

Transition Planning

The Collaborative Approach



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Basics of Transition Planning

- ▶ Identify student's hopes, interests, preferences and support needs
- ▶ Collaborate as a team
- ▶ Develop strategies toward student's hopes for the future
- ▶ Link the student to adult services, as needed

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OVERVIEW

Laws that Guide Transition Planning

The Young Adult's Vision of the Future

Young Adult Shares Future Plans

The Power of Collaboration

Laws that Guide Transition Planning



Federal Law, Individuals with Disabilities Act (IDEA)

- Requires that transition plans be included in the student's IEP at age 16
- Defines transition services as a coordinated set of activities for a student that....

Laws that Guide Transition Planning



Promotes movement from school to post-school activities, including:

- **Post-secondary education**
- **Vocational training**
- **Integrated employment**
- **Continuing and adult education**
- **Adult services**
- **Independent living, and**
- **Community participation**

Laws that Guide Transition Planning



The coordinated set of activities must be based on student's needs, **taking into account preferences and interests**, & include needed activities in the areas of:

- **Instruction**
- **Community experiences**
- **The development of employment & other post-school living objectives, and**
- **Acquisition of daily living skills and functional vocational evaluation**

Laws that Guide Transition Planning

“...taking into account the student’s preferences and interests” (IDEA)

The transition plans are grounded in the dreams, the strengths, the interest and abilities of the young adult

Youth Identifies Vision of Future



Talk with the youth about hopes and dreams for the future

Youth Identifies Vision of Future



What about the youth who cannot communicate hopes for the future, interests or preferences?

Consider:

- **What motivates the youth?**
- **How does the youth prefer to spend time?**
 - **What are the sensory needs?**
 - **What abilities are starting to emerge?**

Youth Identifies Vision of Future



Feed the vision

Help youth build it into something that fits

Youth Identifies Vision of Future



Give youth many opportunities over time to share goals with others

Youth Identifies Vision of Future



Allow the vision to evolve

Youth's Vision Evolves Vocational Experiences



Disability Mentoring Day

Work Assessments

Summer Youth Employment Program

Youth's Vision Evolves

Working with Summer Employment Program

- **Fill out the application**
- **Meet with Erin, or another Maine Med representative**
- **Student shares hopes and dreams for the future**
- **Collaborate with Maine Med and give information about the student**
- **Determine the best job placement**
- **Establish ongoing communication throughout the summer and beyond**

Youth's Vision Evolves

Working with Summer Employment Program

Summer Youth Employment Program

- Seven week supported employment program
- Tuition based
- Opportunity to network, interact with co-workers and peers
- Includes a Career Booster class to supplement the work experience
- Chance to reflect on how the student liked the job and how they did

Young Adult Shares Future Plans



The Transition Portfolio

**A Tool for Sharing
Goals, Interests,
Preferences and Needs**

Young Adult Shares Future Plans



**Transition Portfolio is
about the path the youth has taken
& where they hope to go**

Young Adult Shares Future Plans Transition Portfolio

Contents

- My goals for the future
- IEP/ Transition plan
- Career interest surveys
- Sample job application
- Photos of me at work
- Resume
- Work references
- Stellar school work
- Photos of my interests
- Results of Independent Living Skills Assessment
- Photos of me in community
- About my learning style
- Transcript/ course of study
- Awards & Certificates

Young Adult Shares Future Plans Transition Portfolio



Helps promote a sense of identity
Serves as a tool for self-advocacy

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**Making the most
of the
IEP Meeting**

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The IEP Meeting



Youth shares vision with team
Help youth get closer to goals

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The IEP Meeting



Strategies to Enhance the Young Adults Participation

- Help the youth prepare for the meeting
- Begin meeting with student stating goals
- Share recent additions in Portfolio
- Build routine and predictability into meeting
- Give youth specific roles
- Give consideration to size and length of meeting

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The IEP Meeting



Strategies (continued)

- Ask youth for advice, “What are the rules/ supports that work best for you?”
- Discuss options, then give time and space to make own decision
- Encourage youth to come to meeting with questions or concerns for the team
- Allow youth to excuse self from meeting if needed

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The IEP Meeting



**Planning is a TEAM process,
with all those involved in the youth's life**

- Student
- Parents/ guardian
- Team at school (teacher, social worker, occupational therapist, speech & language)
- Residential staff
- State Agency Rep (VR, DHHS)
- Community-based service providers
- Mentor, friends

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The IEP Meeting



TEAM WORK

The team is greater than the sum of the parts

Team process promotes collaboration

Participation leads to investment in youth's life

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The IEP Meeting



Points for Parents to Consider

- Parents have right to call IEP meeting at any time
- Ask that the meeting begin with the transition plan
- Request a copy of the draft IEP/ Transition plan ahead of meeting
- Build partnerships with others on the team
- Initiate discussions about transition planning, even if the youth is not yet 16
- You can't win the race without all the members of your team

The Power of Collaboration Links to Adult Services



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Links to Adult Services



**Two years prior to graduation
make referral to Vocational Rehabilitation**

www.maine.gov/rehab/dvr/youth_transition.shtml

**Telephone: 1-800-698-4440
Toll Free TTY: 1-888-755-0023**

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Vocational Rehabilitation

“Works to bring about full access to employment, independence and community integration for people with disabilities.”

VR Mission Statement

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Terms to Know

Employment Specialist:

Responsible in assisting with the early stages of job development

Job Coach:

Help with training strategies and helping the individual adjust to the culture of the workplace

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Informational Interview:

Asking questions of those in the field

Situational Assessment:

Trying the job out, for a wage

Job Shadows:

Observing a specific field and seeing first hand what is expected

The Power of Collaboration Links to Adult Services



Vocational Rehabilitation

can assist with funding (in some cases) for:

Education

Employment Training

Vocational Programs

Job Development

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**The Employment Specialist and student
will work together to:**

Search for Jobs

Determine Educational Needs

Update the Resume

Fill out Applications

Practice Interviews

Attend Interviews

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The Job Coach and student will work together to:

Make sure the tasks make sense

Determine accommodations that are needed

**Determine and help foster relationships with
Natural Supports on the job**

What about Long Term Support ?

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Links to Adult Services



At 16, make referral to adult services

**Office of Adults with Cognitive & Physical Disabilities,
Developmental Services**

**to determine eligibility and to make them aware of
the youth's support needs**

**If eligible for services, an Individual Service
Coordinator or case manager will be assigned**

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Links to Adult Services



Make a plan for guardianship

- Prior to age 18, explore the range of options
- Help the young adult make an informed decision
- Petition the court if necessary
- Contact Probate Court to determine timeline, process and cost to apply

www.maine.gov/guardianship

Developmental Disabilities Services

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**At 18 years of age
apply for SSI (Supplemental Security Income)
&
MaineCare**

Regardless of whether student qualified before age 18,
re-apply in order to determine if s/he is still eligible

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Links to Adult Services



Adult Developmental Services manages specific MaineCare benefit programs that provide residential, community and/ or employment supports to adults with autism

Important to work with your case manager to determine the status of these benefits and to get on waitlists for services

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Links to Adult Services

Section 21- Home & Community Based Benefit

“Comprehensive waiver”

Provides residential, work and community supports

Currently closed, wait list

Section 29- Community Support Benefit

Doesn't provide funding for residential

Provides community supports, employment specialist services & work supports

Currently closed, wait list

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Links to Adult Services



Section 24

Provided in home supports

Focus on life skills, like hygiene, money management,
learning to ride bus

Parents not directly involved

1:1, 15-25 hours /week

Currently closed to new admissions,
but if you receive now, can continue to age 21

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Links to Adult Services



What can parents do?

- Be creative, think outside the box
- Work closely with your case manager
- Network with other parents
- Be aware of opportunities in your community
- Promote the development of friendships and share resources
- Call agencies directly, "How can we make this work?"
- Keep your legislators informed

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WORK AS A TEAM

KEEP STUDENT'S HOPES ALIVE

COLLABORATE!

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Pass with Care & Win!