

Preparing Young Adults with Down Syndrome for Life After High School



Introductions



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Objectives

Objective 1:

Attendees will be able to develop meaningful transition goals for young adults with Down syndrome regarding independent living, employment, and social skills.

Objective 2:

Attendees will be able to evaluate critical criteria to identify which post-secondary education program would best meet the individual needs of their son/daughter.

Objective 1:

Attendees will be able to develop meaningful transition goals for young adults with Down syndrome regarding independent living, social, and employment skills.



Creating Goals



Transition goals may include:

- Independent Living
- Employment
- Social

Collaborate with:

- Family/Student
- Educational team
- Community

Students should begin attending their IEP meetings by the age of 16 if not before.

Independent Living

Sample Goals:

Complete daily responsibilities independently

- Chores (basic cleaning skills)
- Hygiene
- Medication

Prepare basic meals

- Breakfast
- Pack lunch

Follow a routine/schedule

- School, work, extracurricular activities

Make choices

- Clothing
- Interests
- Healthy diet and exercise

Problem Solve

- In case of emergency
- Conflict resolution
- Daily tasks



Social

Sample Goals:

Social Interaction

- Appropriate interactions with others
- Schedules plans with others
- Identify interests

Communication

- Self-Advocacy
- Appropriateness with phone (calls, texts, social media)

Community Involvement

- Clubs and organizations
- Recreational activities
- Church
- Volunteer opportunities



Employment

Sample Goals:

Communication

- Interview skills
- Appropriate conversations
- Social interactions (coworkers vs friends)

Personal Care

- Dress (work uniform)
- Appropriate hygiene

Work Quality

- Time Management
- Following Instructions
- Attitude and perseverance



Supports

What supports does your child need to accomplish the goals in each of the areas?

Technology

- Task analysis apps
- Apple assistive tech features for communication
- Google calendar
- Reminder apps

Social Stories

- Appropriate social skills
- Friendships

Role Modeling

- Peer mentor programs
- Inclusion/Reverse inclusion

Accommodations

- Task analysis lists
- Checklists
- Visual Schedule



Objective 2:

Attendees will be able to evaluate critical criteria to identify which post-secondary education program would best meet the individual needs of their son/daughter.



Keeping the End Goal in Mind

- What does your child want to do after high school?
- What are your hopes for your child after high school and beyond?

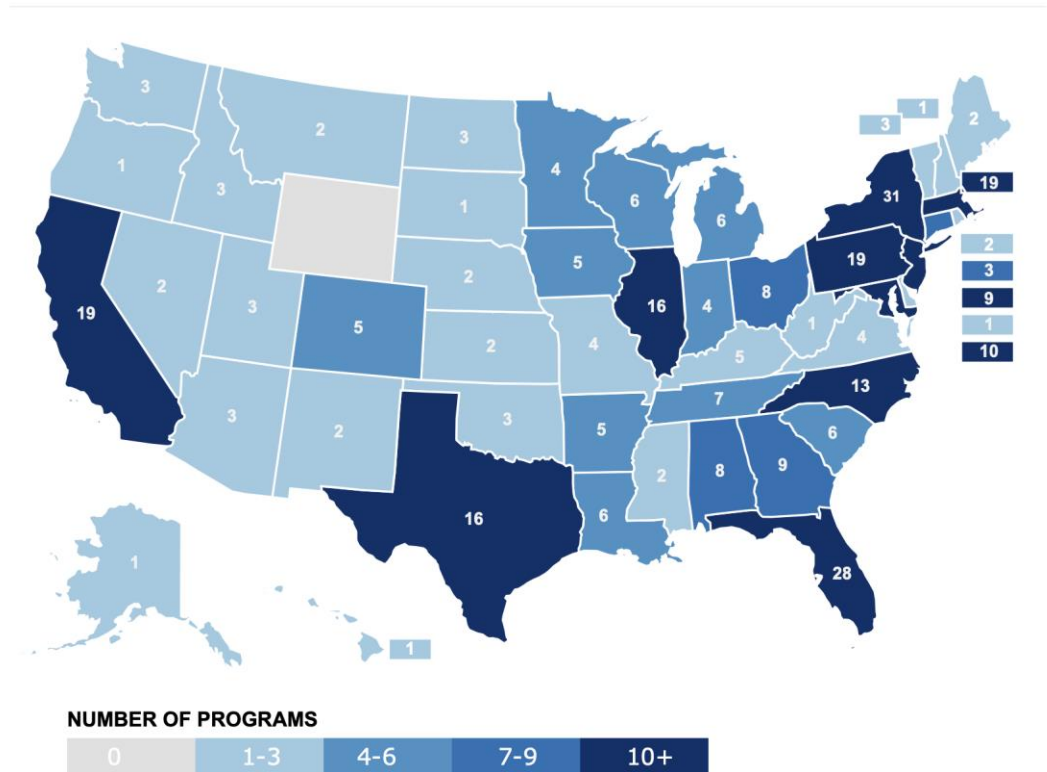


Post-Secondary Education Programs

Over 300 colleges and universities offer post-secondary education programs for students with intellectual disabilities.

Key Features:

- Support
- Housing
- Academics
- Employment
- Inclusion
- Program Goals and Outcomes



Key Features

Support

- Academic- Instructors, Peer tutors, Volunteers
- Independent Living- Live-in vs check-in
- Employment- Job coaches



Housing

- On campus or off campus
- Inclusive housing or segregation
- Roommate selection (program peers or traditional students)



Key Features Continued

Academics

- Courses offered (credit or audit)
- Functional academics or traditional courses
- Focus area certification or degree

Employment

- Opportunity for internships or paid employment

Inclusion

- Academics
- Social engagement within the campus community
- Opportunity for authentic relationships
- Clubs and organizations
- Greek life

Program Goals and Outcomes

- Degree or Certificate upon completion
- Graduation, independent living or employment rates



Clemson[®] LIFE

COLLEGE OF EDUCATION

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What is ClemsonLIFE?

Serve:

- Students ages 18-26 (Traditional)
- Students ages 18-30 (HCP)
- Intellectual disability

Teach:

- Employment skills
- Independent living skills
- Social skills
- Self-advocacy
- Functional academics

Goal:

- Competitive employment
- Independent living to the greatest extent possible.



	ClemsonLIFE	National Average (NLTS2)
Employment Rate	100% have been employed 96% currently employed	14-34%
Independent Living Rate	62%	21%



Basic Program

Freshmen and Sophomores:

- Attend ClemsonLIFE classes
- Attend 1 Clemson University traditional course each semester
- Live on campus with an Independent Living Assistant (ILA)
- Participate in employment internship experiences
- Work 4-9 hours per week
- Participate in various other service, volunteer, and social activities around campus and in the community



Advanced Program

Juniors and Seniors:

- Students live off campus with no ILA
- Work 15+ hours a week
- Attend 1 Clemson University course
- Attend ClemsonLIFE classes to refresh LIFE skills
 - *Transition *Employment *Health/Wellness *Building Relationships
- Participate in cooking classes in their apartment with peers
- Participate in various other service, volunteer, and social activities around campus and within the community
- Receive (limited) supports in the apartment and employment settings



ClemsonLIFE

Traditional Classes

Functional Mathematics

- Budgeting
- Online Banking
- Time Management



Social Skills and Self Advocacy

- Communication
- Disability Disclosure
- ADA/Accessibility

Navigation

- Public Transportation
- Ride Share Apps
- Safety/Situational Awareness



Employment

- Job Search/Applications
- Interviewing
- Essential Skills

Independent Living Skills

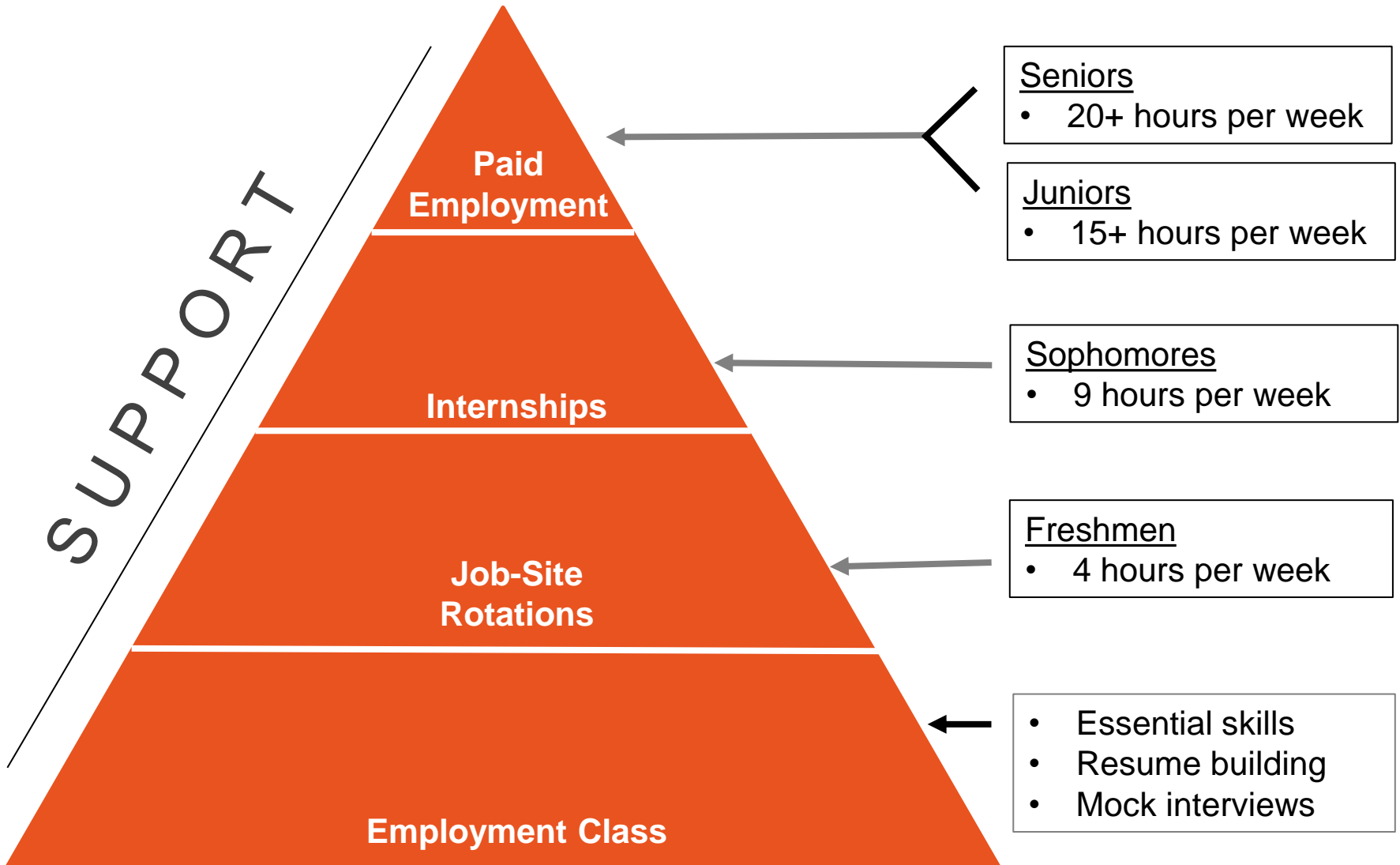
- Cleaning
- Cooking
- Grocery Shopping



Healthcare

- Hygiene
- Medications
- Healthy Relationships
- Sexual Boundaries

ClemsonLIFE Employment

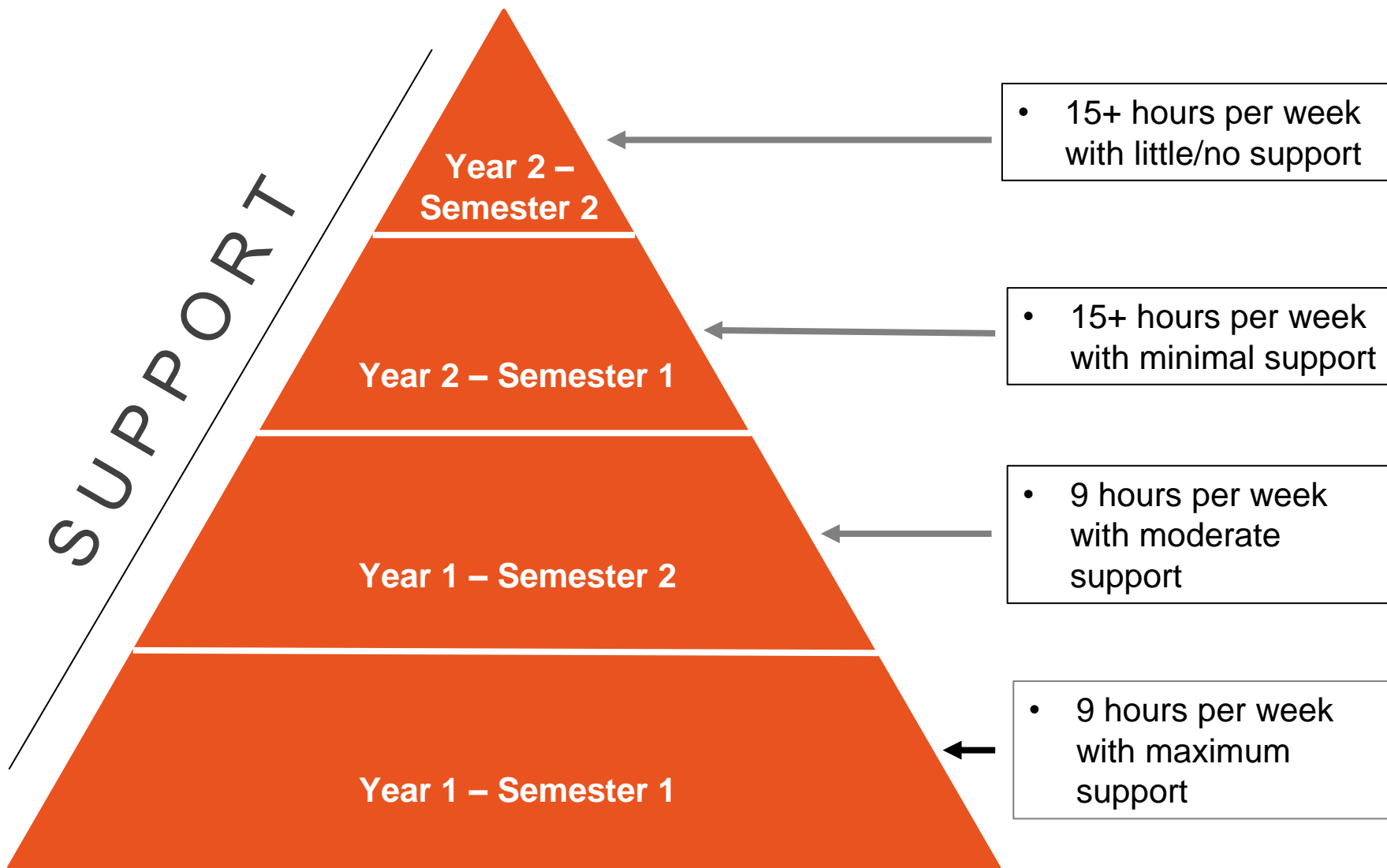


Hospitality Certificate Program

- HCP students will receive a combination of classroom and employment experiences to prepare for employment in the Hospitality Industry.
- This two-year program provides graduates with a ClemsonLIFE Hospitality Certificate while having the opportunity to receive other national certifications in each PRTM class and with other trainings/certifications (e.g., CPR/AED, Hazmat, Customer Service).
- Attend a 3-hour Parks, Recreation, Tourism Management (PRTM) Clemson University traditional course per semester
- Students live off campus with no Independent Living Assistant (ILA) or Independent Living Support



HCP Employment



Other Options

Workforce

- Begin with volunteer experiences or internships
- Create goal of paid employment
- Provide support with vocational rehabilitation and job coaches



Day programs

- Nonprofit organizations (ex. The Arc, YMCA)
- Workshop based programs
- Community experiences (ex. Special Olympics)



Supportive Residential Programs (non-collegiate)

- Nonprofit organizations
- Annandale
- Marbridge



Collaboration

Create opportunity for self-advocacy and inclusion

Educators and Families

- Create a team atmosphere
- Common goals
- Similar expectations (challenging student to reach potential)

Community Members

- Employment partnerships
- Social engagement such as church or recreational leagues

Vocational Rehabilitation

- Services and supports needed



[Transition Team Checklist](#)

Resources

Explore Post-Secondary Options:

<https://thinkcollege.net/college-search>

Tips to Prepare for Post-Secondary Education:

[https://thinkcollege.net/sites/default/files/files/resources/TCPub Tips for IEP Teams Pacer.pdf](https://thinkcollege.net/sites/default/files/files/resources/TCPub_Tips_for_IEP_Teams_Pacer.pdf)

High School vs College:

Think College Transition Team (2018). Understanding the Differences between High School and College. How To Think College, Issue No. 3. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

[https://thinkcollege.net/sites/default/files/files/resources/HTTC_03 Understanding Difference HS and College.pdf](https://thinkcollege.net/sites/default/files/files/resources/HTTC_03_Understanding_Difference_HS_and_College.pdf)

Conducting a College Search:

Weir, C. (2019). Conducting a College Search: Questions to Ask College Programs. How To Think College, Issue No. 1 (updated). Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

[https://thinkcollege.net/sites/default/files/files/resources/Conducting College Search HTTC1v2.pdf](https://thinkcollege.net/sites/default/files/files/resources/Conducting_College_Search_HTTC1v2.pdf)

College Planning Timeline:

[https://thinkcollege.net/sites/default/files/files/resources/TCTP%20timeline_portrait F3.pdf](https://thinkcollege.net/sites/default/files/files/resources/TCTP%20timeline_portrait_F3.pdf)

Q&A



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<https://thinkcollege.net/resource/program-evaluation-student-outcomes/executive-summary-of-the-annual-report-of-the-tps>

<https://thinkcollege.net/resources/innovation-exchange/vocational-rehabilitation>

<https://thinkcollege.net/sites/default/files/files/resources/Transition%20Plan%20Goal%20Areas%20Tables-%20Karla%20Wade.pdf>

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