



Module 3 – Housing and Daily Life

***“A home is more than just where you live; it reflects who you are.”
– Ty Pennington***

Instructions

Please view the Housing & Daily Life video before completing the checklists and worksheets. The video provides a comprehensive overview of the topic. While completing these worksheets, you may need to reference additional resources and reading. We have listed some resources that we have found helpful in the Additional Resources section.

Topic Summary

In the Housing & Daily Life Module, we review a variety of topics relating to housing options and maximizing independence in adult life. We also summarize a variety of housing options and community resources.

Checklists and Actionables

I remember when my mother, Shyamala Harris, bought our first home. I was thirteen. She was so proud, and my sister and I were so excited. Millions of Americans know that feeling of walking through the front door of their own home for the first time - the feeling of reaching for opportunity and finding it. (Kamala Harris.)

What type of Housing Should I Consider?

Think about the following:

1. What type of housing is right for your child?
2. In what neighborhood?
3. How will my child have access to community resources to meet the needs of daily life?



These all must be considered BEFORE there is an emergency need for your child to live outside of your family's home.

Housing options to consider are as varied as the housing market. When considering housing, though, don't expect to team up with some other parents, buy a house, and expect the state to staff it. That is very unlikely to happen in severe budget crises. If you can afford to privately pay to staff it, great! Most people cannot, though, so it is important to look at housing options that create a "good neighbor" feel and opportunity for someone to always be on the lookout for anything amiss.

Options include:

- Home ownership
- Rental
- In law apartments
- "Granny Pods" or Small/Tiny Houses
- Section 8 Housing
- Roommates
- Boarding Homes
- condo villages
- Modern apartment buildings
- Apartments in, e.g, two-family houses or brownstones
- Duplexes
- Living with someone without a disability who is looking for a room-/housemate

Know that some senior citizens, for example, who are living by themselves, might really enjoy the company of your son/daughter! Be creative – don't rule anything out just because it's not conventional housing or traditional human services residential options such as "group homes."

- Check out this website: http://uconnucedd.org/finding_housing_in_ct/
- Take your son/daughter along to various types of living arrangements that work within your family's budget and lifestyle to discover what he or she like best.



Skills and Other Personal Assets Checklist

- Understands safety precautions
- Possesses some independence and self-determination skills
- Self-care skills
- Knows how to navigate community
- Drives, rides bus, cab, or other public transportation
- Possesses housekeeping skills
- Can prepare simple meals/snacks
- Can spend time alone or away from family

Knows how to use:

- Adapted living spaces
- Environmental technology
- Remote monitoring
- Ipad or other cell phone/tablet/laptop apps
- Facetime/Skype
- Electronic reminders
- What to do/who to contact (and how to contact them) in an emergency

Remember, these are just ideas for what your child could learn during the transition years having the specialized instruction that school districts offer.

COMMUNITY RESOURCES

Community Resources. Before completing a resource map (the template for one appears later on in this PDF), consider these ideas for how your son's/daughter's life can be enhanced. Then, in your actual map, find out which of them are in the area in which your son/daughter may live so you know where the community resources s/he may need are and how s/he can access them. Consider

- Food pantries and thrift stores
- Meals on wheels or a delivery service like Peapod®
- Shopping for necessities
- Shopping for niceties
- Going out to eat



- Doing laundry or getting laundry/dry cleaning done
- Getting emergency care
- Repair services
- Banks
- Community Co-Ops

For recreational opportunities, consider:

- Neighborhood group or organization
- Parks and recreation/community centers
- Public library
- Museums
- Sports activities (as an observer or participant!)
- Joining a community group that shares your interests
- Volunteerism
- Musical or other performing arts events
- Being active in a faith community
- Joining political campaigns

Ask yourself: What else does your child/family now do that you would like to continue doing with them or by yourself?

Consider these options for transportation:

- Asking for a ride/contributing to cost of gas
- Carpooling Uber, Lyft, or other less expensive alternatives to taxis
- Taxis
- Public bus or train
- Disability-specific ride services

Social Networks that Can Help with Community Living

- Friends
- Extended family, neighbors who drop in or come when asked
- Matching your child to a suitable room-/housemate without a disability (e.g., siblings or other relatives, senior citizens, college students, other single adults)
- Neighborhood watch



Options for Meeting Support Needs

- Options for meeting needs without having to access the “service system”?
- Exchange networks
- Time banks
- Technology/ remote monitoring
- Parents, siblings, spouse, children, grandparents, extended family
- Friends
- Roommates
- Neighbors
- Same age peers (college age, aging)
- Independent Living Center
- Shared Living/host family
- Neighborhood Watch
- Home Owner’s Association

Consider these options for Eligibility-Based Supports

- Homemaker or Home Health Aide
- Independent Supported Living (ISL)

Directions for Completing Your Community Resource Map

A Community Resource Map is a tool used to identify the various resources that exist in the community in which your son/daughter will live as an adult. Community Resources are those places to access goods and services that are available to any citizen in the community either directly (as on a walk-in basis) or indirectly (e.g., by becoming a member).

Community Resources do NOT include “special places for people with disabilities.” In completing this form, it is presumed that you already know where “special places” are or can find out by calling 2-1-1 in your state or asking other families affected by disability. On the other hand, there may be places that initially were designed for people with disabilities but have become open to the public so that they are inclusive and facilitate interactions between people with and without disabilities as they go about their business using those resources.



The most common community resources are for:

- Dental/medical/mental health care
- Emergency services (e.g., fire, police, ambulance, walk-in centers)
- Fun things to do
- Places to meet new people
- Places to meet spiritual needs
- Where to buy groceries for a long term or to drop in for a needed item or treat
- Repair services (e.g., for assistive technology, household or vehicle maintenance)
- Assistance with money (i.e., banks, financial advisor)
- Where to purchase “big ticket” items such as a dishwasher, new TV, cell phone
- Where to purchase clothing and other incidentals

The idea for this form is NOT to identify every single option available in your child’s community (or what will be his/her community if s/he is getting a place of his/her own to call home) but to identify which community resources your son/daughter are likely to use that are nearby and to specify how s/he will be able to get there or otherwise access what the community resource has to offer.

As the caveat on the form says, the definition of “nearby” is subjective. Ordering off Amazon is nearby (sort of!) because one can do it from home. In other situations, people in certain rural areas may think nothing about taking a train or bus to where they need to go but others want resources within walking distance.

The further your son/daughter lives away from the community resources s/he is likely to need and/or want, the more attention needs to be paid to how s/he will get there. Remember that there are many options for transportation including:

- Asking for a ride/contributing to cost of gas
- Carpooling
- Uber, Lyft, or other less expensive alternatives to taxis
- Taxis
- Public bus or train
- Disability-specific ride services



Make sure to explore the pros and cons of each (e.g., costs, the fact that disability-specific ride service may be unusually busy on certain days of the week or times of the month so ride availability may be irregular, legitimate safety concerns such as waiting for a bus in a desolate locations) but remember there are also many ways to use technology specifically for transportation or to access community resources in other ways.

This map should be updated whenever your son or daughter is going to be relocating to a new neighborhood or if s/he develops greater independence through, for example, travel training that enables him/her to use public transportation.

Additional Resources

211 Helpline at 211 or <http://www.211.org/>



Starting small

List the first 5 things you will do/assure gets done to support your son/daughter in preparing for, obtaining, and sustaining a place of their own to call home.

Action Steps	Who's responsible	Completion date
1.		
2.		
3.		
4.		
5.		



Community Resource Map

What I want/need	What's available nearby*?	How can I get there or otherwise access it?
Dental/medical /mental health care		
Emergency services		
Fun things to do		
Meeting new people		
Meeting my spiritual needs		
Groceries (immediate use v. for a week)		
Repair services		
Assistance with money		
Purchasing "Big ticket" items		
Purchasing clothing/other incidentals		
Other		

Note that the definition of "nearby" is subjective. Ordering off Amazon is nearby (sort of!) because one can do it from home. In other situations, people from the Northeast think nothing about taking a train or bus to where they need to go but others want resources within walking distance.

Based on concepts derived from Crane, K., & Skinner, B. (2003). Community resource mapping: A strategy for promoting successful transition for youth with disabilities. *Information Brief: Addressing Trends and Developments in Secondary*