

# Bridging to Adulthood:

A Protocol for

## Transitioning Students with Exceptional Needs

from School to Community

[www.edu.gov.mb.ca/k12/docs/policy/transition](http://www.edu.gov.mb.ca/k12/docs/policy/transition)

# Government of Manitoba Interdepartmental Protocol

- Agreement between two or more departments, agencies or authorities
- Describes how they will work together to achieve a common goal
- Identifies who is responsible for specific tasks and their timelines

# Departments involved

- Healthy Child Committee of Cabinet
  - Healthy Living Youth and Seniors
  - Aboriginal and Northern Affairs
  - Culture, Heritage, Tourism and Sport
  - Education and Literacy
  - Family Services and Consumer Affairs
  - Health
  - Justice
  - Labour and Immigration/Status of Women

# Purpose of Protocol

- Directs provincial government departments to support cross-departmental policy development and coordinate the work of administering bodies involved with students who have exceptional learning needs.
- Outlines interactive roles and responsibilities.
- Provides guidelines and support materials for transition planning and implementation.

# The Link Between Transition Planning and Person-Centered Planning

The Person Centered Planning Education Site [www. www.edi.cornell.edu](http://www.edi.cornell.edu)

The goals of person-centered planning are to:

- assess the unique interests, skills, preferences, needs, and capacities of a person
- identify opportunities to experience and to make contributions within environments that support those interests, needs, preferences, skills and abilities of the person
- establish a vision for the future and clarify lifestyle preferences

- develop a plan for moving toward the vision and preferred lifestyle
- identify and establish a network of relevant support necessary to move forward
- expand and enhance opportunities for community involvement/participation
- support on-going personal growth and development

# The goals of transition planning as outlined in the revised protocol are to:

- Assess the interests, needs, skills and capabilities of the student
- Determine outcome statements that are reflective of the student's preferences or dreams for the future
- Assess achievements made towards attainment of outcome statements
- Identify necessary resources required to insure appropriate learning experiences
- Include community resources and related services in the planning process

- Enable the student to participate in the least restrictive environment with an eye on participation in the general education classroom whenever possible
- Allow for placement within environments that support and promote on-going personal growth and development

# Partners in Transition Planning

- The **Student**
- His/Her support network (e.g. parents/legal guardians, siblings, friends, advocates, foster parents or group home staff)
- Teachers, school/school division staff
- Community workers from Family Services and Housing
- Other designated agencies including CNIB, SMD, CPA
- Community workers from regional health authority
- Community workers from child and family services (CFS)

# Family Services and Housing Participants

- Children's Special Services (CSS)
- Employment and Income Assistance (EIA)
- Vocational Rehabilitation program (VR)
- Supportive Living Program (SLP)

# Regional Health Authority participants

- Community Mental Health services
- Home Care program

# Interactive Roles and Responsibilities

## Student:

- Attend Individual Education Planning meetings
- Share information about his/her interests, skills, hopes and dreams
- Become aware of options and the planning process
- Participate in assessments
- Express opinions in decision-making process

# Student - continued

- Think about potential community experiences, graduation date, adult options
- Choose preferences for residential support services or planning to reside in family home
- Understand implications of leaving school at 16/17 y versus remaining in school until adult supports are available
- At age 18 y, contact EIA and apply for support

# Student - continued

- At age 18 y, consider a move out of the family home to an adult independent living option with support from adult programs (SLP, EIA)
- Plan for post-secondary education
- Choose supports that match preferences and needs
- Work to complete school requirements

# Parents

- Attend IEP meetings
- Share their knowledge of the student's interests, strengths, needs
- Support the student
- Participate in decision-making
- Encourage and help students to participate
- Find information on available services and resources

# Parents - continued

- Support the implementation of the plan (IEP/ITP)
- Share information about student's progress
- Become familiar with the Vulnerable Persons Act if student has intellectual disability

# Interactive Roles and Responsibilities of Educators

- Student Services Administrator
  - Initiate contact with designated personnel from FSH, regional health authority programs and services, child and family services etc, by November 30<sup>th</sup> of year that transition planning is to be initiated (should be the year upon high school entrance or by age 14 y)

# Educators - continued

- Provide consultation and professional learning opportunities to equip the case manager and school staff for transition planning

- School Principals
  - Initiate planning meetings
  - Identify case managers
  - Ensure transition plan coordinates with educational programming
  - Involve registered nurse if dealing with Unified Referral and Intake System (URIS) Group A student

- Principal – continued
  - Ensure planning is updated yearly
  - Ensure that parents are meaningfully involved
  - Ensure parents have needed information
  - Ensure that parents and students can have a person of their choosing at any planning meetings

- Principal – continued
  - Establish, maintain and retain pupil files
  - Transfer the pupil file and pupil support file of students transferred to another school within one week of the new school requesting it

- Case Managers

- Schedule and facilitate meetings
- Determine graduation dates along with students, parents or legal guardians
- Monitor implementation of transition plan
- Maintain documents

- Case Managers – continued
  - Update plans annually
  - Maintain communication with team members
  - Help students and parents find services and resources available in the community
  - Ensure appropriate referrals are made

- Teachers

- Assess student's strengths, needs, interests, performance
- Make connections between transition planning goals and educational goals
- Help students to identify and prepare for requirements of post-secondary education

- Student Services Staff
  - Identify specific ongoing needs of student
  - Provide assistance to increase independence and potential of the student to successfully adapt to and maintain more independent adult life

# Interactive Roles and Responsibilities of Community Workers

- CSS and CFS workers
  - Inform family about process and discuss potential adult services options and eligibility requirements
  - Complete referrals for appropriate adult services
  - Attend school IEP/ITP meetings
  - Connect family to adult services worker
  - Work with adult services worker to provide ongoing planning and referrals

- Child and Adolescent Community Mental Health Workers
  - Attend meetings and provide current information re: the student
  - Help team to explore support options
  - Make referrals if needed
  - Connect with appropriate adult services workers
  - Help students and families find potential resources

- **Adult Services Worker**
  - Attend meetings
    - Consider various programs according to needs of student: EIA, SLP, VR, Community Mental Health Services, Home Care Program

- Adult Services Worker – continued
  - Provide information to team regarding programs and services available in community
  - Make referrals to appropriate adult programs and services and needed resources
  - Ensure that adult services are in place for student when he/she graduates

- **Adult Services Worker**
  - Work with team at meetings to ease transition prior to assuming case responsibility

- Community Service Providers
  - Attend meetings
  - Present specific information re: services being offered
  - Assist the team in determining the knowledge and skills critical for successful transitioning
  - Provide direction for student and team in preparing for and maintaining employment

# Determining when to graduate

- Students have the right to attend school until they graduate or until June of the calendar year in which they turn 21 y.
  - Add 21 to the year in which they were born.

# Other factors to consider

- Eligibility for Adult Services
  - EIA – +18 y
  - VR – +16 y if not attending school
  - SLP – Residential Services – 18 y
  - SLP – Day Services – 18 y if residential
  - SLP – Day Services – 21 y if not residential

# Person-Centered Planning revisited...

- Goals and Objectives
  - Identify interests, preferences, strengths, needs
  - Involve and empower student and family in transition process
  - Increase capacity of student for meaningful participation in community life
  - Identify potential post-secondary options

# Person-Centered Planning - continued

- Identify and secure resources and supports for inclusive, community-based approaches
- Ensure that implementation plans are made
- Involve student, family and other team members in carrying out the plan

# Developing Self-Determination and Self-Advocacy Skills

- Student Specific Outcomes
  - Decision-making
  - Problem solving
  - Taking initiative
  - Self-management

# Successful Student Specific Outcomes

- **S**pecific: written in clear, unambiguous, jargon-free language
- **M**easurable: allow the student to achieve goals that can be described, assessed, and evaluated
- **A**chievable: realistic for student
- **R**elevant: meaningful for student given their goals
- **T**ime-related: can be accomplished within a specified time period, typically one school year.

# Ideas for daily living

- Practice by having student:
  - Express personal preferences and interests
  - Communicate wants and needs with others
  - Make decisions and explain the reasons
  - Identify problems or difficulties in a given situation and find solutions

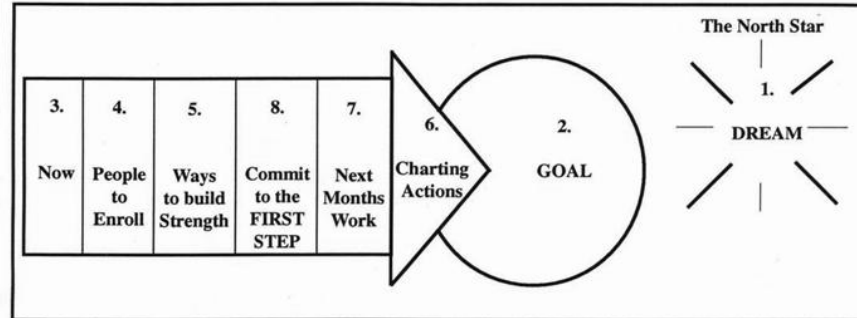
- Be aware of situations that need self-advocacy and how to deal with them
- Set goals and take action to achieve them

# Person-Centered Planning Tools

- Making Action Plans (MAPS)
- Planning Alternative Tomorrows with Hope (PATH)

## PATH

(Planning Alternative Tomorrows with Hope)



### YOUR PATH

A focused Planning Process

#### Steps

Situate yourself in a very positive future, picture it clearly, then think Backwards.

1. Touching the Dream (the North Star).
2. Sensing the Goal: Focus for the next year.
3. Grounding in the Now: Where am I/are we?
4. Identifying People to Enroll on the Journey.
5. Recognizing Ways to Build Strength.
6. Charting Actions for the Next few Months.
7. Planning the Next Month's Work
8. Committing to the First Step (the Next Step)  
(Including a Coach to Support your First Step)



# Developing Individual Plans

- Balance daily lives
  - Life-long Learning
    - Post-secondary
    - Other community programs and training options

# Developing Individual Plans

- Employment/career development
  - Earn high school credits
  - Learn and practice vocational skills
  - Develop employability skills
  - Expand resumes and career portfolios
  - Make contact with people in business community
  - Adjust expectations, explore options, narrow job search focus

# Developing Individual Plans

- Building social networks and inclusion
  - Develop social skills
  - Increase social integration
  - Meet with those working with the student to help them to understand

# Developing Individual Plans

- Living in the Community with Independence
  - Personal management
    - Daily household tasks
  - Community participation
    - Voting, recreation, etc
  - Self-advocacy
    - Self-awareness
    - Awareness of potential risks

# Timeline and checklists

[www.edu.gov.mb.ca/k12/docs/policy/transition/web/index.html](http://www.edu.gov.mb.ca/k12/docs/policy/transition/web/index.html)

- High school entry – initiate process
- Age 16 to 17 y
- Age 17 to 18 y
- One year before graduation
- Graduation year

# Other considerations

- The Manitoba Human Rights Code
- Vulnerable Persons Living with a Mental Disability Act
- Healthy Child Manitoba Act
- Protection for Persons in Care Act
- Appropriate Educational Programming in Manitoba:  
Standards for Student Services

# Interactive Website

- [www.edu.gov.mb.ca/k12/docs/policy/transition/web/services](http://www.edu.gov.mb.ca/k12/docs/policy/transition/web/services)