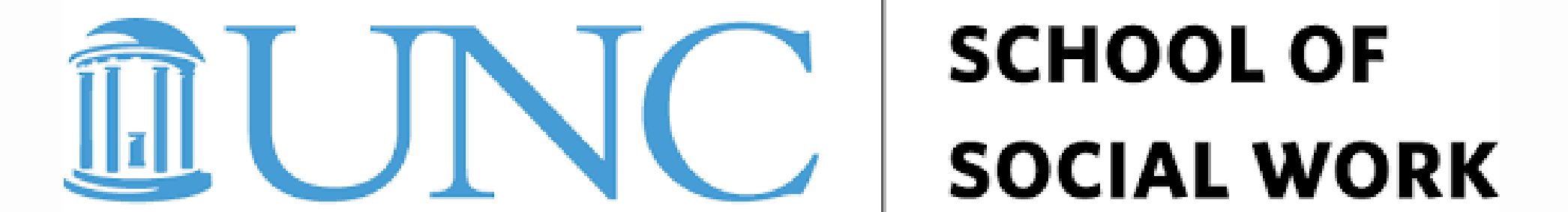


Disrupting the School-to-Guardianship Pipeline for Youth with I/DD



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The Challenge

"For a variety of reasons, youth with I/DD are disempowered by schools actively encouraging guardianship to the exclusion of less restrictive alternatives and not providing families and students with sufficient information about the availability of... decision-making supports."

The National Council on Disability 2019 publication, Turning Rights into Reality: How Guardianship and Alternatives Impact the Autonomy of People with Intellectual and Developmental Disabilities

An Opportunity

"The United Nations Convention on the Rights of Persons with Disabilities (CRPD) establishes a new paradigm of supported decision-making, rather than guardianship or substituted decision-making, for people with intellectual disability."

Glen, 2015

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Recommended Alternative

If families and students feel uncomfortable with the transfer of the decision-making abilities of the student, the opportunity exists to explore any number of strategies to support the student transitioning into adulthood. **As a last resort**, the prospective guardian **may petition** for limited or full guardianship at the local probate court.

For more information about alternatives to guardianship, please visit Rethinking Guardianship NC at <https://rethinkingguardianshipnc.org/> and the National Resource Center for Supported Decision-Making at <http://supporteddecisionmaking.org/>.

You may also want to discuss your options with an Elder & Special Needs attorney you can find through the NC Bar Association at <https://www.ncbar.org/public-resources/find-an-nc-lawyer/>

(emphasis added)

The Evidence

Mazzotti, et al. (2021) in *Career Development and Transition for Exceptional Individuals*

Validated previous predictors:

- Career & technical education
- Interagency collaboration
- Inclusion in general education
- Paid employment/work experience
- **Self-Determination**

Identified four new predictors:

- Goal setting
- Parent expectations
- Travel skills
- **Youth autonomy/decision-making**

Why It Matters

- Youth autonomy/decision-making is among four newly identified predictors of post-school success and aligns with supported decision-making.
- It is important for families, educators, and LEAs to be aware that these predictors are research-based strategies for post-school success.
- The North Carolina DPI Indicator 14 Report includes post-school outcomes, such as if the student is employed and/or enrolled in postsecondary education after graduation high school.

Strategy

Educate individuals and families about Supported Decision-Making and other less-restrictive alternatives to guardianship.

For families, educators, and districts

- educate yourselves (participate in webinars, RG module)
- educate others (colleagues, students, families)
- provide purposeful decision-making practice opportunities beginning in middle school grades.
- Visit Rethinking Guardianship www.rethinkingguardianshipnc.org



You will find:

- Print materials (available in pdf for download): "[Supporting Choice and Self-Determination](#)" booklets in English and Spanish; List specific flyers, brochures
- Self-paced modules
- Other information: including about tools for assessing capacity and videos and stories about individuals who are using supported decision-making

An Example

"If families and students feel uncomfortable with the transfer of the decision-making abilities of the student, the prospective guardian **needs to petition** for guardianship at the local probate court."

2020 North Carolina Local Educational Agency's (LEA) Transfer of Rights brochure (emphasis added)

References

- Glen, K. B. (2015). Supported decision-making and the human right of legal capacity. *Inclusion*, 3(1), 2-16.
- Mazzotti, V. L., Rowe, D. A., Kwiatak, S., Voggt, A., Chang, W.H., Fowler, C. H., Poppen, M., Sinclair, J., and Test, D. W. (2021). Secondary transition predictors of post-school success: An update to the research base. *Career Development and Transition for Exceptional Individuals*, 44(1), 47-64.
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