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Updated 4/16/18

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Purpose of Today's Presentation

- Understanding of the transition process.
- Planning effectively with ideas to begin or support your efforts.
- Materials to keep for your "Transition" files.



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As parents you probably understand the ASD diagnosis and have worked with schools and therapies. Now.....

It is time to be specific about life-skills while keeping in mind the future needs of your child:

- Practice skills with independence in mind
- Practice with lots of repetition
- Remember that we continue to acquire skills through life
- Practice in real settings since it is hard to generalize
- Think big so you presume competence—what can be done and not always what can't be done
- Aim for quality and respect the dignity of the individual

Parents find focusing on transition to adulthood to be the toughest job they will ever love!

Since autism is a journey that cannot be taken alone, know where there is help and use your helpers! Teamwork is key!



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Framework for Thinking about Your Teen and Their Adult Life

- What do YOU consider to be a successful adult life for your teen with ASD?
- What are the future goals that YOUR TEEN has (person-centered planning)?
- What SUPPORTS are needed during school and in adult life to get there?



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Start with Transition Planning in School

Transition Planning is RESULTS ORIENTED

- Postsecondary Education or Training
- Employment
- Independent Living

Transition Planning is COORDINATED

- Programs lead to successful outcomes

Transition is STUDENT CENTERED

- Individual Education Plan (IEP) reflects what student is expected to know or be able to do



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The IDEA Makes It a Right to Have Transition Planning

- **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) 2004**– this act ensures the right that all **children with disabilities** are entitled to a free appropriate public education to meet their unique needs and **prepare them for further education, employment, and independent living**

Individuals with Disabilities Education Act, 20 U.S.C. 1401(34) (definition); 1414(d)(1)(A)(i)(VIII) (IEP contents); 1414(d)(6) (failure to provide transition services)

- IDEA ensures that a transition plan in place for all students by the age of 16. The transition plan should be discussed at every IEP.
- Maryland begins the transition plan at the IEP meetings at 14.
Code of Maryland Regulations
<http://www.dsd.state.md.us/comar/comarhtml/13a/13a05.01.3>



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Other Legal Protections Affecting Transition Planning

- **REHABILITATION ACT Section 504 1973**
 - Prohibits discrimination from programs, jobs, services that receive federal \$
 - Rehabilitation extends beyond “vocational”
- **AMERICANS WITH DISABILITIES ACT (ADA) 1990**– this civil rights law prohibits, under certain circumstances, discrimination based on disability. This law protects a person with a disability for life
- *Students who have a 504 Plan are eligible for accommodations, but these students will not have a transition plan since they have no protection under IDEA with no IEP.*



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Here is a Quick Formula to Plan for Postsecondary Goals

**“After high school, student will
(what) _____ at (where, when, and
how) _____.”**

Examples:

1. Student will get an undergraduate degree in math and education to become a high school math teacher (education/training and employment)
2. Student will independently prepare for work each day by dressing, making his bed, making his lunch, and accessing transportation (independent living)

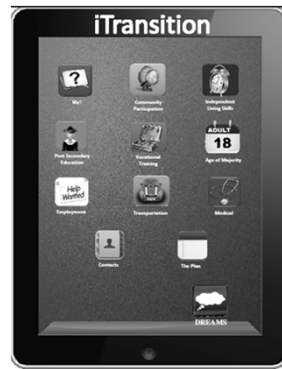


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Here is a Workbook for Your Teen to Use Ongoing in the Transition Process

iTransition



- <http://famielstogetherinc.org/wp-content/uploads/2011/07/itransworkbook.pdf>



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In the Driver's Seat: Six Workshops to Help with Transition Planning and Self Advocacy

- **In the Driver's Seat** : Six Workshops to Help with Transition Planning and Self-advocacy

Vermont Family Network
600 Blair Park Road, Suite 240
Williston, Vermont 05495



http://www.vermontfamilynetwork.org/wp-content/uploads/2013/02/In-the-Drivers-Seat_2012.pdf



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Charting the LifeCourse: Focus on Transition

www.lifecoursetools.com.



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Different Diploma Options When Graduating From High School

- **High School Diploma** –student meets requirements:
 - completing courses with passing grades
 - has at least the 21 required course credits
 - has the necessary points on the High School Assessments (a combined score of 1602).

Typically is achieved in 4 years but can extend into additional years to meet the requirements.
- **Certificates of Completion of IEP Goals**—student meets the goals on their IEP. *Typically achieved in age 21.*
- **General Education Diploma (GED)**-complete proficiency tests.
Can be taken at any age.

**Homeschooled students maybe not given a diploma depending on county*



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Questions to Ask the IEP Team as You Start Transition Planning

Make the IEP team accountable when transition planning:

- **What do you know** about the student?
- **What do you need to learn** about the student?
- **How will you gather the information?**
- **Who will gather the information?**
- **When will they gather the information?**

** Get a neuropsychological evaluation/reevaluation independently if possible during high school to have a better understanding of capacity.*



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Transition Assessment Should Capture Skills and Supports

- **General Transition Areas/Skills**
- **Career Interests, Awareness, Skills**
- **Preferences and Interests**
- **Sensory Needs**
- **Communication**
- **Self-Determination**
- **Community Participation**
- **Functional Life Skills and Functional Academics**
- **Physical/Mobility**
- **Assistive Technology**
- **Leisure Skills**
- **Social Skills**
- **Medical and Health**
- **Transportation**



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What Do I Do If My Teen Has Unrealistic Goals?

- **Use ongoing assessment and experiences to work through unrealistic goals.**
Examples:
 - Student who wants to be a pharmacist may have interest in a “helping” role.

 - Student who wants to fly airplanes may enjoy settings near an airport.
- **Analyze what skills are needed and be honest about what skills student has**
- **Remember to balance what is important for and important to the student**



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Who Should Participate in Transition Planning and IEPs?

- Family members
- Student
- Education team
- School support staff
- Administrators
- Postsecondary Education staff
- Community Service Providers
- Community members, peers, friends
- Advocate or educational consultant

**School has the responsibility of inviting these participants*



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Community Providers Who Can be Invited to the IEP

Outside agency representatives who could be invited to the IEP meeting may include:

- **rehabilitation counselor**
- **county social worker**
- **employment agency staff (day training and habilitation DTH)**
- **independent living center staff**
- **disability support staff from a postsecondary educational or technical school**
- **person knowledgeable about assistive technology**
- **person knowledgeable about financial benefits such as Supplemental Security Income (SSI) and Medicaid or Medical Assistance (MA)**
- **personal care or health care providers, including mental health care providers**
- **probation officer or teacher from a juvenile justice center**
- **community park and recreation staff, and**
- **transportation agency staff**



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Getting the Transition Services at School Done

- Only what is written in the IEP will get done
- Transition services can be offered after school
- Transition services can be offered by an outside agency paid by the school
- If services are not implemented or not working you need to figure out why
- Child is always invited to the IEP meeting, but parents have their say about participation



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Complications in the Shift from School-based Services to Adult Services

- **Entitlement**—IDEA gives entitled transition services to students with disabilities only while they are in school with an IEP.
- **Eligibility**—After graduation, adult service providers look at eligibility based on individual needs, interests, experiences, and postsecondary goals.
- **Training**—Employment preparation in high school varies by school (range of vocational classes, internships, work study and paid employment).



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Complications to the Transition Process (Continued)

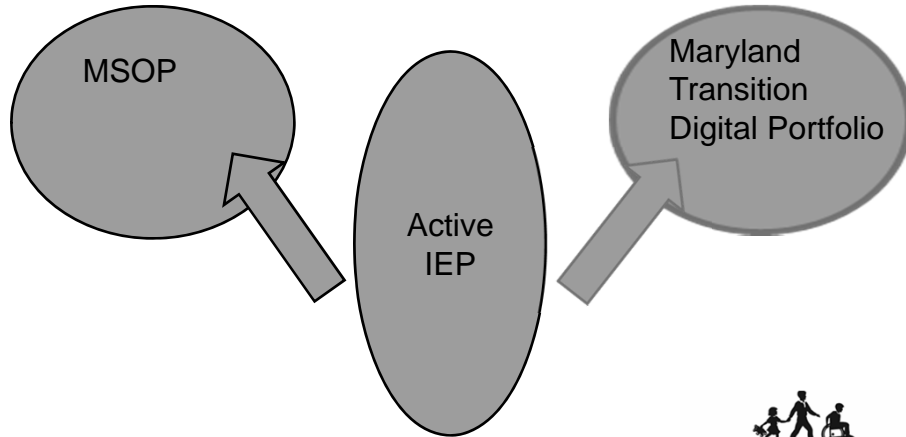
- **Documentation**— There is additional information needed besides the IEP—new exit document is called the Maryland Summary of Performance (MSOP).
- **Community Services**— Additional supports may be needed for services for medical, mental health, social, living arrangements, etc.
- **Funding**- Must be available before services are delivered.
- **Availability**—More difficulty obtaining traditional services due to competition and fiscal limitations



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Documentation—Maryland Summary of Performance



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Governor's Transitioning Youth Initiative (GTI) Timeline

Transition Age is considered a special category and funds are available to support the student graduating.

Under the GTI, a student qualifies for services if he/she is eligible for services offered by the Division of Rehabilitation Services (DORS) and is eligible as a person with a "Developmental Disability" (DD) through the DDA.

Please keep frequent communication with your Coordinator of Community Services (CCS) and school transition contact to ensure timely access to services

After Graduation, services will start on or after July 1st of the student's 21st year, depending on funding and submission of all documentation



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Access all Transition Services Early— Use these Planning Guides

- **Autism Speaks-** <http://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit>
- **Maryland State Department of Education (MSDE)-** [Preparing Children with Disabilities to Move From School to Appropriate Postsecondary Outcomes](#)
- **Division of Rehabilitation Services (DORS)-** [Transitioning High School Students: What's Next?](#)
- **Department of Health and Mental Hygiene (DHMH)-** [Navigating the Transition Years](#)
- **Developmental Disabilities Administration (DDA)-** [Transitioning Youth Handbook](#)
- **Maryland Government-**www.mdtransition.org
- **Life Journey Through Autism, A Guide for Transition to Adulthood-** www.researchautism.org



Apply to the Developmental Disabilities Administration (DDA)

- **Developmental Disabilities Administration (DDA)-** under the Maryland Department of Health, agency providing funding and support to adults and some children with disabilities.
- Apply to DDA at least by age 14 (<http://dda.health.maryland.gov/SitePages/howtoapply.aspx>)
- The lowest level of care gets your child on a waiting list. More serious issues could lead to Crisis Prevention or Crisis Resolution.
- DDA services only for adults who are deemed developmentally disabled and not for Supports Only.
- Coordinators of Community Services (pick an agency) gets involved in the last year of school (age 20) in preparation, but they can get the referral at age 18.





DDA Home and Community Based (HCBS) Waivers Overview

DDA has new waivers that will provide service to 800 people on the DDA's waiting list:

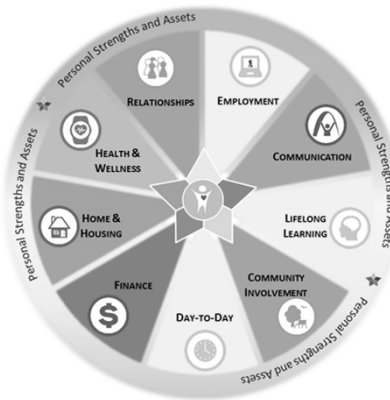
- DDA Capped Supports Waivers:
 - **Family Supports Waiver**—children birth to 21 have Support Services up to \$12,000 annually
 - **Community Supports Waiver**—children and adults will have Meaningful Day and Support Services up to \$25,000 annually
- DDA Comprehensive Waiver:
 - **Community Pathways Waiver**—children and adults will have Meaningful Day, Support and Residential Services



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DDA has a Person-Centered Planning Guide



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Low Intensity Support Services (LISS)

- This program is for children and adults and is DDA funded.
- Random Selection Application needs to be sent in timely. Selected individuals have funds up to \$2,000 per year. Application to request services and products needs to be accurate.
- Application on DDA website:
<http://dda.health.maryland.gov/SitePages/liss.aspx>
- Providers assigned in the four DDA regions:
 - Central: Penn-Mar: 1-877-282-8202
 - Southern: MD Community Connection: 301-583-0358
 - Western: Penn-Mar: 1-877-282-8202
 - Eastern: United Needs and Abilities: 410-543-0665



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Apply to the Division of Rehabilitation Services (DORS)

- **Division of Rehabilitation Services (DORS)** – program of Maryland State Department of Education; meant to be short-term; person with an ASD diagnosis is on the shorter waiting list.
- DORS program services include: employment counseling, assessment, referral, job search, training, supportive employment, AT, independent living skills, medical rehab.
- <https://www.dors.state.md.us/dors/referralform/referralformpage.aspx>
- **DORS Pre-Employment Transition Services (PETS)** parents can apply for their child at age 14
- Assessments and programs specific to adults with ASD obtaining employment or attending college
 - See “DORS Pathways Program Factsheet,” and “APPS Information Sheet” in your packet



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Continue on the Wait List for the Autism Waiver

- Due to the long waiting list, many will be adolescent if they get the Autism Waiver.
- If you are not on the wait list, contact the Autism Waiver Services Registry at **#1-866-417-3480**.
- The age of 20 is the oldest age to begin these waiver services, and the Autism Waiver ends at age 21.
- Social skills, personal skills and community skills are some of the services that adolescents with an ASD diagnosis can get with this waiver in preparation for adulthood.



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Apply for Supplemental Security Income (SSI)

- Apply for **SSI** on 18th birthday at Social Security Office
 - See “*SSI Checklist*” of documents needed to apply for Adult SSI
- Disability Determination Services looks at diagnostic documentation and individual must have moderate to severe disability
- At any time, have no income in your teen’s name over \$2,000 before applying. Earned income possible after SSI secured but understand the rules.
- Benefit currently is at \$750/month maximum, and will increase in the future. Living at home reduces payments to \$500—so charge rent on a lease and keep expenses documented.
- Maryland Medical Assistance comes with SSI.



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Your Teen May Choose Secondary Education/College

WHY GET A POSTSECONDARY EDUCATION?

- Seek career training to improve employment outcomes
- Strong relationship between postsecondary education & successful employment outcomes
- Adult learning opportunities...life long learning -explore areas of personal interests
- Increase & develop independence & social skills •
- Chance to explore, define, & redefine personal goals....

* www.thinkcollege.net



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Secondary Education/College (Continued)

Some specific transition programs for students who have intellectual disabilities or other disabilities and who are graduating high school with a Certificate

--Montgomery County Community College Challenge Program, Graduate Transition Program, and Workforce Development Courses

--George Mason University: LIFE PROGRAM FAIRFAX, VIRGINIA



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Secondary Education/College(Continued)

- Community College of Baltimore County (CCBC)
 - **Single Step** provides students with academic, pre-vocational, social, and independent living skills necessary for success in college study, employment, and adult life.
- *DORS Pathways Program is at CCBC and Howard CC.
- *Community Colleges require no SATs and have Disability Counselors on campus



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Secondary Education/College (Continued)

- **Project Access at Howard County Community College** summer experience for high school students with disabilities prior to college
- **Upward Bound** --- serves students (often from specific high schools) who have demonstrated academic potential and who meet the income and/or a first generation student to obtain a four year college degree criteria
- **College Internship Program**—private, professionally-planned support services at several specific colleges
- **Hussman Center at Towson University**-- classes and social activities offered for adults with autism in participation with typical college students
- **Private colleges**- colleges that have special disability support services (all colleges have some disability supports but are coded levels 1 to 4 for supports)
 - Example--Marshall University has W. Va. Autism Training Center collaboration
- **Online college** courses are also options



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Don't Overlook Training Programs that Offer Vocational and Technical Skills

- Example: Computer training can begin in high school (CISCO at New Town High in Baltimore Co.), then continue at community college (CCBC) and for some then continue a 4-year college (Towson University)
- Project SEARCH program at KKI
- Apprenticeship programs—mason, mechanic, lighting, sound systems



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What Parents Do to Support Transition to College

- Make sure your child is comfortable sleeping away from home
- Have your child become comfortable with a cell phone and electronic communication
- Discuss electronic and community safety
- Plan for independent medication management
- Practice the **independent living skills checklist**
**see checklist sheet*



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Consider All Learners to be “Employment Ready”

- Be realistic about how independent your child can be.
- View first jobs/volunteering as learning experiences.
- Promote creativity in job development.
- Support and train co-workers.
- Develop community ties so you can utilize your network.
- Practice interviewing.



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When Thinking Employment

- Resumes should be started early and have a variety of jobs versus only one job
 - Examples: walk pets, water plants, hand out books in church, safety patrol in school; stamped mail at KKI
- Employers will be interviewing the individual, and parents will not be primary informants.
- Employers want an individual to have pedestrian skills, to be able to wait with the group, to be appropriately dressed and groomed, and have a positive attitude
- Types of employment opportunities include: **competitive employment**, **supported employment**, **sheltered employment**, and **self-employment**



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Consider Housing Options

- You may want your teen to continue living at home but consider applying for programs that would give your teen more independence
- Maryland Section 811 Program §
<http://mdod.maryland.gov/housing/Pages/section811.aspx>
- Help your teen to develop skills needed for community living such as cleaning and maintaining a house, laundry and clothing care, budgeting and financial literacy, nutrition and cooking, and grocery shopping
- Types of **Supported Housing**:
 - Residential programs
 - Supported Living (CLSA)
 - Supervised Living
 - Group Homes
 - Intermediate Care Facilities for the Intellectually Disabled (*ICF/ID*)
- DDA will only provide housing in most cases for a disabled adult if caretaker is >70 years old, so look at all options



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Consider Transportation Needs and Systems

- Practice safe travel practices when walking and riding with family and friends
- Practice bike riding (Lose the Training Wheels Camp)
- Learn to use the public transportation system
- Access disability programs—Handicapped tags/signs, Metro Access, Mobility Services, Paratransit Ride
- Howard County has Call-a-Ride
- DORS --has Adaptive Driving training
- Drivers Education –see Pathfinders for Autism website : article called [Time to Think About Driving](#)



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Plan for Health and Mental Health Care

- Pediatric providers shift to adult providers at 18 or older. Don't wait to locate adult providers for medical, dental care and mental health care.
- Health Insurance needs to be understood:
 - Medical Assistance, Medicare, Private Insurances
- Develop emergency procedures in the community and at home



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Don't forget to Educate about Development and Sexuality

- Teen's physical development changes at puberty and they have new chemicals in their body called hormones--sexual urges are real and begin meaningful sex education early
- Books such as Taking Care of Myself- explain development, masturbation, "stranger danger"
- **CIRCLES®**--a curriculum for intimacy & relationships



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Promote Your Teen's Community Activities

- **Public/private facilities** –parks, YMCA, fitness clubs
- **Sports**—Special Olympics, camps, sporting events
- **Entertainment**—movies, concerts, places to eat out, order in, social media
- **Hobbies**—group activities in your child's special interest area.
- **Youth groups, religious community activities, philanthropic clubs**
- **Peer-to-peer group for adults with autism--join at age 18**

**Parent, sib, peer, sitter, PRP assistant, or Autism Waiver staff can go with the teen to an activity*



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Adults Have a New Legal Status

- At age 18, it is the right of an adult to make own decisions to consent. Informed decisions may be impacted by incapacity issues
- Finances may be able to be protected with **Special Needs Trusts** and **ABLE Accounts**
- Range of legal options such as **Power of Attorney** and **Guardianship**— for property and for the person, we think about these for educational, medical, financial, legal matters
 - **A Handbook on Maryland Law**-
<http://mcdd.kennedykrieger.org/guardianship-and-its-alternatives-handbook-2011.pdf>
 - **Planning Now**-
http://www.md-council.org/publications/planning_now.html
- **Advanced Directives** are needed to cover medical emergencies-
 - <http://www.oag.state.md.us/healthpol/adirective.pdf>
- **Letter of Intent**—one way to document your wishes
<https://futureplanning.thearc.org/>



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More about Adult Status

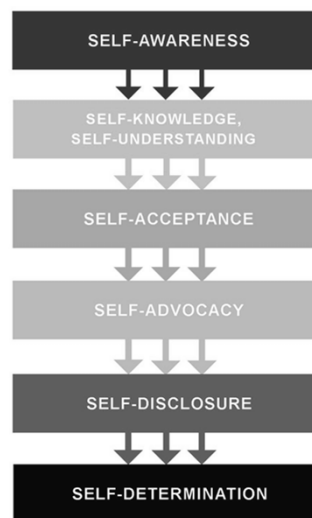
- Adult Males need to register for Selective Service.
- All adults can register to vote.
- Need to have an ID card and a Non-Drivers ID can be obtained under age 18, good for 5 years.



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Growth For Teen to Accept Their Diagnosis



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Know about Self-Advocacy/ Self-Determination

- Students will need to be able to advocate for themselves:
 - speak up for themselves
 - ask what they want
 - know their rights and responsibilities
 - use available resources
 - be able to explain their disability

**Curriculums are available to teach Self-Determination*



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How Can My Teen With Significant Disabilities Self-Determine?

- They have definite preferences
- They seek to control their environment and supporting their efforts to gain more control will reduce behavior problems
- Those who choose to do nothing should have a more stimulating environment
- Extensive physical and cognitive support does not mean that the student cannot make decisions or take control



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Work on Social Skills Ongoing

- Basically courteous
- Actively listens
- Uses appropriate conversation skills
- Cooperates with authority figures
- Cooperates with peers
- Participates during group activities
- Uses self-control in stressful situations
- Accepts redirection and constructive criticism
- Has social relationships with non-disabled persons
- Differentiates between friends and acquaintances

**Curriculum are available to teach Social Skills*



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Use Any Opportunity to Develop Your Teen's Skills and Supports

- Go to Study Skills Class during high school
- Go to Social Skills Club/Group during high school
- Social Skills Groups for Adults (Hussman Center at Towson University and Howard County ASA social skills groups)
- Keep up with technology and practice using it
- Discuss when to disclose disability or not?
- Reinforce practicing something challenging and being able to ask for help



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What Activities are Available to Parents in the Transition Process?

- **Parenting Workshops**-- School offers speakers on how to parent an adolescent with disabilities during transition years.
- **Events** --Parents and families attend programs where students with disabilities discuss their future with younger students
- **Decision Making**--Schools work with parents in helping students to practice making decisions and self-advocacy skills
- **Learning at home** --Teachers and parents discuss how the student learns best so they can practice good learning habits in school and home
- **Parents helping parents** --Experienced parents mentor parents just beginning the transition process
- **Transition workshops** --School offers speakers on variety of transition topics
- **Newsletter for parents** --Schools send home transition newsletter to parents on a regular basis
- **Community links** --School use parents as volunteers to help find community opportunities for students with disabilities



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Activities Available to Parents (Continued)

- **Parent partners** --Parents serve on advisory boards, making decisions about program development and improvement
- **Informal family events** --Parents come to informal social events that build communication and relationships with school staff
- **Case manager** --School provides staff to offer explanations and guide parents through the transition planning process
- **Web site** --A school or district develops web site with transition information specifically for parents
- **Field trips** --School plans trips for families to adult service providers and community agencies
- **Daily activity book** --Student carries a calendar/planner/assignment book from school to home daily so parents and teachers can communicate about support needs
- **Volunteers** -- Parents and family members are encouraged to volunteer in school or school-related activities



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Activities Available to Parents (Continued)

- **Family questionnaire**-- Parents and family members complete surveys to provide information about student's current performance and dreams for the future
- **Family learning experiences**--Class assignments that are completed at home with the family members supporting the student (e.g., interview 3 people about their job).
- **Focus groups**-- Parents come together to discuss needs of families during transition and offer advice and suggestions to schools
- **Preliminary planning activities**--Parents and students meet informally with school staff to discuss student progress and future plans prior to the IEP meeting.
- **Adult services fair**-- Parents have an opportunity to meet with representatives from adult agencies to get information about services.



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Where are Groups for Parent Support?

- **Adult Autism Resource Group (AARG)**—parents/adults meet in Owings Mills monthly; parents of older teens can attend
- **Howard County Transition Parent Group**—part of the Howard County ASA Chapter
- **Local ASA Chapters**- Calvert, Baltimore-Chesapeake, Carroll, Eastern Shore, Frederick, Northern Chesapeake, Howard, Montgomery, Prince Georges, Washington



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Thank You For Attending Today!

If you have further questions, please the Social Work Department at Kennedy Krieger Institute Center for Autism and Related Disorders (CARD).

Please complete the evaluation. Your suggestions are valued.

Thank you!



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