

Transition Planning: Keeping The Dream Alive



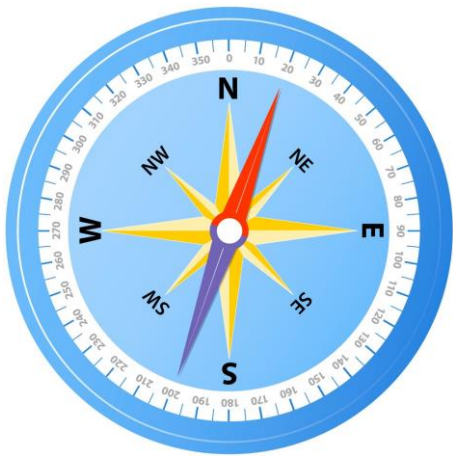
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Director

Who We Are:

- **Planning for Adult Life** was created to help you and your student navigate the process of preparing for life after they leave school.
- Planning for Adult Life activities, events, and materials are conducted and developed in partnership with The Arc of New Jersey with funding from the New Jersey Division of Developmental Disabilities.
- We offer classes for students in high school (MAPs), community presentations (HOW), Opportunity Expos, Webinars, and extensive website, and the monthly e-newsletter (The Compass).
- Our Help Desk is always available at HelpDesk@PlanningForAdultLife.org or 732.828.0972.

Things families wonder about...

- Supporting strong transition planning
- Understanding the impact of working on benefits
- Teaching skills and attitudes leading to employment
- Connecting their child to a job in the community
- Helping their child prepare for college
- Understanding the adult service system
- Selecting an employment provider
- Understanding different types of employment experiences
- Accessing waiver programs for long-term services and support
- Receiving support from vocational rehabilitation
- Applying for legal conservatorship



Getting Started

- **Get a team!**
- **Get information!** Research options & seek advice.
- **Get a plan!** Draft a transition plan.
- **Get Going!** Implement the plan.
- **Get feedback!** Evaluate progress.

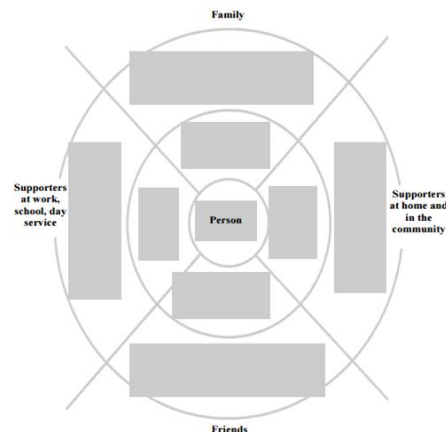
Who's on my team?

- Who knows me?
- Who knows my interests, likes, and dislikes?
- Who can help me discover and express my interests?
- Who can identify resources that fit me?
- Encourage others to participate in activities that are consistent with your interests
- Who can help me cope with adversity and potential discrimination?



Get a team: Who is in our circle of support?

- Family members that will need to know
- Community leaders
- Staff not paid to interact with your student
- Lunch buddies



DDD Person Centered Planning Tool: <http://bit.ly/2NqxZS2>



Get Information:

- Focus on what is in your area
- Find out about organizations and associations that exist in the neighborhood
- Pay attention to deadlines, policies, and agency requirements
- Get on a list

Our Core Areas

1. Importance of Planning/Visioning
2. Self Direction
3. Post Secondary Education/Employment
4. Housing in your Community
5. Legal/Financial Decisions
6. Being Social/Creating and Maintaining Relationships
7. Health/Behavioral Health

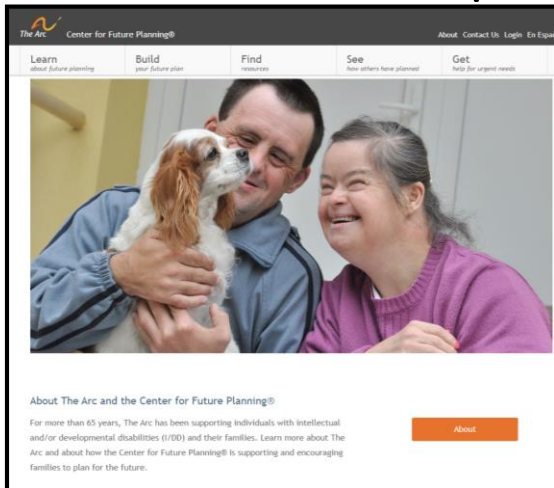


Get A Plan:

- Develop allies within the group, social club, and community
- Ask the association to welcome someone with a disability
- Provides a visual history of the student
- A way to self-advocate
- Communicate to a day program, employment, or other providers.
- A training tool in a permanent and meaningful manner



Helpful Websites



<https://futureplanning.thearc.org/>



[LifeCourseTools.com](https://lifecoursetools.com)



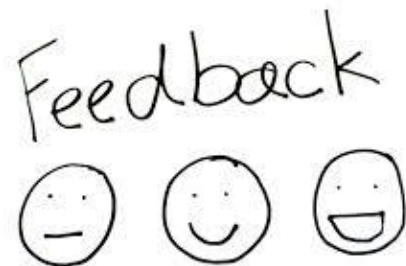
Get Going

Transition experiences should be provided in a variety of locations: **SCHOOL, COMMUNITY, RECREATIONAL CENTERS, WORKSITES**

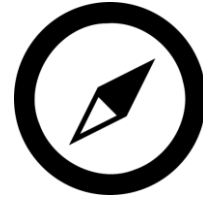
- Persistence. It takes time and patience
- Continue to attend groups, meetings, social events
- Keep going back, establishing rapport with the community members and allowing allies to form
- Let time show the qualities of the individual
- When a routine takes shape, begin to fade and become less involved
- Allow the support to become a larger role

Get feedback

- Ask Questions
- Don't be afraid to make adjustments
- Be open to positive and constructive feedback



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Things to Consider:

- What kind of supports/ services will the student need once they exit the school system?
- What providers in your area will be able to provide those supports/services?
- Meet with providers and tour their programs/services

Things to Consider:

- Ask providers questions about the services they provide, where they are provided, how they are funded, how they have helped their clientele meet their goals/desired outcomes,
- When will they get involved with the student? Will they participate while they are in school or only upon exiting the school system? If the provider can be involved while the student is still in school, will they attend IEP meetings as a resource, and what services can they provide during that time?
- Does the provider share data, outcomes, satisfaction survey results? If so, ask to see this information.

They are all equal!



**Anything or anyone that has the potential to
improve the quality of life for an individual
living in the community**

Social Capital



- What is it?
 - Networks have value, at its core, comprises a set of relationships and social structures.

- Why is it important?
 - It is extremely important for individuals with disabilities to develop relationships with individuals in the larger community, outside the family. It is important for individuals to develop meaningful social roles because it can help prepare them for different roles within their local community.

what to do: 150 THINGS YOU CAN DO TO BUILD SOCIAL CAPITAL

Social capital is built through hundreds of little and big actions we take every day. We've gotten you started with a list of nearly 150 ideas, drawn from suggestions made by many people and groups. Try some of these or try your own. We need to grow this list. If you have other ideas, post them at: <http://www.bettertogether.org>. You know what to do. Build connections to people. Build trust with others. Get involved.

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|--|--|---|
| 1. Organize a social gathering to welcome a new neighbor | 29. Play cards with friends or neighbors | 50. Plan a "Walking Tour" of a local historic area |
| 2. Attend town meetings | 30. Give to your local food bank | 51. Eat breakfast at a local gathering spot on Saturdays and mingle |
| 3. Register to vote and vote | 31. Walk or bike to support a cause and meet others | 52. Have family dinners and read to your children |
| 4. Support local merchants | 32. <i>Employers:</i> encourage volunteer/community groups to hold meetings on your site | 53. Run for public office |
| 5. Volunteer your special skills to an organization | 33. Volunteer in your child's classroom or chaperone a field trip | 54. Stop and make sure the person on the side of the highway is OK |
| 6. Donate blood (with a friend!) | 34. Join or start a babysitting cooperative | 55. Host a block party or a holiday open house |
| 7. Start a community garden | 35. Attend school plays | 56. Start a fix-it group: friends willing to help each other clean, paint, garden, etc. |
| 8. Mentor someone of a different ethnic or religious group | 36. Answer surveys when asked | 57. Offer to serve on a town committee |
| 9. Surprise a new neighbor by making a favorite dinner--and include the recipe | 37. <i>Businesses:</i> invite local government officials to speak at your workplace | 58. Join the volunteer fire department |
| 10. Tape record your parents' earliest recollections and share them with your children | 38. Attend Memorial Day parades and express appreciation for others | 59. Go to church...or temple...or walk outside with your children--talk to them about why its important |
| 11. Plan a vacation with friends or family | 39. Farm a local outdoor | 60. If you grow tomatoes, plant extra for an lonely elder neighbor -- |
| 12. Avoid gossip | | |
| 13. Help fix someone's flat tire | | |
| 14. Organize participants in a race | | |

<http://www.bettertogether.org/150ways.htm>



40 Developmental Assets®

Search Institute™ has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition	
External Assets	Support	<ol style="list-style-type: none"> Family Support-Family life provides high levels of love and support. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. Other Adult Relationships-Young person receives support from three or more nonparent adults. Caring Neighborhood-Young person experiences caring neighbors. Caring School Climate-School provides a caring, encouraging environment. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> Community Values Youth-Young person perceives that adults in the community value youth. Youth as Resources-Young people are given useful roles in the community. Service to Others-Young person serves in the community one hour or more per week. Safety-Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. School Boundaries-School provides clear rules and consequences. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. Positive Peer Influence-Young person's best friends model responsible behavior. High Expectations-Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and / or in the community. Religious Community-Young person spends one or more hours per week in activities in a religious institution. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

Potential sources of support

- People
- Organizations
- Gathering Places
- Public Services
- Advocacy Groups



People Supports




- Family Members / Extended
- Friends
- Coworkers
- Neighbors
- Fellow students / School Staff
- Employers
- Business Owners
- Transition Specialists
- Support Coordinators
- Barber / Beauticians
- Mail Carriers
- Ethnic Groups/ Organizations
- Social Networks
- School Personnel
- Online Communities
- Doctors
- Parent Teacher Organizations
- State Representatives
- Bus Driver
- Youth Groups
- Civic Groups, Hobbies, Special Interest Club Members
- Coaches
- Local Business Owners

Organizations




- Boys and Girls clubs
- PAL Clubs
- 4-H Youth Development
- Habitat for Humanity
- Epilepsy Foundation
- Down Syndrome Association
- CHADD
- NOFAS
- Social security administration
- Disability Agencies
- YMCA
- Youth Leadership Councils
- Job developers and Supported employment providers
- Centers for Independent Living
- Community Arts
- Job training and tech centers
- Residential Support Providers
- NJ TIPS

Gathering Places

- 
- Houses of worship and/or faith communities
 - Sports
 - Hobbies
 - Recreational centers
 - Gyms/ Exercise Classes
 - Special Olympics
 - Local Parks & Recreation Dept.
 - Libraries
 - Parks
 - Museums
 - Schools
 - Coffee Shops
 - Student unions
 - Malls
 - Social Clubs
 - Political parties and organizations
 - Summer Camps
 - City / County Lakes
 - Beaches
 - Comedy Clubs
 - After School Activities

Public Services

- 
- Supermarket
 - Library
 - Parks and Recreation Departments
 - Colleges
 - Adult Education
 - One-Stop Career Centers
 - Community Nonprofits
 - Habitat for humanity
 - Housing Authority
 - Health Services
 - Youth Services
 - Department of Children and Families (DCF)
 - Division of Vocational Rehabilitation Services (DVRS)
 - Division of Developmental Disabilities (DDD)
 - Civic and professional organizations
 - Family support organizations
 - Mom 2 Mom
 - Dad 2 Dad
 - Veteran 2 Veteran
 - Personal Preference Program

Advocacy Services



- PLAN New Jersey
- SPAN
- Disability Rights of NJ
- Community Health Law Project
- The Arc Family Institute
- Ombudsman for Individuals with I/DD and their Families
- Regional Family Support Planning Councils
- Aging and Disability Resource Connection
- Chapters of The Arc
- Office of the Family Voice (DCF)
- The Arc Criminal Justice Advocacy Program

Resources

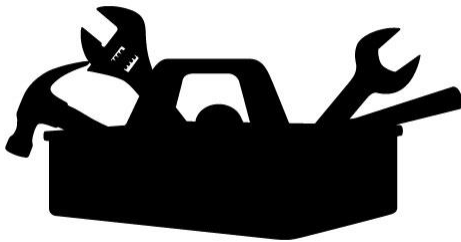
- Assistive Technology Center- www.assistivetechology.center.org
- Assistive Technology Advocacy Center (Disability Rights NJ) www.drnj.org/atacprogram.htm
- Technology Lending Center www.technologycenter.org
- NJ Work Incentive Network Support (provide assistance with social security benefits planning and work incentives) www.njwins.org
- Centers for Independent Living www.njil.org
- NJ Council on Developmental Disabilities – www.njddc.org
- Family Support Center of NJ www.fscnj.org
- Disability Rights of NJ www.drnj.org
- Americans with Disabilities Act Technical Assistance Hotline 800.949.4332
- Job Accommodation Network (JAN) www.askjan.org
- NJ Transit 973-275-5555
- County Para-Transit www.state.nj.us/humanservices/dds/hottopics/transportation/
- NJ Find a Ride www.findaride.org
- Planned Lifetime Assistance Network of NJ (PLAN/NJ) www.plannj.org
- NJ 211 www.nj211.org

Parental Involvement

“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.” ~ Jane D. Hull



Where to look:



- Online
- Supermarkets
- Newspapers
- Library
- Social Networks
- Career Centers
- Guidance Offices
- Community Centers
- Support Groups
- ResourceNet



Grab a piece of paper and pen/pencil

Write their names

Who Can Help Me? - Think of the people that may be my natural supports:

- Neighbors
- Co-workers
- Roommates
- Employees at my favorite store or restaurants
- People I see at public places (the park, pool, community center)
- Teammates
- People I enjoy at activities, clubs, or groups
- Volunteer coaches, camp volunteers or community services
- Pets
- Other



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Write it down

- Write how to contact them (phone and email)
- Write where or how they may support you



How was that?

- What part of this activity surprised you?
- What do you think your next step will be?
- What resources/supports will you need in order to make the next step successful?

- Transition planning is important
- Requires intentionality
- Check your community for resources – there is a lot of help for you out there!



Contact Information:

helpdesk@planningforadulthoodlife.org

732-246-2525 x21

www.PlanningForAdultLife.org



<https://instagram.com/pfalthearcnj>

<https://twitter.com/Plan4AdultLife>

<https://www.facebook.com/planningforadulthoodlife>