

**THIRD THURSDAYS**

# Planning for your son or daughter to transition to Adult Life

## Tools and Strategies

**Sue Beck**

OCALI Employment First Consultant



Family Center



# Tools and Strategies For Families to Use in Planning for Transition from School to Adult Life

Have a vision for your child's future that you communicate it to the school team	Set high expectations for your son or daughter within everyday family life
Focus on your child's preferences, interests and strengths	Actively work with your child to be as independent as possible
Work as a team with educators and others	Develop a Backwards Plan
Advocate for Evidence Based Predictors and Practices	Learn about agencies, their eligibility procedures and services

# Future Planning Tools

- Have a vision for your child's future that you communicate it to the school team
- Focus on your child's preferences, interests and strengths
- Strive for your child to be as independent as possible

### INFORMATION FOR THE SCHOOL ABOUT MY CHILD

My child's name \_\_\_\_\_ Date \_\_\_\_\_

Here is what my child does well:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Here are some things my child is interested in learning more about:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Things I would like for my child doing in one year:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

These are activities my child and I enjoy doing together:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Things I would like for my child to be able to do in \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Right now I am most \_\_\_\_\_

### Information for the School Regarding My Child

- At this time, my child's academic, social and/or emotional strengths include the following: \_\_\_\_\_
- At this time, my child seems to need to learn the following: \_\_\_\_\_
- I would like the school to do the following to help my child: \_\_\_\_\_
- I feel that I could do the following to help my child at home: \_\_\_\_\_
- I would like to \_\_\_\_\_

### INFORMATION TO SHARE

- Fill in information for as many statements as apply to your son or daughter. Skip those that don't apply. Things you see your son or daughter do everyday at home can be important for planning for success at school.
- My child's school work may be affected by the following health and/or related problems: \_\_\_\_\_
  - My child takes the following medication regularly: \_\_\_\_\_
  - My child (does, does not) sleep well at night. Comments: \_\_\_\_\_
  - My child (does, does not) get along well with brothers/sisters. Comments: \_\_\_\_\_
  - My child enjoys playing (alone, in small groups, with many others). \_\_\_\_\_
  - My child likes to do the following by him/herself: \_\_\_\_\_
  - My child likes to help with: \_\_\_\_\_

### Organizing My Thoughts

My child is best at:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

My child needs the most help with:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

My child enjoys:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

My child least enjoys:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

My child is like other children in our family or like other children his/her age in these ways:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

My child differs from other children in our family or from other children his/her age in these ways:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

When I play or work with my child, we usually:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Help my child has gotten in the past includes:

- \_\_\_\_\_
- \_\_\_\_\_



Three things I want my child, \_\_\_\_\_, to learn this year:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Signed: \_\_\_\_\_

### Developing a Vision for Your Child

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_\_

Gifts, Capacities and Strengths: \_\_\_\_\_

Challenges and Needs: \_\_\_\_\_

Plans for further education/training Next year:	In 5 years:	When he/she is an adult:
Plans for future living arrangements Next year:	In 5 years:	When he/she is an adult:
Plans for being involved in the community Next year:	In 5 years:	When he/she is an adult:
Plans for future employment: Next year:	In 5 years:	When he/she is an adult:



## Developing a Vision for Your Child

Child's Name Jeff

Birthdate May 5, 1998

Gifts, Capacities and Strengths: Jeff likes to be around other people, good at using tools, takes things apart, but doesn't put them back together, very good at video games - can beat his brother's score

Challenges and Needs: Does not like to take a shower, brush his teeth, even though he can. Gets really mad when he has to stop doing something he likes to do. Hard for other people to understand him when he talks

<p><b>Plans for further education/training</b>  <b>Next year:</b>  <i>Help figure out what kind of job Jeff could do and then what he needs to learn to do it</i></p>	<p><b>In 5 years:</b>  <i>in a training program for some kind of a job where he could work with other people or use tools</i></p>	<p><b>When he/she is an adult:</b>  <i>We see Jeff working at a regular job in the community</i></p>
<p><b>Plans for future living arrangements</b>  <b>Next year:</b>  <i>Jeff will live with us, he needs too much help to be on his own</i></p>	<p><b>In 5 years:</b>  <i>living with us</i></p>	<p><b>When he/she is an adult:</b>  <i>We will probably have to think ahead about who will take care of Jeff when we are no longer able to</i></p>
<p><b>Plans for being involved in the community</b>  <b>Next year:</b>  <i>Jeff loves to be out and about at community events, football games, shopping, at parks, restaurants</i></p>	<p><b>In 5 years:</b>  <i>We would hope Jeff would make friends at work or in training that he could spend time with. Maybe join a gym</i></p>	<p><b>When he/she is an adult:</b>  <i>Have some people besides family who will look out for him and help him when he needs it</i></p>
<p><b>Plans for future employment:</b>  <b>Next year:</b>  <i>We believe in Jeff and think he has what it takes to work at a regular job we just don't know what or where that might be</i></p>	<p><b>In 5 years:</b>  <i>He will be graduating from high school so we hope a type of job is figured out</i></p>	<p><b>When he/she is an adult</b>  <i>Doing a job he likes and working with people who care about him.</i></p>

# Developing a Vision for Your Child

Child's Name Jeff

Birthdate May 5, 1998

Gifts, Capacities and Strengths: *... and other people, good at using tools, takes things apart, but back to... games - can beat his brother's score... Does not... power, brush his teeth even though he can. Gets... something he likes to do. Hard for ot... him when he talks*

Interest Inventories  
ELSA

We see this at school to

Speech therapy

Career-Tech Programs?

Needs for education/training  
Next year: *... help figure out what kind of job Jeff could do and then... needs to learn to*

In 5 years:  
*... in a training program... of a job where he could... with other people or use tools*

When he/she is an adult:  
*... We see Jeff working at a regular job in the community*

Plans for future living  
Next year: *... Jeff will live with us, he needs too much help to be on his own*

In 5 years:  
*... living with us*

When he/she is an adult:  
*... We will probably have to think ahead about who will take care of... when we are no longer able to*

Plans for being involved in the community  
Next year: *... Jeff loves to be out and about at community shopping*

In 5 years:  
*... We would hope... friends at work or... he could spend time... in a gym*

When he/she is an adult:  
*... people besides family who... out for him and help him... he needs it*

How can we get him some work experiences?

We need to learn about agencies and how they can help

Plans for...  
Next year: *... We believe... he has what it takes to work at a regular job... we just don't know what or where that might be*

In 5 years:  
*... He will be graduating from high school... so we hope a type of job is figured out*

When he/she is an adult:  
*... Doing a job he likes and working with people who care about him*

# Transition to Employment Agency Assistance and Support

## Agency Table

Agency Overview: Services

Agencies may provide a wide range of service that can assist youth as they transition to adult life. The type of service, intensity of service, and availability of

# Transition to Employment: Agency Assistance and Support

Youth, families, and transition teams should explore a variety of partner agencies to determine which agencies can offer support, services, and resources that will assist to move the youth along the path to employment. In most cases the agencies that can offer a youth service or resources will be determined by the agencies' eligibility criteria, available services, and the youth's adult life goals.

The types of criteria that are often considered by agencies include:

- **Age:** Services may only be available to youth that are a certain age. Some require youth be age 14 or older. Some require age 18 or older.
- **Disability:** Some agencies require a formal diagnosis of a disability AND that the identified disability be one that the agency is able to serve
- **Challenges and Limitations:** Agency may require documentation of challenges caused by the disability and how those challenges impact the youth's ability to learn, work, be safe, care for personal needs, and/or participate in daily life.
- **Level of Need:** Agencies may have limited resources and will prioritize those individuals considered to have the greatest need to receive support and service before those whose needs are determined to be less critical
- **Type of Need:** The type of service needed by a youth may only be available through certain agencies or providers

- **Financial:** Some resources are only available to people with limited income. In some cases, a youth may not be eligible for resources or supports because their or their family's income is above the allowed limit.
- **Availability:** Some services or resources may be limited and require individuals to be placed on waiting lists for specific services/resources
- **Residence:** Agency service providers may only serve specific geographic areas of the state
- **Youth Goals:** The youth's outcome or adult goal can help determine which agency should provide services or if an agency should provide a service. When contacting agencies, it is most important to have goals and outcomes that drive a request for service.

As youth, families, and teams begin to explore agencies it is important to keep these criteria in mind in order to be prepared to provide the needed information. The information in the table below may assist in the initial discussions and questions regarding agency eligibility and extent of service.

### Medicaid and Medicaid Buy-In (Department of Medicaid)

### Ohio Department of Mental Health and Addiction Services (ODMHAS)

#### Who is Eligible:

- ODMHAS funds, reviews and monitors community mental health programs with the assistance of 58 community boards. These boards oversee both mental health and addiction services but do not directly provide services. Instead they contract for services through private organizations and public psychiatric hospitals. These local systems of care contract with more than 400 local agencies to provide a network of community care and support.
- Children, youth, and adults with a mental health diagnosis, a suspected diagnosis, or who are at risk of mental health challenges may be eligible to receive services or intervention from a community mental health provider.
- The specific program design, the types of service provided, and the funding sources determine eligibility for services.
- Types of funding sources for ODMHAS programs include Medicaid, Federal Block Grants, State General Revenue Funds and locally generated dollars (local levies).

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Agency Overview: Eligibility				
Ohio Department of Developmental Disabilities (DODD)	Opportunities for Ohioans with Disabilities (OOD) (BVR and BSVI)	Social Security Administration (SSA)	Medicaid and Medicaid Buy-In (Department of Medicaid)	Ohio Department of Mental Health and Addiction Services (ODMHAS)
<p><b>Who is Eligible:</b></p> <ul style="list-style-type: none"> <li>Individuals of any age that have a developmental disability/delay that results in functional limitations may be eligible for support through DODD. This means the disability occurs/is documented before age 22.</li> <li>"Functional limitations" refers to the ability to play, work, learn, etc.</li> <li>Eligibility is determined by use of COEDI and OEDI assessment tools. (Those under age 3 are determined eligible using other documentation.)</li> <li>The needed level of support is also determined individually through the use of a variety of assessment tools and information.</li> <li>DODD administers four Home and Community Based Medicaid Waivers that provide funding for services beyond basic Medicaid coverage. These are             <ul style="list-style-type: none"> <li>Level One Waiver</li> <li>Individual Options (IO) Waiver</li> <li>SELF (Self-Empowered-Life-Funding) Waiver</li> </ul> </li> <li>TDD (Transitions) Waiver - Not open to new enrollees</li> </ul>	<p><b>Who is Eligible:</b></p> <ul style="list-style-type: none"> <li>Transition age students (age 14 and older) and adults with disabilities that wish to work in the community may be eligible for service and support through OOD.</li> <li>Eligibility Requirements include:             <ul style="list-style-type: none"> <li>The person has a visual, physical or mental disability that interferes with the ability to work</li> <li>The person is able to benefit from the services OOD provides</li> <li>The person requires vocational services in order to get or keep a job</li> </ul> </li> <li>While many people may be eligible for OOD services, OOD will prioritize individuals identified as "most significantly disabled" (MSD) and others may be placed on a waiting list and/or referred to other agencies.</li> </ul>	<p><b>Who is Eligible:</b></p> <ul style="list-style-type: none"> <li>SSDI (Social Security Disability Insurance) is a financial support that may be available to people who cannot work because they have a medical condition that is expected to last at least one year or result in death.</li> <li>SSI (Supplemental Security Income) is financial support for individuals with low income, few resources, and are elderly or disabled. Individuals of all ages are can be eligible to receive SSI.</li> <li>In general, the individual must have a disability that results in significant functional limitations and (if over age 18) a disability that prevents sufficient employment to provide for living expenses (referred to as Substantial Gainful Activity or SGA). This means there is both a "disability" criteria and a "financial" criteria.</li> <li>The 2013 monthly SGA amount (the amount a person can earn) for blind individuals is \$1740. For non-blind individuals, the monthly SGA is \$1040. For those under 18, the family income is considered when determining eligibility.</li> </ul>	<p><b>Who is Eligible:</b></p> <ul style="list-style-type: none"> <li>ODJFS provides many programs for different populations, including individuals with disabilities. Medicaid health care programs are one of the most important for individuals with disabilities.             <ul style="list-style-type: none"> <li>Medicaid: Provides eligible individuals with disabilities health care coverage (primary, acute, and long-term care)</li> <li>Medicaid Buy In for Workers with Disabilities (MBI): Provides health care coverage to working Ohioans with disabilities whose income may exceed established limits set for Medicaid eligibility. Individuals pay monthly premiums.</li> </ul> </li> <li>Eligibility criteria includes:             <ul style="list-style-type: none"> <li>Functional limitations (Social Security Administration criteria)</li> <li>Be a US citizen</li> <li>Have a social security number</li> <li>Financial eligibility                 <ul style="list-style-type: none"> <li>Medicaid Eligibility 2013: Earnings of less than \$622/month* and \$1500 in resources (*Approximate amount. People may have allowed deductions from income to "spend down" to this level).</li> <li>Medicaid Buy-In 2013: Earnings less than \$2,394/month and resources to \$11,148.</li> </ul> </li> </ul> </li> </ul>	<p><b>Who is Eligible:</b></p> <ul style="list-style-type: none"> <li>ODMHAS funds, reviews and monitors community mental health programs with the assistance of 58 community boards. These boards oversee both mental health and addiction services but do not directly provide services. Instead they contract for services through private organizations and public psychiatric hospitals. These local systems of care contract with more than 400 local agencies to provide a network of community care and support.</li> <li>Children, youth, and adults with a mental health diagnosis, a suspected diagnosis, or who are at risk of mental health challenges may be eligible to receive services or intervention from a community mental health provider.</li> <li>The specific program design, the types of service provided, and the funding sources determine eligibility for services.</li> <li>Types of funding sources for ODMHAS programs include Medicaid, Federal Block Grants, State General Revenue Funds and locally generated dollars (local levies).</li> </ul>



**Resources and Information**

Record additional web-based resources below

**Agency Overview: Services**

Agencies may provide a wide range of service that can assist youth as they transition to adult life. The type of service, intensity of service, and availability of service may be different for different people

Ohio Department of Developmental Disabilities (DODD)	Opportunities for Ohioans with Disabilities (OOD) (BVR and BSVI)	Social Security Administration (SSA)	Medicaid and Medicaid Buy-In (Department of Medicaid)	Ohio Department of Mental Health and Addiction Services (ODMHAS)
<p><b>What are possible services:</b></p> <ul style="list-style-type: none"> <li>Services are provided through the local County Board of Developmental Disabilities (CBDD) where the individual lives</li> <li>Services can provide support for employment, learning, leisure, and living needs</li> <li>Services may include: case management/ coordination of services, therapies, transportation, respite, behavior support, vocational services (job development, job training, job coaching), sheltered workshops, adult day activities, and residential supports</li> <li>Children under age three are served through "Help Me Grow" in collaboration with the Ohio Department of Health, Bureau of Early Intervention Services (BEIS).</li> <li>Medicaid, Local County levy dollars, and State General Revenue funds are the primary funding sources.</li> <li>Services may come directly from the local CBDD or through a contracted private service provider and can vary from county to county.</li> </ul>	<p><b>What are possible services:</b></p> <ul style="list-style-type: none"> <li>Services from OOD must be focused on employment outcome and individuals should have a defined employment goal.</li> <li>Services may include assistance to attend an educational program, vocational evaluation or assessment, personal and work adjustment training, vocational training, therapies, job development, job placement, equipment, adaptive technology, counseling and/or a case manager to help organize and guide an employment plan.</li> <li>Services (other than case management) are generally contracted rather than provided directly by OOD employees.</li> <li>OOD frequently works in partnerships with other agencies to provide services and service programs for identified groups of people</li> <li>Previously known as Ohio Rehabilitation Services Commission</li> </ul>	<p><b>What are possible services:</b></p> <ul style="list-style-type: none"> <li>SSI includes a monthly financial allocation that may be as much as \$710/month.</li> <li>Those on SSDI will eventually receive Medicare coverage.</li> <li>"Work incentive" programs are also important options offered by SSA to allow individuals to work and maintain their benefits.</li> <li>SSA works with employment networks to provide incentives to employ individuals with disabilities through the Ticket to Work program.</li> <li>SSA supports benefits counseling through Work Incentives Planning and Assistance (WIPA) Agencies to help individuals understand the programs.</li> <li>Navigating SSA can be complex, but the many programs offered by SSA can provide important support.</li> </ul>	<p><b>What are possible services:</b></p> <ul style="list-style-type: none"> <li>Medicaid (administered by ODJFS) provides health care coverage for those that meet financial eligibility (those unable to work) and for those that are disabled, working and still need to buy into the Medicaid program to maintain their health coverage.</li> <li>Medicaid also has a program of "Home and Community Based Waivers" that allow for extended support services, beyond the basic Medicaid.</li> <li>For people with developmental disabilities, these are administered by DODD and are limited.</li> <li>Medicaid dollars are frequently the funding source for many programs and services provided by other agencies such as DODD, OOD and ODMHAS. Therefore, Medicaid is a priority "service support" for individuals with disabilities to pursue early in the planning process of adult life.</li> </ul>	<p><b>What are possible services:</b></p> <p><u>Early Childhood:</u> Services target young children and families:</p> <ul style="list-style-type: none"> <li>Consultation to early childhood programs, (mentoring, coaching and classroom observation)</li> <li>Training and educational sessions.</li> <li>Work with parents/families to enhance their ability to create strong, nurturing environments and relationships</li> </ul> <p><u>Hospital services:</u></p> <ul style="list-style-type: none"> <li>ODMH operates regional psychiatric hospitals in six locations across the state</li> <li>Expert services built on evidence-based best practices are provided in both an inpatient and community-supported environment</li> </ul> <p><u>Coordinating Centers of Excellence</u> ODMH operates seven Coordinating Centers of Excellence (CCOE). Each center promotes a specific practice by training, consultation, fidelity assessment and/or outcomes evaluation. Three CCOEs to consider:</p> <ul style="list-style-type: none"> <li>Mental Illness/Developmental Disabilities (MI/DD) CCOE. The MI/DD CCOE promotes clinical best practices for individuals with mental illness and developmental disabilities.</li> <li>Supported Employment (SE) CCOE. Supported employment is an evidence-based treatment approach where employment is the treatment</li> <li>Center for Innovative Practices (CIP) CCOE. A collaboration with Case Western University to implement evidence-based practices for youth and their families.</li> </ul>

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Realizing Employment First for Youth

### Prepare for Agency Contact and Communication

Before approaching agencies for assistance, it is helpful to the agency and can quicken the necessary processes if information is readily available. Use the questions below to facilitate gathering information and documentation.

<b>Age</b> Services may only be available to a certain age group	When is youth's birthday?	
<b>Residence</b> Agency may only serve specific geographic areas of the state	Where does the youth live?	
<b>Disability</b> Some agencies require a formal diagnosis of a disability AND that the identified disability be one that the agency is able to serve.	What is the disability? Make available documentation of the diagnosis and assist the agency to recognize how the youth's diagnosis is one that the agency could serve.	
<b>Challenges and Limitations</b> Agency may require documentation of challenges caused by the disability and how those challenges impact the youth's ability to learn, work, be safe, self-care, and participate in daily life.	Document how the diagnosis or documented disability makes employment, learning, living, etc. difficult for the youth.	
<b>Level of Need</b> Agencies may prioritize those individuals considered to have the greatest need to receive support and service before those whose needs are determined to be less critical.	Explain how the challenges that the youth faces create barriers that the youth is not likely to overcome if support is not available.	
<b>Type of Need</b> The type of service needed by a youth may only be available through certain agencies or providers.	Detail the type of support / service that is needed and align the request for service with the type of service the agency offers.	
<b>Financial</b> Some resources are only available to people with limited income. Youth may not be eligible for resources or supports because their or their family's income is above the allowed limit.	Document the income and assets of the youth and family (under 18 years of age), including savings. Document expenses that the youth or family incur in order that the youth can live or work as these may be helpful when qualifying for a variety of assistance.	
<b>Availability</b> Some services or resources may be limited and require individuals to be placed on waiting lists for specific services/ resources.	Identify the types of service of support one may need long term, as an adult, to work, live and participate in the community. Ask to be placed on waiting lists for these services, even if the need seems to be years in the future.	
<b>Youth Goals</b> The youth's outcome or adult goal can help determine which agency should provide services or if an agency should provide a service. When contacting agencies, it is most important to have goals and outcomes that drive a request for service.	Detail the adult outcomes that the youth seeks to achieve. Specially discuss employment, adult learning, living (residence) and other community participation. Explain how the requested services/supports are needed to achieve the desired adult goals.	

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### Prepare for Agency Contact and Communication

Before approaching agencies for assistance, it is helpful to the agency and can quicken the necessary processes if information is readily available. Use the questions below to facilitate gathering information and documentation.

Age

When is youth's birthday?

### Resources and Information

Record additional web-based resources below

Ohio Department of Developmental Disabilities (DODD)	Opportunities for Ohioans with Disabilities (OOD) (BVR and BSVI)	Social Security Administration (SSA)	Medicaid and Medicaid Buy-In (Department of Medicaid)	Ohio Department of Mental Health and Addiction Services (ODMHAS)
<p><b>DODD State Website</b> dodd.oh.gov</p> <p><b>Ohio Employment First</b> ohioemploymentfirst.org</p>	<p><b>OOD State Agency Website</b> ood.ohio.gov</p>	<p><b>SSA Website:</b> ssa.gov</p>	<p><b>Medicaid Website:</b> medicaid.ohio.gov</p> <p><b>DODD - Medicaid Waiver Information</b> doddportal.dodd.ohio.gov/INF/WaiverSer/Pages/default.aspx</p> <p><b>Ohio Disability Rights - Medicaid Waiver Information</b> disabilityrightsohio.org/medicaid-waivers</p>	<p><b>ODMHAS Website:</b> mha.ohio.gov</p> <p><b>Supported Employment (EBP):</b> centerforebp.case.edu/practices/se</p>

### Local Resources and Contacts

Record local or regional contact information below

County Board of Developmental Disabilities:	Regional Opportunities for Ohioans with Disabilities (OOD) (BVR and BSVI)	Local Social Security Administration Office:	Local Department of Job and Family Services Office	Local Mental Health and Addiction Services Board Offices
<p>Website:</p> <p>Phone:</p> <p>Address:</p> <p>Contact Names:</p>	<p>Phone:</p> <p>Address:</p> <p>Contact Name:</p>	<p>Phone:</p> <p>Address:</p> <p>Contact Name</p>	<p>Phone:</p> <p>Address:</p> <p>Contact Name:</p>	<p>Phone:</p> <p>Address:</p> <p>Contact Name:</p>

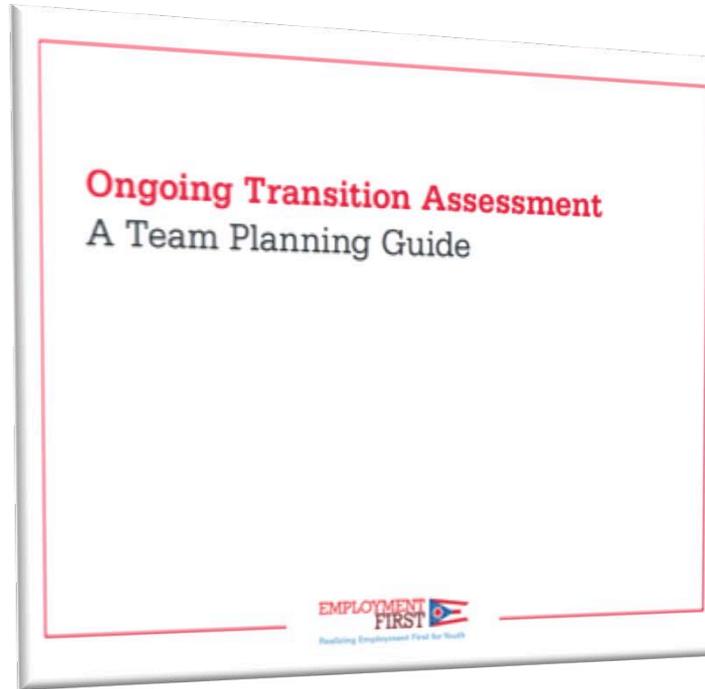
dodd.ohio.gov

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financing employment First for Youth

# Planning for Transition Assessment: *Getting the Information Needed to Make a Good Plan*



# What is Transition Assessment?

- A Profile of your Child:
  - Youth Preferences, Interests, Needs, Strengths (PINS)
  - Employment/Occupational Interests
  - Supports – short term, long term and ongoing
  - Level of independence, Communication
  - Occupational/Worker Skills
  - Baseline for skill development related to post school goals

# How do PINS Relate to Plans for Jeff as an Adult?

The transition assessment *process*

connects



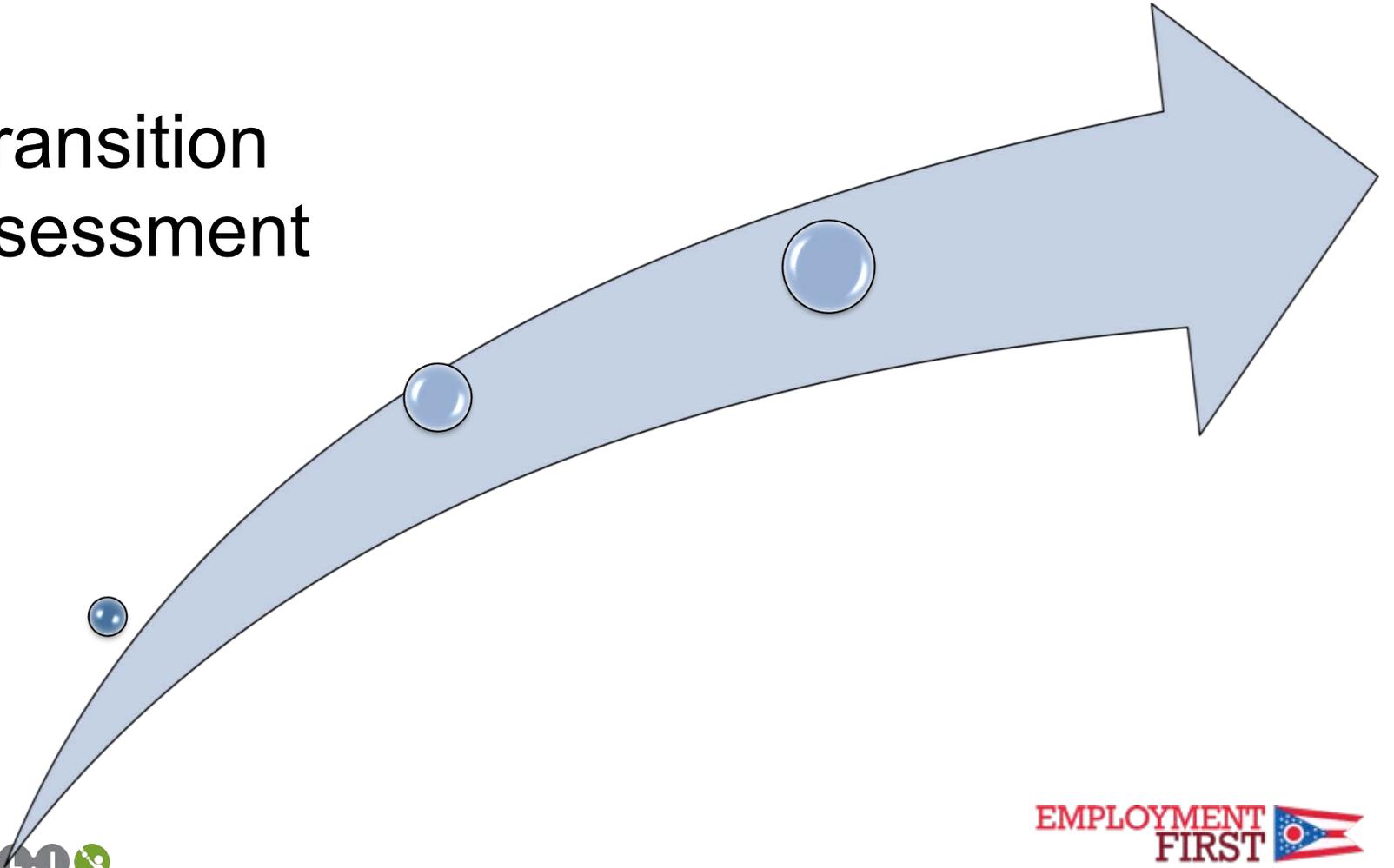
what the youth can do *NOW*

with the *skills needed* for adulthood

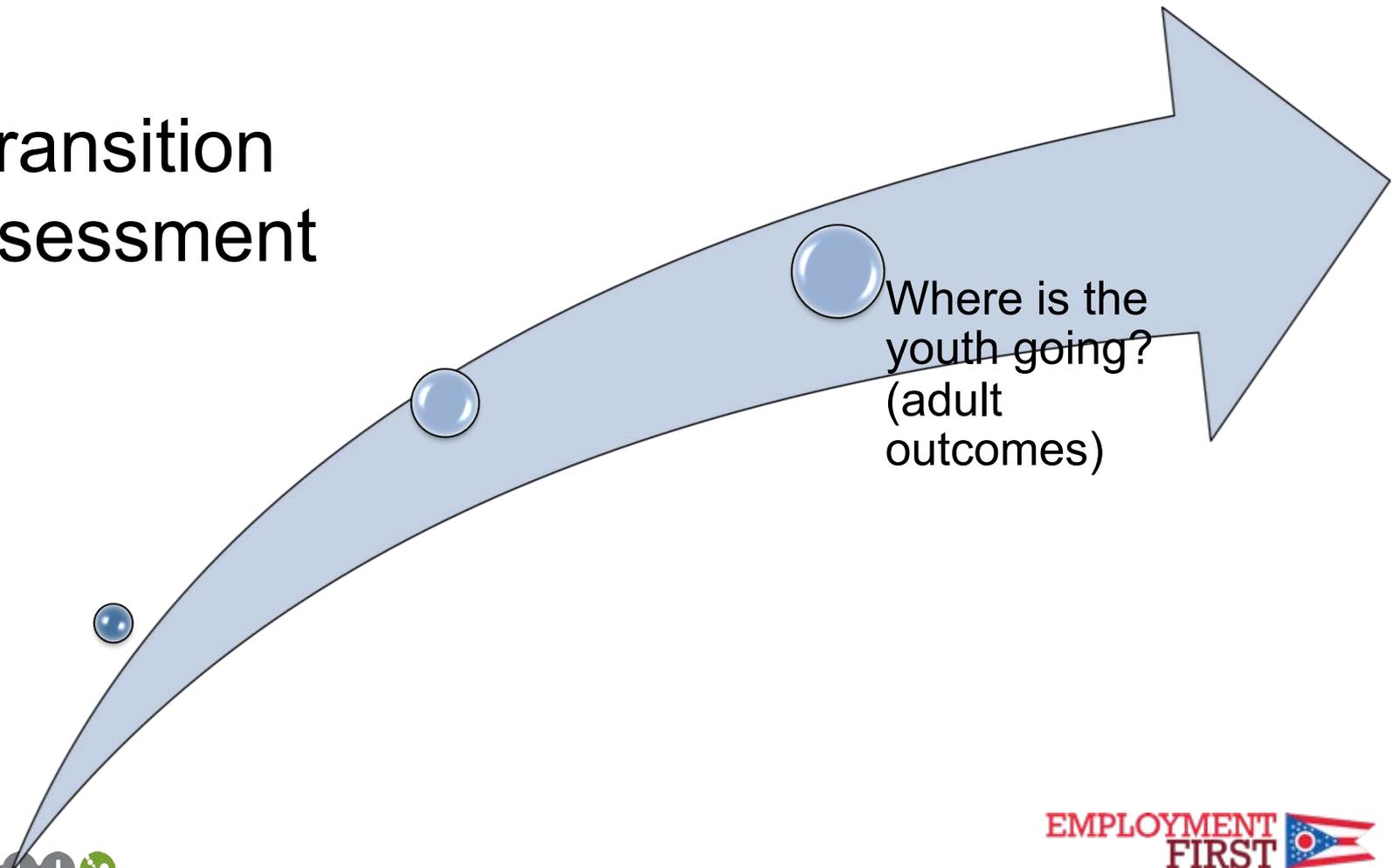
# Jeff's PINS

- **Preferences**
  - Being around people
  - Doing things with his hands
- **Interests**
  - Using tools
  - Video games
- **Needs**
  - Independence for hygiene/grooming, daily living skills
  - Move from one activity to another without incident
- **Strengths**
  - Using tools to take things apart
  - Manipulating game controls to gain high scores

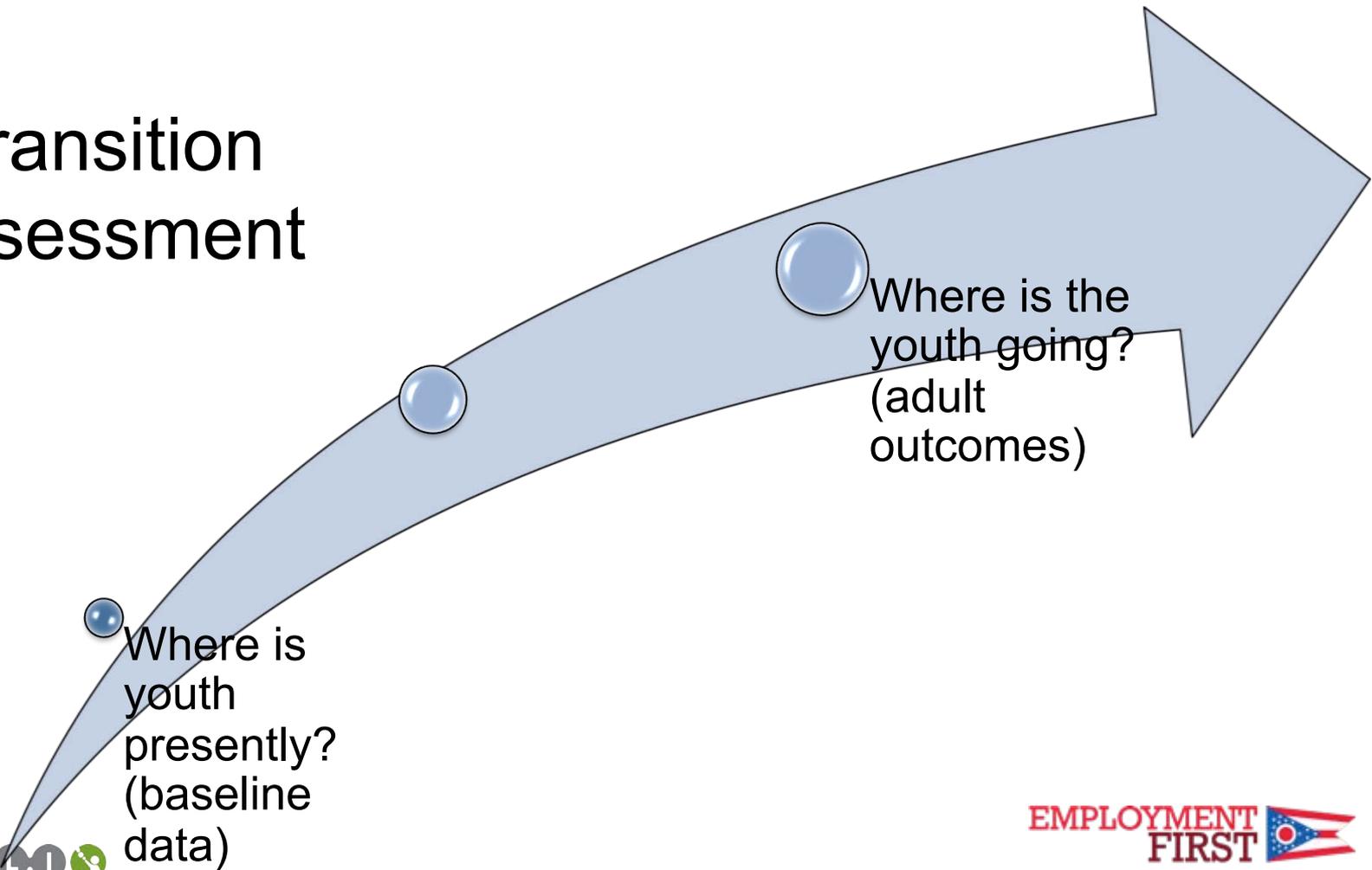
# Transition Assessment



# Transition Assessment



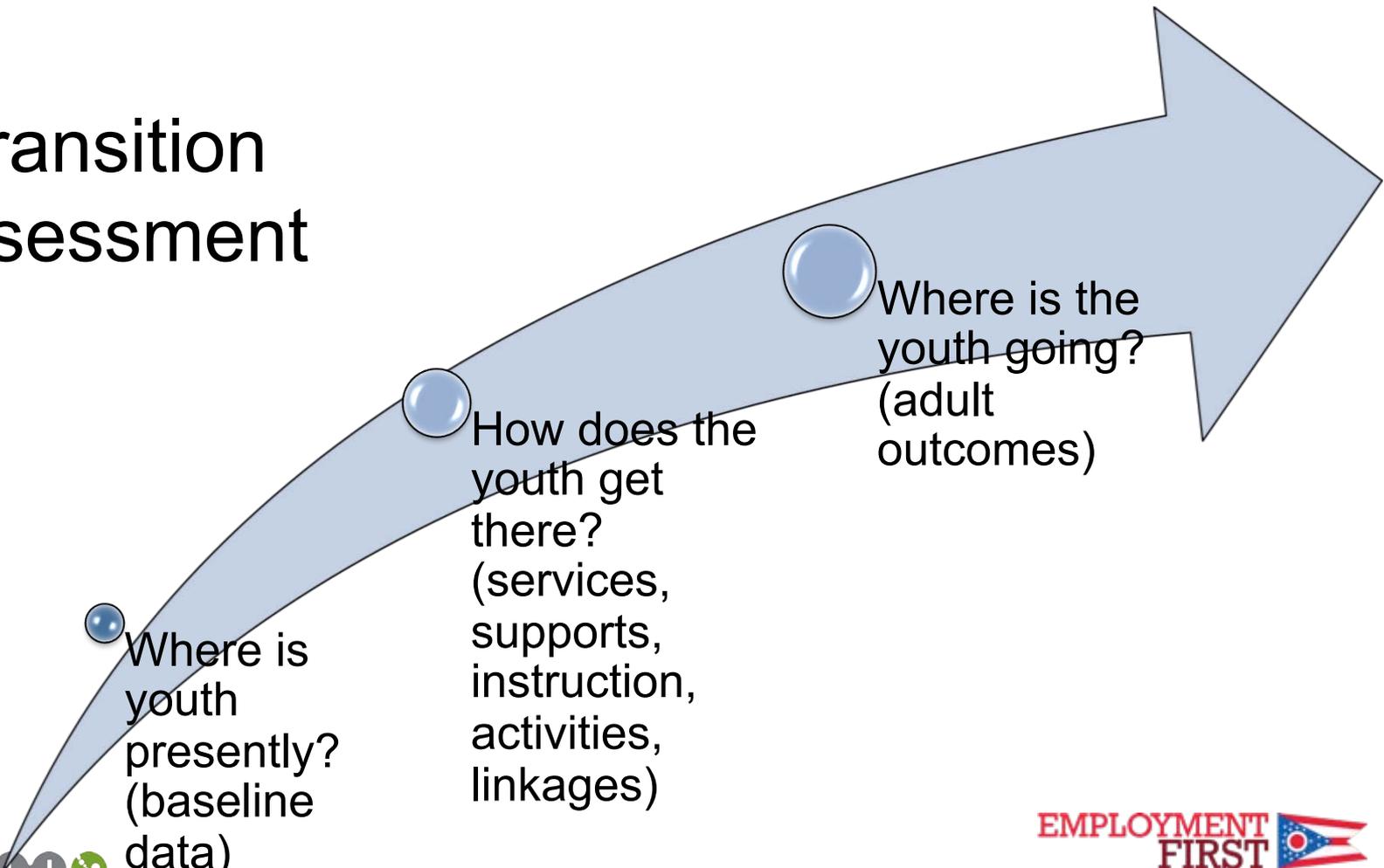
# Transition Assessment



Where is  
youth  
presently?  
(baseline  
data)

Where is the  
youth going?  
(adult  
outcomes)

# Transition Assessment



Where is youth presently?  
(baseline data)

How does the youth get there?  
(services, supports, instruction, activities, linkages)

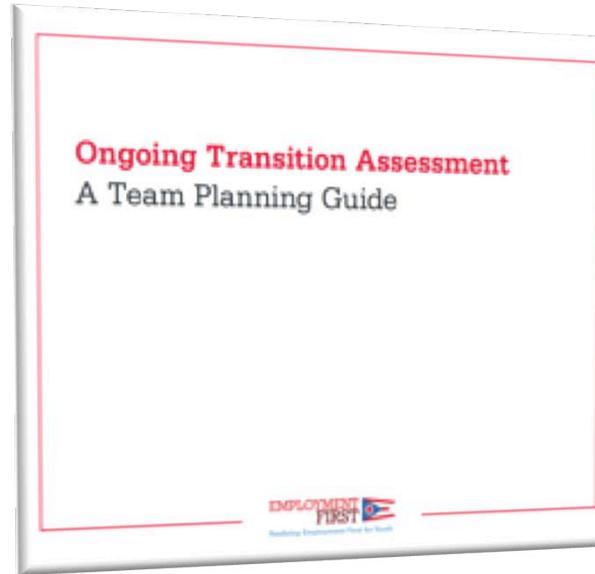
Where is the youth going?  
(adult outcomes)

# Transition Assessment Guide

[www.ohioemploymentfirst.org](http://www.ohioemploymentfirst.org)

What this **IS** and what this is **NOT**

- A Process
  - *NOT a FORM*
- A Guide
  - *NOT a Procedure*
- A Support Tool
  - *NOT Additional Steps*





## Multi-agency Team Assessment Planning



Family Center

- ✓ Represents a change in practice
- ✓ Information more relevant to youth's goals
- ✓ More useful for agency partners
- ✓ Reduces duplication
- ✓ More time and resource efficient

**Question One - OUTCOMES:**

**Where is the Youth Going?**

**What are the Youth's Plans?**

Begin by posing questions about what the youth is interested pursuing in higher adult life. The answers to these questions may be vague and undefined. Or they may be specific and detailed. Or some combination of the two. At this point, capture what is known about the future adult life plans.

Questions to facilitate discussion:

- Does the youth have preferred adult outcomes/goals?
- What does the youth plan to do as an adult?
- What are the adult goals related to working, learning and living? How will he/she

- earn a living?
- continue learning?
- participate in the community and live?

**What is the Team's knowledge about the community's expectation of the selected adult outcomes?**

The "measuring stick" for Transition Assessment is adult demands and expectations. To view the youth's skill through an "adult lens" teams may need to add to their own knowledge.

Questions to facilitate discussion:

- What skills, training is required for the type of work the youth desires? What academic background is necessary?
- What personal, worker, social, communication, or other skills are needed?
- What are the predicted labor market needs for the industry or business?
- What are the salary/benefit expectations or impact?
- What options are available for postsecondary education/training?
- What self-determination/independence skills will the youth need?
- What is necessary to achieve the type of adult living situation described?

Initial Planning Date:  
Date(s) Planning Updated:

Adult Employment Outcome

Adult Learning/ Continuing Education Outcome

Adult Community Living / Independent Living Outcome

Team's Knowledge about the nature of the Youth's Adult Plans

# QUESTION ONE: *OUTCOMES*



### Question Two - YOUTH PROFILE:

Where is the Youth Presently?

Initial Planning Date:

Date(s) Planning Updated:

What are the Youth's Preferences, Interests, Needs and Skills (PINS)?

Youth Profile

The Youth Profile provide critical information needed to "tell the story" of how the youth's current skills and capacity relate, or compare, to the level and types of skills needed to achieve his/her adult life goals. Think about the knowledge and skills associated with the youth's outcomes. It is useful to identify and consider what is known about the youth in four broad categories.

Questions to facilitate Discussion:

- Preferences – what does youth like/dislike? Sensitivities. Motivations. People. Places.
- Interests – things or areas that capture the attention of the youth, like to spend time doing, reading about, exploring, hobbies
- Needs – can be similar to a preference. Types and intensity of supports, situations or environments when/where needed, needed to gain a skill, improve, areas such as academics, communication, and independence
- Skills – what does the youth do well? Consider all types of skills- including those that may not be traditionally identified during assessment processes
- Use current (within previous calendar year) assessment information - formal or informal – to help identify and describe the youth PINS
- Start with what the team collectively knows about the youth. Organize the information into a Profile that describes the youth's PINS. Highlight information that can be used to show how the PINS connect to, support, influence, or challenge the youth's desired adult life goals.

# QUESTION TWO: PROFILE



**Question Three - RIGHT MATCH**

**How do the Youth's Future Plans 'Fit' with the Youth's Profile?**

**What are the potential 'gaps' or disconnects between the youth's skills NOW and the skills NEEDED?**

Based on what is known at this point, describe how the youth's current interests, skill set and supports match the demands of the intended adult life outcomes. Be sure to consider the skills and supports that will be required as an adult in those roles. Is there a skill gap that needs to be addressed in transition planning? Include questions to be addressed through further assessment and ideas for instruction, supports, services, and experiences to be included in the youth's transition plan.

Questions to facilitate discussion:

- How do the adult goals make use of the youth's skills?
- How do the environments in which these outcomes take place match with the youth's preferences?
- How are the youth's needs able to be supported within these outcomes?
- Does the targeted work, adult learning, living situation, community participation reflect the youth's interests?
- Do these plans constitute an adult life that is valued by the youth/family? Is meaningful for the youth and family?
- Related to intended adult outcomes, how do the youth's current skills compare with those needed to achieve the outcomes?
- Is there a gap that will need to be addressed?

Initial Planning Date:  
Date(s) Planning Updated:

Information to Support a 'Right Match'

# QUESTION THREE: *The Right Match*



### Question Four - MORE DETAIL:

What other relevant information and data is needed about the youth?

Initial Planning Date:  
Date(s) Planning Updated:

#### What questions need to be explored with further assessment?

By this point, the team will have discovered much information and may already have a place to begin with transition assessment. However, most teams also identify that additional information will improve and refine transition planning and the identification of services.

Questions to facilitate discussion:

- Does the team need more information about the youth's employability/worker skills, independent skills, "soft skills" transportation, health care, self-care, self-determination or any other aspect of the youth, higher support system?
- Is deeper or more formal data needed about youth's current skills and how these skills compare to what will be necessary to realize the adult outcomes?
- Does current assessment need to be updated or extended?
- What information is missing?

#### Identify questions/topics that need to be further assessed

Some teams need more information about the intended adult goals in order to create a meaningful coordinated transition plan.

Questions to facilitate discussion:

- What skills, education, academics, training are required for the type of work the youth desires?
- What personal, worker, social, communication, occupational or other skills are needed?
- What are the predicted labor market needs for the industry or business reflected in the youth's goals?
- What are the salary/benefit expectations or impact?
- Desired postsecondary education/training options? Who provides and where/how is it available?
- What self-determination and independence skills will the youth need?
- What is necessary for the adult living situation described?
- Are agency linkages/support necessary?

#### Identify information the team needs about the intended outcomes

# QUESTION FOUR: *More Details*



**Question Five - ASSESSMENT PLAN:**

**What assessment tools, methods and strategies will be used to answer the assessment questions?**

**Some types of informal assessment measures:**

- Interviews, questionnaires or surveys
- Direct observations
- Anecdotal records
- Environmental/situational analysis
- Curriculum-based assessments
- Interest inventories
- Preference assessments
- Transition planning inventories
- Community or work - based observations

**Some types of formal measures:**

- Adaptive behavior assessments
- Independent living assessments
- Aptitude tests
- Interest assessments
- Intelligence tests
- Achievement tests
- Personality or preference tests
- Career development measures
- On the job or training evaluations
- Measures of self-determination

**Some domains to include for assessment:**

- Assistive and mobile technology
- Self-care skills
- Employability skills
- Orientation and mobility, travel training
- Safety and Health care needs
- Mental health needs
- Communication skills and/or systems
- Orientation to the community
- Daily living skills
- Decision making/problem solving skills

What does the team need to know? (Question Four information)	Tools/methods to be used/ considered to answer the question	Who is responsible for collecting the information?	When will information be collected?	When will information be collected?	What answers were collected?
1. What type of jobs and work setting are a good match for Jeff?	OCIS, other preferences & interests inventories	Intervention Specialist	by Nov 2013		
2. How independent will Jeff need to be to work in community?	Online searches	Transition Coordinator with Jeff	by Nov 2013	Meeting in December	
3. What kinds of ongoing supports are possible for Jeff?	phone calls, emails to adult agencies	Transition Coordinator	by Oct 1, 2013		
4. Can assistive Technology assist Jeff with communication & daily living?	referral to speech/lang for AT eval	Transition Coordinator	when scheduled	by next meeting	
5. Can Jeff use public transportation?	Referral for O & M eval Interview family	Transition Coordinator	when scheduled	by next meeting	Date:  Update Plan Information

*“What type of jobs and work setting are a good match for Jeff?”*

*“How independent will Jeff need to be to work in community?”*

Once the assessment data is gathered, the multi-agency team is ready to develop the youth's coordinated transition plan. Use the Backwards Planning template to develop a comprehensive plan in a single easy-to-follow document.

**Question Five - ASSESSMENT PLAN:**

**What assessment tools, methods and strategies will be used to answer the assessment questions?**

<p><b>Some types of informal assessment measures:</b></p> <ul style="list-style-type: none"> <li>• Interviews, questionnaires or surveys</li> <li>• Direct observations</li> <li>• Anecdotal records</li> <li>• Environmental/situational analysis</li> <li>• Curriculum-based assessments</li> <li>• Interest inventories</li> <li>• Preference assessments</li> <li>• Transition planning inventories</li> <li>• Community or work - based observations</li> </ul>	<p>What does the team need to know? (Question Four information)</p>	<p>Tools/methods to be used/ considered to answer the question</p>	<p>Who is responsible for collecting the information?</p>	<p>When will information be collected?</p>	<p>When will information be reported to team?</p>	<p>What answers were discovered?</p>
	<p>1. How can we help Jeff improve appearance/grooming skills?</p>	<p>- ELSA - Sensory Checklist - Task Analysis</p>	<p>Intervention Specialist and Mom</p>	<p>By October</p>	<p>at next meeting</p>	<p>Date:</p>
<p><b>Some types of formal measures:</b></p> <ul style="list-style-type: none"> <li>• Adaptive behavior assessments</li> <li>• Independent living assessments</li> <li>• Aptitude tests</li> <li>• Interest assessments</li> <li>• Intelligence tests</li> <li>• Achievement tests</li> <li>• Personality or preference tests</li> <li>• Career development measures</li> <li>• On the job or training evaluations</li> <li>• Measures of self-determination</li> </ul>	<p>2. What else can help us understand his behaviors?</p>	<p>FBA Interview teachers previous years</p>	<p>SST Behavior consultant</p>	<p>as scheduled</p>	<p>at ne</p>	
<p><b>Some domains to include for assessment:</b></p> <ul style="list-style-type: none"> <li>• Assistive and mobile technology</li> <li>• Self-care skills</li> <li>• Employability skills</li> <li>• Orientation and mobility, travel training</li> <li>• Safety and Health care needs</li> <li>• Mental health needs</li> <li>• Communication skills and/or systems</li> <li>• Orientation to the community</li> <li>• Daily living skills</li> <li>• Decision making/problem solving skills</li> </ul>	<p>3. How aware is Jeff of his appearance &amp; behaviors?</p>	<p>Video Jeff Review with Jeff in session</p>	<p>Speech Therapist</p>	<p>February</p>		
	<p>4.</p>					
	<p>5.</p>					<p>Update Plan Information</p>

*What did we learn?*

*When Reported*

*Timeline for Completion*

*Who is Responsible*

Once the assessment data is gathered, the multi-agency team is ready to develop the youth's coordinated transition plan in a single easy-to-follow document.  
EmploymentFirst@dodd.ohio.gov

**A *Planning* Document – NOT an official agency form**

**Information transferred to official agency documents after multi-agency team planning**

INTERVIEWS

**ISP**

REFERRAL PROCESSES

APPLICATION PROCESSES

**IPE**

**IEP** PROVIDER DOCUMENTS



Family Center



Realizing Employment First for Youth

# Backwards Planning: Start Where You Want to End



Family Center

**Backwards Planning Template**

Name \_\_\_\_\_ Birthdate \_\_\_\_\_ Time Span of this plan: From \_\_\_\_\_ To \_\_\_\_\_ Graduation Year \_\_\_\_\_ Team Coordinator \_\_\_\_\_

**Adult Employment Outcome**  
As an adult, I plan to: \_\_\_\_\_

**Adult Education/Training Outcome**  
As an adult, I plan to: \_\_\_\_\_

**Adult Independent/Community Living Outcome**  
As an adult, I plan to: \_\_\_\_\_

Current Assessment related to Milestones	Steps to reach Milestone Target Year:	Milestones to be achieved by:				

EMPLOYMENT FIRST  
Realizing Employment First for Youth

EmploymentFirst@dodd.ohio.gov



# What is *Backwards Planning*?



The 1<sup>st</sup> Step is to HAVE a clear goal.  
In planning for the transition from  
school to adult life, that is an  
Adult Outcome

*Backwards Planning* is a way to think and problem solve.

We all are familiar with planning to complete a project or to reach a goal by starting at the end

# What is Backwards Planning?

- Multi-agency Team
- Comprehensive plan
- Over multiple years
- Informal, easy to follow
- Developed by youth, school, family and agencies
- “Belongs” to the youth and family
- Can be modified, changed as needed

### Backwards Planning Template

Name Jeffrey Birthdate 05/08/1998 Time span of this plan: From 09/12/2013 To 08/15/2019 Graduation Year: 2019 Team Coordinator Ms. Perez

As an adult, I plan to:

**Adult Employment Outcome**  
 Jeff intends to work in the community at a job that allows him to use his interests and skills in working with hand tools

As an adult, I plan to:

**Adult Continued Education/Training Outcome**  
 Jeff will continue to learn about living safely on his own by participating in organized learning activities. Jeff will also participate in training specific to obtaining and maintaining employment and to learn skills and routines for his job.

As an adult, I plan to:

**Adult Independent/Community Living Outcome**  
 Jeff will continue to live at home with his family and eventually move into a community living setting where he can have access to supports to live on his own

Current Assessment related to Milestones	Step To Achieve Milestone by 06/10/2014	Step To Achieve Milestone by 06/15/2015	Step to Achieve Milestone by 06/13/2016	Step to Achieve Milestone by 06/12/2017	Step to Achieve Milestone by 07/12/2018	Milestones to be achieved by 08/15/2019_
Good eye-hand coordination. Uses hand tools to take things apart, doesn't put them back together No career preferences or interest inventories on file	Refer for formal vocational evaluation; use informal interest and preferences inventories	Supervised in school work experience <b>jobs with ability to move around the school building and interact with teachers (deliver messages to and from office?)</b>	Job shadowing in a number of jobs and employment settings that are a match for Jeff's interests and preferences. <b>Stocking shelves in hardware store?</b>	Job tryouts <b>Auto parts store, distribution center, materials handling?</b>	Arrange Internships in community jobs that are a match for Jeff's profile as an employee	Jeff is actively seeking the type of employment that meets his identified interests and skills
Jeff will need assistance to	Refer to DD; Invite DD	Refer to GGD (RSG)	Application to SSI	Continue to meet with	Meet with possible adult	Referrals/eligibility



### Backwards Planning Template

Name Jeffrey Birthdate 05/08/1998 Time span of this plan: From 09/12/2013 To 08/15/2019 Graduation Year: 2019 Team Coordinator Ms. Perez

As an adult, I plan to:

#### Adult Employment Outcome

Jeff intends to work in the community at a job that allows him to use his interests and skills in working with hand tools

As an adult, I plan to:

#### Adult Continued Education/Training Outcome

Jeff will continue to learn about living safely on his own by participating in organized learning activities. Jeff will also participate in training specific to obtaining and maintaining employment and to learn skills and routines for his job

As an adult, I plan to:

#### Adult Independent/Community Living Outcome

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	Refer to DD; Invite DD	Refer to OOD (RSC)	Application to SSI	Continue to meet with	Meet with possible adult	Referrals/eligibility



# Begin *Backwards Planning* by Identifying Milestones

## Questions to Assist Team with Identifying Milestones:

In relation to the youth's Adult Outcomes:

- What will the youth need to know?
- Independence?
- Level of skill?
- Ongoing supports/services?
- Linkages to adult or community agencies?

to reach one year:	Milestones to be achieved by:

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# Begin *Backwards Planning*

## Current Assessment

Current Assessment related to Milestones	Steps to Milestone Target Year	Milestones to be achieved by:

Current Assessment:

- Youth's current knowledge, skill, ability, status
- In relation to the Milestone in the same 'row' on the far right

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# Using Components of the Backwards Plan in Agency Documents

Name Jeffrey Birthdate 05/08/1990

As an adult, I plan to:

**Adult Employment**  
 Jeff intends to work in the... that allows him to use his... working with hand tools

County Board of  
 Developmental  
 Disabilities Summer  
 Life Skills Program  
 (ISP)

Opportunities for  
 Ohioans with  
 Disabilities Agency  
 (IPE)

School District  
 (IEP)

Current Assessment related to Milestones	Step To Achieve Milestone by 06/10/2014	Step To Achieve Milestone by 06/15/2015	Step to Achieve Milestone by 06/13/2016	Step to Achieve Milestone by 06/12/2017	Step to Achieve Milestone by 07/12/2018	Milestones to be achieved by 08/15/2019
Good eye-hand coordination. Uses hand tools to take things apart, doesn't put them back together No career preferences or interest inventories on file Jeff will need assistance to	Refer for formal vocational evaluation; use informal interest and preferences inventory	Supervise	Shadowing in a variety of jobs and settings that match Jeff's preferences.	Job tryouts Auto parts store, distribution center, materials handling?	Arrange Internships in community jobs that are a match for Jeff's profile as an employee	Jeff is actively seeking the type of employment that meets his identified interests and skills
	Refer to DD;		SSI	Continue to meet with	Meet with possible adult	Referrals/eligibility



# Advantages to Planning for Transition

- Agency personnel are involved first hand with the youth
- Reduced duplication of efforts across agencies
- Team members jointly develop documentation that is immediately useful to the family, school and adult services
- Created more awareness with school team about skills necessary for adult living, learning and working
- Created more awareness with the school team about services adult agencies might provide



# Tools and Strategies For Families to Use in Planning for Transition from School to Adult Life

Have a vision for your child's future that you communicate it to the school team	Set high expectations for your son or daughter within everyday family life
Focus on your child's preferences, interests and strengths	Actively work with your child to be as independent as possible
Work as a team with educators and others	Develop a Backwards Plan
Advocate for Evidence Based Predictors and Practices	Learn about agencies, their eligibility procedures and services



*If we have learned anything in the last few decades it's that the ability of youth to achieve is more related to our own beliefs than it is to the severity or complexity of a disability.*

*Youth we work with may have limitations but they should not be the ones we impose on them by not believing in their potential or right to succeed.*

Adapted from editorial by Barbara Ludlow,  
[Teaching Exceptional Children](#), Council for Exceptional Children,  
Vol. 46. No. 2 November/December 2013

