

Student



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The Student

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Transition Health Care Tips for Students

Stay Well

- Learn about your condition or disability.
- Learn how to do your own care and treatments.
- Learn about the medications that you are taking.
- Develop a one-page medical summary for emergencies and new medical encounters.
- Know the warning signs that mean you need emergency help.
- Know how tobacco, alcohol, drugs and smoking affect your health condition.
- Know how your condition affects your sexuality.
- Maintain physical fitness, eat a proper diet, maintain a good weight, and obtain a proper amount of sleep.
- Have someone to talk with about mental health issues – like when you feel sad or angry.
- Learn how to prevent the development of secondary disabilities such as skin problems, muscle tightness, or bone thinning.

Learn About the Health Care System

- Carry a list of addresses and phone numbers of your physicians.
- Know who to call in case of an emergency and how to call them.
- Learn how to make your own appointments.
- Write down your questions before you go to your doctor's appointment.
- Talk to your doctor about when to start seeing an adult health care provider.
- Start contacting your pharmacy to obtain your prescriptions/refills.
- Carry your insurance/medical card.
- Learn about your health insurance and health care finances.

Source: Kentucky Commission for Children with Special Health Care Needs:

1-800-232-1160

<http://chfs.ky.gov/ccshcn/ccshcntransition.htm>

Accessed June 2006

Transitions: A Guide to Getting Older and Changing Health Care Providers

Transitions are times when changes in your life occur. Moving toward adulthood is a time of major transitions. This can mean:

- taking on new challenges
- doing more things on your own
- having more choices
- gaining a new sense of freedom and independence
- taking on more responsibility

Getting older means your health care needs may change too. Eventually, you will need adult-centered care that can focus on meeting the variety of needs adults have. The people who know you at your health care facility will help you when the time comes to transfer care to adult doctors. They want to help you get the services and treatment that are best for you.

Taking steps to move toward adult health care:

1. Start early - Plan ahead!
2. Know how to explain your health care needs. Make a list of all the things you need to keep yourself healthy.
3. Keep a record of your appointments, important medical history, phone numbers of doctors and your medications.
4. Begin to make your own medical appointments.
5. Write down questions for your doctor or nurse practitioner before your visit.
6. Spend time alone with your doctor or nurse practitioner to discuss your health concerns.
7. Learn about your health insurance and health care finances.
8. Talk to your pediatric doctor or nurse practitioner about when is a good time for you to transfer your care.
9. See your primary care provider on a regular basis to help you stay healthy.
10. Meet adult providers before you begin your transitions.
11. Be strong! Ask questions! Be part of the plan!

When should you transfer care?

- When your medical needs are better served in an adult setting.
- When you and your doctor decide the time is right.

Who can help plan your transition?

- Your doctor or nurse practitioner
- Your Care Coordinator
- Your social worker or clinic nurse
- Your parents
- A friend who has been through the process

How do you pick a doctor?

- Ask your current doctor for ideas.
- Ask your Care Coordinator, Social Worker, Therapist or Vocational Rehabilitation counselor.
- Talk with your insurance plan coordinator.
- Ask a person who has been through the process.
- Meet with your new doctor to see if it is a good match.

Things to remember:

- Your health care provider is there to help you with your transition and transfer of care.
- Transitions need lots of planning.
- Transitions are a part of growing up. They can be fun, exciting and rewarding.

*Source: Commission for Children with Special Health Care Needs
(1-800-232-1160*

Adapted from: www.youngwomanshealth.org/transitions: Children's Hospital, Boston

Transition Checklist

The following is a checklist of transition activities that you and your son or daughter may wish to consider when preparing transition plans with the IEP team. Your student's skills and interests will determine which items on the checklist are relevant. Use this checklist to ask yourself whether or not these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

Four to Five Years before Leaving the School District

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for post-secondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate effectively your interests, preferences, and needs.
- Be able to explain your disability and the accommodations you need.
- Learn and practice informed decision making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options *outside of family*.
- Investigate money management and identify necessary skills.
- Acquire identification card and the ability to communicate personal information.
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

Two to Three Years before Leaving the School District

- Identify community support services and programs (Vocational Rehabilitation, County Services, Centers for Independent Living, etc.)
- Invite adult service providers, peers, and others to the IEP transition meeting.
- Match career interests and skills with vocational course work and community work experiences.
- Gather more information on post secondary programs and the support services offered; make arrangements for accommodations to take college entrance exams.
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, medicare).
- Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).
- Explore legal status with regards to decision making prior to age of majority.
- Begin a resume and update it as needed.
- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.
- Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

One Year before Leaving the School District

- Apply for financial support programs. (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services.)
- Identify the post-secondary school you plan to attend and arrange for accommodations.
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.
- Specify desired job and obtain paid employment with supports as needed.

- Take responsibility for arriving on time to work, appointments, and social activities.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.).
- Register to vote and for selective service (if a male).

*Source: National Transition Network
Date: 1996*

How Can Parents Be Involved in Transition Planning?

Transition planning is an important part of the IEP process, so parents need to give even more thought to the role they play in planning for their child's move from school into the world of work and adult living.

Here are some suggestions of avenues for parent involvement:

- Understand exactly what is meant by the term transition and how your school is addressing this need.
- Participate in and reinforce the transitional activities that your child is experiencing in the classroom and in community-based training.
- Be sure that your child's IEP contains a sufficient number of transition-related objectives, beginning in the elementary years and continuing through junior high and high school.
- Help your child to develop good work habits and behaviors and the self confidence needed to succeed on the job.
- Be sure the school is allocating enough time to the transitional needs of your child.
- Encourage local employers to consider providing training sites for students in vocational programs.
- Promote the hiring of individuals with disabilities by local businesses.
- Set an example yourself by hiring persons with disabilities in your business.
- Become well-versed in legislation and services that affect transition from high school.
- Volunteer time to work with your child's transition program.
- Join a parent support group that discusses transition issues.
- Promote an understanding of the need for students with disabilities to acquire functional and self help skills.
- Nurture and promote connections between your child and family members and your adult friends. Personal connections often provide the best means for young adults with disabilities to find work in the community.

- See transition planning as a family responsibility and work cooperatively and actively with school staff to make your child's transition a success.

Source: Family Educator Partnership Project

Transition Portfolio Contents

Vocational Information Section

- Resume
- References
- Letters of Recommendation
- Vocational Profile:
 - Vocational interests
 - Long range goals (vocational, living status, etc.)
 - Work experiences - more detail than resume, reasons student liked/did not like the placement
 - Community service/volunteer job experiences
 - Vocational assessments
 - Personal and job-related strengths
 - Job-related accommodations
 - Vendor preferences of agency to support vocational/living needs (students indicate top 3 choices)
 - Transition support personnel: DDD, DVR, etc.
- Certificates

Academic Information Section

- IEP
- Summary Analysis
- Copy of High School Diploma (if available)

Personal Data Section

- Personal Data Sheet
- Copies of: Picture ID, Social Security card, Birth certificate
- Awards/Recognitions/Special Olympics, etc.
- Photos, Personal expression

*Source: Amazing Transition Decisions
Date: 2003*

Person-Centered Planning

What it is

Person-Centered Planning is a process focused on celebrating the gifts, talents, and dreams of a person, and on helping that person develop action steps to move closer to their dreams and goals. It involves 2-3 gatherings, usually in the person's home, where friends, family, and others chosen by the family, brainstorm together about how to enrich the life of the person with special needs. Gatherings are facilitated by people who listen, ask questions and draw pictures and words that represent the desires of the focus person.

What makes it special

Person-Centered Planning is deeply personal. It is done specifically to listen to a person's feelings and goals without judgment. It is done in a sensitive way that truth honors who that person is, and places no limitations on their dreams. It is done to empower a person and his or her family to develop action steps that will support that focus person, and enrich his or her relationships.

How you can find out more about Person-Centered Planning

For more information about Person-Centered Planning – or to learn more about how you can develop a Person-Centered Plan for yourself or a loved one, call or Betty Johnston, 253-565-2266, bjohnston@washingtonpave.com

How to pay for person-centered planning

In some areas of the State, monies have been provided by County Human Services and/or local School Districts as well as Parent to Parent and PAVE to sponsor workshops about person-centered planning.

Sources of payment for person-centered planning for an individual include family support monies and state supplemental payments (SSP) through the Department of Developmental Disabilities.

*Source: Pierce County Parent to Parent and PAVE
Date: May 2003*

Person Centered Planning- The Arc of King County

“My parents always had a dream for my brothers and sisters for when they grew up, but nobody had a dream for me, so I never had a dream for myself.”

Connie Martinez- Capital People First

What is Person Centered Planning?

Person Centered Planning is a process focused on celebrating the gifts, talents, and dreams of a person, and on helping that person develop action steps to move closer to their dreams and goals. It involves 3-4 gatherings, usually in the person's home, where friends, family and others chosen by the family brainstorm together about how to enrich the life of the person with special needs. Gatherings are facilitated by people who listen, ask questions and draw pictures and words that represent the desires of the focus person.

Want to know more and see some samples? [View the slide show.](http://www.arcofkingcounty.org/pcp/presentation/index_files/frame.htm) It is on the website at http://www.arcofkingcounty.org/pcp/presentation/index_files/frame.htm

What makes it special?

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How can I find out more about person-centered planning?

Regular workshops are sponsored yearly by Person Centered Planning and local school districts. Anyone is welcome to attend. At the workshops, young people and adults who have experienced Person Centered Planning share their experiences about how Person Centered Planning has positively affected their lives. Person centered planning facilitation is discussed and practiced during monthly learning groups.

For more information about workshops, learning groups, or to learn more about how you can develop a Person Centered Plan for yourself or a loved one, please call Jodi Reimer, 206-364-4645 ext. 7042; or Richard Wilson, 206-364-4645 ext. 7017. You may also e-mail info@arcofkingcounty.org .

You may also view the slide show about Person Centered Planning through The Arc website. (some slides may take a moment or two to load)

Sponsored by King County Division of Developmental Disabilities in partnership with The Arc of King County, Federal Way, and Kent School Districts.

*<http://www.arcofkingcounty.org/pcp/>
Accessed June 2006*

A Guide To Functional Vocational Evaluation in Washington State

October 2004

Developed By:

The Center for Change in Transition Services, a Washington State Needs Project
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in collaboration with Seattle University

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Cinda Johnson, Center staff, and Jim Rich, Office of the Superintendent of Public Instruction developed this guide. It was a collaborative endeavor of The Office of the Superintendent of Public Instruction, the Washington State Department of Social and Health Services, the Division of Vocational Rehabilitation and the University of Washington. The Guide contains an overview and the process of the Functional Vocational Evaluation. Listed in the appendices are a transition services flow chart, student information gathering form and examples, student interview questionnaire, family interview questionnaire, teacher interview questionnaire, supervisor evaluation of student worker, job/employer survey (to be used by student) and vocational evaluation instruments.

The Guide is also available on the Center's website
http://www.seattleu.edu/ccts/func_eval/index.asp

Source: http://www.seattleu.edu/ccts/func_eval/index.asp
Accessed June 2006

Washington State Youth Leadership Forum for Students with Disabilities

In 1992, the California Governor's Committee on Employment of Disabled Persons developed the Youth Leadership Forum model. Through the encouragement of the Office of Disability Employment Policy, in Washington DC, states were encouraged to adopt this program.

Washington State's YLF is directed by the Washington Governor's Committee on Disability Issues and Employment.

In collaboration with the following Washington State agencies and other organizations, and with the commitment of many individual volunteers:

Developmental Disabilities Council
Employment Security Department
University of Washington
Bates Technical College
Washington Mutual Bank
Microsoft

What is the Youth Leadership Forum?

The Youth Leadership Forum (YLF) for Students with Disabilities is a unique career leadership-training program for high school juniors and seniors with disabilities. By serving as delegates from their communities at this four-day event in their state capital, young people with disabilities cultivate their potential leadership, citizenship and social skills.

Why is the YLF only for students with disabilities?

It is critical that young people with disabilities growing into adulthood learn to identify themselves with pride as individuals and members of the very accomplished disability community. By providing a framework of history and an atmosphere of encouragement, YLF offers peers with common challenges and experiences the opportunity to learn from each other.

Delegates gain access to vital resources related to assistive technology, community support, and civil rights. Successful men and women with disabilities serve as role models in helping youth realize their ability, right, and obligation to pursue meaningful employment and contribute to society.

What happens at YLF?

This educational and motivational Forum involves an intense schedule. Throughout the training, small working groups explore personal leadership and career plans. Social and recreational activities are included, as these are part of a well-rounded life.

Guest speakers address such topics as disability rights law, innovations in technology and community resources. Other activities might include a ropes course and a guided tour of the state Capitol campus that provides interaction with the press and often a meeting with the Governor.

On the last night of the Forum, a talent show and a farewell dance is held to celebrate accomplishments with new friends.

The key to the YLF is leadership by example. The Leadership Luncheon brings together the delegates and adults with disabilities who have traveled the same path the young people are facing. Many volunteers, some with disabilities and some without, help to make the program a success.

YLF alumni take with them an obligation to follow through on goals outlines in their personal leadership plans, that they have written for themselves. Often, YLF alumni will be encouraged to return to the YLF in later years as volunteer staff.

How are delegates selected to attend?

The delegates are chosen through a statewide competition that seeks students with disabilities who have leadership potential. Each applicant submits a standard application, an essay and letters of recommendation. The delegates are interviewed and the Application Committee makes its recommendations. The group of students that is selected is representative of the state in terms of geography, gender, ethnicity and type of disabilities.

Is there a cost to attend the forum?

No. The commitment of the YLF is to enable youth with disabilities to grow personally, socially and academically, and to fulfill their potential in their work and other aspects of their lives. No student should be denied this opportunity because of economic hardship. All costs, including interpreters, personal care assistants, transportation, etc., are paid for through fundraising, sponsored scholarships and corporate donations.

The Youth Leadership Forum is held each year at The Evergreen State College in Olympia, Washington, in August.

For more information, to volunteer, or to receive an application package, contact:

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This publication is available in alternate formats upon request.

Source: <http://fortress.wa.gov/esd/portal/gcde/youth>

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