



Planning for Access to the Community:
**Thinking Outside
the (School) Box**



Lisa Mattheiss,
Executive Director





Meet
our
Family



Objectives...

Today is...

To define transition according to IDEA

- Designed to start us thinking about the possibilities
- To start us thinking about what skills might be necessary to achieve those possibilities
- To be a catalyst to begin dialogue with supports that occur naturally in the course of one's life.
- To help us think "outside the schoolbox" to what natural supports are/can be available in the home/community that contribute to access for the person with the disability.
- What today's presentation is NOT: exhaustive.



300.43 Transition Services.

- (a) *Transition services* means a **coordinated set of activities** for a child with a disability that—
 - (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

300.43 Transition Services

- (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

PURPOSE of the Transition Process is to gain or functionally apply...

- Skill Development
- Social Skill Development
- Organizational Skills
- Self Determination/Self Advocacy
- Conflict Resolution
- Transportation Skills
- Punctuality
- Responsibility
- Task Initiation
- Task Completion
- ...And it's ok to learn that they don't like something.

State Performance Plans (SPP)
Performance Indicator 13

- Evidence that the student was invited to their IEP meeting
- IEP Goals directly related to Transition Services and outcomes
- Transition Assessment Completed
- Evidence that a representative of any participating agency was invited



When do we begin thinking about accessing the community?

- Parents: Goals for independent living begin at birth
- IDEA: required by 16
- For purposes of this workshop, we may refer to transition age, but many of the concepts can be applied at any time in a person's life, to any transition in their life.

Transition is part of life...

- IEP Transition Plan is the record of the school's involvement in the transition process, but should not be the only piece of the puzzle.
- The school doesn't provide everything for a child without special needs, but they lay the foundation and offer opportunities and connections.

School...

- Is just the framework
- Should incorporate many of the beginning stages of the transition process, skills development
- It is the student/adult and their parents/circle of support that provide the direction of this process



Transition planning is not a mystery, it is a method



Transition is a PROCESS.



Transition is not a
DESTINATION!

Who belongs in an
transition discussion?



Strategies for working with transition age students and families

STUDENTS

FAMILIES

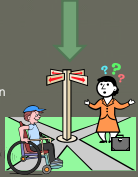
- Provide multiple opportunities for students to share **what is important "TO" them.**
- Expose** students to lots of careers, living options, and educational opportunities so they have a basis to make informed decisions
- Provide multiple opportunities for families to give input about what they feel is **important "FOR" them.**
- Inform** families early and often about adult living options and services and give processing time!

How can we prepare for transition?

Students have ?'s

- Where will I live?
- Will I have friends?
- What job can I do?
- Who will protect me?
- How much say do I have in my life?
- What if something goes wrong?

YOU ARE
HERE



Parents have ?'s

- Will my son/daughter be safe?
- How can I protect them?
- If I am not there, what will happen?
- Are there supports after high school?
- Who pays for this?
- How much say do I have in his/her life?
- What if something goes wrong?

These are question that every parent and young adult has, not just parents of children with disabilities and young people with disabilities!

For a successful transition journey it is important to answer these tough questions together as a team: student, family members, and teachers

Family Financial Considerations

- Special Needs Trust
- MicroBoards
- Conservatorship
- Guardianship
- Medical Power of Attorney
- Educational Power of Attorney
- Financial Power of Attorney



Natural Supports

- DEFINITION
- *“Natural Supports” means personal associations and relationships typically developed in the community that enhance the quality and security of life for people, including, but not limited to, family relationships; friendships reflecting the diversity of the neighborhood and the community; association with fellow students or employees in regular classrooms and work places; and associations developed through participation in clubs, organizations, and other civic activities.*

As defined in the Lanterman Developmental Disabilities Services Act, Section 4812 of the Welfare and Institution Code, Part (c).

Who/What else can be considered in the access discussion?

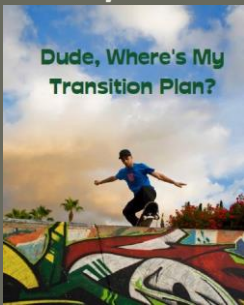
- Businesses/Entrepreneurs
- Churches
- Volunteer opportunities
- Vocational Rehabilitation
- Colleges/University
- Clubs
- Boards/Councils
- Educational Opportunities
- Housing
- Safety Providers
- Service Providers
- Employers





What Questions to Ask

Dude, Where's My Transition Plan?



<http://lifelinefamilies.org/supplement-to-university-of-nhstart-presentation/>

What Happens When I Turn 18?

One year before age of majority, (18 in TN) a statement that the child has been informed of rights that transfer to the child on majority (Authority: 20 U.S.C. 1415(m))

- Special education notice to both child and parents
- All other rights transfer to the child
- Agency notifies both the child and the parents of the transfer of rights
- Plan ahead to know the process to appoint the parent to represent the child who does not have the ability to provide informed consent

What Happens When I Turn 18?



<https://www.chattanooga.org/125/when-you-become-18-booklet>

What Are Questions We Ask?

- Does the desire seem impossible?
- What is it about that job/position/activity that makes you want to do it?
 - Clothing?
 - Place?
 - Person?
 - Other?



What are the Questions to Ask?

- What are the natural supports?
- What is the existing network?
- What are the opportunities that do exist?
- If it doesn't exist, how can I create it?



What are the Questions to Ask?

What are the skills you have to work with?

- Make a list
- Check it twice



Thinking Outside the School Box Transition Worksheet
<http://lifelinefamilies.org/supplement-to-university-of-nhstart-presentation/>

Home Skill Development Today can
Evolve Into Community Access
Tomorrow



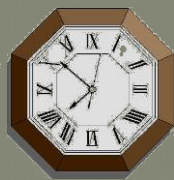


Things to keep in mind...

- Don't underestimate the abilities that they do have already.
- Encourage the use of the skills.
- The person doesn't always need to be on the receiving end, let them be the provider.
- Don't limit the use of the acquired skill to just the situation under which the acquisition was made.

General Skills of Personal Responsibility

- Cleans up after self/throw away trash
- Stand in line/wait turns
- Follow up/follow through to task completion
- Team player
- Self confidence
- Punctuality
- Ability to adhere to schedule
- Transition between tasks
- Respects property



Social Skills

- Voice concerns properly, clearly
- Ask questions appropriately
- Clean up after self
- Understands boundaries
- Abides by common boundaries
- Respects property of others



Healthcare



- Cares for personal hygiene
- Taking medication
- Personal safety
- Understands Medicare/Medicaid
- Understands private insurance
- Talk with physician themselves
- Use medical transition resources as appropriate

Communication

- Communicates clearly verbally
- Communicates verbally if prior understanding
- Communicates with assistive technology
- Understands non-verbal cues and body language
- Communicates with gestures, sign language
- Communication with PECS or other picture system
- Communicates through written format
- Student Driven IEP Meetings



Safety Awareness

- Recognizes potentially unsafe situations
- Financial safety awareness
- Medical safety
- Physical safety-Can relay contact info, contact 911, knows when to contact 911
- Emotional safety awareness - choosing friends wisely, pick out positive character traits in others, knows handshakes vs. hugs
- Issues of privacy - protects privacy of self, others

Household Chores

- Responsibility
- Punctuality, Adherence to a Schedule
- Sense of accomplishment
- Follow up/Follow through to task completion
- Self confidence
- Team player
- As much independence as possible





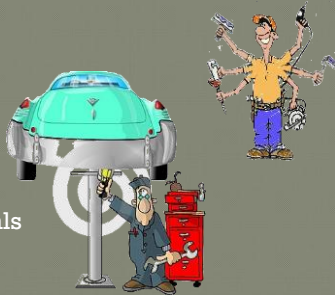
Household Living Skills

- Kitchen skills
- Doing laundry
- Cleaning skills
- Gardening
- Ironing, sewing, knitting, crocheting
- Caring for inside animals
- Many skills learned through Girl/Boy Scouts or American Heritage Girls/Trail Life
- Grocery Shopping



Household Living Skills

- Mechanics
- Driving Skills
- Lawn Care
- Handyman
- Carpentry
- Plumbing
- Farm & Outdoor Animals



High Knowledge Areas

- Love of music/CDs/DVDs
 - Music store, video rental/sales
- Love of reading/books/magazines
 - Library, book store, airport shops
- Academics –
 - Tutoring, tour guide
- Organizational Skills
 - Cleaning, organizing, stocking shelves



Other Skills & Hobbies



- **Outdoors**
 - Interest in animal husbandry
 - Farming – gardening, farming
 - Fishing – competitive fishing, fishing clubs
 - Hunting – hunting clubs, competitions
 - Hiking – landscaping, forestry
 - Traveling, sightseeing – tour guide, tourist attraction

- Personal Hygiene
- Taking Medication
- Personal Safety
- Medicare
- Medicaid
- Private Insurance
- Talking with physician themselves
- Medical transition resources



Health Care

Money Management Skills



- Concession stands
- Budget
- Allowance
- Fee collection
- Ushers, count money
- Information Disclosure Awareness
- Social Security
- Social Security Disability
- Qualification/Eligibility for Services
- Knowledge of services used

Safety Awareness



Teaching them to recognize potentially unsafe situations

- Financial safety
 - Contract signatures, etc.
 - Budget/spending plan
- Medical safety
 - Medications, etc.
- Physical safety
 - Knowing contact information for family/home
 - Ability to dial 911
 - Preprogram technology
- Emotional Safety
 - Choosing friends wisely
 - Reinforcing positive character traits to look for
 - Handshakes vs. hugs

Social Media Safety

- E-mail
- Listservs
- Facebook
- Twitter
- Support Groups
- Educational Groups
- Safety Skills Awareness
 - Information Disclosure for Self & Others



Safety Awareness

- **Teaching them to recognize potentially unsafe situations**
- Financial safety
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Housing Options



- Complete Independence
- Independence with oversight
- Roommates
- Duplexes
- Homes with "mother-in-law" quarters
- Living w/an aide
- Living w/family/parents/sibling
- Group home
- College campuses
- Accessibility or Ability to be made accessible


Clubs & Community Involvement





Families: Consider building a portfolio of experiences and information to use during the transition process.

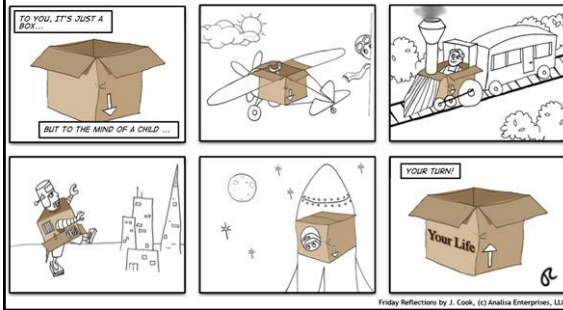
- Letters of recommendation from work the student has done for family members or friends:
 - Cleaning
 - Dog sitting
 - Helping with children
 - Delivering fruit baskets/gifts
 - Volunteer work; yard sales
 - Internships
- Record if the work was done independently or with assistance, and what was needed.
- Letters can indicate work skills:
 - Always on time
 - Very kind
 - Completed all tasks



What Kinds of Activities?

- Opportunities for Excellence
- Opportunities for Participation
- Opportunities for Service
- Opportunities for Education
- Opportunities for Independence
- Opportunities for Relationships
- Opportunities for Safety
- Opportunities for Success
- Opportunities for Failure
- Opportunity for ACCESS

To You It's Just a Box...



Friday Reflections by J. Cook, (C) Anallisa Enterprises, LLC

SUPPLEMENTAL MATERIALS REFERENCED IN THIS TRAINING CAN BE FOUND ONLINE:
<http://lifelinefamilies.org/supplement-to-university-of-nhstart-presentation>

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Lisa Mattheiss
Executive Director

LifeLine, Inc.
Reaching Families with Special Needs
With Support, Education, & Resources
Main Office:
1400 McCallie Avenue
Suite 112
Chattanooga, TN 37404



Georgia Office:
Walker County Advancing Education Center
925 Osburn Road
Chickamauga, GA 30707

423-622-4007/423-645-0504

Lisa.Mattheiss@LifeLineFamilies.org

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- Reaching Families with Special Needs
- Family to Family 501c3 Organization



- LifeLine provides
 - Parent, Professional, Educator Training
 - Special Education Rights, Diagnosis Specific, Topical Training
 - Support Groups – FamilyShare - TN and GA
 - Family Resource Center
 - Email list, Facebook Page, Resource Library, Equipment Exchange
 - website www.LifeLineFamilies.org
 - Consultations, Resource & Referral
 - ParentLink –
 - Parent Mentoring Training & Mentor Connection Opportunities
 - Special Needs Ministry
 - Sunday School and Awana Leadership Training, Vision Casting
 - SNAP – Special Needs Awareness Program
 - First Responder and Caregiver Emergency Preparedness
- Our goal is to “**Help Caregivers Thrive, Not Just Survive!**”