- **Romantic Relationships can enable Happiness**
- A Romantic Partner **could be one's best natural support you could ever have**
- People with disabilities may **want to have families of their own**
- If **both people work, this allows combining income toward rent and other expenses**

What a Successful Adult Life Outcome Can Be!



- **A Career I Choose and Enjoy**
- **A good Home to live in with the persons I want to live with**
- **A Social Life**
- **Having Hobbies**
- **Having Friendships**
- **Having a Dating Life**
- **Joining the social, community or recreational groups I want to be a part of**
- **Freedom to Make Adult Decisions**



My Contact Info

Stephen Hinkle

P.O. Box 420496

San Diego, CA 92142

(858) 603-0287

stephen@stephen-hinkle.com

I am available for speaking engagements and presentations, just contact me.