



Transition...Post Secondary... Beyond...

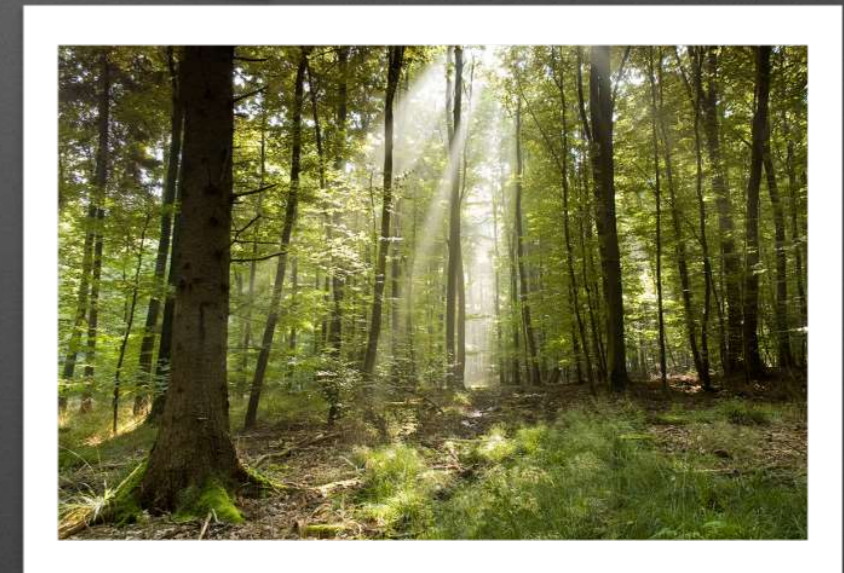
Meaningful Life MCH Workshop 2020

Hi, I am Sue Adelman, Dev's Mom

- I am an expert in what we did for Dev's transition
- We've learned a lot about the systems involved and trying to help other families to at very least know there is a cliff and try to figure out ways to bridge the gap.
- We were unprepared



- As parents, we were tired of fighting the school system, not understanding the next step was potentially even more difficult.
- Trees are School, Inclusion, Academics (the what)
- Forrest is a Meaningful Life, (the why)
- People with ID/DD are living much longer, school is only through age 18 for most, IF you know to ask about transition through age 21
- Potentially 50+ year of What Next



- We were so involved in the moment of school
- I declined information on DDA during an early high school EP, not understanding what it was.
- No one mentioned Dev had access to a “transition program” or could be served by school system through age 21
- When Dev was a senior in high school, I attended a Transition Fair, hosted by King County at MicroSoft and started to see a few more trees
- I had never looked at the Arc, Informing Families or DDA even though Dev has Ds and was receiving special education services, this was a wake-up call



Pre-assignment of watching the Informing Families Video

This is a great resource,
please share it widely, not
just for Transition, but any
age

High School Transition Toolkit

TRANSITION CHECKLIST



Consider the following checklist of skills, activities, and services when creating your child's high school transition plan for his/her IEP.

Independent Living

- Identify skills and abilities that will help your son or daughter be as independent as possible:
- Money management/budgeting
 - Opening a line of credit (to establish credit history)
 - Bill paying
 - Decision-making
 - Self-advocacy
 - Sex education
 - Registering to vote
 - Communication
 - Transportation training
 - Daily living skills (e.g., cooking, shopping)

Financial and Legal

- Apply for Supplemental Security Income (SSI).
- Arrange for a Representative Payee for SSI benefits (if money management is a concern).
- Seek benefits planning (including Social Security Work Incentives, such as PASS and IRWE).
- Establish a special needs trust.
- Seek guardianship (if less restrictive decision-making alternatives are not appropriate).

Social/Recreational

- Build friendships outside the family.
- Create a circle of support (family, friends, neighbors).
- Identify and connect with groups that share similar interests, such as:
 - Athletic
 - Faith-Based
 - Creative
 - Technological
 - Humanitarian
 - Environmental
 - Civic/Leadership

Employment/Post-Secondary Education

- Identify potential jobs/careers.
- Identify personal contacts useful in finding jobs.
- Research college programs.
- Gain work experience.
- Practice job skills.
- Obtain Assistive Technology and Training.
- Apply for employment services from DVR (last year of school) and DDA (age 21).

Adult employment services are provided through the Division of Vocational Rehabilitation (DVR) and the Developmental Disabilities Administration (DDA). Learn more: informingfamilies.org/employment.

Health & Safety

- Identify needed skills and/or resources to be healthy and safe:
- Emergency recognition and response
 - Personal care/hygiene
 - Counseling
 - Healthy relationships
 - Physical/Occupational therapy
 - Adult medical care provider

TIP for IEPs

Talk to the IEP Team about ways to include supports and instruction needed to reach goals that meet the student's needs.

Housing and In-Home Supports

- Apply for DDA services/supports (e.g., Personal Care, Supported Living, Companion Home, Adult Family Home).
- Apply for HUD federal housing assistance. (Contact your local Housing Authority to find out how long the waiting list is.)
- Research home ownership programs for adults with I/DD: washingtonaccessfund.org/home-ownership-resources/

To order copies of this Transition Toolkit for your school, agency or organization, visit: informingfamilies.org/transition-toolkit.

Timeline

HIGH SCHOOL TRANSITION TIMELINE



Include the Division of Vocational Rehabilitation (DVR) Transition Counselor as part of the IEP team at age 14.

- Age 14**
- Transition planning.
 - Include the student in planning.

- Age 15-16**
- Apply for a Washington State ID Card.

- Age 16**
- Begin transition services.
 - Include self-advocacy & self-determination goals in the IEP.
 - Determine graduation date.
 - Learn what the school's 18-21 transition program(s) offer.

- Age 18**
- Register to vote.
 - Open checking account.
 - Apply for SSI benefits.
 - Enroll in Medicaid.
 - Consider decision-making alternatives to guardianship.

- Age 18-19**
- Enroll in High School Transition program until age 21, or continue on to postsecondary education.
 - Assess transportation options.

- Age 20-21**
- Request long-term employment supports from DDA (if funding is available).
 - Apply for short-term employment services from DVR (or, if available, your county DD program). Visit dshs.wa.gov/dvr to find your school's DVR Transition Counselor.

I wish I had used this information, to know that there is guideline if not a roadmap. Now, I try to bring this information to others

Very few paths are clear

- Meaningful Lives are the goal for everyone
- The level of disability does not always direct the path
- Significant Disability- Intellectual+Physical+Behavioral
- Moderate- Intellectual or physical or behavioral
- Mild- often only behavioral



**Which path do you think is
more clear?**

Zoom Poll

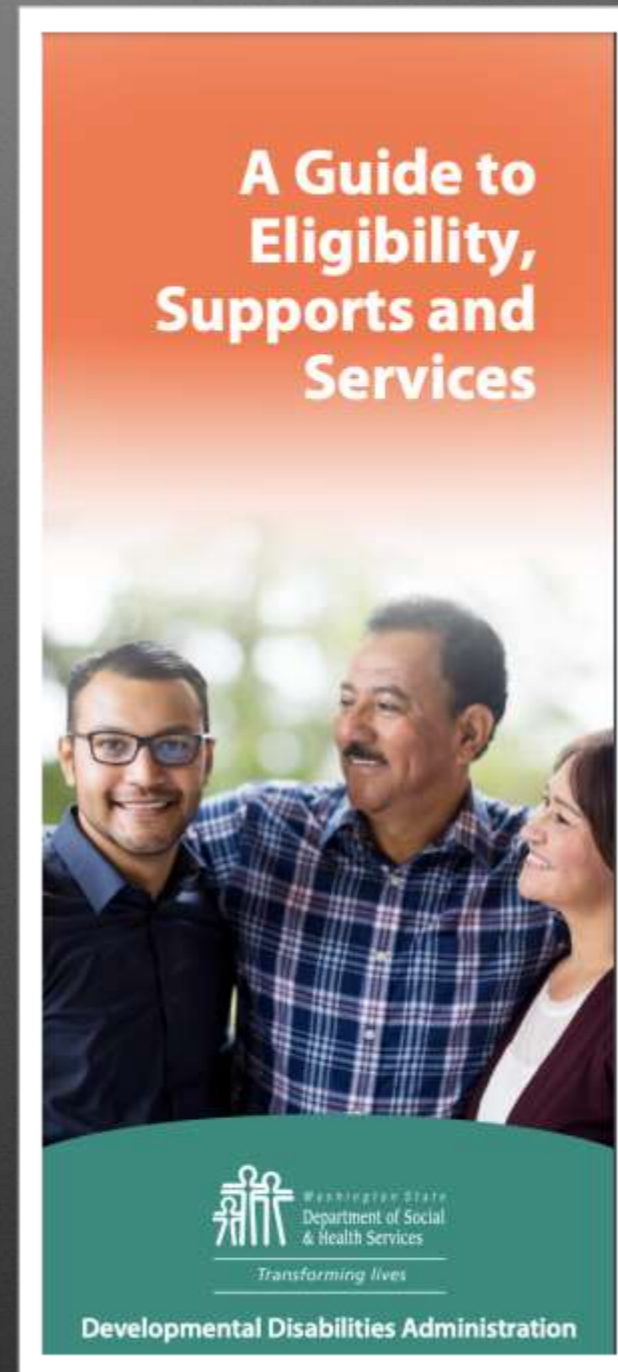
- 1. Significant**
- 2. Moderate**
- 3. Mild**

Individuals that are significantly impacted

- Receiving special education services with modified curriculum
- DDA “eligible” plus access to the next levels of support
- Not an easy road
- Not all things are available to everyone that is eligible
- But there is at least a road

What is “DDA *Eligibility*” and why is it *important*

- We did not understand
 - Not income based, disability based
- Proven “Significant Impact”
- OPENS up Doors
 - SSI/Medicaid
 - Transition Programs
 - School to Work
 - Employment Vendors
 - Pays for (some) Day programs



DDA eligibility

Apply for Developmental Disability Administration (DDA) eligibility if you or your child have one of the conditions below.

Eligibility by age	0-3 years	4-9 years	10-17 years	18 and over
One Developmental Delay	✓			
Three or more Developmental Delays	✓	✓		
Intellectual Disability		✓	✓	✓
Cerebral Palsy		✓	✓	✓
Epilepsy		✓	✓	✓
Autism		✓	✓	✓
Another neurological, or other condition similar to Intellectual Disability		✓	✓	✓

To be found DDA eligible you must:

- Be a Washington state resident,
- Have evidence of a qualifying developmental disability that began before age 18, and
- Have evidence of substantial limitations.

Learn more about DDA eligibility at: www.dshs.wa.gov/dda/consumers-and-families/eligibility

For more information, visit the DDA website at:
www.dshs.wa.gov/dda

DDA Waivers

Informing Families

Case Manager once you “have a Waiver”

Not just money for services, but access to those services if you are qualified.

Some programs are only open to students/individuals that are DDA qualified with a waiver

D D A Home & Community-Based Services Waivers

Nearly all services delivered through the Developmental Disabilities Administration (DDA) are through a federal Home & Community Based Services (HCBS) waiver. They're called waivers because they waive the option to receive services in an institutional setting, choosing instead to receive the same or similar services in their own home and community. DDA has five different waivers, each with their own set of services and funding limits.

IFS
Individual & Family Services
ALL AGES

For children and adults living in the family home. Services include (but are not limited to): Assistive Technology, Respite, Skilled Nursing, Positive Behavior Support, Environmental Adaptations, Vehicle Modifications, Specialized Equipment/Supplies, OT/PT, Speech, Hearing & Language Services, Staff/Family Consultation, Transportation, Peer Mentoring, Person-Centered Planning Facilitation, Supported Parenting, Community Engagement. Annual funding levels are based on assessed need: \$1,200, \$1,800, \$2,400, \$3,600.

BASIC PLUS
ALL AGES

For children and adults living in the family home or other community-based setting (such as Adult Family Homes) whose ability to continue being supported in that setting is at risk without additional services. Services include (but are not limited to): Respite, Skilled Nursing, Positive Behavior Support, Environmental Adaptations, Specialized Equipment/Supplies, OT/PT, Speech, Hearing & Language Services, Specialized Psychiatric Services, Staff/Family Consultation, Transportation, Supported Employment, Community Guide, Community Inclusion.

CORE
ALL AGES

For children and adults at immediate risk of out-of-home placement who have a need that cannot be met by the Basic Plus waiver, and who may need up to 24-hour residential services that include training and education; or, who may require daily to weekly one-on-one support for physical or health needs. Services include most services under Basic Plus*, as well as supported living and community transition services. (*CORE waiver services provide more funding for services than Basic Plus, based on assessed need.)

CIIBS
Children's Intensive In-Home Behavioral Support
AGES 8-20

For children (ages 8-20) living in the family home who are at risk of out-of-home placement due to the intensity of their behavioral challenges. Services include: positive behavior support and team based planning that builds upon strengths and works toward outcomes driven by the family. Each child's team includes family, friends, providers, school staff, and others. The family partners with a behavior specialist to create and follow a positive behavior support plan that fits the whole family. Other services include (but are not limited to): Respite, Assistive Technology, Environmental Adaptations, Specialized Medical Equipment & Supplies.

COMMUNITY PROTECTION
ADULTS

For adults who need 24-hour on-site awake staff supervision and therapies to maintain their own and community safety. The goal of the Community Protection program is to provide a structured, therapeutic environment for persons with community protection issues in order for them to live safely and successfully in the community while minimizing the risk to public safety. Community Protection services include all services under the CORE waiver, except: Community Guide, Respite, Wellness Education, Community Inclusion.

What are these things?

- Social Security Income: 500-750\$ a month once over 18
- Medicaid Qualified: pays for most services including medical care, home health assistance for ADL's, transportation, employment vendors. Parents can become paid care-givers once child is over 18
- Employment Vendor: Job Coach, paid through DDA, not the employer
- Day Programs: You will be looking some of these up. Not enough.
- Community Guides: A one to one coach that works on engaging the DDA client in their community, like a para educator for an adult with similar training...
- Community Inclusion: Like a guide, but somehow different

Students that are moderately impacted

- Might be receiving special education services, may or may not have a modified curriculum (this is where the 5 extra points on an IQ test can be debilitating in the long run)
- Might be eligible for some of the programs, but might not, very individualized and dependent on the knowledge of those surrounding the individual
- Parents less likely to know what is available
- SSI maybe, maybe not
- Medicaid personal care hours can be leveraged
- Department of Vocational Rehab provides some of the services that DDA provides, “Order of Selection”

Students that have a mild impact from their disability

- Most likely a 504 student or receiving behavior supports
- Most likely not eligible for any of the services
- Often struggle
- Department of Vocational Rehab “Order of Selection” will work against them.
- Frustrating, scaffolding could be so much more efficient than having people fail

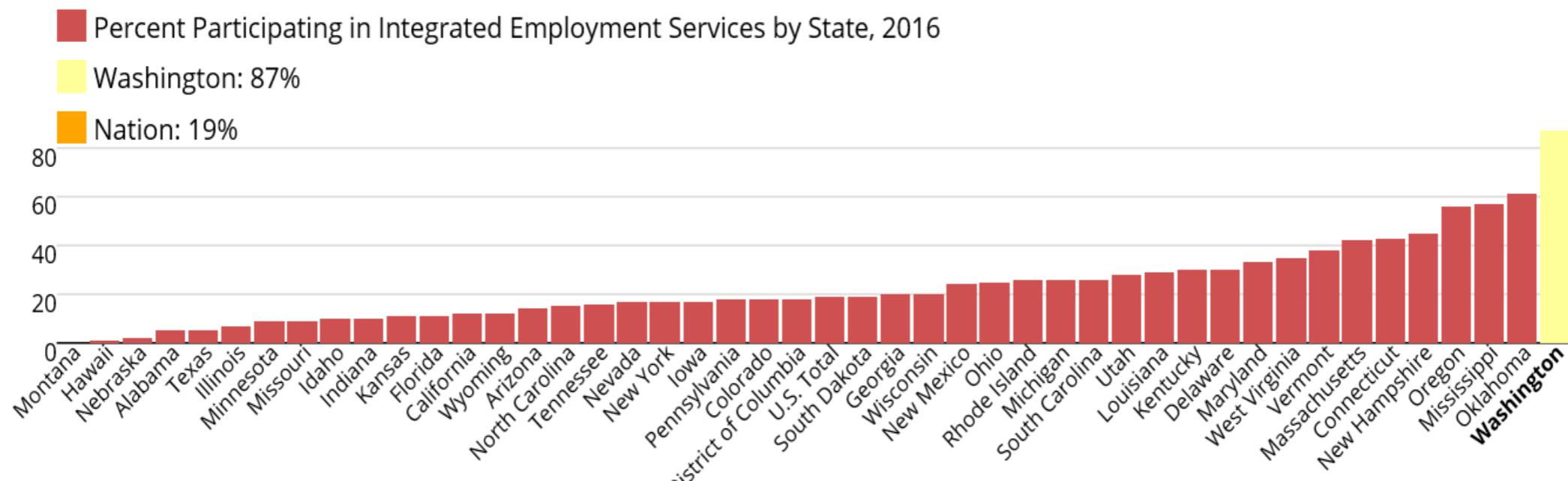
- Again, even when a student/individual qualifies for DDA all of the programs are still application based.
- One must know to ask/apply
- There is little advertisement for any of the programs
- As a provider, you do not have to know all of the programs, but you can know a few resources to share
- Parents are not always open to listening



- Just last year, the state legislature passed a bill for a work group to investigate the need for more transition services especial employment focused information to be included in IEP's
- King Counties School to Work program is the model, not just for Washington

	Washington 2016		Nation 2016	
	Number	Percent	Number	Percent
Total in day and employment services	8,857		638,568	
Total in integrated employment services	7,714	87%	120,244	19%
Total funding for day and employment services	\$60,687,421.00		\$6,655,503,290	
Total funding for integrated employment services	\$53,995,077.00	89%	\$864,859,934	13%

* = Data not available



- As Devon mentioned earlier, a meaningful life is more than employment
- Planning for the bigger picture needs to start in school
- Post Secondary education increases chances at employment for everyone
- 20 hours of work a week is not common in the ID/DD population
- Other ways to be involved
- Often overlooked, transportation

Conclusion

- Transitions are hard, and “launching” into adulthood is not easy or simple.
- Programs have changed even in the last 5 years since Dev started
- I am excited to learn from what each group presents



Resources

- <https://www.parentcenterhub.org/transitionadult/>
- <https://sites.ed.gov/idea/files/postsecondary-transition-guide-may-2017.pdf>
- <https://thinkcollege.net>
- Charting the Life Course <http://www.lifecoursetools.com/principles/>
- <http://www.gowise.org/king-county-school-to-work-videos>
- <https://informingfamilies.org/ages/ages-14-21/>
- <https://www.multiculturalfamilies.org/odmf-videos/>
- <https://www.understood.org/en/school-learning/special-services/ieps/iep-transition-planning-preparing-for-young-adulthood>
- https://www.seattleschools.org/departments/special_education/18-21_transition
- [Data from SELN and ICI – statedata.info](http://statedata.info)