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;

(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

- Age Appropriate Assessments
- Knowing Interests & Abilities
- Identifying Post-School Outcomes
- Measurable Goals, timelines and responsible person(s)
- Needed Services & Activities
- Defining Courses of Study

SUCCESSFUL LIFE OUTCOMES!
Transition is a PROCESS.

Transition is not a DESTINATION!

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!

Who belongs in an transition discussion?

STUDENTS

FAMILIES

Strategies for working with transition age students and families
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?

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 questions 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 4732 of the Welfare and Institutions Code, Part (e).
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

https://www.chattanoogabar.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

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[Thinking Outside the School Box Transition Worksheet](http://lifelinefamilies.org/supplement-to-university-of-nhstart/presentation/)
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 peers, sign language
- Communication with PECS or other picture system
- Communication 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 boundaries vs. hugs
- Sense 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
• 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

- Email
- Listserv
- Facebook
- Twitter
- Support Groups
- Educational Groups

Safety Skills Awareness
- Information Disclosure for Self & Others

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

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
<table>
<thead>
<tr>
<th>Letters of recommendation from work the student has done for family members or friends:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning</td>
</tr>
<tr>
<td>Dog sitting</td>
</tr>
<tr>
<td>Helping with children</td>
</tr>
<tr>
<td>Delivering fruit baskets / gifts</td>
</tr>
<tr>
<td>Volunteer work / yard sales</td>
</tr>
<tr>
<td>Internships</td>
</tr>
<tr>
<td>Record if the work was done independently or with assistance, and what was needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters can indicate work skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always on time</td>
</tr>
<tr>
<td>Very kind</td>
</tr>
<tr>
<td>Completed all tasks</td>
</tr>
</tbody>
</table>

## 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...

SUPPLEMENTAL MATERIALS REFERENCED IN THIS TRAINING CAN BE FOUND ONLINE:
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LifeLine
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!”

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