



## **YOUR CHILD CAN THRIVE! YOU ARE THEIR #1 ADVOCATE**

### **A high quality K-12 education program**

- Make sure your child is in a learning based program that offers them a robust education. Having a child who is disabled doesn't mean they should be met with low or no expectation to learn.
- Educational and academic programs need to be clear about how they will help your child.

### **Considerations to make when choosing:**

- is safe and equipped with what your child needs
- meets state standards
- has or prepares your child for college, career, and technical education opportunities that are competitive
- community based learning experiences
- appropriate learning environments that fit your child's modality of learning and supports them best with their disability
- offers services and supports from trained and highly qualified professionals
- uses program models that are science and brain based, researched thoroughly, and have proven efficacy
- provides assessments with multiple measures so you get the full scope of your child's learning and outcomes
- options for graduation and exit



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### **College, Career, & Workforce Development**

- Your child with a disability should not be overlooked or excluded in college, career readiness planning.
- Special education students graduate high school in lower numbers than their peers. Preparing each step of the way through elementary, secondary, and post graduate transitions is important. Having a clear and structured path can help prevent any hurdles they could face with option to exit high school and after getting their diplomas.

### **These considerations can make a difference:**

- career assessments to help identify students' school and post-school preferences and interests;
- structured exposure to postsecondary education and other life-long learning opportunities;
- exposure to career opportunities that ultimately lead to a living wage, including information about educational requirements, entry requirements, income and benefits potential, and asset accumulation; and,
- training designed to improve job-seeking skills and work-place basic skills (sometimes called "soft skills").



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### **College, Career, & Workforce Development continued**

- Community partnerships are important on the path to success.
- NCWD/Youth has identified Guideposts for Success based on what research indicates about youth needing to transition to adulthood successfully.  
(see resource page for more information)

**In order to identify and attain career goals, youth need to be exposed to a range of experiences, including the following:**

- opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing;
- multiple on-the-job training experiences (paid or unpaid), including community service, that are specifically linked to the content of a program of study and school credit;
- opportunities to learn and practice their work skills (so-called “soft skills”); and,
- opportunities to learn first-hand about specific occupational skills related to a career pathway.



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**College, Career, & Workforce Development continued**

**In addition, youth with disabilities need to do one or more of the following:**

- understand the relationships between benefits planning and career choices;
- learn to communicate their disability related work support and accommodation needs; and,
- learn to find, formally request, and secure appropriate supports and reasonable accommodations in education, training, and employment settings.

**WHAT TO EXPECT AS  
YOUR CHILD  
TRANSITIONS THROUGH  
K-12**