WHAT MATTERS MOST
Toward a Future of Flourishing
Erik Carter | TASH 2015

LED BY
ASPIRATIONS

78% OF STUDENTS HAVE A TRANSITION GOAL TO WORK IN THE COMMUNITY.

83% OF PARENTS CONSIDER SOME TYPE OF PAID COMMUNITY JOB TO BE IMPORTANT.

51% OF STUDENTS HAVE A TRANSITION GOAL TO LIVE INDEPENDENTLY.

71% OF PARENTS CONSIDER SOME TYPE OF COMMUNITY LIVING TO BE IMPORTANT.

Sources: Blustein, Carter, & McMillan (2015); Shogren & Plotter (2012); www.nlts2.org

To learn more visit: www.nlts2.org
84% of Americans with disabilities say their faith is important to them.

Sources: Carter (2007); National Organization on Disability (2004)

To learn more visit: www.faithanddisability.org

35% of students have a transition goal for postsecondary education.

75% of parents consider some type of postsecondary education to be important.

Sources: Blustein, Carter, & McMillan (2015); Shogren & Plotter (2012); www.nlts2.org

Expectations matter.

Training teachers to maximize instructional time provided to severely and profoundly handicapped children

Linda McCormick, Margaret Doolin, Ronald Duker

Review of Task Analytic Leisure Skill Training Efforts: Practitioner Implications and Future Research Needs

John Thompson, Susan Merhi Thompson, and Deborah Ayres

Teaching New Skills to the Severely Handicapped

Kathleen A. Liberty, Nancy G. Hartwig, and Meredith H. Modler

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John McDermott

University of New Hampshire

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The Odds of Having a Paid Job in the Summer

Facilitating systems change for the severely handicapped: Secondary and adult services

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Rita Williams
Michael Fried

A Supported Work Approach to Competitive Employment of Individuals with Moderate and Severe Handicaps

Paul Wehman and John Kogut

Quality and Equality in Employment Services for Adults with Severe Disabilities

G. Thomas Balcerzyk, Larry E. Bohlke, Barbara Wilson, Joyce M. Altman, David M. Mathi, Sharon M. Buda, Robert R. Borun, Michael Callister, and Joe Yungin

From Segregation to Integration: Strategies for Integrating Severely Handicapped Students in Normal School and Community Settings

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Caught in the Continuum: A Critical Analysis of the Principle of the Least Restrictive Environment

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...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (2004)

...equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (2004)
ASPIRATIONS

78% of students have a transition goal to work in the community.

83% of parents consider some type of paid, community job to be important.

ASPIRATIONS

51% of students have a transition goal to live independently.

71% of parents consider some type of community living to be important.

EXPERIENCES

26% of young adults are working two years after high school.

~15% of all adults with ID are working.

EXPERIENCES

14% of young adults live independently two years after high school.

130,000 adults with IDD live in residences of 7+ people.

EXPERIENCES

75% of parents consider some type of postsecondary education to be important.

75% of parents consider some type of postsecondary education to be important.

ASPIRATIONS

35% of students have a transition goal for postsecondary education.

15% of students enroll in postsecondary education within four years.

ASPIRATIONS

10% of students enroll in postsecondary education within four years.

15% of students enroll in postsecondary education within four years.

EXPERIENCES

84% of Americans with disabilities say their faith is important to them.

48% of adults with IDD attended a religious service in the last month.
Intellectual disability is "a disability characterized by SIGNIFICANT LIMITATIONS both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills." AAIDD definition (2010)

Autism spectrum disorder is characterized by...

• DEFICITS in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.

• DEFICITS in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.

• DEFICITS in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

DSM-V Definition

HOW MUCH IS EACH TRAIT CHARACTERISTIC OF YOUR CHILD?

<table>
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<th>Trait</th>
<th>Somewhat-Extremely (%)</th>
<th>A Little (%)</th>
<th>Not at All (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happiness</td>
<td>93</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>86</td>
<td>86</td>
<td>86</td>
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<tr>
<td>Humor</td>
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<td>Kindness</td>
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<tr>
<td>Caring</td>
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<tr>
<td>Self-Control</td>
<td>52</td>
<td>63</td>
<td>86</td>
</tr>
</tbody>
</table>

Source: Carter, Boehm, Bigg, Annandale, Taylor, Logeman, & Liu (2015)
17% of students with ID spend almost all of their day in general education classes.

3% of students with severe disabilities spend almost all of their day in gen. ed. classes.

57% spend most of more of their day in segregated settings.

Sources: Feldman, Carter, Asmus, & Brock (in press); National Center for Education Statistics (20xx); U.S. Department of Education (2015)

EXPERIENCES

LOCATION MATTERS

RELATIONSHIPS MATTER MORE
22% of youth with ID frequently see friends outside of school.

42% never or rarely receive telephone calls from friends.

25% have not been invited to another youth’s social activities in the past year.

Sources: Wagner et al. (2002)

Best Available Interventions and Supports

Beyond the Usual Suspects
COMMUNITY CONVERSATIONS


www.tennesseeworks.org/minigrant

PUTTING FAITH TO WORK


MEANINGFUL METRICS

Indicator 14

Indicator 14 requires states to report the “percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school”. (20 U.S.C. 1416(a)(3)(B))

TELLING THE FULL STORY
MOVING FORWARD

STATE OF STUCK: INTEGRATED EMPLOYMENT

Source: Butterworth et al. (2014); ICI National Survey of State IDD Agencies; www.thinkwork.org

STATE OF STUCK: INCLUSIVE SCHOOLING

Source: www.ideadata.org

STRONG VALUES
STRONG SCHOLARSHIP
GOOD COMPANY
FINISH THIS WORK
WHAT MATTERS MOST
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