

# Successful Transitioning!



Fostering successful transitions from high school to the adult world  
of college and/ or employment

# Introduction: ADHD and Transition

Individuals with ADHD must understand what ADHD is and what supports the law provides for them.

ADHD ...

1. Is valid!
2. Is supported by law: The Americans with Disability Act and USDOE OCR; July 26, 2016 Guidance Letter
3. Presents differently in different individuals.
4. Is a “difference” more so than a “disability.”
5. Individuals have *Rights* and also *Responsibilities*

# Legal Supports

1. Americans with Disabilities Act states: The determination of whether an impairment substantially limits a major life activity *without* regard to the ameliorative effects of mitigating measures such as-

Medication

Use of assistive technology

Reasonable accommodations or services

2. USDOE OCR; July 26, 2016 Guidance Letter

ADHD underserved; clarified that likely *more* are eligible under 504.

# By definition...

## ADHD:

May be diagnosed regardless of grades

may manifest in...“trouble concentrating, reading, thinking, organizing, or prioritizing projects”

Protected under both 504 *and* IDEA, in some instances.

Child does NOT have to be failing to receive supports. I.e...504 plan, IEP

Often coexists with a high IQ.

IEP/504 plans should be revised as needed, not simply as required, with input from both the child, the child's guardians, as well as the child's teachers

# Self Awareness and Advocacy: (AKA Rights & Responsibilities)

By middle school: understand ADHD/impact, how to self-monitor, how to self-advocate to a moderate degree; thus, setting the stage for success through high school preparing for the transition to adulthood. (*Rights and Responsibilities!*)

By 9th grade: self-advocating to a moderate degree, looking at interests, strengths, and weaknesses.

By 10th grade: increased advocacy, community resources/connections, connecting strengths and interests to more specific career interests, begin shadowing/exploration.

By 11th grade: self advocate, identified areas of career interest vs. personal strengths and weaknesses with a plan to bridge the gaps, have some experience with shadowing, interviewing, and “soft skills” needed.

By 12th grade: self advocate, streamlined to 2 career choices to proceed toward, job shadowing, completion of requirements for careers ie. applications, enrollment, scholarships, community resources, mentors, student services (as applicable), advocacy groups, etc.

# Transition Planning:

*It truly takes a team!*

Student

Guardian

Teachers

Advocates

Vocational Rehabilitation/Darden

Community mentors (*professionals, business owners, community colleges, etc.*)

*With everyone pooling resources for a young person who understands WHAT he/she wants to do and is willing*

# Transition Areas to Address:

1. Interest: KUDOR, Briggs-Myer, etc. May be formal or informal. Numerous good quality inventories are available on-line, free of charge; these may be printed or used directly from a website.
2. Ability: grades and school performance, intelligence levels, adaptive and typical behavior scales, strengths and weaknesses both in academics and interests, ACT and ACT Aspire results have proven beneficial in this decision making process.
3. Personality/Personal Traits/Preferences: online favorite *Transition Planning Guide for Students with Disabilities and Their Families*.
4. Home Support
5. Community support
6. Personal Advocacy Levels/ Personal understanding of Rights & Responsibilities
7. Outside agencies, ie. Vocational Rehabilitation, Darden, etc. for support with financial, evaluation, and

# Strategies to Promote Long-Term Success:

1. Ownership: students need to have guidance in self-monitoring methods AND actively participate in transition planning; it's their lives! .
2. Understanding: *WHAT* helps with focus: exercise, medication, organizational tools, enjoyment, etc., as well as *HOW* each learns best.
3. Exposure/Exploration: visiting speakers for students, job shadowing, mentors, internet exploration of requirements, etc.
4. Guidance: adults, both school and community based, willing to provide input on different careers, longevity of such, future options, etc.
5. Skills Workshops: both hard and soft skills!

# Job Attributes for Adults with ADHD:

1. Interest
2. Urgency
3. Structure
4. Fast Pace
5. Hands-on/ Creative
6. Entrepreneurial

\* handout provided with further elaboration.

# Questions to Help Reveal Your Ideal Career:

1. What do you do best?
2. What do you like to do most?
3. What are you most proud of in life?
4. What are you not getting better at no matter how you try?
5. What skills prevent you from excelling at school? Your career?
6. What type people do you work best with? Worst with?
7. What are your hopes for the future?
8. What company culture brings out your best?

# Steps to Smarter School Accommodations:

Handout provided.

1. Document warning signs
2. Schedule a meeting
3. Pursue a diagnosis
4. Request a school assessment
5. Evaluate your options
6. If you disagree with your assessment...
7. Prepare for your IEP or 504 meeting
8. Research accommodations
9. Draft IEP / 504 plan with the team!

# Better Job Performance:

1. Focus on only one thing!
2. Silence your inner critic!
3. Download tasks to paper.
4. Stay focused in meetings.
5. Activate your attention.
6. Prioritize/ color code tasks
7. Allow more time than you think you need!
8. Keep workspace tidy.
9. Start the day strong!
10. Take notes

# Frequently ADHD Friendly Jobs:

1. Military
2. Bus driver
3. Farmer
4. Computer programmer
5. Photographer
6. Fitness trainer
7. Elementary School Teacher
8. Careers which allow creativity, variety of activities, hands-on.

# Inspirational Individuals who have ADHD:

1. Pete Rose
2. Michael Phelps
3. Karina Smirnoff (DWTS)
4. Channing Tatum

*AND...*

5. Albert Einstein

## Conclusion... ADHD:

Is a different way of processing!

Is FAST thinking!

Often co-exists with a high intelligence!

Can be beneficial NOT detrimental in some career choices.

Is protected under federal law.

*Is really cool and fun when you get to know it! Without differences, life would not be nearly as enjoyable.*