



TRANSITION PLANNING



Vancouver Board of Education

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Transition to adulthood is a complex and ongoing process that involves many stages and phases of change and development throughout a person's life. While this process is complicated at best for any person, individuals with special needs face unique challenges that require specialized considerations. This document's purpose is to provide information about the transition process, to help the user understand these challenges, and to raise awareness of these important considerations.

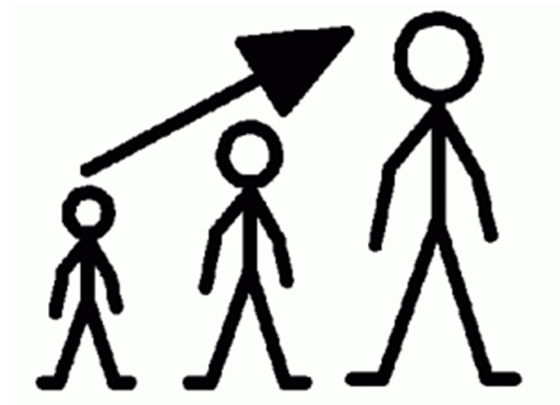


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INTRODUCTION

Students experience significant transition points throughout their education; from home to elementary school, to high school and then to adult life.

These transitions almost always involve changes in:

- Locations, expectations, rules, services
- Peer groups, staff, jurisdiction, life-style

At the adult transition stage it is necessary to:

- Have a clear vision of what the student is likely to be doing after leaving or graduating from secondary school
- Use a person-centered planning process
- Work with other agencies to help facilitate the student's post- secondary goals
- Have IEP Transition goals that include objectives in the following areas: employment, education/training, social, recreational, community and independent living skills

Successful planning must involve individual transition goal development and long- range planning. Collaboration in transition planning must also involve students, parents/ guardians, school personnel, district staff, such as a Transition Teacher, Work Experience Facilitator, representatives from community services providers such as post-secondary institutions, employment specialists, professionals from other ministries, etc.

At this stage, the school's case manager works closely with the student's social worker CSYN (Children and Youth with Special Needs) and/or Community Living BC (CLBC) Facilitator to plan the transition from adolescence to adulthood. Transition planning should start no later than Grade 10 for students with special needs.



TRANSITION PLANNING PRACTICES

The B.C. Ministry of Children and Family Development, (2009) recommend the following six best practices associated with transition planning for youth with special needs:

1. *Person-Centered Planning*
2. *Youth Involvement*
3. *Family Involvement*
4. *Community Involvement*
5. *Identification and Use of a Transition Coordinator*
6. *Inter-Agency Collaboration*



SIX STEPS TO PERSON- CENTERED TRANSITION PLANNING

Youth and their family members are central to the transition planning process. Here are six steps to develop a successful transition plan.

Step 1 Initiate the Transition Planning Process

Build a Planning Team

Choose people who know the youth best and can assist with identifying goals, needs, and future services. Consider parents, teachers, social workers, current service providers, as well as service agencies for adults, and people from personal support networks such as peers, friends, classmates, and extended family members. For Indigenous youth, the team should include members from appropriate community and cultural organizations. Team members may change over time, depending on the stage of transition planning.

The Transition planning process is initiated by the school case manager and MCFD (Ministry of Children and Family Development) for youth who are 14 years of age and accessing special needs supports and/or services from MCFD .

Teachers will develop transition goals, aimed at life beyond school completion, as part of secondary students' Individualized Education Plans (IEPs) and should include:

- providing the youth and family with information on transition planning and the process;
- assisting the youth and family to identify possible transition planning team members, and;
- providing the youth and family with information about consent for information sharing with other transition planning team members

Delegated Indigenous Child and Family Service Agencies with guardianship delegation initiate the process for children in their care at age 14.

Identify the Transition Coordinator

The transition planning team collectively identifies the most appropriate person to coordinate the transition planning process and subsequent action plan. The Transition Coordinator plays a key role by providing organizational and administrative support to the team, including overseeing the composition of the transition planning team and adjusting membership as needed.

Step 2 Gather Information

The Transition Coordinator works with the youth and their family to organize and gather information that will assist in; understanding the youth and family's support needs (Use Checklist A, Page 13-16), to develop the transition plan.

To ensure the transition plan is person-centred, it is essential to inform team members about the youth's goals, strengths, and needs. This should include making a SDLP (Self-Directed Life Plan). Other ways to represent this are by doing a MAP (Making Action Plans) or a PATH (Planning Alternative Tomorrows with Hope). Information may be gathered from a variety of sources, including transition planning team members, and past, present and future service providers.

Step 3 Develop Your Transition Plan

The transition planning team collaboratively develops an individualized plan to address the youth's needs and the goals identified by the youth and their family. The transition planning team assists youth and their families to identify and access required assessments. The transition plan focuses on the youth's abilities and strengths and connects these to their dreams, goals, and desires. It is future-oriented and aligned with the youth's cultural identity. The plan includes actions, milestones, and timelines (including a timeline for applying for adult services), as well as individual responsibilities for achieving milestones.

List the tasks that must be completed for the youth to reach goals as well as the services and supports that are in use now and those that will be needed as an adult. These goals should be part of the individual's IEP.

Step 4 Put Your Transition Plan into Action

Each team member works on their assigned tasks. Ensure timelines and follow-up are incorporated into the plan. Once the plan has been developed, the youth is supported in implementing it.

Step 5 Update Your Transition Plan

The transition planning team determines a schedule to review, evaluate, and update the plan at least once per year. Monitor how everyone is doing with their tasks and adjust the plan if need be.

Step 6 Hold an Exit Meeting

The Transition Coordinator arranges a final planning session before the student leaves high school to finalize plans and to check to see what tasks are left to complete.

HELPFUL HINTS

CLBC Eligibility (Adults)

Community Living British Columbia (CLBC) confirms the presence of a developmental disability through assessments provided by a registered psychologist or certified school psychologist who is a member of the BC Association of School Psychologists (BCASP).

Children who have been determined to be eligible for CLBC services on the basis of their developmental disability will not be required to provide a new assessment prior to transitioning to adult services. Some children receiving supports through At Home or Autism Programs may also have a developmental disability and their families may wish them to be considered for adult CLBC services. In these circumstances, an assessment from a registered psychologist or certified school psychologist will be required to confirm the presence of a developmental disability.



If you have any questions at all about CLBC services, you are encouraged to call 604-660-3323 and ask to speak to the intake worker. www.communitylivingbc.ca

Be sure to begin the planning process well before your child's 19th birthday, as children's services will end at that time. If your psycho-educational assessment does not clearly indicate the presence of a developmental disability you should arrange to have a new psycho-educational assessment completed. If this cannot be done through the school district, you may arrange for a private assessment or contact your local CLBC office for assistance.

REMEMBER: The sooner you ensure the above is in place, the better, as the waitlist for testing can be extremely long. You should ensure that this is completed before graduation.

Make every Individualized Education Plan (IEP) meeting count

Work with your youth's educational team to make the most of the final school years. Set tangible goals with graduation in mind. Concentrate your efforts. Continue to build on academic and practical/life skills. Take advantage of your continued involvement with professionals who know your youth best. Explore a variety of post-secondary options that are available in the Lower Mainland. Attend the School District's Annual Transition Fair every year.

Although a CLBC Facilitator may not be assigned to the individual right away, these meetings should still take place at the youth's school. Start planning earlier rather than later so that when you meet the CLBC Facilitator, you have an idea in mind, and the planning process is underway. Consider all the major life domains of employment, education, living and socialization.

What are the person's interests, strengths, and hobbies? What brings joy to their life? Who are the most important people in their life? Where do they see themselves living as an adult? What do they want to do for a career? Do they want to continue with education? Discuss these questions with every member of the transition team. Be prepared to adjust this vision as new information becomes available.

Don't assume anything.

Do not assume that your youth will receive support as soon as they turn 19. Even if they have accessed special services and are eligible for adult community living services, CLBC has long waitlists for many programs. It could take time for services to become available. Advance planning can help minimize the gap between child and adult services.

Gather Information

Attend information events. Follow up with post-secondary institutions, community based agencies, and generic service providers. Visit the programs that are of interest to your youth. Arrange tours. Ask for references.

Talk to people. Families who are a few years ahead of you in the process are an extremely valuable resource. If you don't know other parents, ask a service provider or the school to help get you connected. The **Family Support Institute** www.familysupportbc.com has a network of resource parents waiting to share their experience and help other parents navigate this transitional time for families.

REMEMBER: If you find something you like for your youth, act immediately. Many programs have waitlists. Find out about entrance criteria and get your youth's name on that list.

Prioritize

Identify the most pressing issues. While housing is probably on your mind, it might not be as urgent a concern as finding a way to keep your youth connected with a peer group or finding something meaningful for him/her to do during the day. Write everything down. This will prevent you from becoming overwhelmed and will provide a clear direction for you and the transition team.

Set SMART goals: S=Specific, M=Measureable, A=Achievable, R=Realistic, T=Time bound

Identify potential funding sources

As an adult, your youth may be able to access programs that are funded by CLBC, such as some educational programs, vocational programs, job coaches, community inclusion programs, etc. You can also explore other community services and activities that are not CLBC funded. You may be required to assume some financial responsibility for purchasing certain services. You may be able to share the cost by partnering with some families.

Don't be caught by surprise. Be prepared by starting your research now.

Put it in writing

Put everything you do in writing. It generates momentum. It helps to keep you and everyone else on track. It also establishes accountability. Keep a record of all communication (copies of letters, faxes, emails, reports, dated notes about phone conversations). Make sure that your language and objectives are clear, and simple. Be specific about the purpose of each communication. If you are asking that something be done (e.g. request for information, request that a referral be put through), request a reasonable date.

Don't forget to follow up

Identify resources in the community to facilitate the transition process

The transition from high school to the big world beyond can be challenging. Don't be afraid to ask for help. There are many agencies that are very willing to provide assistance if you get stuck or lost somewhere in the process. Ask your CYSN office, CLBC office, your child's school, or other service providers for suggested contacts.

For young adults who will pursue post-secondary education and training at the college level, there are some government grants available to help cover tuition costs and special equipment; a variety of bursaries and grants are also available. Each college will provide information on financial assistance and other accommodation.

Consider a Representation Agreement

Consider whether to prepare a "Representation Agreement" (when children turn 19 parents are no longer their legal guardians). Call the Nidus Personal Planning Centre & Registry at 604-408-7414, or visit their website at www.nidus.ca to learn more about this agreement.

Learn about Individualized Funding (IF)

Individualized Funding (IF) provides flexible, person-centred, self-directed payment options for arranging, managing, and paying for supports and services. More on the options available for IF can be found at:

<http://www.communitylivingbc.ca>

Learn about Microboards

For some students and families, a **Vela Microboard** might be their preferred option. A Vela Microboard is a small group of committed family and friends that join a person with disabilities to create a non-profit society, which may receive individualized funding from Community Living BC. The function of this society is to support the student to fulfill their dreams. www.microboard.org/

TRANSITION IEPS AND PROGRESS REPORTS

The IEP process becomes particularly important from the age of 14 onwards. The IEP is used to document the transition plan. After Grade 10, it is helpful to involve staff from other agencies, such as MCFD and/or CLBC in IEP meetings for students with more complex special needs .



All students with special needs may graduate from school in one of three ways:

- Dogwood Certificate - for students on regular or adapted programs
- Evergreen Certificate (School leaving certificate) - for students on modified programs
- Adult Dogwood - for students on adapted program who are over the age of 19
- https://www.bced.gov.bc.ca/graduation/docs/adult_at_a_glance.pdf

All students who meet the applicable graduation requirements of one of the above, receive a transcript of grades indicating the courses successfully completed.

For students with an IEP, both the report card and IEP progress reports contribute to the final transcript and grades. Regular grading and reporting practices are followed i.e. students on both adapted and modified programs can receive letter grades. Therefore, IEP progress reports and report cards may indicate a percentage or letter grade. For students on adapted and modified programs, the letter grade reflects progress achieved towards IEP goals and objectives rather than on the Prescribed Learning Outcomes of the regular curriculum.

For further information, please see:

http://www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

ADDITIONAL YEAR

Request for Additional Year

The majority of students graduate with their peers at the end of their Grade 12 year. However, in some circumstances, the School Act provides for the possibility of an educational program until the end of the school year in which a student reaches the age of 19 years. For each student there are unique considerations and requirements for coordinated cross-ministry transition planning. The provision for enrolment of a student with special needs for an additional year of school is unusual and dependent upon a number of factors including the following:

- The student was reported on the school's Ministry Special Education count for Grade 12
- The student needs to continue working on the IEP transition goals agreed for Grade 12
- The Grade 12 IEP transition goals cannot be completed in an adult educational institution
- Educational relevance

The school based case manager, District Resource Transition Teacher, and MCFD/CLBC Facilitator consider additional year program options with students and parents. Before a final decision can be made, an IEP transition review meeting is held to determine whether an additional year would be beneficial to the student. There are a number of different options available in the VSB. Speak to the District Resource Transition Teacher early to see what options would best suit your learning needs.

At the meeting, the school based case manager and MCFD/CLBC facilitator will review the student's progress using their transition plan. The transition plan includes information about the student's profile, their needs, and aspirations.



CHECKLIST A: MY PERSONAL TRANSITION GOALS

TO BE USED FOR STEP 2 IN THE PERSON-CENTERED TRANSITION PLANNING PROCESS: GATHER INFORMATION. THIS FORM CAN BE COMPLETED BY FAMILY MEMBERS, STUDENTS THEMSELVES WITH SUPPORT AS NEEDED, SCHOOL PERSONNEL, AND/OR COMMUNITY SERVICE TEAM MEMBERS

Adapted from North Vancouver School District's Transition Handbook. For Students in Grades 10-12 with Special Needs, 2013

THINGS I CAN DO OR NEED HELP WITH

Completed by: _____ Date(s): _____

1. Communication

Yes Not Yet

- ☐ ☐ easily understood when speaking or writing by others who know me well
- ☐ ☐ easily understood when speaking or writing by those who do not know me
- ☐ ☐ easily understood by others when speaking on the phone
- ☐ ☐ understands what others say
- ☐ ☐ understands what has been read ie. Texts and emails
- ☐ ☐ hearing what others say to me in person or on the phone

Notes:

2. Moving about indoors and outdoors

Yes Not Yet

- ☐ ☐ going up and down stairs, using ramps, elevators or escalators
- ☐ ☐ walking from room to room
- ☐ ☐ bending to pick things off the floor
- ☐ ☐ kneeling and getting up from a kneeling position
- ☐ ☐ accessing all areas of home
- ☐ ☐ accessing all areas of the homes of friends and family
- ☐ ☐ walking on flat ground outside
- ☐ ☐ walking on uneven ground
- ☐ ☐ reaching for things above your head
- ☐ ☐ going out without being anxious or scared
- ☐ ☐ going out in rainy or snowy weather

Notes:

3. Shopping for personal needs

Yes Not Yet

- ☐ ☐ reading labels, comparing costs, making a list of needed items
- ☐ ☐ walking around stores, making choices, reading the signs on aisles
- ☐ ☐ picking out items from shelves, loading them in the basket, taking them out of the basket and putting them onto the cashier's desk
- ☐ ☐ taking the groceries home by bus ☐ or car ☐
- ☐ ☐ not getting anxious, scared, frustrated or angry in stores, managing line-ups
- ☐ ☐ paying for items, including giving correct amount, receiving change, use of debit/credit card

Notes:

4. Using public or personal transportation

Yes Not Yet

- ☐ ☐ navigate streets and surroundings safely
- ☐ ☐ trip plan using technology-Translink website, Google maps etc.
- ☐ ☐ locate transit stops, wait for ride, and board transit safely
- ☐ ☐ use Compass card to pay-tap in and tap out
- ☐ ☐ ride transit safely, use of landmarks or listen to recorded stop announcements
- ☐ ☐ exit transit at desired stop

Notes:

5. Managing personal finances

Yes Not Yet

- ☐ ☐ use of debit/credit card for purchases
- ☐ ☐ access a bank teller and bank machine
- ☐ ☐ can access online services such as purchases, banking, paying bills
- ☐ ☐ save money for future life and expenses
- ☐ ☐ budget for groceries and other things I need
- ☐ ☐ understand bills and remember to pay them on time

Notes:

6. Preparing and eating meals

Yes Not Yet

- ☐ ☐ stand at the sink, counter, and stove
- ☐ ☐ move food from shelves/fridge/counters to stove/oven/table
- ☐ ☐ chop, peel, mix or stir food
- ☐ ☐ open cans and jars, open and reseal bags
- ☐ ☐ understand recipes and labels
- ☐ ☐ safely use microwave, oven, stove
- ☐ ☐ follow healthy food guidelines
- ☐ ☐ use utensils to eat
- ☐ ☐ cook simple meals-breakfast, lunch, supper, and snacks
- ☐ ☐ follows food storage and food safety guidelines

Notes:

7. Taking medications

Yes Not Yet

- ☐ ☐ remember to take correct medications/correct doses at prescribed times
- ☐ ☐ get prescriptions filled and remember to get them re-filled
- ☐ ☐ understand what medications are for

Notes:

8. Keeping the home clean

Yes Not Yet

- ☐ ☐ wash and store dishes, clean counters, sinks, floors
- ☐ ☐ clean bathroom- bathtub, toilet, sink, and floor
- ☐ ☐ clean bedroom-put away clothes, make bed, tidy space
- ☐ ☐ vacuum, dust, clean windows, sweep, empty garbage, recycle
- ☐ ☐ laundry-identify dirty clothes, wash, dry, fold, store

Notes:

9. Personal hygiene and self-care

Yes Not Yet

- ☐ ☐ independent toilet routine
- ☐ ☐ brush teeth, hair, wash face, shave
- ☐ ☐ independent shower/bath
- ☐ ☐ get dressed/undressed
- ☐ ☐ use of buttons, zippers, laces
- ☐ ☐ trim fingernails and toenails
- ☐ ☐ follows healthy sleep hygiene practises
- ☐ ☐ chooses own clothes to wear each day
- ☐ ☐ manages feminine hygiene needs

Notes:

10. Self Determination

Yes Not Yet

- ☐ ☐ Self awareness - is aware of emotions, values, strengths, and stretches
- ☐ ☐ Self management - is able to manage emotions and behaviours to achieve goals
- ☐ ☐ Choice and decision making-is able to make a choice/decision and select a path forward
- ☐ ☐ Problem-solving-the skill of finding solutions to problems
- ☐ ☐ Self-regulation-monitor and control behaviours and actions
- ☐ ☐ Self-advocacy/efficacy-belief in one's ability to succeed and ability to speak up for cause or person

Notes:

SUMMARY: THINGS I CAN DO INDEPENDENTLY OR WITH ASSISTANCE

Adapted from North Vancouver School District's Transition Handbook. For Students in Grades 10-12 with Special Needs, 2013

	Assistance Needed	Independent	Additional Comments:
1. Communication			
2. Moving Around Indoors / Outdoors			
3. Shopping for Personal Needs			
4. Using Public Transit			
5. Managing Personal Finances			
6. Preparing and Eating Meals			
7. Taking Medications			
8. Keeping the Home Clean			
9. Personal Hygiene and Self Care			
10. Self Determination			

Completed by: _____ Date(s): _____

Discussed with Student: _____ Date(s): _____

CHECKLIST B: MY PERSONAL TRANSITION GOALS

TO BE USED FOR STEP 3 IN THE PERSON-CENTERED TRANSITION PLANNING PROCESS: DEVELOP A TRANSITION PLAN. THIS FORM CAN BE COMPLETED BY FAMILY MEMBERS, STUDENTS THEMSELVES WITH SUPPORT AS NEEDED, SCHOOL PERSONNEL, AND/OR COMMUNITY SERVICE TEAM MEMBERS

Adapted from North Vancouver School District's Transition Handbook. For Students in Grades 10-12 with Special Needs, 2013

GOAL CATEGORY	MY GOALS
Finances / Money	(Example: I will deposit my allowance and any other money I earn onto a bank account using an ATM back machine)
Friendships / Social Life	(Example: I will get together with my friends to socialize once a week)
Transportation	(Example: I will take public transit to and from my job)
Post-Secondary Education / Training	(Example: I will go to ____ College to become a chef's helper)
Vocational Activity	(Example: I will plan to work in our family restaurant as a chef's helper)
Living Arrangements	(Example: I will do household chores and start to pay room and board to family)
Lifestyle	(Example: I will eat healthy and exercise)
Community Involvement	(Example: I will become a member of the Burns Bog Society)

TRANSITION TIMELINE CHECKLIST : STRATEGIES TO ACHIEVE MY TRANSITION GOALS

Adapted from North Vancouver School District's Transition Handbook. For Students in Grades 10-12 with Special Needs, 2013

TASK CHECKLIST	TEAM MEMBER RESPONSIBLE	WEB LINK	DATE TO BE COMPLETED
PREPARE AND PLAN: AGE 14-16	SBT= School based team	DRT= pneuman@vsb.bc.ca	
Develop a vision for adult life which may include post-secondary education/training, employment, community inclusion, leisure, recreation, social networks, housing...	Transition meeting start in Grade 10 DRT		
Develop a transition support team including members from home, school, and community.	Parents	www.communitylivingbc.ca/wp-content/uploads/Plain-Language-Planning-workbook.pdf	
Use a planning tool to help create a Person-Centred Plan to be used with the IEP. (Ongoing)	SBT/parents/DRT	www.mcf.gov.bc.ca/spec_needs/pdf/your_future_now.pdf <u>Checklist A: Page 13-1</u>	
Participate in Work Experience starts- Grade 11 (Supported)	SBT to contact work experience facilitator in Spring of Grade 10		Grade 11 starts-annual participation
Participate in the school directed Grade 10 Planning Course or equivalent Self-Determination Course.	SBT		
Obtain a HandyDART or HandyCARD pass.	Parents/SBT	http://www.translink.ca/~media/documents/rider_guide/access_transit/handydart_card/handydart_card_application_form.ashx	
Learn life, banking, bus, and functional skills at home, school, and community. (Ongoing)	SBT/Parents		
Contact MCFD, CYSN services-social worker for assistance with transition planning.	Parents-DRT can help	Tel: 604.660-5437	

AGES 14-16	TEAM MEMBER RESPONSIBLE	WEB LINK	DATE TO BE COMPLETED
Attend school/community transition fairs to find out about criteria and eligibility for Post-Secondary Programs. (Ongoing)	Parents-SBT-start in Grade 10		Yearly
Review Post-Secondary Programs, clarify college entry requirements and eligibility criteria. Consider this info when planning IEP goals. (Ongoing)	SBT/DRT	Clarify Dogwood/Evergreen candidate.	Yearly
Make a decision about an additional school year and discuss additional year programs.	All	Discuss additional year programs with DRT.	
Consider a Disability Tax Credit, and a Registered Disability Savings Plans (RDSP) (Ongoing)	Parents	https://www.rdsp.com/	
Apply for an ACCESS 2 Entertainment Card	Parents	http://www.access2card.ca/	
Career Exploration-take part in annual Take Your Kid to Work Day with parent/guardian/adult (Grade 9/10)	SBT/Parents	www.thelearningpartnership.ca	November each year.
Gather copies of all psychological assessments to determine eligibility for Adult CLBC services. Determine if assessments are needed.	Parents/SBT		
Explore service providers in your community that support individuals with special needs.	DRT/SBT		
Confirm eligibility for CLBC Services and learn what services CLBC provides.	SBT include John Woudzia	https://www.communitylivingbc.ca/resources/information-sheets/	
If eligible for CLBC call to open a file and do an orientation. Bring a personal summary of your child.	Parents-check with DRT	1-877-660-2522	

ACCESS AND APPLY: AGE 17	TEAM MEMBER RESPONSIBLE	WEB LINK	DATE TO BE COMPLETED
Obtain a birth certificate and/or proof of citizenship	Parents		
Apply for a Social Insurance Number	Parents	www.servicecanada.gc.ca/en/sc/sin/	
Open a bank account, if not already done.	Parents		
Ensure your youth has an MSP Number (BC Medical Services Plan)	Parents		
Apply for the British Columbia Identification Card (BCID Card)	Parents	www.icbc.com/driver-licenscin/BCID	
Age 17 ½-apply for Persons with Disability Benefits (PWD)	Parents/CYSN SW/ DRT	www.hsd.gov.bc.ca/pwd (see Appendix A for more info about PWD and PSI funding)	
Network with others who have recently experienced transition or are currently in transition planning. (Ongoing)	All		
Ensure name is on waitlists for college programs.	SBT and Parents		Grade 11
Discuss additional year programs with transition team.	All		
Develop a personal portfolio and personal summary that includes resume, work/ volunteer experiences, interests, and personal information	SBT/DRT		

PUT THE PLAN IN PLACE: AGE 18	TEAM MEMBER RESPONSIBLE	WEB LINK	DATE TO BE COMPLETED
If your child is on the At Home Program, medical coverage ends at 18 -PWD benefits begin at 18.	HSCL nurse	At Home Program Guide www.mcf.gov.bc.ca/at_home/pdf/ahp_guide.pdf	
Apply for a bus pass for persons with disabilities-once PWD is confirmed		http://www.sd.gov.bc.ca/programs/bus-pass.html Call 1-866-866-0800 and follow prompts	
Continue to build social networks; pursue interests and opportunities for leisure and recreation. (Ongoing)			
ONGOING PLANNING: AGE 18 +			
At Home Program Respite ends at 19.			
Representation Agreement for when your youth turns 19. (Note: at age 19, parents are no longer their child's legal guardians.)	Family	Nidus Personal Planning Resource Centre and Registry. www.nidus.ca	
Consider your own needs as a Caregiver. "Put on your own oxygen mask first."	Family	TEVA Canada Tevacaregivers.com	
Consider Will and Estate planning and setting up a Trust (Hensen Trust).	Family	Http://plan.ca/future-planning/financial-security https://www2.gov.bc.ca/assets/gov/family-and-social-supports/services-for-people-with-disabilities/supports-services/disability_assistance_trusts.pdf	

Appendix A: MY TRANSITION PLAN

Name of Student: _____

Date of Birth: _____ Age: _____ Grade: _____

School and program: _____

Teacher or case manager: _____

Family or caregiver name: _____

Planned Date of exit meeting: _____

TRANSITION PLANNING TEAM

1. Coordinator: _____ tel: _____

2. _____ tel: _____

3. _____ tel: _____

4. _____ tel: _____

5. _____ tel: _____

6. _____ tel: _____

STRENGTHS RELATED TO TRANSITION:

NEEDS RELATED TO TRANSITION:

VISION FOR THE FUTURE

- After high school _____

- In five years _____

FINANCIAL CONSIDERATIONS - Income source will be:

- ☐ Employment
- ☐ Family
- ☐ PWD / disability benefits
- ☐ Insurance settlement
- ☐ Earned wages
- ☐ Other

HOUSING PLANS

- ☐ One year plan: _____
- ☐ 5 year plan: _____

EDUCATIONAL / VOCATIONAL PLANS

- ☐ Post-Secondary
- ☐ College, University
- ☐ Technical, Trade School
- ☐ Employment
- ☐ Work Placement
- ☐ Community Inclusion program
- ☐ Other _____

INTERPERSONAL RELATIONSHIPS

	Very Satisfied	Minimally Satisfied	Not Satisfied
Family			
Friends			
Intimate Relationships			

MAIN AREAS OF CONCERN FOR PLANNING

- ☐ Personal Hygiene and Self Care
- ☐ Preparing and Eating Meals
- ☐ Taking Medication
- ☐ Keeping the Home Clean
- ☐ Shopping for Personal Needs
- ☐ Moving About Indoors / Outdoor
- ☐ Self Determination
- ☐ Using Public Transportation
- ☐ Financial Considerations/Banking
- ☐ Communication
- ☐ Housing
- ☐ Educational Plans
- ☐ Vocational Plans
- ☐ Interpersonal Relationships-Social
- ☐ Recreation / Community involvement
- ☐ Employment

Adapted from North Vancouver School District's Transition Handbook. For Students in Grades 10-12 with Special Needs, 2013

ROLES AND RESPONSIBILITIES OF THE TRANSITION PLANNING TEAM

Youth

- Attend IEP transition planning meetings
- Lead the transition planning meetings, with support as required
- Share personal preferences, interests, skills, goals, and needs with the team
- Ask questions and provide information to the team on various issues such as wellness, medical, social, sexual, financial, or guardianship issues
- Assume responsibility for working towards goals and completing the tasks listed in the Transition Plan

Parents or Guardians

- Attend IEP/transition planning meetings
- Prepare their child for participation in the process
- Lead transition planning meetings where possible and desired
- Provide valuable insight into the background and values of their family
- Share their child's and their own preferences, interests, skills, goals, and needs
- Focus the team's planning on the youth's and family's needs and goals
- Provide their child with opportunities to learn and practice the foundation skills, such as problem-solving skills, assertiveness, self-advocacy, stress management skills, transportation skills and skills that support active participation in the transition planning process
- Provide information on the programs and support services that are accessed by and available to their child
- Provide career exploration opportunities for your child (participate in Take your Child to Work Day in Grade 9/10) as one example

Transition Coordinator

- Coordinate and schedule meetings
- Manage the paper work and maintain a transition file that contains assessments, the IEP, the Transition Plan, and related materials
- Keep the planning session focused
- Ensure the work experience facilitator and any other relevant education /community support people are involved
- Monitor the progress of the IEP/Transition Plan
- Obtain commitment for follow-up action and ensure that all participants are clear on the specific actions to be undertaken in a timely manner
- Coordinate the writing and implementation of the IEP/Transition Plan
- Ensure referrals are made in a timely manner

Special Educators

- Attend IEP transition planning meetings
- Listen to the youth's vision and identify their needs
- Ensure that referrals are made to the appropriate community service agencies
- Ensure that the youth's and family's needs and goals are articulated, understood, and used to drive transition planning
- Facilitate a person-centred plan to be developed and implemented at school and in the community with support from community partners
- Focus on goals/objectives that will support the individual in adult life
- Assist youth to learn about post-secondary education/vocational skill training options

Vocational Specialists

- Attend IEP transition planning meetings for students who require vocational training or placement
- Help identify and analyze relevant employment and vocational training programs
- Work with school and community support personnel to build skills related to employment

Social Workers, Service Providers and Other Community Members

- Attend and contribute to IEP transition planning meetings and collaborate with school and relevant service providers
- Provide support services in all areas of community settings
- Provide the youth with cultural support and connections where possible
- Provide support/resources, information about funding
- Determine if assessments are needed
- Provide information and opportunities to learn employment and community participation skills
- Provide information about leisure, recreational, and social opportunities
- Provide information about housing options
- Assist families who need support with any application processes for funding/services
- Connect students to community opportunities and relevant adult supports and services

Adapted from the Cross-Ministry Planning Protocol for Youth with Special Needs.



Appendix B: PWD Benefits

Effective July 8, 2013, the Ministry of Social Development and Social Innovation simplified the application process for youth with developmental disabilities who are applying for disability assistance, PWD benefits. This streamlined process is specifically for youth 17 1/2 - 19 years old, diagnosed with an Intellectual Disability (Intellectual Developmental Disorder) and/or receiving At Home Program Medical Benefits.

Please visit the ministry's website for more details and information : www.eia.gov.bc.ca

Brochure and Tips Sheet:

<http://www.bccpd.bc.ca/docs/hs3.pdf>

Applications for Persons with Disabilities Designation by Youth with a Developmental Disability:

How to apply: www.sdsi.gov.bc.ca Phone support: 1-866-866-0800

Online Resource

A one-stop source for all policy, procedures, program information, and eligibility for ministry employment and assistance programs: www.gov.bc.ca/meia/online_resource/

This process is consistent with government's commitment to act on the recommendations made in the report: Deputy Ministers' Review of Community Living BC, Improving Services to People with Developmental Disabilities by providing better co-ordination, a smoother transition and a one-government approach to services for people with developmental disabilities.

IMPORTANT: Complete application six months before your 18th birthday (age 19 for Children in Care), as it is quite a detailed process. There is an in-depth questionnaire with sections to be completed by your child (or you, on your child's behalf), your child's physician and an assessor (doctor, psychologist, registered nurse, social worker, or other specified professional). PWD replaces what was previously known as Disability Benefits or GAIN.

You have the right to appeal if you are turned down for PWD. You have 20 business days from the day you receive the rejection letter to give the Ministry your reconsideration request. You can get this form by contacting the intake office. You must also include any supporting letters with the reconsideration request before the 20-day deadline. If your child is unable to obtain and/or maintain full time employment as a result of their disability, they should be eligible.

If you do not qualify for PWD funds but have either Autism Spectrum Disorder (ASD) or Fetal Alcohol Spectrum Disorder (FASD)-you may qualify for PSI funding. The following links will be helpful for this process:

<http://www.communitylivingbc.ca/wp-content/uploads/PSI-Intro-Eligibility-updated-Jan.-2011.pdf>

<http://www.communitylivingbc.ca/wp-content/uploads/CLBCAssessorReportFillableForm.pdf>

The Disability alliance-former B.C. Coalition for People with Disabilities (BCCPD) has a website with a series of help sheets to assist you when applying for disability benefits, and an appeal guide to assist with appealing a denial of disability benefits and health supplements. The website address is: www.disabilityalliance.org

Resources

The Cross-Ministry Transition Planning Protocol for Youth with Special Needs describes how youth and families are supported in the transition planning process (see page 24)
http://www.mcf.gov.bc.ca/spec_needs/pdf/transition_planning_protocol.pdf

(see Appendix B page 10 for resources of government services)

For more information on these steps see Your Future Now: A Transition Planning and Resource Guide for Youth with Special Needs and Their Families

www.mcf.gov.bc.ca/spec_needs/pdf/your_future_now.pdf

Self-Advocate Workbook

<http://www.communitylivingbc.ca/wp-content/uploads/plain-language-planning-workbook.pdf>

For further information please see: Inclusive Educational Resources
http://www.bced.gov.bc.ca/specialed/docs/moe_clt_resource_rb0144.pdf

Family Support Institute:

Online support tool for youth transition planning: findsupportbc.com/timeline

Resources for services/supports and how to find them: <http://findsupportbc.com>

FSI office: 604-540-8374 fsi@fsibc.com

Personal Profile Template: <http://www.mybookletbc.com/>

Vancouver Parent Transition Group: transitionparents@gmail.com

CLBC: www.communitylivingbc.ca 604-660-3323

TEVA CANADA

-for caregivers-tips and assessments for caregivers and a good template for recording all support individuals contact info, including medical and community supports:

https://www.tevacanada.com/globalassets/canada-scs-files---global/en/0919_tracking-support-network-contacts_en.pdf

Transition and Post Secondary Options:

Public post-secondary institutions that offer Adult Special Education programs: Adult Special Education (ASE): www2.gov.bc.ca/gov/content/education-training/adult-education/adult-special-education

STEPS Forward: www.steps-forward.org

Employment Options: (Federally and Provincially funded)

Employment Works Program: www.pacificaautismfamily.com

12 week part time program for youth 15-29 years.

Ready, Willing, and Able-youth do not need a ministry designation to apply-can self-identify as needing support for employment. Must be out of school or close to graduation.

Canucks Autism Network-robby.hsieh@canucksautism.ca 604-685-4094 ext 227

Worktopia: For youth 15-29 years

info@worktopia.ca **1-888-733-7976**

WorkBC-support students in their final year of high school and beyond

Contact: <https://www.workbc.ca/Resources-for/People-withDisabilities.aspx>

(ask for a case manager)

Neil Squire Society: for youth with physical disabilities. www.neilsquire.ca **604-473-9363**

-a wide range of other local employment service providers are available. Speak to you CLBC facilitator about them.

References:

Wehman, P. (Ed.) (2001). *Life beyond the Classroom: Transition Strategies for Young People with Disabilities*. Baltimore: Paul H. Brookes Publishing.

B.C. Ministry of Children and Family Development; 2004/05 – 2006/07 Service Plan.

British Columbia Transition Planning for Youth Special Needs: A Community Support Guide (2005)

North Vancouver School District's Transition Handbook for Students in Grades 10-12 with Special Needs, 2013

Adapted from the **Cross Ministry Transition Planning Protocol for Youth with Special Needs and the** Alberta Children and Youth Initiative; Transition Planning Protocol for Youth with Disabilities (2007) and the British Columbia Transition Planning for Youth Special Needs: A Community Support Guide (2005).

Alberta Children and Youth Initiative; Transition Planning Protocol for Youth with Disabilities (2007)