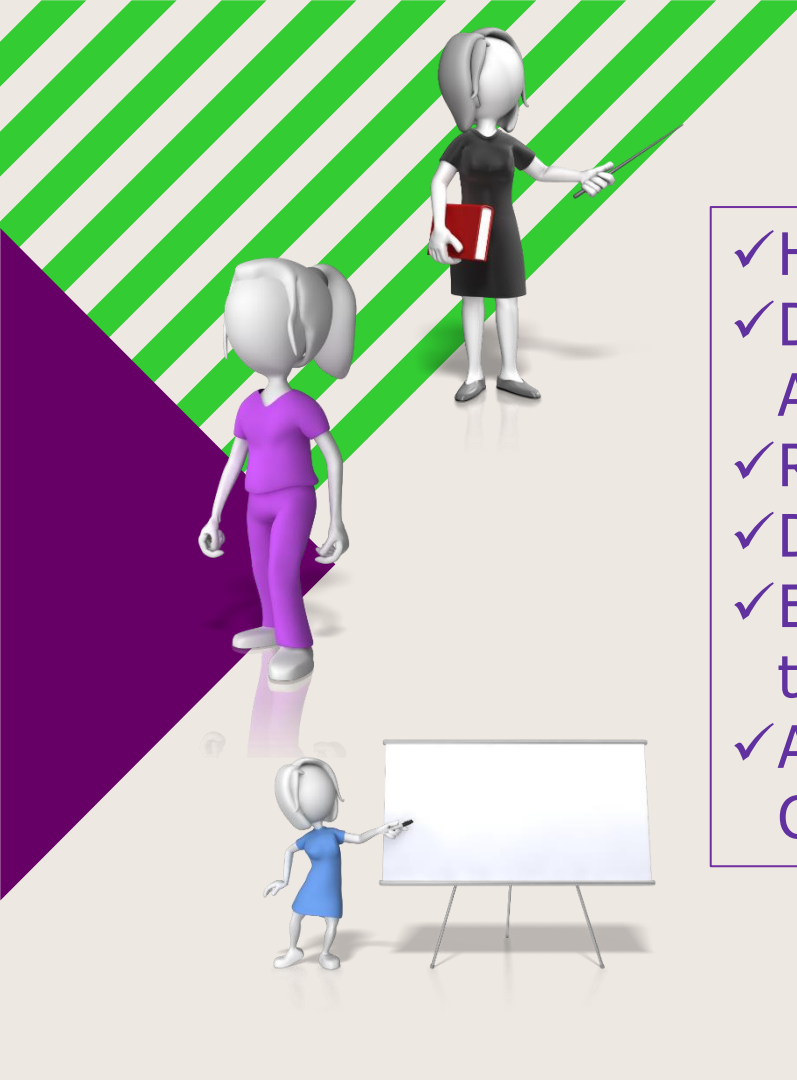




# **Creating a Transition Plan**

**High School  
and Beyond**



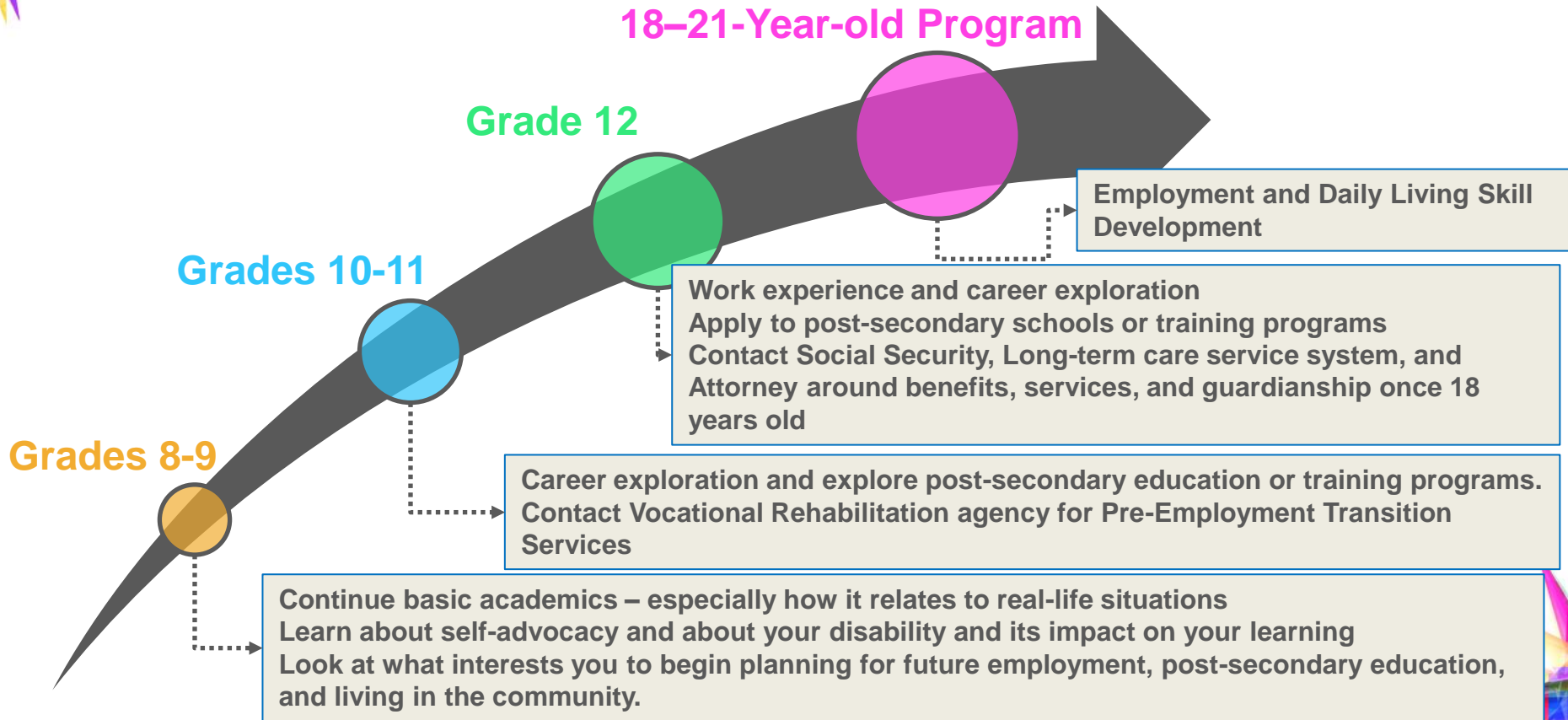
- ✓ High School Special Education Teacher
- ✓ Director of a Supported Employment Agency
- ✓ Registered Nurse
- ✓ Director of Personal Care Services
- ✓ Employment Initiatives Section Chief at the Department of Health Services
- ✓ Attainment Company Director of Curriculum and Training

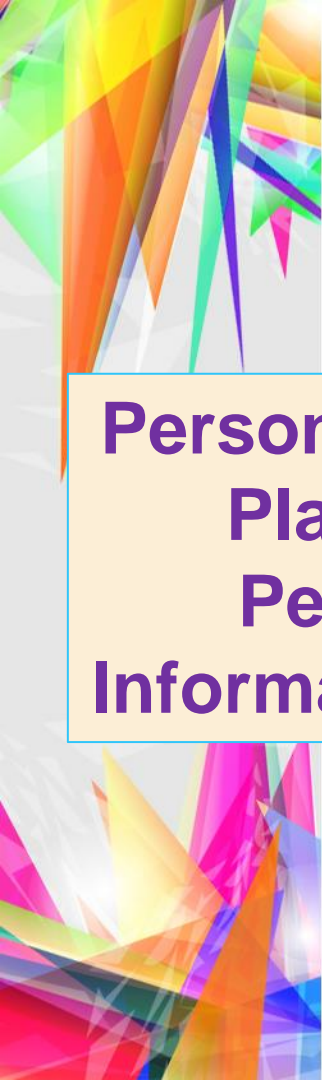


# Planning for the Future

1. Creating a Person-Centered Plan
2. Develop a Dream
3. Share Your Story
4. Who am I – what are my skills and gifts and what are my challenges and barriers?
5. What Careers match me?
6. How can I make the best use of time while still in school?
7. Who to contact to prepare for when I am no longer in school?
8. How do I manage my money?
9. How do I manage my healthcare?
10. Where am I going to live, work, recreate, and how will I get around in my community?

# Transition High School to Adulthood





## **Person-Centered Planning: Personal Information Form**

Emergency and Family contact information  
Healthcare Providers contact information

Medical information such as allergies, medications  
Access to MyChart, which Pharmacy is used

Behavioral Support Plans  
Nutrition and Dietary needs

Transportation Providers contact information  
Agency staff contacts

Current School Schedule



# Planning for the Dream

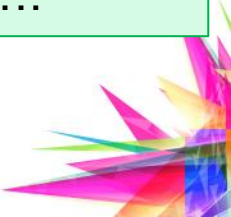
Dream  
Statements

Use pictures,  
words,  
drawings to tell  
your story



# Dream Statements

1. I want to live .....
2. I want to work at .....
3. For fun, I want to do .....
4. I want to learn more about .....
5. I want to go to places such as....
1. I want to save my money I earn for .....

1. I want my sibling to live....
  2. I want my sibling to work at....
  3. For fun, I would like my sibling to be able to .....
  4. I want my sibling to learn about ....
  5. I want my sibling to go to....
- 

# My Strengths and Challenges



## I am good at:

- Identify my interests, talents, and passions
- My Best Skill is...
- I would be good in a job doing..
- People say I am good at ....
- I am happiest when I .....
- I see myself in 5 years doing .....



## I need help with:

- My barriers to living on my own?
- I need the most help with....
- Who can help me overcome barriers to working, living, and recreating in my community
- Caregivers need to know my story



## I need to learn:

- To live more independently
- How to take care of my home
- How to get a job
- How to get to and from a job or other community activities
- A new skill for a job
- What fun things I can do in my community



# Employment Supports



## Vocational Rehabilitation

- ✓ Short-term
- ✓ Discovery
- ✓ Educational Funding
- ✓ On-The-Job Training (OJT)
- ✓ Apprenticeships
- ✓ Job Shadowing
- ✓ Interview/Resume
- ✓ Job Placement
- ✓ Project SEARCH



## School Transition

- ✓ Soft Skill Training
- ✓ Work Experiences in school jobs
- ✓ Simulated work
- ✓ Community jobs



## Long-Term Supports

- ✓ HCBS or Medicaid funded services
- ✓ Meet Eligibility
- ✓ Job Coaching
- ✓ Assistive Technology

# Matching to a Job

## Work Environments

- Noisy or quiet
- Temperature/indoors/outdoors
- Many people or few people
- Access to customers or behind the scenes
- Physical or sedentary
- Able to use public transportation or need specialize rides or walk/bike/roll
- Age of coworker
- Level of supervision
- Teamwork or individualized job

## Job Supports

- Job Developer
- Job Coach
- Job Accommodations
- Disability disclosure
- Vocational Rehabilitation
- Employment Agency
- Networking
- Training 1:1 or train and fade or employer training with job coach support

# Post-Secondary Education and Training



Think College is dedicated to developing, expanding, and improving research and practice in inclusive higher education for students with intellectual disability.

Students with disabilities are welcome at all Florida colleges. The Florida College System is committed to fulfilling equal educational opportunity, autonomy, and full inclusion for students with disabilities.

American Red Cross Nurse Assistant Training classes are offered throughout the United States and can prepare you for a career as a licensed or certified nursing assistant (CNA). Our comprehensive and balanced classes for students interested in becoming CNAs/LNAs consist of three components that must be successfully completed for a student to graduate.



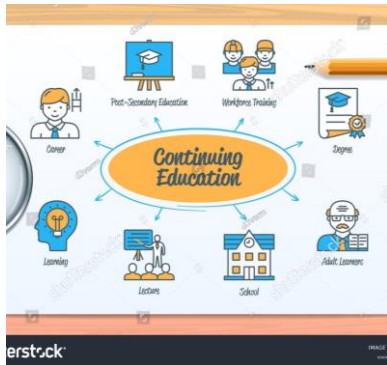
# Who to Contact Prior to Graduation

Vocational  
Rehabilitation



Medicaid  
funded  
long-term  
care service  
eligibility

Post-Secondary  
training or  
education



Benefits  
Analysis for  
Social  
Security

# Managing Money



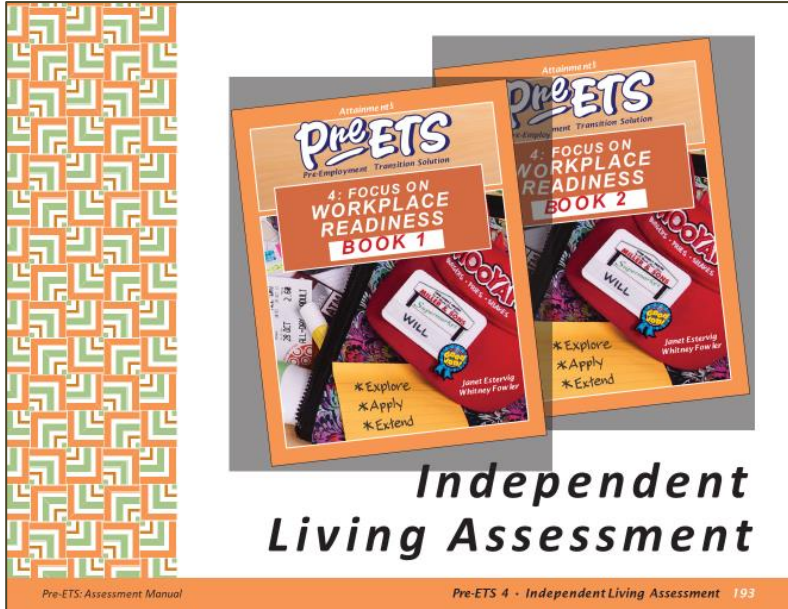
1. Fiscal Assistance – Rep Payee for Social Security
2. Financial or Estate guardianship
  - (limited or full guardianship)
3. Budgeting money skills
  - Income and Expenses
  - Savings, earned income, social security income
  - Can only have \$2,000 in assets if on SSI
  - Look at ABLA accounts to save money for expenses related to their disability
4. Earnings allowable to maintain social security benefits

# Managing Healthcare



1. Contact information of healthcare providers:
  - Primary MD
  - Vision
  - Dental
  - Mental Health
  - Pharmacy
- Medications
- Allergies
- Setting up Appointments
- Transportation to appointments
- Medical History

# Preparing for Life after High School



Hygiene and Personal Appearance  
Food Management

Money Management and  
Financial Literacy

Interpersonal Skills  
Community  
Housing and Housekeeping Skills

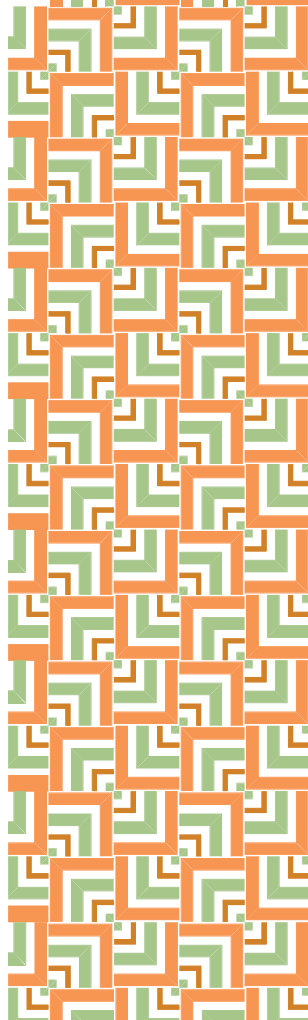
### **Housing and Housekeeping**

	<b>Emerging</b> <i>Must know 6 of 9 in this column to advance to the next level.</i>	<b>Developing</b> <i>Must know 7 of 11 in this column to advance to the next level.</i>	<b>Proficient</b> <i>Must know 9 of 16 in this column to advance to the next level.</i>	<b>Exceptional</b> <i>Must know 14 of 15 in this column to advance to the next level.</i>
<b>Housing</b>	<input type="checkbox"/> Understands what renting is.  <input type="checkbox"/> Understands and can follow posted emergency procedures.	<input type="checkbox"/> Can read want ads for vacancies.  <input type="checkbox"/> Knows and understands the terminology associated with housing, such as: <ul style="list-style-type: none"> <li>• lease</li> <li>• utilities</li> <li>• security deposit</li> <li>• roommate</li> <li>• references</li> </ul> <input type="checkbox"/> Has an understanding of what type of housing fits in the budget.  <input type="checkbox"/> Has an understanding of the benefits of a roommate.	<input type="checkbox"/> Knows what a landlord is supposed to do.  <input type="checkbox"/> Knows how to apply for housing.  <input type="checkbox"/> Knows to look for specifics for desired housing such as locations and amenities.  <input type="checkbox"/> Knows the unwritten rules of being a good neighbor.  <input type="checkbox"/> Understands what a security deposit is and the move-in move-out procedures.	<input type="checkbox"/> Budgets and pays rent independently on time.  <input type="checkbox"/> Knows how to get emergency assistance for police, fire, utilities.  <input type="checkbox"/> Can respect personal boundaries and get along with neighbors.  <input type="checkbox"/> Can contact legal assistance for disputes with landlord.
<b>Score</b>				



## Money Management and Financial Literacy

	<b>Emerging</b> <i>Must know 5 of 8 in this column to advance to the next level.</i>	<b>Developing</b> <i>Must know 6 of 9 in this column to advance to the next level.</i>	<b>Proficient</b> <i>Must know 7 of 11 in this column to advance to the next level.</i>	<b>Exceptional</b> <i>Must know 6 of 6 in this column to advance to the next level.</i>
<b>Banking</b>	<input type="checkbox"/> Can match the definition and word for <i>bank</i> .  <input type="checkbox"/> Money is automatically deposited into their account set up by family or another adult.	<input type="checkbox"/> Demonstrates understanding of how to open a checking or savings account.  <input type="checkbox"/> Demonstrates understanding of how to make in-person withdrawals and deposits.	<input type="checkbox"/> Can demonstrate understanding of how to use an ATM card.  <input type="checkbox"/> Can record banking transactions (either checking or savings).  <input type="checkbox"/> Can read monthly bank statements.	<input type="checkbox"/> Can balance a checkbook.  <input type="checkbox"/> Can contribute to a regular savings program.  <input type="checkbox"/> Can budget for expenses and allowance for more than one month.
<b>Consumer Awareness</b>	<input type="checkbox"/> Can identify or match wants vs. needs to specific items/services.	<input type="checkbox"/> Can identify one way to save money on purchases.  <input type="checkbox"/> Understands the difference between "sale price" and "regular price."	<input type="checkbox"/> Can define credit cards, loan, financing.  <input type="checkbox"/> Knows how to clip and use coupons.  <input type="checkbox"/> Demonstrates comparison shopping.	<input type="checkbox"/> Understands buying on credit, loans, interest, and late payment penalties.
<b>Score</b>				



# Travel Journey Assessment



## Travel Journey Assessment

This assessment is to be used in conjunction with the *My Travel Journey* workbook. The assessment will provide supporting documentation for planning each person's mode of transportation to participate in their community. The Assessment uses the scale one through five for each activity. It asks which instruction will be needed to gain the skill to perform that activity, which modification or accommodation may be needed, and which type of assistance or support will be needed. The *My Travel Journey* enters the information from the assessment and adds outcomes, arrangements, and experiences to develop a plan. The *My Travel Journey* workbook covers the following topics:

1. Information about support services
2. Values to achieve a full life in the community
3. Destinations
4. Arrangements, origination, mode, destination, and experience for each ride
5. Types of transportation used by individual
6. Where the person goes and purpose of their travel

**Scale: 1=Independent; 2=Can complete with minimal supports; 3=Needs verbal/visual or device/AT prompts; 4=Needs support throughout the process; 5=Needs high level of support and/or attendant; N/A=not applicable**

As you complete the assessment and enter information into the workbook, consider the desired outcomes for each activity, the arrangements needed to be made in order to make that happen. Finally, evaluate the person with a disability's experiences around travel and transportation, and how can that improve, be more efficient, and successful.

## Section 1



<i>My Directional Skills</i>				
Activity	Scale 1-5	II What instruction will be needed?	II What modifications or accommodations will be needed?	II What assistance/supports will be needed?
1. Can identify landmarks for pick-up and drop-off locations				
2. Can identify correct bus				
3. Can transfer to correct bus				
4. Can identify correct vehicle (taxi, driver)				

### *My Directional Skills*

<b>Activity</b>	<b>Scale 1-5</b>	<b>II What instruction will be needed?</b>	<b>II What modifications or accommodations will be needed?</b>	<b>II What assistance/supports will be needed?</b>
5. Can locate appropriate seat on bus				
6. Has ability to navigate doors, ramps, stairs, curbs, railroad tracks, hills, construction, poor sidewalk conditions				
7. Has ability to navigate doors, ramps, stairs, curbs, railroad tracks, hills, construction, poor sidewalk conditions				
8. Can navigate their community for work, recreational, and educational activities				

<b>My Social Skills</b>			
<b>Assessment</b> <i>My Social Skills</i>	<b>Outcomes</b> <i>For me to feel safe, I need support to:</i>	<b>Arrangements</b> <i>Travel Arrangements</i>	<b>Experience</b> <i>Learning Goals</i>
<input type="checkbox"/> Greet people on public transportation appropriately <input type="checkbox"/> Use of socially appropriate communication skills <input type="checkbox"/> Being considerate of other travelers	<input type="checkbox"/> Greeting people on public transportation, drivers, passengers <input type="checkbox"/> Socially appropriate skills (proximity, respect others, etc.) <input type="checkbox"/> Considerate of other travelers	<input type="checkbox"/> Who makes reservations? <input type="checkbox"/> Who cancels reservations? <input type="checkbox"/> How are travel tickets purchased? <input type="checkbox"/> Who purchases tickets? <input type="checkbox"/> Who are my drivers? What is their schedule? <input type="checkbox"/> Who handles changes or makes alternative transportation plans?	<input type="checkbox"/> Travel training <input type="checkbox"/> Safety skills <input type="checkbox"/> Social and Communication skills <input type="checkbox"/> Adaptive devices for more independence



# Transition Planning Resources

- <https://www.understood.org/en/articles/iep-transition-planning-preparing-for-young-adulthood>
- <https://www.madison.k12.wi.us/special-education/transition-planning-for-students-with-disabilities>
- <https://www.parentcenterhub.org/iep-transition/>
- <https://www.pacer.org/transition/learning-center/planning/>
- <https://www.understood.org/en/articles/download-sample-iep-transition-plan-and-goals>

# Financial Literacy



**ABLE Accounts** – set up for student by family or friends

- <https://www.ablenrc.org/what-is-able/what-are-able-accounts/>
- Account owner is the person with a disability.
- Will not impact the person's Social Security benefits until reaches your state's limits.
- Each state sets the limit, first \$100,000 is exempt from Social Security eligibility.
- Can be used for education, food, housing, transportation, employment training and support, assistive technology, personal support services, healthcare expenses, financial management, admin services, or other expenses to help improve health, independence, and/or quality of life!!!
- It can be set up with any state. Check out who can help you in your state.
- Other programs: Special Needs or Pooled Trust Accounts
- Other Financial Planning



# Social Security Administration

**01 SSI or Supplemental Security Income:** state and federal monthly income includes Medicaid – earnings and over \$2,000 savings can impact this benefit

**02 SSDI or Social Security Disability Income:** based on parent's earnings or own earnings, amount varies includes Medicaid – earnings can impact benefits

**03 ABLE Accounts:** Savings account that can fund disability expenses will not impact SSI or SSDI – up to \$100,000

**04 Work Incentives:** Employment-related provisions such as IRWE, PASS, Ticket to Work to support employment outcomes

1. <https://www.ssa.gov/ssi/>
2. <https://www.ssa.gov/disability/>
3. <https://www.ablenrc.org/what-is-able/what-are-able-accounts/>
4. <https://www.ssa.gov/redbook/>

# Resources

1. IDEA Transition Guide: <https://sites.ed.gov/idea/idea-files/policy-guidance-transition-guide-postsecondary-education-employment-students-youth-disabilities-august-2020/>
  2. Creating a Career Portfolio: <https://www.careeronestop.org/JobSearch/Resumes/portfolios.aspx>
  3. National Parent Center on Transition and Employment: <https://www.pacer.org/transition/learning-center/laws/>
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1. Think College Programs across the US: <https://thinkcollege.net/>
  2. Technical Colleges Disability Services: <https://www.sbctc.edu/our-colleges/college-disability-services-list>
  3. American Red Cross – Certified Nursing Assistant Training: <https://www.redcross.org/take-a-class/cna/cna-training/cna-classes>
  4. Florida Student Disability Services: <https://www.fldoe.org/schools/higher-ed/fl-college-system/student-services/disability-support-services.shtml>



# Resources

## 1. Centers for Independent Living:

- <https://www.ilru.org/projects/cil-net/cil-center-and-association-directory>

## 2. WIOA State Plans:

- <https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html>

## 3. Find Job Centers in your state:

- <https://www.careeronestop.org/LocalHelp/AmericanJobCenters/find-american-job-centers.aspx>


## 4. Technical Resource Center:

- <http://www.wintac.org/topic-areas/pre-employment-transition-services>

## 5. Project SEARCH

- [www.projectsearch.us](http://www.projectsearch.us)

## 6. Examples of Students on the Job:

- <https://www.youtube.com/watch?v=K9elyAOQEhg&feature=youtu.be>
  - <https://www.youtube.com/watch?v=tK8ScMBbwno&feature=youtu.be>
  - <https://www.youtube.com/watch?v=0ep5BJxXHPs>
- 

# Resources

1. **On-Line Pre-ETS free resource:**  
<https://explore-work.com/>
2. **Skills to Pay the Bills free soft skills curriculum from ODEP (Office of Disability Employment Policy):** E  
<https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills>
3. **Workplace Accommodations free resource for employers:**  
<https://askjan.org/>
4. **Assistive Technology Resources: AT Loan Libraries**  
<https://www.aaccessible.org/at-lending-libraries>
5. **Whose Future Is It?** Preparing for your IEP meeting and gaining self-determination skills:  
<https://transitionalliancesc.org/wp-content/uploads/2019/03/Whoose-Life-is-it-Anyway-Curriculum.pdf>
6. **Project 10: Transition Education Network: Self-Advocacy & Self-Determination**  
<http://project10.info/DPage.php?ID=185>



# Questions?

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