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# A Transition Planning & Resource Guide

*for Youth with Special Needs  
and Their Families who Live in Delta*

OCTOBER 2010



## YOUR FUTURE NOW



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# INTRODUCTION

## Your Transition to Adulthood

Moving into adulthood is both exciting and challenging for many youth. As you explore new opportunities, places and relationships you will be in **transition**, meaning you will experience changes in your life, and be adjusting to being an adult. You and your family will need to make many decisions about your future, including choices about where you are going to live, what kind of job you will have, and what you will do with your free time.

Decisions about your future can be tough to make, but planning ahead will help. The transition planning process can begin when you are as young as 14 years of age. Starting early allows time to create a Transition Plan that will help you face the challenges of becoming an adult and make your dreams come true.



*The Delta Transition Sub Committee adapted the MCFD guide “YOUR FUTURE NOW” to meet the needs of Delta families (January 2007).*

# YOUR TRANSITION

## What is Transition Planning?

Transition planning involves looking ahead and planning for your future. While you are still in school you can prepare for the opportunities and experiences of being an adult.

Transition planning involves you, your family, your local service providers, school personnel, and government staff who support youth transitioning to adulthood.

When you build your plan, you will list your goals and dreams. Then you will decide how you will reach them. Developing a Transition Plan can be fun and exciting but it also requires many meetings with your team. Your partnership with your team will help you get ready for the challenges and privileges of being an adult, and make your transition a success.

## Why is Transition Planning Important?

Transition planning can help you find a job, find a place to live, get involved in your community, and possibly continue your education. Transition planning gives you a chance to review your accomplishments and to create a vision for your future. As you prepare to leave high school, your Transition Plan will guide you and help you to be successful in your life as an adult.

## Why Should I be Involved in Transition Planning?

You know yourself better than anyone else – including your friends and family members. If you are at the centre of the transition planning process, you can make sure your Transition Plan reflects who you are and what you want to achieve in your life.

This approach is called **person-centered planning** because it places you in a respected leadership position. Person-centered planning encourages you and your family to actively participate in planning for your future. Your involvement in building your Transition Plan will make your plan a success and may also help you learn valuable skills, such as how to advocate for yourself and direct your life.

In British Columbia, the school system supports youth involvement in future life planning. School graduation requirements include the successful completion of the *Grade 10 Planning* course and a *Graduation Transitions*. These requirements help students plan for their future education and careers. They also introduce financial planning skills and decision-making skills for making informed choices on issues such as health.

In addition, *Individualized Education Plans* (IEPs) are required for all students identified as having a special need. In many cases your IEP may be used as your Transition Plan. This means you can use your IEP and your *Graduation Transitions* to assist in planning for your transition to adult life.

A **Transition Planning Workbook** (pages 18-34) with sample Transition Plans (pages 33-40) are included in the back of this guide (pages 18-34) to help you shape your goals and develop your own unique plan. You can use the planning workbook to assist you and your family in preparing for your transition to adult life.

The **Resource Guide** will give you more information on housing, funding supports and recreation.

The next step is to start putting your Transition Plan together!

***You know  
yourself  
better than  
anyone***

# SIX STEPS TO A SUCCESSFUL TRANSITION PLAN

Here are six steps to help you develop a successful Transition Plan. This plan will guide your transition to adult life.

Your plan will be unique to you. Actively participating in the discussions and decisions will make sure that it reflects who you are and what you want for your future. This also means you are responsible for completing the steps and achieving the goals you've set in your Transition Plan.

## **STEP 1: Build Your Transition Planning Team**

Building your transition planning team is the first step in achieving your future dreams. People who can support you in setting your goals and planning for your future may include your parent(s) or guardian(s), other members of your family, teachers, school support staff, social workers, and your friends. Sharing your goals, hopes, and needs with these people is essential to the success of your plan.

Your team will help you develop goals, identify problems, create solutions, and establish links with agency and community resources. You and your family are responsible to pick the most appropriate people to be on your transition planning team.

### *Who can be on my planning team?*

Your planning team should consist of a minimum of two members and it is suggested that there be no more than eight members. Any more than eight members can make the group overwhelming for some youth and their families.

Some key participants in planning for your future may include:

- You
- Your family and extended family
- School personnel
- Social workers
- Service agencies for adults
- Current service providers
- Community members
- Your friends and classmates
- Community Living BC (CLBC) Facilitator

You can answer the questions below to help you decide who can be the best members for your planning team, and what roles they can play (Wehman, 2001):

- Who knows me the best?
- Who do I trust and feel comfortable around?
- Who do I go to for advice and support?
- Who would I like to help me with my transition from school to adulthood?
- How can these people best help me?

### *What do my team members do?*

Assigning roles and responsibilities to your team members is an important part of making your team successful.

**You** play a key role on the team and you are responsible for sharing your interests and goals with the team, asking questions of them and working towards your goals.

**School personnel** and other community members (example: social workers, therapists) can assist you in planning for your transition. They can give you feedback on your school and work experience. They can

also tell you about possible post secondary opportunities and other resources that may interest you. Contact your teacher to find out who can best help you with your Transition Plan.

You and your team will want to choose one person who will act as your **transition coordinator**. This role can be filled by a variety of individuals, including you or your parent or guardian. The transition coordinator will organize meetings, manage the paper work (example: collect assessment reports, record your Transition Plan) and monitor the progress of your Transition Plan.

If you are preparing a Transition Plan using the IEP process at school, a school-based employee usually takes on the role of transition coordinator. Remember, you and your family are still encouraged to actively participate throughout the planning process.

You may also choose to develop a Transition Plan outside of school. In this case you, a member of your family, or another member of your transition team can act as the transition coordinator.

## EXERCISE

In the back of this booklet there is a **Transition Planning Workbook**. Go to *Worksheet 1, Building Your Transition Team*, and use the questions on page 6 to list the members of your transition team, including your transition coordinator (see pages 18-19).

## STEP 2: Gather Information

Gathering information about you — your goals, your strengths and your needs — makes sure your plan creates the future you want. This step helps people ‘get to know’ you and understand your dreams.

### *Transition Planning Tools*

A variety of tools can help you gather information about your preferences, goals, hopes, skills, community connections, communication style, and your health and medical needs. This information can be shared with your transition team to help them understand you. In turn, team members will share any information from completed assessments with you and your family to help you prepare your Transition Plan.

You and your family may choose to use the planning tools MAPS (Making Action Plans) and/or Planning Alternative Tomorrows with Hope (PATH) to identify your preferences, experiences, skills, support needs, and goals.

MAPS is a planning process that begins with telling your story – your personal history. It is about listening to your dreams, acknowledging your issues, and developing a profile of your gifts and talents.

*These tools can help you better understand yourself, define your life goals and make choices and decisions. They will also provide the transition planning team with a stronger sense of what you want to achieve in your life.*



PATH is a planning tool that first helps you envision your future and then works backwards to the beginning steps that must be taken in order to make your dream come true. To identify possible MAPS and PATH facilitators in your community, contact the Family Support Institute at 604-546-8374 and/or the British Columbia Association for Community Living at (604) 777-9100 or Community Living BC (Delta office) at (604-501-8310) Website: [www.communitylivingbc.ca](http://www.communitylivingbc.ca).

Both MAPS and PATH can be accessed online at [www.inclusion.com](http://www.inclusion.com). When you get to this website, click on 'inclusion press'. You will find MAPS and PATH in the left hand table of contents for that page.

## *Create Your Profile*

**Your Profile** describes who you are. It includes your interests, abilities, likes, dislikes, achievements, and needs.

We encourage you to speak with your parent(s) or guardian(s) when you are creating your profile. You know yourself best, but your parents and other family members may have some insight about your strengths and areas where you could grow further.

You can ask yourself and people who know you questions like:

- What are my strengths and interests?
- What are my likes and dislikes?
- What are my accomplishments?
- How do I communicate with people?
- What services and/or supports do I currently use?
- What services and/or supports do I need?

# EXERCISE

To build a self-profile that describes who you are, go to *Worksheet 2, Your Profile* (see pages 20-22). You can develop a self-profile on your own although it is recommended that you complete the table with a family member as they often have valuable insights.

## *Create Your Family Profile*

A **family profile** describes both what a family needs and what they have to contribute during the time their son or daughter makes the transition to adulthood.

It may be helpful for your family to consider what services and supports they will need during this time and what they can do to help you successfully create and complete your Transition Plan.

Your parent(s) or guardian(s) can ask themselves these questions:

- What can I do to help our son or daughter prepare for adult life?
- What support can I offer that will help our son or daughter make this transition?
- What services and supports does our son or daughter currently need and use?
- What services and supports do we need to assist us as a family during our son or daughter's transition to adult life (example: home renovations, respite)?

# EXERCISE

To create a family profile, go to *Worksheet 3, Your Family Profile*. On this worksheet your family can record their own thoughts about what services and supports they may need to help you transition to adulthood (see page 23).

## *Identify Your Goals*

Once you and your family have created profiles, you can start to discuss your hopes and dreams for the future with them.

Here are a few questions to guide your discussion:

- What will my health and medical needs be? How will I live a healthy lifestyle?
- What about daily living? Will I need help to care for myself? Will I need help with shopping and/or meal preparation?
- Where will I be living? Will I be living at home, in a supported living arrangement, in a group home, or in my own apartment?
- What about money? What will be my source of income? Will I require assistance with banking? If so, who will help me?
- What will my social life look like?
- What will my transportation needs look like? Do I need to use adapted transit?
- What will I do after school is finished? Will I get a job? Will I go to day service and supports?
- Will I go on to further my education? Will I go to a university or college? Will I take a training course?
- What will I do for recreation? Will I join a sports team? Will I take an art class?
- What will I do during my spare time? Will I volunteer? What about spiritual and cultural activities?
- What will my legal needs be? Who will help me stand up for my rights?

## *How do I set goals?*

A goal is something specific that you want to accomplish within a certain period of time. Talking about your goals with your family may help you better understand what is important to you in your transition to adult life. Your family may also suggest goals they think you could reach and that you may want to consider.

Writing your goals down will help you be clear and specific. It is also useful to think of goals that are short term (take six months to one year to complete) and long term (take one to five years to complete).

### **EXAMPLE OF SHORT AND LONG-TERM GOALS**

**Short Term:** Joe will have a volunteer position beginning in April.

**Long Term:** Joe will have a part-time job that pays by the end of the year.

## **EXERCISE**

Record your goals using *Worksheet 4, Setting Your Goals* (see pages 24-26). It may be helpful to work with your parent(s) or guardians(s) as you go through the worksheet, as they may be able to offer suggestions.

## **STEP 3: Develop Your Transition Plan**

Developing your Transition Plan involves talking with your team and doing some creative thinking before writing your plan down. Your written Transition Plan will outline the tasks that must be completed to reach your goals. It will also state who is responsible for completing each task and when it should be done.

Your plan can also list the services and supports you use now and those you will need to make your transition to adulthood successful.

Two sample Transition Plans and a Transition Plan template, included later in this guide on pages 33-42, can give you ideas for your plan and show you different possible layouts. You, your family and your transition team may choose to modify one of the plans to fit your unique circumstances.

**First**, identify what services and supports are available in the following areas:

- health (medical needs and healthy lifestyle choices)
- daily living (self-care, shopping, meal preparation)
- housing/living arrangements
- finances and money management
- friendship and socialization
- transportation
- post-secondary education/training
- employment
- recreation
- community involvement (volunteer, spiritual and cultural organizations)
- legal and advocacy needs

To find out more about possible services and supports, go to the Resource Guide at the back of this booklet.

Your team should consider how the available services in each of these areas can support your goals. When thinking about these services and supports, have your team consider the following five questions (Wehman, 2001):

1. What are your goals?
2. What skills or behaviours do you need to learn to reach your goals?
3. What local programs, services and supports are available to support your goals?
4. What responsibilities must you, the school, adult services, cultural and community agencies, and your family assume in order for you to reach your goals?
5. What are the gaps or barriers within current programs and services that must be addressed?

**Second**, identify the steps that must be taken to achieve your goals. For your Transition Plan to succeed, the team must identify the specific tasks to be done. The team should also assign these tasks to people on your team to make sure they are completed by the agreed upon time.

**Third**, go over your plan and check that it is consistent with your vision. Look back at your results from any tools you have used and compare them to your list of tasks in order to make sure the steps your team has listed support your dreams.

Answering the following questions can also help you and your team check that your plan is heading in the right direction (Evan & Reid, 1999):

- Will the stated goals move you towards your dreams?
- Will reaching these goals assist you in leading a healthy and successful adult life?

If the answer to these questions is no, or if there is uncertainty, your team should discuss and possibly re-consider the identified tasks and look at your goals again.

## STEP 4: Put Your Transition Plan into Action

To put your Transition Plan into action you and your team need to decide who will do each task, how they will do them and when they should be done by. Each team member will be assigned certain tasks and will be responsible for carrying them out on time.

One person on your team should be in charge of making sure everyone follows through on their assigned tasks. This could be done by you, the transition coordinator, or by your parent or guardian. If you are using an IEP to plan for your transition to adult life, then a school employee (such as a teacher) often monitors putting your plan into action and makes sure everybody carries out their assigned tasks.

With everyone on your team working together, your Transition Plan will roll into action, moving you closer and closer to your life as an adult.

### EXERCISE

To help you and your transition coordinator track the team's progress complete *Worksheet 5, Your Progress* (see pages 27-28).

**NOTE:**  
Your transition planning team may develop their own format to record your plan and to list and monitor tasks, in order to keep your Transition Plan on track.

## **STEP 5: Update Your Transition Plan**

As you and your team work on your plan, it is important to keep track of how everyone is doing and to adjust the plan if anything changes. Your transition coordinator is responsible for scheduling follow-up meetings and updating your plan as needed. To check the progress of your plan, you, or other team members can directly check with the person responsible for a specific task, or you can ask the transition coordinator to set up a meeting to review and update your plan.

## **STEP 6: Hold an Exit Meeting**

The transition coordinator will arrange an exit meeting, which is your team's final planning session. This should happen around the time you are nearing the end of high school. At this meeting the Transition Plan is finalized and the tasks that have been completed are checked off. If any of your goals have not been met, then your team will talk about them and about what to do next.

By this time you will be well on your way to making the adult life you have dreamed of a reality.

# MOVING TOWARDS SUCCESS

## EXERCISE

As you prepare to leave high school, there are a number of actions you can take to make the transition to adult life as smooth as possible. *Worksheet 6, Your Checklist*, lists these tasks (see pages 29-32).

**Your Checklist** can help you keep on track with your plan as you get older and make the transition to adult life. As you move towards your life as an adult, certain tasks can be done at different times. Some can be done when you are as young as 14 years of age, others can wait until you are older. **Your Checklist** (Worksheet 6) lists some of these and suggests at what age you might want to do them. Some of the tasks may not apply to you, but many of them will. This list includes tasks that will help you plan for your transition, participate in your planning sessions, access various programs and services and put your plan into action.

YOUR  
SUCCESSSES

# YOUR TRANSITION PLANNING WORKBOOK

## WORKSHEET 1: Build Your Transition Planning Team

Building your transition planning team is the first step in achieving your future dreams. People who can support you in setting your goals and planning for your future may include your parent(s) or guardian(s), other members of your family, teachers, school support staff, social workers and your friends.

On the next page, fill in the names of the people you have chosen beside their role or title. Remember, your planning team should consist of a minimum of two members and it is suggested that there be no more than eight members. Any more than eight members can make the group more difficult to manage than a smaller group of key people.

Choose one member of your team to be your transition coordinator. This role can be filled by either you, your parent or guardian, or another family member. If you are using the IEP to develop your Transition Plan, a school employee often takes on the role of transition coordinator.

## YOUR TRANSITION TEAM

TEAM MEMBERS	NAME / PHONE # / EMAIL	COMMENTS
Your Name	Tel:	
Transition Coordinator	Tel:	
Family Member	Tel:	
Facilitator	Tel:	
School Personnel	Tel:	
Service Provider	Tel:	
Community Member	Tel:	
Friend	Tel:	
Other		
MCFD Social Worker		

## WORKSHEET 2: Your Profile

**Your Profile** describes who you are, including your interests, abilities, likes, dislikes, achievements and needs. You can use this worksheet to make notes about yourself. Table 1 asks you to describe your personal characteristics and Table 2 asks you to list the services and supports you need now and in the future.

*TABLE 1 – CHARACTERISTICS AND QUALITIES*

List as many points as you can think of in the boxes on the right. You can develop your profile on your own, but it is helpful to also ask a family member these questions to find out how they see you.

<b>QUESTIONS</b>	<b>MY CHARACTERISTICS AND QUALITIES</b>
What are my strengths?	
What are my interests?	
What are my likes?	

Table 1 (continued)

<b>QUESTIONS</b>	<b>MY CHARACTERISTICS AND QUALITIES</b>
What are my dislikes?	
How do I communicate with people? (Example: quiet, talkative, use a communication device?)	
What are my accomplishments?	
Do I have any special considerations? (Include anything not covered by the above topics.)	
What are some words that describe myself? (Example: outgoing, positive, picky, good reader, shy, funny, patient, etc.)	

**TABLE 2 – SERVICES AND SUPPORTS**

On this table, list the supports you use now and those that you will need in the future.

<b>QUESTIONS</b>	<b>SERVICES AND SUPPORTS</b>
What services and/or supports do I currently use?	
What additional services and supports do I need now?	
What services and supports do I anticipate needing when I leave high school?	

## WORKSHEET 3: Your Family Profile

Parent(s) or guardian(s) may choose to use this worksheet to identify the services and supports they will need as their son or daughter transitions to adulthood.

### SERVICES, SUPPORTS AND ACTIVITIES

QUESTIONS	SERVICES AND SUPPORTS
What services and/or supports does my son or daughter currently use?	
What additional services and supports does our family need now?	
What services and supports does our family anticipate needing when our son or daughter leaves high school?	
What activities can I provide that will help my son/daughter prepare for adult life?	
Special Considerations (Include anything not covered by the above topics.)	

## WORKSHEET 4: Setting Your Goals

To help you set your goals, 11 **goal categories** are listed in the following table. Beside the categories that are important to you, write down your short-term goals (six months to one year) and your long-term goals (one to five years). It may be helpful to work with your parent(s) or guardian(s) in setting your goals as they may have suggestions and insights.

GOAL CATEGORY	MY SHORT - TERM GOALS	MY LONG -TERM GOALS
HEALTH (Example: I will take my medication at the right time, without anyone reminding me to do so.)		
DAILY LIVING (Example: I will be able to plan and prepare all of my meals.)		
HOUSING / LIVING ARRANGEMENTS (Example: I will live in my own apartment.)		

GOAL CATEGORY	MY SHORT - TERM GOALS	MY LONG -TERM GOALS
<p><b>FINANCES / MONEY</b>            (Example: I will deposit my allowance and any other money I earn into a bank account using an ATM bank machine.)</p>		
<p><b>FRIENDSHIPS / SOCIAL LIFE</b>            (Example: I will get together with my friends to socialize once a week.)</p>		
<p><b>TRANSPORTATION</b>            (Example: I will take a public bus to school.)</p>		
<p><b>POST-SECONDARY EDUCATION / TRAINING</b>            (Example: I will go to college to be come a _____.)</p>		

GOAL CATEGORY	MY SHORT - TERM GOALS	MY LONG -TERM GOALS
<p>EMPLOYMENT (Example: I will have a job working as a _____.)</p>		
<p>RECREATION (Example: I will participate in an art class.)</p>		
<p>COMMUNITY INVOLVEMENT (Example: I will volunteer at the SPCA.)</p>		
<p>LEGAL / ADVOCACY (Example: I will learn how to advocate for myself.)</p>		

## WORKSHEET 5: Your Progress

You can use this worksheet to track the progress of your Transition Plan by identifying specific tasks that need to be done in order to reach each of your goals.

First, write down your goals in the space provided at the tops of the following three tables. Then list the tasks required to reach each goal in the Tasks column. Your team can assign these tasks to specific team members and set the date when each task should be finished. Write down the responsible team member for each task and the date it is to be completed by. Then mark whether each task is *not started*, *in progress* or *complete* in the status column.

**Goal #1:** \_\_\_\_\_

TASKS	RESPONSIBLE TEAM MEMBER	DATE TO BE COMPLETED	STATUS (not started, in progress or completed)

**Goal #2:** \_\_\_\_\_

<b>TASKS</b>	<b>RESPONSIBLE TEAM MEMBER</b>	<b>DATE TO BE COMPLETED</b>	<b>STATUS (not started, in progress or completed)</b>

**Goal #3:** \_\_\_\_\_

<b>TASKS</b>	<b>RESPONSIBLE TEAM MEMBER</b>	<b>DATE TO BE COMPLETED</b>	<b>STATUS (not started, in progress or completed)</b>

## WORKSHEET 6: Your Checklist

This checklist includes some tasks that may not be included in your individual Transition Plan but may help make your transition to adulthood easier. Look these tasks over and decide which ones apply to you. Then work with your family and your transition coordinator to track your progress by checking each task off when it is done.

TASK CHECKLIST	CHECK WHEN DONE
<b><i>PLAN &amp; PREPARE: AGE 14 - 15 (Grade 9 &amp; 10)</i></b>	
Develop a vision for your life after high school.	
Network with others who have recently experienced transition planning.	
Learn and gather information about team building and connecting with resources in your community.	
Apply for a Social Insurance Number:  4940 Number 3 Road, Richmond, British Columbia, V6X 3A5 ( <a href="http://www1.servicecanada.gc.ca/en/cs/sin/0200/0200_010.shtml">http://www1.servicecanada.gc.ca/en/cs/sin/0200/0200_010.shtml</a> )	
Obtain a birth certificate and/or proof of citizenship.	
Participate in the school-directed <i>Grade 10 Planning</i> course to learn about planning for education and career transitions, financial planning, and decision-making skills related to your health and other areas of your life (if required).	

TASK CHECKLIST	CHECK WHEN DONE
<b><i>PARTICIPATE IN YOUR PLANNING SESSION ACCESS PROGRAMS &amp; SERVICES: AGE 16 – 17 (Grade 11 &amp; 12)</i></b>	
Begin planning for your transition by using the enclosed <i>Transition Planning Workbook</i> and participate in the development of your Individualized Education Plans (IEP).	
Consider hosting a planning session with your family that is separate from the IEP process (if needed), and invite some of the key players you may have listed on <i>Worksheet 1, Build Your Planning Team</i> (pages 18-19).	
Clarify your college options, training opportunities and other post-secondary education entry requirements to see if you qualify.	
Identify community services and programs in your area (see Resource Guide).	
If you have not received a cognitive assessment, request a referral from the school-based team to have a psycho-educational assessment. You may also purchase a private assessment. For a list of psychologists, contact the Learning Disabilities Association of BC at (604) 873-8139 or visit their website at <a href="http://www.ldav.ca/">www.ldav.ca/</a> .	
If appropriate, apply for Persons with a Disability (PWD) benefits through the Ministry of Housing and Social Development (MHSD). For information on income assistance for persons with disabilities, see page 56 of the Resource Guide in the back of this booklet.	
Make arrangements to visit agencies in your community that can offer day program opportunities, supported employment or volunteer opportunities that are of interest to you (see Resource Guide).	
Contact CLBC at 604-501-8310.	
Open a bank account, if you haven't already done so.	
Apply for the British Columbia Identification Card (B.C. I.D. card). Ironwood Plaza (beside Rogers Video) 2030-11662 Steveston Highway, Richmond, B.C. V7A 1N6 <a href="http://www.icbc.com/licensing/lic_utility_id_cardPU.asp">www.icbc.com/licensing/lic_utility_id_cardPU.asp</a>	

TASK CHECKLIST	CHECK WHEN DONE
<b><i>PUT YOUR PLAN IN PLACE: AGE 18 (Grade 12)</i></b>	
With your family and school, determine whether or not you are eligible to attend an additional year of school.	
<p>If you are eligible for the CLBC Adult Community Living Services and are requesting these supports (see CLBC information for families eligibility):</p> <ul style="list-style-type: none"> <li>• Take your transition plan to the Surrey/Delta CLBC office and request the assistance of a Facilitator to review your plan or help you develop your transition plan which will then be submitted to Quality Service Office to determine if requested CLBC funded supports are approved.</li> </ul>	
Establish strong connections in your community by volunteering, and by exploring recreational, social and cultural opportunities (see Resource Guide). Determine what community supports are available to help you reach your goals.	
Complete a personal portfolio of work and volunteer experience, such as your <b><i>Graduation Transitions</i></b> .	
Find out if the government can help with your transportation needs by contacting the Ministry of Human Resources. (Call Enquiry B.C. as listed in the Resource Guide on page 1).	
If eligible, apply for Home and Community Care (home support for personal care, meals preparation and respite) months before your 19th birthday. For more information on Home and Community Care and the Choices in Supports for Independent Living program (which provides funds to purchase home supports), please see the Resource Guide, page 19.	
Ask your family, your lawyer, financial planner and/or transition coordinator to help you understand adult guardianship and will and estate planning.	
For youth who will not be actively participating or directing their health care and other life decisions, consider preparing a Representation Agreement for when the youth turns 19 years of age. (See Resource Guide)	

TASK CHECKLIST	CHECK WHEN DONE
<b>ONGOING PLANNING: 19 AND BEYOND</b>	
Further develop your plan using either MAPS or PATH. You can turn to 'Transition Planning Tools' on page nine to find out more about these tools, or visit <a href="http://www.inclusion.com">www.inclusion.com</a> .	
Work with your family to make a long-term financial plan that will help you transition to adulthood.	
Continue to build strong social networks (with family support if needed) that help you pursue your interests (example: hobbies, recreation, spiritual and cultural activities).	
Learn to be a strong advocate for yourself. Contact one of the any advocacy networks listed in the Resource Guide.	

# SAMPLE TRANSITION PLANS

The following pages provide two sample Transition Plans and a Transition Plan template. They may be used as a guide to create your plan and can be modified to meet your personal needs.

# SAMPLE TRANSITION PLANS

ALEX

## Sample Plan 1

**Date:** December 17, 2004  
**Name:** Alex  
**Birth Date:** June 5, 1987  
**School:** Haliburton High

### Profile

Alex is a 17-year-old student with a diagnosis of autism spectrum disorder (ASD) and mild intellectual disability. He is the oldest of three children and lives with his single mother. Alex takes medication for anxiety.

Alex will have a School Leaving Certificate when he completes his last year of school (age 19). He is in a School to Work program for students between the ages of 16 to 19.

Alex receives Autism Funding through Ministry of Children and Family Development (MCFD). He currently uses this funding to support his participation in social recreation programs in the community. This funding is not available after his 19th birthday.

### Strengths

Alex's strengths include computer skills and sorting materials. He has a keen eye for detail and is gentle with animals.

## **Team Members**

<b>Alex</b>	student
<b>Judy</b>	mother
<b>Charles</b>	transition coordinator and special education teacher, School to Work program
<b>George</b>	School to Work assistant
<b>Michael</b>	support worker for after school program (family is using Autism Funding for this)
<b>Mary</b>	Community Living BC (CLBC) facilitator
<b>Bill</b>	MCFD Social Worker

## **Alex's Vision**

Alex and his family would like a supported employment position for Alex in his neighbourhood. His family sees him living at home in the immediate future and then possibly living with another young adult with special needs in a supported placement.

# PART 1: ALEX'S EMPLOYMENT PLAN

## Employment Goal

Short term: Alex will participate in a variety of supported work placements over the next two years.

Long term: Alex will work full-time with support.

## Skills and Abilities

Currently, Alex's interests lie in using computer programs, counting money, using vending machines, organizing basic materials (sorting, distributing) and grooming and walking small dogs. He participates in a number of Life Skills Programs at school (basic literacy and numeracy and recreation and leisure programs). This term Alex has also worked at the SPCA and at his local grocery store stocking shelves.

## Tasks To Be Completed To Achieve Alex's Employment Goal

1. Alex will continue in the School to Work program for his remaining two years of high school.  
*Until June 2013.*
2. Alex will explore other work experiences based on his interests and strengths.  
*By January 2011.*
3. Alex will identify a preferred job site for his entry into supported employment.  
*By January 2013.*
4. The CLBC facilitator and the MCFD social worker will assist Alex and his mother where needed to identify adult services and programs available through the Ministry of Housing and Development, including financial assistance, transportation, employment planning and support.  
*By December 2012.*

## Person(s) Responsible For Implementation

Transition coordinator and special education teacher from the School to Work program.

Please see the Ministry of Children and Family Development website ([www.gov.bc.ca/mcf](http://www.gov.bc.ca/mcf)) for updates on the transition of services to CLBC.

## **PART 2: ALEX'S INDEPENDENT LIVING PLAN**

### **Independent Living Goal**

*Short Term: Alex will continue to live at home with his mother until the transition to supported employment is complete and successful.*

*Long Term: Alex will live with a roommate in a community-housing co-op with supports.*

### **Skills and Abilities**

Alex requires assistance with some daily living activities and he needs reminders to take his medications.

### **Tasks To Be Completed To Achieve Alex's Independent Living Goal**

1. Alex and his mother will use some of the Autism Funding to hire a self-care worker/professional (example: occupational therapist) to assist Alex in learning self-care, medication management and household safety skills.  
*By February 2012.*
2. The CLBC facilitator, Alex and his mother will meet to explore options and possible adult services and programs.  
*By January 2011.*
3. The CLBC facilitator, Alex and his mother will discuss possible adult programs and services available through the local health authority, including In-home and Community-based Services.  
*By March 2013, three months before Alex's 19th birthday.*
4. Alex and his mother will apply for an apartment in a co-op housing unit.  
*By December 2013.*

### **Person(s) Responsible For Implementation**

Transition coordinator and the CLBC facilitator.

Note: Alex's Transition Plan could also include goals for employment training, financial needs, transportation, social relationships, etc. They chose not to put those goals in his plan.

## Sample Plan 2

**Date:** January 2011  
**Name:** Sandeep  
**Grade:** 11  
**Age:** 16

### Profile

Sandeep is a 16-year-old high school student with a diagnosis of cerebral palsy. A cognitive assessment in grade nine, part of the Ministry of Education's requirements for adjudication, revealed Sandeep has average intellectual ability and a learning disability. She requires adaptations for all subjects and uses a voice output device and a laptop computer with Co:Writer. She also uses a power chair for mobility.

### Strengths

Sandeep's strengths include being a fast learner and a strong communicator.

## Team Members

**Sandeep** student

**Ranjit** mother

**Paul** transition coordinator – special education teacher

## Sandeep's Vision

Sandeep is interested in journalism and writing for periodicals and her favourite magazines. She wants to take a journalism program at a university, but she is concerned that her marks are not good enough for admission. Consequently, she will apply for entry to the community college and take first year English and writing courses before transitioning to university.

## Current School Program

Sandeep is working towards a Dogwood Diploma (British Columbia Certificate of Graduation), however she is taking a reduced course load due to fatigue. She will remain in school for a year following her 18th birthday to complete her course credits.



# SAN DEEP'S POST-SECONDARY PLAN

## Post-Secondary Goals

Short term: Sandeep will successfully complete high school.

Long term: Sandeep will attend a Community College and successfully complete first year English and writing courses.

### **Tasks To Achieving Sandeep's Post-Secondary Goals**

1. Sandeep will obtain journalism and writing experience through volunteering for the school newspaper during her last two years of high school.
2. The Transition Coordinator (Paul) will contact Special Education Technology BC regarding the transition to Communicative Assistance for Youth and Adults CAYA adult services for computer and communication equipment support.  
*By September 2013.*
3. Sandeep and her parents will contact the Ministry of Housing and Social Development (MHSD) regarding programs and services for persons with disabilities (example: transportation, employment planning).  
*By September 2013.*
4. Sandeep will apply for admission to college. *By March 2014.*

Note: Sandeep may apply for university entrance after she has completed courses at a community college. Her plan could also include goals around housing and independent living.

# TRANSITION PLAN TEMPLATE

**Date:**

**Name:**

**Birth Date:**

**School:**

## Profile

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## Strengths

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## Team Members

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## Student's Vision

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## Goal

*Short Term:*

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## Goal

*Long Term:*

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## Skills and Abilities

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Tasks to be Completed to Achieve Student's Goal  
(who, what and when).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_