

Best Practices on Serving Youth
and Young Adults with
Disabilities
2015 Region 4 TA Meeting




REGION 4 PTAC
www.region4ta.us

Objectives

- * To learn research-based practices and resources for the engagement and empowerment of youth with disabilities
- * To identify competencies for working with youth and young adults with disabilities and to include those practices to the work of Parent Centers
- * Overview the new OSEP requirements to serving youth with disabilities

Our Charge



From the latest PTI RFP

5) Provide high-quality services that increase youth with disabilities' capacity to be effective self-advocates

(i) Increase the knowledge of youth with DD about—

- The nature of their disability
- Having high expectations for themselves
- Resources for secondary and post-secondary education and employment
- IDEA, Section 504 & other policies and legislations
- Rights and responsibilities before/after Transition
- How to participate in their own IEPs
- Supported decision making

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(ii) Increase the capacity of youth with disabilities to advocate for themselves, including communicating effectively and working collaboratively in partnership with providers—

- Utilize various methods including technology
- Best practices for providing training and information to adult learners and youth
- Establish cooperative partnerships
- Network with other agencies

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Key Principles to Guide Youth Development

- * A focus on positive outcomes
- * Youth engagement and youth voice
- * Inclusiveness
- * Long term commitment
- * Community involvement
- * Emphasis on collaboration

Handout: Linking Research with Practice

Knowledge Skills & Abilities (KSAs)

Ten Competencies for Youth Serving Professionals

- * John J. Heldrich Center/YDPA Program, NAWDP & others
- * Additional Competencies for working with youth with disabilities



<http://www.ncwd-youth.info/jump-start/ksa/print-chart>

Best Practices for Engaging Youth with Disabilities

1. Youth must feel safe and supported
2. Youth should feel that adults care about them and want them to succeed
3. Youth should be given voice and choice
4. Adults should build upon a youth's own motivation
5. Adults should listen more than they speak
6. Learning process is more important than project outcome

Handout: Iowa DD Council

Cont... Engaging Youth with Disabilities

7. Adult facilitators to set appropriate boundaries
8. Use social media as appropriate
9. Youth must be engaged in planning
10. Use reflection to solidify learning in youth programming
11. Incorporate healthy snacks and physical activity
12. Plan activities that use multiple intelligences


Effective Practices

- * Physical and psychological safety
- * Appropriate structure
- * Supportive relationships
- * Opportunities to belong
- * Positive social norms
- * Support for efficacy and mattering
- * Opportunities for skills building
- * Integration of family, school and community efforts

Essential Components of Youth-Serving Programs

- * Survey youth and parents (pre/post)
- * Provide opportunities for youth to:
 - * provide feedback
 - * be a facilitator
 - * do most of the talking
- * Provide appropriate adult to youth ratios
- * Address bullying & conflict immediately
- * Ask for opinions on how youth like the program
- * Check on liability (background checks & transportation)

Specific Considerations



The illustration shows three people sitting around a table in a circle, engaged in a group discussion. One person is pointing at a document on the table. The text "Group Discussion" is written above them in a stylized font.

Self-Advocacy Trainings



Topic Areas

Self-advocacy <ul style="list-style-type: none">* Self-directed IEPs* Knowing their disability* Communication skills* Learning styles	Disability rights & voting <ul style="list-style-type: none">ADA history* IDEA/ADA/Section 504
Independent living <ul style="list-style-type: none">* Money management	Transition to life after high school <ul style="list-style-type: none">* Includes healthcare
Safe and healthy relationships <ul style="list-style-type: none">* Dating/dating violence* Self-esteem	Post secondary education Employment <ul style="list-style-type: none">* Job hunting* Keeping a job

Cont... Topics

Soft skills <ul style="list-style-type: none">* Time management* Hygiene	Community participation <ul style="list-style-type: none">* Recreation* Peer mentoring* Leadership
Community programs and agencies for DD	
Safety <ul style="list-style-type: none">* Includes law enforcement interaction	Adult services Transportation

Potential Partners

Presenters, meeting location, funding

- * Local school districts
- * Division of Vocational Rehabilitation (DVR)
- * County/local DD services
- * Independent Living Centers (ILCs)
- * Boards for People with DD (BPDDs)
- * Protection Advocacy Network (PNAs)

Handouts & Resources

- * Best Practices for Engaging Youth with Disabilities, Iowa DD Council
http://iddcouncil.iadaction.org/documents/cms/docs/Publications/Best_Practices_for_Engaging_youth_with_disabilities.pdf
- * Key Principles to Guide Youth Development
<http://www2.monroecounty.gov/files/youth/Linking%20Research%20to%20Practice%20in%20Youth%20Development%20up-date%205-11-07.pdf>
- * Youth Service Professionals' Knowledge, Skills, & Abilities Training Modules <http://www.ncwd-youth.info/ksa/training-modules/>
- * Youth Development and Competencies http://www.ncwd-youth.info/assets/guides/mentoring/Mentoring_Guide_complete.pdf & <http://www.ncwd-youth.info/youth-development/areas> & <http://www.ncwd-youth.info/jump-start/ksa/print-chart>
