

Chapter 1 : Teaching Life Skills to Kids & Teens | Empowering Parents

Luwangula R. () *Preparing Older Street Children for Successful Transition to Productive Adult Life: The Need to Prioritize Tailor-Made Skills Training in Uganda.* In: Kaawa-Mafigiri D., Walakira E. (eds) *Child Abuse and Neglect in Uganda.*

What kind of parenting do adult children want or need? The years fly by when it comes to watching children grow. Our children quickly inherit the status we call adult or at least young adult. This is a defining moment for parents as well. Your children may be grown up and legally adults, but they are still your children. What do adult children want or need from parents? How involved should a parent be? Do we view our young adult as a tiny baby bird leaving the nest or as a young adult capable of taking the next step in life? Our emotions may cause us to be so afraid of what will happen to our kids that we still think of them as children, rather than adults. Thinking of adult children as incapable is a disservice to them and keeps you in parental caretaking mode instead of parental advisory mode. On the other hand, some young adults may need encouragement to take more responsibility. Loving and involved parents know their children better than anyone else does. For children who have just finished college, trade school or other educational program, parents can help them transition to the working world by offering assistance and advice when it is asked for. Your adult child might appreciate help in these challenging areas: Obtaining his or her own auto insurance, cell phone service, etc. Making your boundaries clear If a young adult child is still living at home, it can be easy for him or her to reason that boundaries that once stood firm when he or she was younger are no longer applicable. But that should not be true of family standards. Parents are not obligated to change or suspend the standards of the house because a child has reached young adulthood. Limits and rules are widespread in society, and most of these standards know nothing of age limits. Driving the speed limit is just as important when one is 21 as it was at age 16. As a child grows through the teen years and into adulthood, levels of responsibility should increase as maturity increases. So it is with a young adult living at home. There should be a clear expectation that family members, no matter the age, abide by the standards of the family, yet there is a different level of responsibility and choices that can be made. This can be somewhat difficult for parents and young adults alike. In some cases it may even be beneficial to draw up a type of contract that specifies the terms by which the young adult will comply with the rules and be a contributing adult in the home. Note that an adult child is not automatically entitled to live at home. Parents can state the amount they will pay a month, or they can list what will and will not be paid for. This clarity goes a long way in helping everyone know what to expect. Young adults may also need help finding ways to save, from clipping coupons to using the public library for Internet access. Parents may be able and choose to help in certain areas financially, but be careful not to become an enabler of bad budgetary habits by being a type of ATM for your adult children! Part of raising children involves teaching them to consider what choices they should make. With proper teaching in their background, young adults should be able to think through and consider the responsibilities that come with their age. If they are wise, they will look to the example of their parents and the wisdom of the Bible. Always a parent It may be difficult for some young parents to fathom, but the years between birth and leaving the nest will fly past! Before you know it, both you and your children will have entered a new stage of life—one in which they leave teenage and move into young adulthood. Our roles as parents will change; but once a parent, you are always a parent! By considering how we can continue to serve our children as parents even when they reach the threshold of adulthood, we can most effectively help them and build the relationship with them on an entirely new level. Our role changes, but we are forever parents.

Chapter 2 : Ready for Adulthood Check-List for Kids - Sunshine Parenting

2 Preparing for adult life and transition - Scotland Introduction Leaving school and moving into adulthood is a challenging time for all young people with disabilities and their parents.

Compiling lists while preparing for adoption can help you stay organized, make the most of the wait, and be slightly! Below are 10 kinds of lists to help you through the adoption process, from referral to arrival.

Adoption Process Checklist This was perhaps the most important list in our house during our two adoptions. Gather information needed to complete IA. When You Get a Referral Enjoy the excitement of meeting your child for the first time, but be prepared with a list of questions about his care. A few frantic e-mails to Korea and one trip to Wal-Mart later, we found the type he needed. You might ask about: Eating and sleeping habits. Behavior and developmental information. One family chose an ethnic name for a Latin-American child, and at the last minute, had to switch to another program.

Prepare Yourself The waiting seems to stretch on forever, but your home will be bustling with excitement and activity before long. Prepare and freeze batches of lasagna and chicken soup for the first few days, when no one wants to cook.

Prepare Your Home What do you need to do to make your home safe and welcoming for your new child? Add your future child to your health insurance policy. Adjust your life insurance policy or your income tax withholding, if necessary. Find out how to enroll your child in his or her new school.

Announcement Recipients This list will include many of the people on List 3, and then some. For example, we sent an arrival announcement to the couple who donated a weekend stay at their bed-and-breakfast to an adoption fundraiser we had. Items for your first meeting with your child. Baby wipes and snacks, regardless of your destination! And there you have it. Preparing for adoption can vary case by case, and these ideas can be adapted to your particular situation. Smile as the check marks add up and bring you closer to the day your child joins your family. Soon, your lists will change: Given email address is already subscribed, thank you! Please try again later. Please provide a valid email address. Thank you for subscribing to the Adoptive Families newsletter. You will receive your first email within the next week. Please fill in the required fields.

Chapter 3 : Preparing Your Child for a New Sibling

I have 5 children, also, and i feel like I'm just getting by day to day - without really preparing my children to be competent and confident, responsibility accepting adults. Thank you for the message, resources, and call out!

Depending on the disability and the support services required in adult life, successful transition from high school to adult life may require that planning activities begin in elementary school with students exploring their interests in middle school. Starting the process early prepares students with disabilities to think about what they want to be able to do in adult life. High school transition planning includes exploring post-secondary opportunities and employment options and may include connecting with the adult service agencies that may provide the student with services when he or she graduates or turn 22 years of age. Statement of Needed Transition Services - beginning no later than the first IEP developed when the eligible student is 14. If appropriate, the IEP includes a statement of needed transition services. Such documentation must be reviewed and updated annually thereafter. Students must be invited to all educational meetings and allowed to participate actively when transition planning is discussed. Linkages to Post School Options - beginning no later than the first IEP developed when the eligible student is 14 and update annually. The TPF is a flexible discussion guide that encourages the entire IEP Team to work together to assist the student in making a smooth transition to adult life. Although the Department mandates that the TPF must be used by the Team to guide the transition planning discussion, what is written on the TPF itself does not spell out specific responsibilities for what will occur; the TPF is a planning tool and not the transition plan itself. There is no requirement that every disability-related need have a corresponding annual IEP goal. Age of Majority - transfer of parental rights to student at age 18 In Massachusetts, regardless of the severity of their disability, students are considered adults and competent to make their own decisions at age 18 Age of Majority. Unless there is a court appointed guardian or the student has chosen to share decision making with his or her parent, the school district must seek the consent of the student to continue the special education program. Students at age 18 have the right to make their own educational and medical decisions and must sign all consent forms. Parents and students must be notified about the transfer of parental rights to the student at least 1 year before the student turns 18 years of age. Interagency Collaboration - develop supports and services necessary for adult life The adult service system is complex and understanding it is essential for effective transition planning. When students with disabilities graduate from school or turn 22 years of age, they move from an entitlement to a non-entitlement system. While in school students receive services and supports mandated by federal and state law. As adults, while they may be eligible for services from adult service agencies, these services are not an entitlement which means they are not guaranteed. Consequently, it is essential that educators, parents and students understand the adult service system years before adult services need to be accessed. It is a sound practice to invite adult service agencies to speak to groups of students and individuals who live with and work with students with disabilities in order to understand the eligibility processes specific to each agency as well as the services that are available to adults with disabilities. Adult Services - make Chapter Referrals and general referrals For students with severe disabilities, a Chapter referral should be made to ensure that students who will require ongoing supports and services from one or more public agency are part of the eligibility process for receiving services and supports as adults. For other students who require fewer supports and services and may not meet the eligibility requirements for Chapter , a general referral for services can be made to adult service agencies. For more information call BTP at

Chapter 4 : How To Help Your Child With Their Transition To Adulthood

Transition is the process of preparing a child to move through childhood to adult living. Real life experiences help the child acquire the skills needed for suc-.

How would you stay alive if you had to hunt and grow your own food, search for fresh sources of water and live without electricity, using only your wits and skills? How many children today know how to patch holes in a pair of jeans or prepare a meal from scratch? If your year-old child or grandchild has ever shown you how to work your computer or phone, you know that the generation we are raising now is bright and full of promise. Their skillset is often based in technology. But what about those other skills? The ones that get us through power outages, budget crunches, stressful situations with people and daily tasks that require perseverance and problem solving? Well, to start with, because we can. They helped farm the land, took care of the younger children, gathered eggs and prepared meals. Instead of earning material things once worked toward as a family computers, televisions, phones , expensive items became Christmas and birthday gifts. Remember sewing pillows and measuring ingredients in Home Ec? Building bookcases in Woodshop class? Meanwhile, our culture focuses less and less on teaching our children the skills we all grew up learning. To start, you can pick a skill you think your child would be interested in or good at. What are his strengths or things she enjoys? Doing laundry from start to finish sorting whites from colors, measuring detergent, knowing what is washed in cold vs. Chopping vegetables for a salad? Working with a sibling to wash dishes? This is also an opportunity to learn skills of cooperation and managing emotions such as frustration and irritability! Shopping at the grocery store and staying within a budget? Using the post office to mail an actual letter? One mom we know expressed shock that her year-old son had no idea how to make out an envelope: If so, the next time your daughter needs to return some jeans at the mall, instead of taking them up to the sales clerk yourself, consider coaching her through it, from walking up to the counter to showing the receipt, to actually making sure she gets the correct amount of money back. It helps your child in five ways: The first obvious benefit in teaching your child life skills is in learning the task itself. The more capable a child or teen is at completing tasks, the more confident he or she will feel in a variety of situations. Years later, he is unafraid to pick up the phone and order a pizza or call a business to inquire about their moving van rates. Many young adults we know experience anxiety about their abilities to talk to others effectively. They worry that they will look foolish or make a mistake. Anxiety can lead to procrastinating. A young adult is more likely to postpone applying for a job if he is nervous about the interview or insecure about his capabilities. Life skills training can positively impact his or her ability to apply online for a job or walk into a store to ask for an application. Strengthening the Parent-Child Relationship. Teaching life skills is an opportunity to strengthen your relationship with your child. You may remember learning a task as a child: One of the greatest lessons we can pass on to our children is that we all make mistakes. Changing tires can be tricky and lug nuts get lost. It teaches us to get back up and try again. Practicing life skills teaches us that mistakes are okay, even expected, when learning a new skill. Remember to be patient with your child. Valuesâ€A Nice Side Effect. As your child learns lifeskills such as cleaning a bedroom cleaning it wellâ€not just shoving everything under the bed or in the closet , he learns to value his possessions. He also learns the self-respect that comes with taking care of yourself and your things. Your child may never acquire the life skills needed to vanquish zombies. But he can learn a wide range of skills that will make him more effective in daily life. Preparing our kids for life as adults can range from housecleaning, preparing food, learning to budget and operating appliances to more person-centered skills like negotiating with others, learning to apologize, ordering meals in restaurants politely and showing respect to others in ways as basic as putting your cell phone away at dinner. By learning and mastering tasks, your child will gain a sense of confidence and capability that can last a lifetime.

Chapter 5 : Transition from School to Adult Life - Special Education

Preparing Kids. The arrival of a new baby can bring many changes to a family. Parents spend a lot of energy on preparations, and after the baby arrives, much of the family's attention involves caring for the newborn.

Karen has resorted to sitting with him for three hours every night after coming home from her full-time job to help him through his homework. He struggled with ADHD symptoms and a mood disorder. He was sullen and withdrawn, or angry and loud. The whole family tiptoed around his moods. He had no desire to keep going to school. College was the last thing he wanted to do. Mason is like many of our teens; he is plenty smart but struggles with all things school-related—from attending classes to doing homework to talking back to teachers to failing grades. And Karen is like many of us parents; she is focused on the goal of graduating her challenging teen from high school. But are we really preparing our kids to launch into their adulthood? What Comes after High School? Karen and many of the other parents I work with see the diploma as the prize at the end of a long, difficult and arduous journey. Go home and lick his wounds? Or be ready to stand as a strong, capable, and responsible adult? The idea of adding more expectations can seem extremely overwhelming. However, it is essential for your teen to leave high school not only with awareness and acceptance of his or her learning challenges, but also with the capabilities to acquire the accommodations they will need in college, vocational training or in a job. It is vital to learn these lessons in high school as the adult world is much less forgiving than high school—and young adults with behavioral or developmental problems often experience deeper feelings of failure as they move into their adult identity. And for parents, if your teen is underprepared emotionally, academically and socially, there is another fear—that they will never leave! Launching is a Process, Not a Destination! Guiding our kids to a safe and successful launch into adulthood is a process. One big piece is ensuring our teens know and can accept their challenges, so as they move into adulthood, they also move into self-advocacy. He never liked school and was always in conflict with teachers, both with expectations and with what was being taught. When we let go of getting a diploma and began an inquiry into what he needed to become a successful, happy and healthy adult, he finally listened. We decided that he would instead get his GED. It was a surprisingly easy process and one that eliminated almost all stress for him and for me. Like Mason, he hated school and was becoming angry, bitter, unmotivated and distrustful of all learning. When we finally took high school off the table after a life-altering accident that left him physically disabled, he taught himself chemistry and physics. He started online classes at a community college and has an eventual goal of college. His injuries meant we had to change our focus and that I had to let go of the diploma track and guide him to what made sense for him. In school he had accommodations for his ADHD. The tools we need to help our teens launch are the same whether they attend public school, private school, online school, home-school or no school. Since most teens are in school, I will use that setting to show examples. The process of launching our teens into adulthood is a dance. Do review all accommodations. Go over all accommodations or modifications if your child has an IEP your child receives at school and at home. Accommodations are supports and approaches that a person uses to give them more equal footing to accomplish the task at hand. In school that can look like more time on tests, use of fidgets for movement needs or headphones to reduce distractions, using apps and smart phones and timers, emailing homework to teachers, preferential seating, having teachers provide lecture notes, etc. Now he asks for what he needs. But he had to know what did and did not work for him before he could advocate for his needs. There are apps for smart phones, tablets and computers that can help plan out big projects, ring when something is due and organize notes and outlines. Using a written planner may work for you, but not for your teen. Do work with them to learn how to talk to those in authority. Learning how to talk to teachers, coaches, and bosses and make requests is a life skill. Start with a teacher who seems willing to help. Start small, with something simple. Look for alternative ways that your child can accomplish the tasks of school and home. Do they need to scan and email homework to the teacher instead of forgetting to turn it in? Do they need to use a laptop in class? Could they attach a card or luggage tag to their sports bag with a list of what they need to play? Help them learn how to help themselves by becoming more responsible. No one responds well to criticism. Look for the

emerging adult in your child instead. What is he or she doing well? Tell them about that. I know for me it helps me see the bigger picture and to trust that my son will be a functional adult, even if it takes him longer to get there. While we need to set high expectations, we make it very difficult for our young people to not go to college. We treat it like a failure instead of just a choice. Like Karen, I tried to get my son a high school diploma. I bribed and begged big time. But he said no. I could have seen his refusal as an omen of a bad future, but eventually I saw it as the powerful, important and mature initiative it was; he was becoming his own self-advocate and determining his own future. That is the hardest part about witnessing our children becoming adults: I have to trust my young adult son to create his own good life. And as he figures out his adult life, he now knows I have his back. So many factors meld together to challenge us and our teens. I had a job the day I turned 16 and moved out at 17 while attending college—which I paid for myself. What if they learned more about the traits of fairness and high expectations and excellence? Those students were partying nightly and called their parents for money when they ran out. Imagine those kids out in the workforce. That may seem like an extreme example, but it demonstrates the slippery slope of over-helping our teens. When we do that, we undermine their experience of success and accomplishment. Is that helpful to our teens or to us? Our society has created the expectation that year-olds can live on their own, do well in college and make good choices. When we fail and get back up to try again, we learn who we are, how we operate and we own our success. [Show Comments 9](#) You must log in to leave a comment. Create one for free! Responses to questions posted on EmpoweringParents. We cannot diagnose disorders or offer recommendations on which treatment plan is best for your family. Please seek the support of local resources as needed. If you need immediate assistance, or if you and your family are in crisis, please contact a qualified mental health provider in your area, or contact your statewide crisis hotline. We value your opinions and encourage you to add your comments to this discussion. We ask that you refrain from discussing topics of a political or religious nature. **About Anna Stewart** Anna Stewart is a family advocate, writer, speaker, facilitator and single mother of 3 unique kids.

Chapter 6 : Impact Newsletter: Preparing for Adult Life: Important Social Skills for High School Students

The Preparation for Adult Living (PAL) program was implemented in to ensure that older youth in substitute care are prepared for their inevitable departure from the Texas Department of Family and Protective Services' care and support.

To understand how to prepare your child for college. To examine key items in planning for the transition of your young adult child from public school to college, career, and community. To know the differences between your roles, rights, and responsibilities as a parent of a child with disabilities in public school and postsecondary education. To know what laws protect your rights as a parent and what laws protect the rights of your adult child in the college setting. To formulate a plan for helping your child reach independence and emerge into adulthood. Now he or she is ready to mark one of the greatest milestones yet – college and career. Perhaps your child is currently in high school preparing for that jubilant jaunt across the stage at graduation. Perhaps your child is emerging into adulthood attempting to sort out his or her future with all the possibilities that college, career, and an independent self-determined life in the community can bring. At either stage, these most certainly are exciting times for the both of you! However, your child is not the only one transitioning. You are entering a new phase of your life, growing older, confronting your own future as your child prepares to launch into adulthood. This module addresses these important concepts for parents of high school students and college students. Here you will find answers to your many questions and resources to help you support your child as he or she emerges into adulthood and plans for college, career, and a life in the community. Several questions are important as you think about your new role and responsibilities as a parent of an adult with disabilities. These questions will help develop strategies for communicating, supporting, and building positive relationships with your child and those in his or her adult world. What are measurable postsecondary goals? What is the difference between high school and college? How do my roles change as my child moves from the high school to the college setting? What does research say about parental hovering in college? How can I be sure my child will not only achieve academically, but also be safe, warm, well feed, have fun, and stay healthy? What information do I want to gain when my child and I tour college campuses? Transition from school refers to the time your child leaves public school and enters the adult community to live and work. Planning for this time is important as transition presents important challenges and changes for both you and your child. It is important to work with the schools to identify and foster as much independence, self-determination, self-advocacy, and success as possible for your child.

Chapter 7 : Preparing For Adoption By Making Lists

Preparing our kids for life as adults can range from housecleaning, preparing food, learning to budget and operating appliances to more person-centered skills like negotiating with others, learning to apologize, ordering meals in restaurants politely and showing respect to others in ways as basic as putting your cell phone away at dinner.

Preparing for Adult Life: Bremer, Sharon Mule, and John G. Smith When they reach adulthood, youth with disabilities need to be able to communicate with others, establish and maintain relationships, and participate in a variety of work, community, and home settings. Supporting youth in developing social skills can help them in the short-term to have more satisfying friendships, more positive family relationships, and better success in school. In the long-term it can equip them for success in work and community life. The idea that competence in using social skills can lead to positive perceptions of persons with disabilities in the workplace can be extended to other community settings such as postsecondary education, neighborhoods, and faith communities. The Role of Transition Teams For transition-age youth with disabilities, the Individualized Education Program IEP team plays an important role in identifying needs in the area of social skills development and creating goals to help prepare youth for work and community life. Students with disabilities may be motivated to improve their social skills in order to better relate to peers, have dating relationships, advocate for their own needs and wishes, and successfully engage in community activities of all kinds, including employment. A jumping-off point in building new skills or addressing deficits can be discussion with the student of his or her interests, goals, existing social strengths, and social network. This can lead to identifying the social skills needed by the student to achieve his or her personal goals during and after high school. Goals written into the IEP should include strengthening existing social skills as well as developing new ones. In addressing secondary and postsecondary education, employment, and community living in the IEP, the team should take care to look at social skills needed by the student to succeed in each of these life areas. It is also important to spell out how to determine whether each goal has been met. Within these areas are specific skills, which may be developed through individual or group skills training. These include active listening, cooperating with others, problem solving, planning, and using technology. Transition is the time to ensure that students understand their disabilities and the impact that a disability may have on social skill development as well as everyday life. The transition IEP should also take into account the need for students to attend to their own safety in social settings as they begin to navigate more adult situations. Safety becomes more of an issue for all teens as they begin to attend activities without adult supervision and deal with issues involving dating, being a driver or passenger in a car, and situations where alcohol or illegal drugs are readily available. Students with disabilities may face particular challenges in such settings; helping them learn to respond appropriately is a joint responsibility of parents and schools. Focus attention on the person speaking, using eye contact and non-verbal body cues. Check your own understanding of conversations and the understanding of others. Recognize and express feelings appropriately. Support dialog by building on other comments. Keep conversation and comments to an appropriate length. Match voice volume to setting. Keep self-disclosure appropriate to the setting. Be able to identify risky social situations and have strategies for staying safe. Additional Skills for the Work Environment Understand job requirements and know how to request work-related accommodations. Stay on task and complete your work. Know how to give and respond to instructions. Be open to redirection. Be able to give directions and offer criticism without demeaning others. Respond to supervisors and coworkers with courtesy. Be able to respond appropriately to criticism. Manage conflict by using problem solving and, when necessary, requesting assistance. Demonstrate a positive attitude about the job and other employees. In addition, dozens of programs have been developed specifically to teach social and emotional skills and knowledge in schools and other settings. Their Web site also includes information about creating a school climate that supports the development and practice of social and emotional skills. The goal of establishing a positive school climate is to ensure that all students know they are valued and respected members of a community of learners. The following tips Curtis, can help teachers and administrators set the stage for a positive school climate, and thus for social learning: This can be difficult in

secondary schools; using name tags or assigned seating at the start of the term can help. Use homeroom time to build a sense of community and provide opportunities for conversation among students. Provide unstructured time e. Encourage journal writing to improve self-awareness. Provide opportunities for students to participate in inclusive extracurricular activities that do not require tryouts or auditions, and provide accommodations as needed. Offer ways for students to give feedback regarding their experience at school, and show them that their input is taken seriously. Make a point of connecting informally, on a daily basis if needed, with individual students who are having difficulties. Conclusion The transition IEP can be a powerful framework for identifying activities and services that will help the student learn and practice skills for the adult world and learn new ways to connect to their community. Through activities such as exploring postsecondary employment and training, job shadowing, joining community groups, and practicing independent living skills, youth can have many opportunities for social skills development. In addition, a positive school climate supports social learning by providing an environment in which all students are valued and respected. Social awareness and transition to employment for adolescents with mental retardation. Remedial and Special Education, 18 5 , George Lucas Educational Foundation. Enhancing the effectiveness of social skills interventions with adolescents. Education and Treatment of Children, 21 4 , Handling small talk at work: Challenges for workers with intellectual disabilities. International Journal of Disability, Development and Education, 47 3 , Learning together and alone: Cooperative, competitive, and individualistic learning 5th ed. National Collaborative on Workforce and Disability. Helping youth develop soft skills for job success: Tips for parents and families. Sharon Mule is Coordinator at the Institute; she may be reached at ssmule@umn.edu. University of Minnesota, Institute on Community Integration]. The University of Minnesota is an equal opportunity educator and employer.

Chapter 8 : Parenting Adult Children - Life, Hope & Truth

Link-checked, February About transition in Spanish | Sobre transición en español. Life is full of transitions, and one of the more remarkable ones occurs when we get ready to leave high school and go out in the world as young adults.

Chapter 9 : Preparing Adolescents and Adults for Life " #3 | OT's with Apps & Technology

That is the hardest part about witnessing our children becoming adults: they make decisions we don't always agree with, but they have the right, and the responsibility to do so. I have to trust my young adult son to create his own good life.