

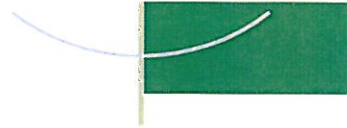
**In This Edition**

- Understanding the Disability
- Sample Key Concepts of a Transition Plan
- Composite Profile of NHS Alumni

1111 S Carr Rd.  
Renton, WA 98055  
Phone (425) 226-3717  
Fax (425) 226-4605  
Toll free (888) 571-6979  
Email  
info@new-horizon-school.org  
Website  
www.new-horizon-school.org



# Transition Newsletter



## #2 Develop An Understanding of How to Cope with Their Disability

Students with disabilities often struggle to identify their own disability. Sometimes this is due to embarrassment, sometimes misinformation and often due to a lack of understanding. Being able to self identify is the first step to recognizing strengths and asking for accommodations.

If your student has not been completely evaluated, this may be a good time to do so. Without an understanding of the disability, it is difficult for the family and student to become comfortable in asking for what they need. The families acceptance of the students strength and challenges is essential to the student being able to accept themselves. Assessments can be obtained from professionals such as psychiatrists, psy-

chologists, neuro-psychologists and mental health counselors. After identification takes place, the next step is finding out the appropriate accommodations and/or modifications that the student needs to be successful at home, school and work. The professional that helps with the assessment should be able to provide guidance in this area. The school should also provide input. When the student is able to explain his or her needs in this area, confidence is increased.

Next, it is important to find out the resources in your community that can assist the student and any technological supports that might be of help.



Some agencies and professionals that can help with this process are: DVR, The ARC, Work Source, Disabilities Coordinators at local colleges, Do It Scholars Program, Job Corps, DDD, United Way, CHADD, Autism organizations and LDA.

## NHS Alumna Gains Work Experience

At the end of Mary's sophomore year, her family (with advice from her school) set up an appointment with a local Neuro-psychologist. During the upcoming visits, Mary went through a great deal of testing and evaluation. The results of the evaluation were then shared with both Mary and her family. At the next appointment, the neuro-psychologist began teaching Mary about what accommodations would

most benefit her. She learned to vocalize what those accommodations were and to not be embarrassed about what was hard for her to do, but rather proud of her abilities. Putting a name and a voice to her challenges increased her confidence. She was able to tell her teachers how she could be more successful in class. Mary felt ownership in making her own life and education better. This allowed

Mary and her family to look closely at the options for her after high school. Mary decided to attend a two year community college. She was able to meet with the disabilities coordinator and articulate her needs. She was also able to self-advocate with teachers. This created an environment of success for Mary at school and at home.

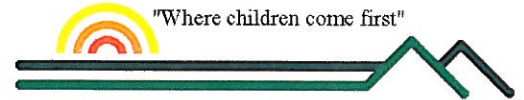
## Key Components of a Transition Plan

1. Develop Positive Work Habits
  - Willingness to self-monitor work completion
  - Ability to objectively self-assess work quality
2. **Develop an understanding of how to cope with their disability**
  - Can they identify their disability?**
  - Can they list appropriate accommodations and modifications?**
  - Can they identify their resources?**
  - Can they identify technological supports?**
3. Understand the relationship of school to work
  - Ability to identify self as life-long learner
  - Goals to learn new things and resetting as appropriate
4. Develop meaningful and realistic post-secondary goals
  - Develop a strategy for goal-setting and be able to articulate
  - List of goals for life after NHS
5. Looking at goals, what skills do they need to accomplish them
  - Work
  - Education
  - Community participation
6. Test goals through experiences and activities
  - Looking for opportunities to experience & practice
7. Identify meaningful and realistic independent life skill goals
  - Develop a strategy for goal setting and be able to articulate
  - List of goals for life after NHS
8. Look at goals, what skills do I need to accomplish them
  - Work
  - Education
  - Community participation
  - Guardianship
  - Trusts
9. Test goals through experiences and activities
  - Looking for opportunities to experience & practice
10. Identify options for post-secondary education or employment
  - What options are available
11. Develop residential & community participation supports and contacts
  - Where will I live
  - How will I take care of myself
  - What/Who are my resources
12. Develop relationships with adult services
  - DVR
  - DDD
  - SSI
  - ARC



## New Horizon School

"Where children come first"



For more information, please contact:

John Jarrett

High School Department Head

New Horizon School

1111 South Carr Road

Renton, WA 98055

Phone (425) 226-3717

Fax (425) 226-4605

Email [jjarrett@new-horizon-school.org](mailto:jjarrett@new-horizon-school.org)

