



# **A TRANSITION PLAN IS NOT JUST A FORM**

# Our Mission

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The mission of the PEAL Center is to educate and empower families to ensure that children, youth and young adults with disabilities and special health care needs lead rich, active lives as full members of their schools and communities.



# Participants will be able to:

- Discuss the importance of having a vision to guide transition planning
- Describe the areas to consider when transition planning
- Generate “out of the box” ideas for the Transition portion of the IEP
- List resources to support successful transition outcomes



# Strategies for Transition Planning

- Develop a vision for the future
- Advocate for yourself
- Plan for the life you want
- Build a team to support you
- Access resources



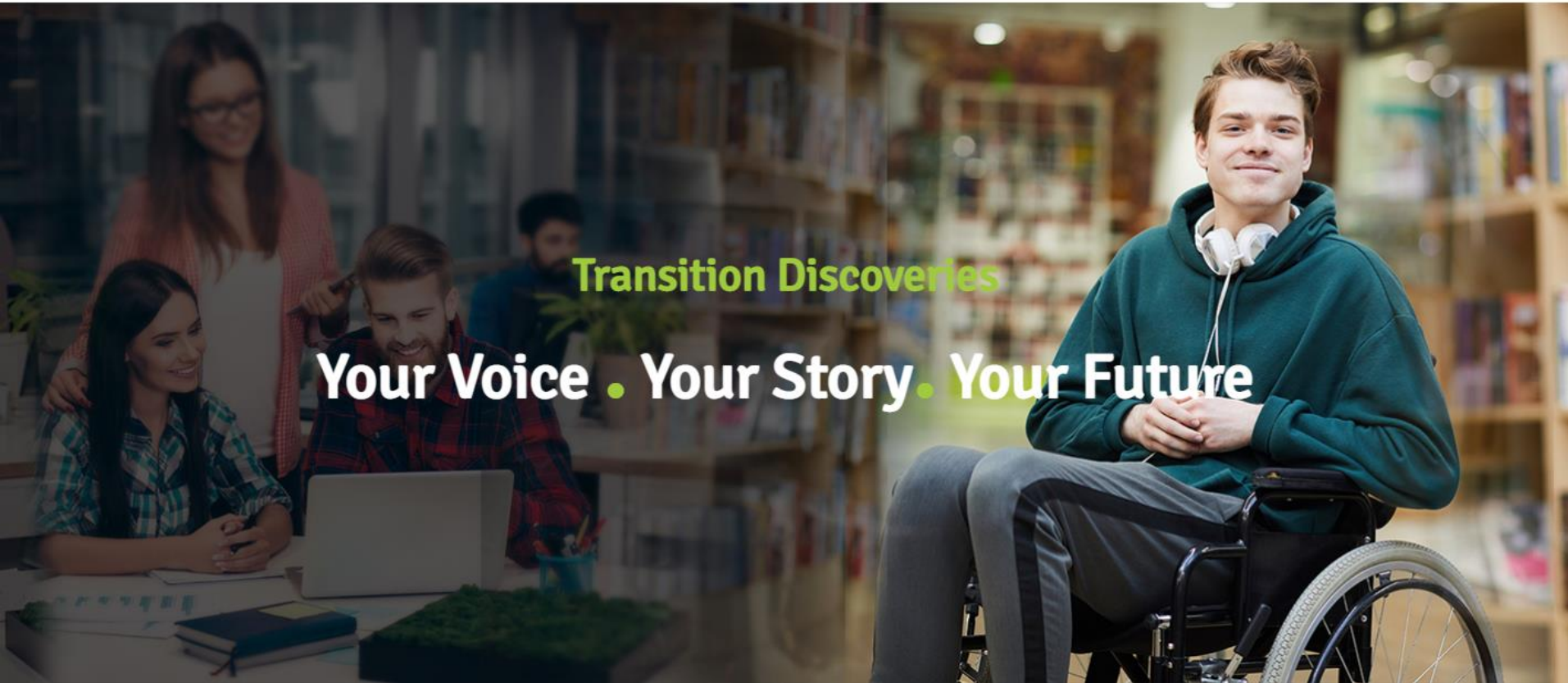
# [www.transitiondiscoveries.org](http://www.transitiondiscoveries.org)



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**Transition Discoveries**

**Your Voice • Your Story • Your Future**





# Family Engagement



Government	Percentage
Current government	85%
Previous government	15%

# THINK BIG!!!

# What does you and your youth's life look like

- In a perfect world?
- In 2-5 years?
- In 5-10 years?



# Why is it up to you to take charge and be a self-advocate?

- Every individual gravitates to what is important to them and what it is they want to do
- Share with others what is important and what you want
- Lack of understanding and opportunities for people with disabilities
- Important to find and work with a provider agency or skilled providers, that will support your vision
- Programs are eligibility-based instead of entitlement





# Youth Development



# Self-Advocacy

## Rights and Responsibilities

There are differences between legal rights of a school student and those of an adult in the adult service system

Changes when a youth turn 18:

- I have legal responsibilities as an adult
- Laws that protect me from discrimination
- I can make legal, financial and medical decisions for myself or I can have someone help me.
- I should have a state picture ID if I do not have a driver's license



# Planning for the Future Checklist







## PLANNING FOR THE FUTURE CHECKLIST









Use this as your checklist to get ready for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- EVERY YEAR:**
1. Meet with your agency and school supporters.
  2. Take time to talk about information learned from any assessments about your abilities & interests.
  3. Ask about accommodations and technology you can use to meet your school, work & other life goals.
  4. Use your IEP to create the right goals to help you get ready for life after high school (transition).
  5. Build on what you started the year before.

	14-15 YEAR OLDS	15-16 YEAR OLDS
<b>EDUCATION/TRAINING AFTER HIGH SCHOOL</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk with your school and/or agency supporters about your interests and what you want to study after high school.</li> <li><input type="checkbox"/> Study websites to learn about training, technical school, college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs.</li> <li><input type="checkbox"/> Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.</li> <li><input type="checkbox"/> Understand your disability. Ask for your own accommodations.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare.</li> <li><input type="checkbox"/> If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.</li> <li><input type="checkbox"/> Visit technical schools or certificate programs you may be interested in.</li> </ul> 
<b>EMPLOYMENT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sign up to volunteer and job shadow during school and/or summer months.</li> <li><input type="checkbox"/> Start keeping a list of the names, email addresses and phone numbers of people who can be references for jobs.</li> <li><input type="checkbox"/> Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> To get ready for a job, practice filling out job applications and answering questions an employer might ask you.</li> <li><input type="checkbox"/> Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your areas of interest. Your school can help you get this experience during school and during the summer.</li> <li><input type="checkbox"/> Ask your parent/guardian to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings.</li> </ul> 
<b>COMMUNITY LIVING</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Join an activity at your school, community or place of worship.</li> <li><input type="checkbox"/> Practice asking for what you need during your IEP and other meetings.</li> <li><input type="checkbox"/> Ask about certified transportation training at your IEP meeting.</li> <li><input type="checkbox"/> Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries; and about how behaviors like smoking and drinking affect our bodies.</li> <li><input type="checkbox"/> If you have an intellectual disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parent/guardian to call the county to complete an intake to register for services.</li> <li><input type="checkbox"/> If needed, create an Individual Health Plan with your doctor and school nurse.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.</li> <li><input type="checkbox"/> Keep a list of your medical conditions and physicians. Be able to describe your health needs.</li> <li><input type="checkbox"/> If you have questions about your emotional or mental health, talk to your parent/guardian, school or agency supporters and your medical team. You can also call the county crisis line for help.</li> <li><input type="checkbox"/> Find out about adult agencies (like OVR) that can help you prepare for work, training and independent living. The back of this checklist has a list of these agencies.</li> <li><input type="checkbox"/> Keep copies of your medical, education and government papers in a file to have ready when you need them.</li> <li><input type="checkbox"/> Learn how to manage money.</li> </ul> 

# Planning for the Future Checklist

	16-17 YEAR OLDS	18-21 YEAR OLDS
EDUCATION/TRAINING AFTER HIGH SCHOOL	<ul style="list-style-type: none"> <li><input type="checkbox"/> If your goal is a trade or higher education, sign up for standardized tests in your junior year and ask for any testing accommodations you might need.</li> <li><input type="checkbox"/> Ask your counselor about financial aid to pay for tests and test-prep classes and books.</li> <li><input type="checkbox"/> Apply to these schools during the fall of your senior year. If needed, apply for financial aid during the winter.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure you have current documentation of your disability before you leave high school. If you don't, ask for an updated evaluation.</li> <li><input type="checkbox"/> Contact the office for disability services and support at the school you'll be attending. Let them know the accommodations you need.</li> <li><input type="checkbox"/> Talk with your IEP team about how you can use your "Summary of Academic Achievement and Functional Performance" after high school.</li> </ul> 
EMPLOYMENT	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research 5-10 jobs that interest you and discuss what accommodations you may need.</li> <li><input type="checkbox"/> Apply for part time, summer and/or weekend jobs. Ask for help finding good matches with your skills, interests and location.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask adult agencies to come to your IEP meetings at school to assist with job placement, training, and accommodations.</li> <li><input type="checkbox"/> Ask your school and agency supporters for help in arranging community-based, on-the-job training and employment in your areas of interest. They can help you with this for work during school, nights and weekends and during the summer.</li> </ul> 
COMMUNITY LIVING	<ul style="list-style-type: none"> <li><input type="checkbox"/> Decide if you want to live independently after graduation. Talk with your family, school and agency supporters about options for housing.</li> <li><input type="checkbox"/> Learn about community activities you can get involved in.</li> <li><input type="checkbox"/> Apply for a driver's license or state ID card.</li> <li><input type="checkbox"/> If needed, apply for Supplemental Security Income-Social Security (SSI) and Medical Assistance (health insurance). Ask for help to understand working and adult benefits.</li> <li><input type="checkbox"/> If possible, schedule and attend at least some of your medical appointments yourself.</li> <li><input type="checkbox"/> Practice budgeting.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> If your goal is to live on your own or with a roommate, talk with your family, school and agency supporters.</li> <li><input type="checkbox"/> Contact the Special Needs Units (Medicaid plans) or Customer Service (private health plans) to choose a physician who treats adults. Ask your pediatrician to send a transfer summary of your records.</li> <li><input type="checkbox"/> Verify your healthcare insurance coverage and continuation of benefits past age 18.</li> <li><input type="checkbox"/> Apply for Personal Assistance Services, if needed.</li> <li><input type="checkbox"/> Register to vote (age 18). Young men need to register for the Selective Service after their 18th birthday.</li> </ul> 

## ADULT AGENCIES

ACCESS Transportation	412.562.5353
Allegheny County Office of Behavioral Health	412.350.4456

Allegheny County Office of Intellectual Disabilities (OID)	412.253.1399
CareerLink	412.552.7100
Department of Human Services	1.877.395.8930
PA Elks Home Service Program	724.873.8659
Three Rivers Center for Independent Living (TRCIL)	412.371.7700

Office of Vocational Rehabilitation	1.800.442.6371
Resolve Crisis Network	1.888.796.8226
Social Security Administration	1.800.772.1213



**Need more information? Just call 2-1-1.** Similar to 9-1-1, 2-1-1 is a 3-digit dialing code that connects you with assistance. Trained resource navigators are available 24/7 to answer your questions about transition. The "Planning for the Future Checklist" was developed and supported through a partnership between the United Way of Allegheny County's 21 and Able Initiative, the Pennsylvania Bureau of Special Education, and the Pennsylvania Training and Technical Assistance Network, with input from stakeholders across Pennsylvania.



# Transition Planning

- Person-Centered Planning
- Individual Support Plan (ISP)
- Individualized Education Plan (IEP)





# Person- and Family-Directed Planning





# Person Centered Planning

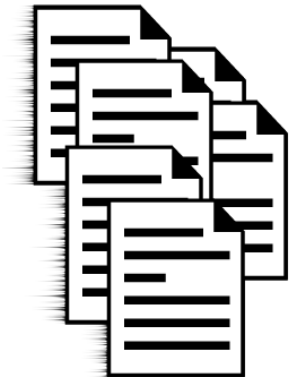
- The plan is developed around one person:
  - Uncovers what is important to the person in everyday life
  - Revolves around the person's needs, likes and dislikes, and dreams
- Created by a team of people who know and care about the person



....is the first step toward moving to a self-determined life!

# Individual Education Plan (IEP)

- If your child receives special education services, they must have an Individualized Education Program (IEP). That's the law.
- An IEP is an important legal document. It spells out a child's learning needs, the services the school will provide and how progress will be measured.





# Individual Education Plan (IEP)

- A team of people, including families, are involved in creating the document. The entire process can be a great way to sort out a child's strengths and weaknesses. Working on the IEP can help you figure out ways to help the student succeed in school.
- There is a section in each IEP that is specific to transition and this can be a powerful tool.

**Handout - Annotated IEP section**

# Starting your transition file...

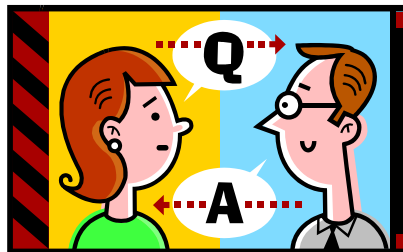
Use the IEP to drive true transition-planning for your child



- Present levels related to current post-secondary transition goals (IEP)
  - Pay careful attention to what is written in this section
- Parental Concerns
  - This is the place where the family voice should be heard

# Examples of Informal Assessments

- Student Survey/Interview
- Parent Survey/Interview
- Observations  
(Home/School/Community)
- Teacher Questionnaires
- Person-Centered Planning
- Work Samples
- Situational Assessment
- Curriculum-Based Assessments
- Ecological Assessment
- Functional Behavioral Assessment



# Transition Planning

- Student-focused and student-driven
- Family Involved
- Assessment and design
- Collaborate to frame and deliver services
- Individual development – student learning
- Assessment and revision

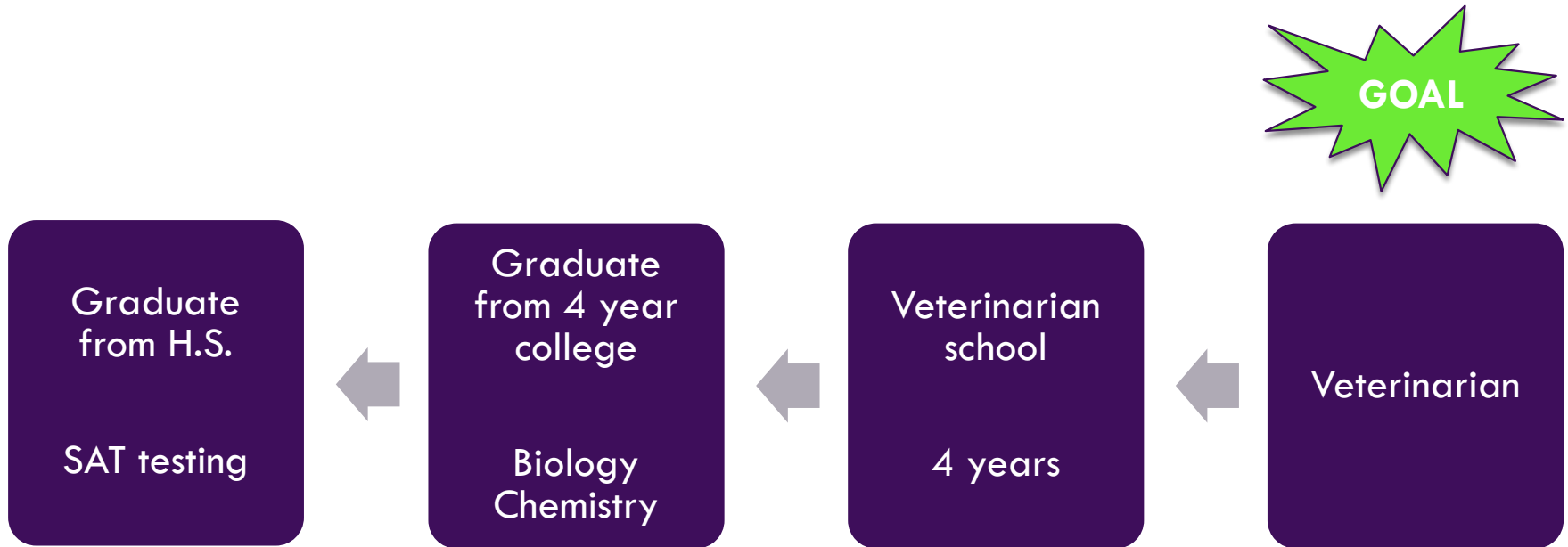


# Typical Choices

- Continuing education (including vocational)
- Employment, volunteer work
- Community involvement - friends, colleagues, peers, classmates ... socialization
- Independent Living – living choices
- MEANINGFUL use of time –  
Everyone needs a reason to  
get out of bed in the morning!



# Transition Planning



# Please Note!

- If a GOAL has been listed in any of the three areas, be sure that AT LEAST ONE activity is developed that is addressed in an IEP goal.
  - Post-Secondary Education and Training
  - Employment
  - Independent Living

This links transition to instruction!



# Writing Transition IEP Goals

## Measureable Annual Goals

- Condition
- Student's Name
- Clearly Defined Behavior
- Performance Criteria
  - How well?
  - How consistently?
  - How frequently will progress be monitored?



# Individual Support Plan (ISP)

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- An ISP is a plan developed by you and your team to assist you in gaining the support you need to live the life you envision
- The ISP is the plan developed to obtain intellectual/developmental disability and autism services from the Office of Developmental Programs (ODP)



# Transition Planning



# Post-Secondary Education/Training

## Sample Statements

- None – student expresses no interest or desire
- Student is undecided at this time
- Two- or four-year college/university – w/o support
- Two- or four-year college/university – with support
- Technical/trade school – w/o support
- Technical/trade school – with support
- Adult education classes
- Other \_\_\_\_\_

# Post-School Goals & Activities

<b><i>Postsecondary Education and Training Goals:</i></b>					Measureable Annual Goal  Yes/No  (Document in Section V)
<b><i>Courses of Study:</i></b>					
<b>Service/Activity</b>	<b>Location</b>	<b>Frequency</b>	<b>Projected Beginning Date</b>	<b>Anticipated Duration</b>	<b>Person(s)/ Agency Responsible</b>



# Employment



# Employment



# Types of Employment

- Competitive employment—full or part-time work making at least minimum wage and typical job responsibilities (a regular job)
- Supported employment—competitive work where person needs ongoing support services to perform the job (a regular job with support)



# Post-School Goals & Activities

## ***Employment Goals:***

Measureable Annual Goal

Yes/No

(Document in Section V)

## ***Courses of Study:***

<b>Service/Activity</b>	<b>Location</b>	<b>Frequency</b>	<b>Projected Beginning Date</b>	<b>Anticipated Duration</b>	<b>Person(s)/ Agency Responsible</b>



# Office of Vocational Rehabilitation (OVR)

- Nationwide federal-state program
- Assists eligible people with disabilities to define a suitable employment goal.
- Develops an Individual Plan for Employment (IPE)
- Provides support for people to become employed.
- OVR is an eligibility program, not an entitlement program.



# Independent Living & Community Engagement



# Living Arrangements



# Post-School Goals & Activities

***Independent Living Goal(s), if appropriate:***

Measureable Annual Goal

Yes/No

(Document in Section V)

***Courses of Study:***

<b>Service/Activity</b>	<b>Location</b>	<b>Frequency</b>	<b>Projected Beginning Date</b>	<b>Anticipated Duration</b>	<b>Person(s)/ Agency Responsible</b>

# Communication and Assistive Technology

- Consider effective ways to communicate with everyone.
- Consider an evaluation and work together with an specialist.
- If you are using a communication device/system or it is recommended to use one, your team needs to identify which resource should be used to meet your communication needs.



# Have you considered...

## Community and Civic Participation?



- Am I registered to vote? Where can I learn about issues and candidates?
- Do I know my rights as someone with a disability who wants to vote?
- How am I involved in my community? Do I participate in my neighborhood association? Any community groups?
- Who do I know? How can I get involved?
- For men, am I registered for selective service?



# Relationships





# Relationships

- Meaningful Activities
- Social and Recreational Opportunities





# Ways to Address Relationships and Social and Recreation activities in the ISP

- Habilitation support to participate in community activities and improve socialization skills
- Transportation to community activities
- Companion Services can help you stay safe in the community
- Support to participate in activities such as movies, sports, dances and clubs or activities.





So...

now that you have thought about  
your life after High School...

Let's review the resources out there

# Home and Community Based Services (HCBS) “Waiver Services”

- Waivers provide services in homes or community to qualifying Medicaid recipients who would otherwise be in an institution, nursing home or hospital.
- Waivers are the primary source of support services when youth with disabilities turn 21 and are no longer eligible for MA EPSDT benefits or school services.
- Waivers are not entitlements.
  - There are specific eligibility requirements and services for specific waivers.
- For more detailed information, find your County Contact Information on the Home & Community Services Information System at [hcsis.state.pa.us](https://hcsis.state.pa.us)

# Waiting Lists

- ODP ID services
  - [www.pawaitinglistcampaign.org](http://www.pawaitinglistcampaign.org)
- Autism and other waivers
- OVR
- Housing

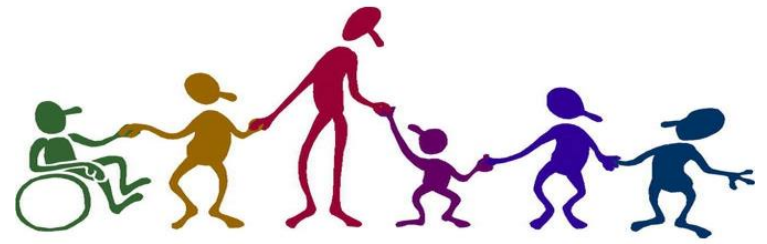


# Advocacy

- Keep a separate file for all letters, reports, or other material you receive.
- Keep a notebook and take notes of any conversations you have regarding concerns, include, dates, names, phone numbers, etc...



# Advocacy



- Take a friend, family member, neighbor to meetings with you, a second set of ears is always good.
- If you need to speak to someone about a dispute or problem, contact an advocacy agency in your county.
- Focus on the issue. Gather and prepare your information.
- Be assertive without being aggressive.

# Reminders

- Even with the best plans...
  - Lives change.
  - Adjust your plan as your needs change with time.
- Remember, you are not alone in the process...
  - Use all available resources.
  - Ask for help.



# Benefits and Services That May Help

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- Social Security Administration (SSA)
- Medicaid (MA)
- Office of Vocation Rehabilitation (OVR)
- Office of Developmental Programs (ODP)
- Housing Authority
- Work Incentives/Benefits Planning Programs (formerly known as WIPAs)

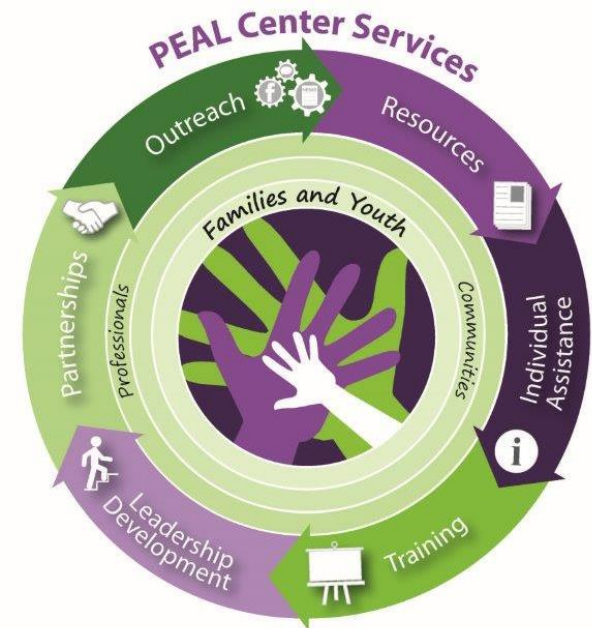


# Evaluation

Please complete the evaluation  
at this link:

<https://www.surveymonkey.com/r/PEALtrainingeval>

Thank You!



Serving families across PA  
with offices in Pittsburgh and Philadelphia

# Resources

- Transition Discoveries Guide  
<https://www.transitiondiscoveries.org/>
- Transition Healthcare Checklist  
[www.health.state.pa.us/transitionchecklist](http://www.health.state.pa.us/transitionchecklist)
- Office of Developmental Programs Customer Service  
1-888-565-9435
- CareerLink – 814-678-5051 or 724-379-4750  
[www.paworkforce.state.pa.us](http://www.paworkforce.state.pa.us)
- OVR Main Information  
<http://www.dli.pa.gov/individuals/disability-services/ovr/pages/default.aspx>
- OVR Directory  
<http://www.dli.pa.gov/individuals/disability-services/ovr/pages/OVR-office-directory.aspx>

# Self Advocacy Resources

- Self Advocates United As 1  
[www.sau1.org](http://www.sau1.org)
- PA Youth Leadership Network  
[www.pyln.org](http://www.pyln.org)
- ASAN – Autism group  
<http://autisticadvocacy.org/>
- Centers for Independent Living
- Arc Chapters

# Resources for Benefits Planning

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- AHEDD 1-866-902-4333
- Goodwill 610-777-7875 x2038
- Pennsylvania 2-1-1, the free human service hotline operated by United Way [www.pa211.org](http://www.pa211.org)

# Resources for Education

- PEAL Center  
[www.pealcenter.org](http://www.pealcenter.org)
- PaTTAN  
[www.pattan.net](http://www.pattan.net)
- Education Law Center  
[www.elc.org](http://www.elc.org)



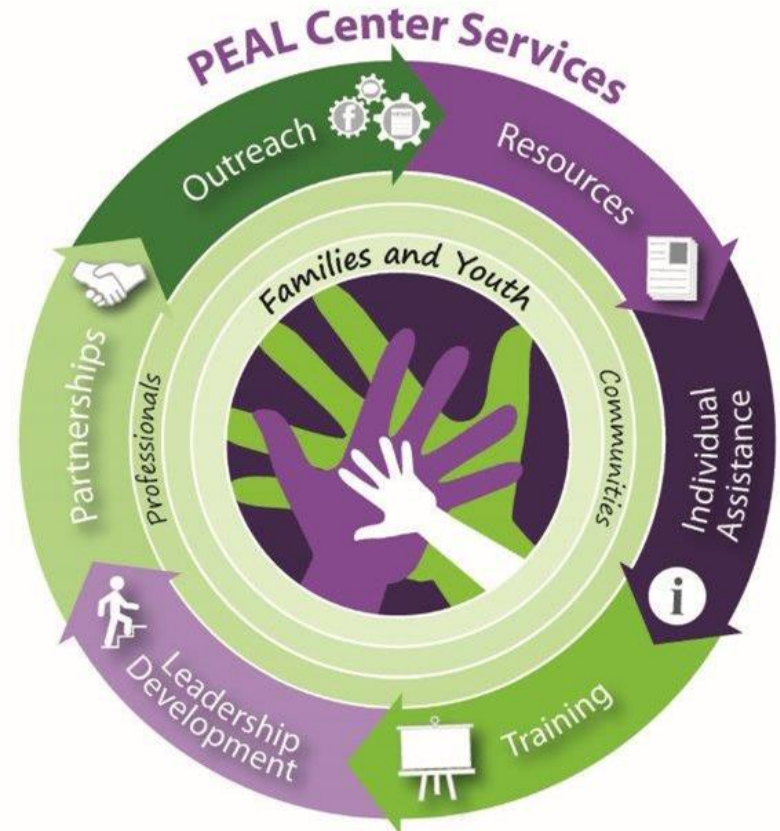
# Thank You!

PARENT EDUCATION & ADVOCACY LEADERSHIP CENTER



Promoting inclusion and access  
in education and healthcare

Empowering families and  
young adults across PA



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