



What's After High School? Can We Start Planning Now?!

Session 1: Imagining Possibilities

Liz Hecht
Waisman Center and Family Voices



(Almost) Everything You Need to Know About Transition to Adult Life for Youth with Disabilities

A “Did You Know? Now You Know!” training on transition

ABOUT THIS TRAINING

- 30,000 foot perspective
- Thinking about “what I want to do when I grow up”
- Legal and procedural considerations; overview of public benefits
- Cross-systems view: domains of health, post secondary education, and community living, including residential and vocational options
- Formal systems and natural supports
- Resources
- **NEXT STEPS WORKSHEET**

UNDERLYING ASSUMPTIONS FOR THIS TRAINING

- People with disabilities contribute to and benefit from the communities in which they live.
- Parents and family members bring expertise to partnerships with school and community providers.
- Information presented is based on what we believe to be best practice, but may not reflect current experience.
- Parents and family members are often in the role of advocates, teachers and change agents.
- Just because something has been done a certain way in the past doesn't mean that is the only way to do something.

GETTING STARTED

WHAT IS TRANSITION?

- **How are we defining transition?**
 - Move from youth to adulthood
 - Transition planning is about work or education after high school; it's also about where the young adult will live, what they will do for fun, and what kinds of supports they lead a full and meaningful life
- **It's what families do with each of their children as they grow up, regardless of disability or health**
- **What kinds of things do we need to think about?**

A VISION FOR THE FUTURE

- Dreaming and imagining
- Role models
- Experiences and opportunities
- Safety and tolerance for risk
- Planning for the future (futures planning)

SELF-ADVOCACY and SKILL BUILDING

- What do we mean by self-advocacy?
- Tools for developing skills for independence
 - Skills and interest inventories
 - Community opportunities
- Using “teachable moments” and role playing to support self-advocacy skills
- Extra curricular and community activities
- Leadership activities

Getting Started: Handouts

- [The Natural Authority of Families](#)
- [Comparing Approaches to Individual Planning](#)
- [Preparing for a Person Centered Plan](#)
- [Strategies for Developing Youth Leadership](#)
- [Transition Considerations for Individuals with Significant Disabilities](#)
- [Help from the Regional Centers for Children and Youth with Special Health Care Needs for 18-21 Year Old Youth Who Do Not Meet Eligibility Criteria for Family Care/IRIS](#)

Getting Started: Additional Resources

- [Department of Public Instruction Opening Doors to Self-Determination Skills](#)
- [Family Voices of Wisconsin Parent/Youth Leadership Information](#)
- [Independent Living Centers in Wisconsin](#)
- [Rural Institute Transition and Employment Projects](#)
- [Natural Supports Project at the Waisman Center](#)
- [PACER Parent Brief on Person Centered Planning: A Tool for Transition](#)

LEGAL AND PROCEDURAL CONSIDERATIONS

- Legal changes at age 18, including decision-making
- IDEA (Individuals with Disabilities Education Act) requires transition activities to start at age 16 (Wisconsin at age 14); services end at 21
- Connect with Aging and Disability Resource Center (ADRC) at 17 years, 6 months
- Apply for Supplemental Security Income (SSI) just before 18th birthday

LEGAL AND PROCEDURAL CONSIDERATIONS, continued

- HIPAA (Health Information and Accountability Act) limits health information access at ages 14 and 18
- Health Care Coverage Changes – Medicaid and Private Insurance
- Advance Directives (Living Will)
- Assisted Decision Making

ASSISTED DECISION MAKING: Guardianship and Power of Attorney

- Guardianship is court appointed –temporary or permanent
- Full or partial guardianship for the person and/or the estate
- Guardian of the person: when the guardian has custody and control of decisions made for the “ward”
- Guardian of the estate: when the guardian is responsible for managing the “wards” money and property
- Power of Attorney can be an option to guardianship
- Special Needs Trusts or Supplemental Trusts

Legal/Procedural: Handouts

- [Family Voices newsletter article on Assisted Decision Making](#)
- [Some of the “Rules of 18”](#)
- [ARC Dane County Frequently Asked Questions About Guardianship of Adults](#)
- [What is a Special Needs Trust?](#)

Legal/Procedural: Additional Resources

- [Aging and Disability Resource Centers](#)
- [Coalition of Wisconsin Aging Groups Wisconsin Guardianship Center](#)
- [Guardianship of Adults \(WI Department of Health Services\)](#)
- [Advance Directives Forms from the State of Wisconsin for Living Will and Powers of Attorney](#)
- [WisPACT Pooled Trust Programs](#)
- [Planning for Your Dependent with Special Needs \(MetLife\)](#)

PUBLIC BENEFITS & ELIGIBILITY

- SSI/SSDI
- Medicaid
- Vocational Rehabilitation Services
- Economic supports e.g. housing, food
- Transportation
- Long term supports...Medicaid waivers
 - Children's Long Term Support
 - Family Care/Partnership/PACE and IRIS
 - Legacy Waiver Counties (not yet in Family Care/IRIS)

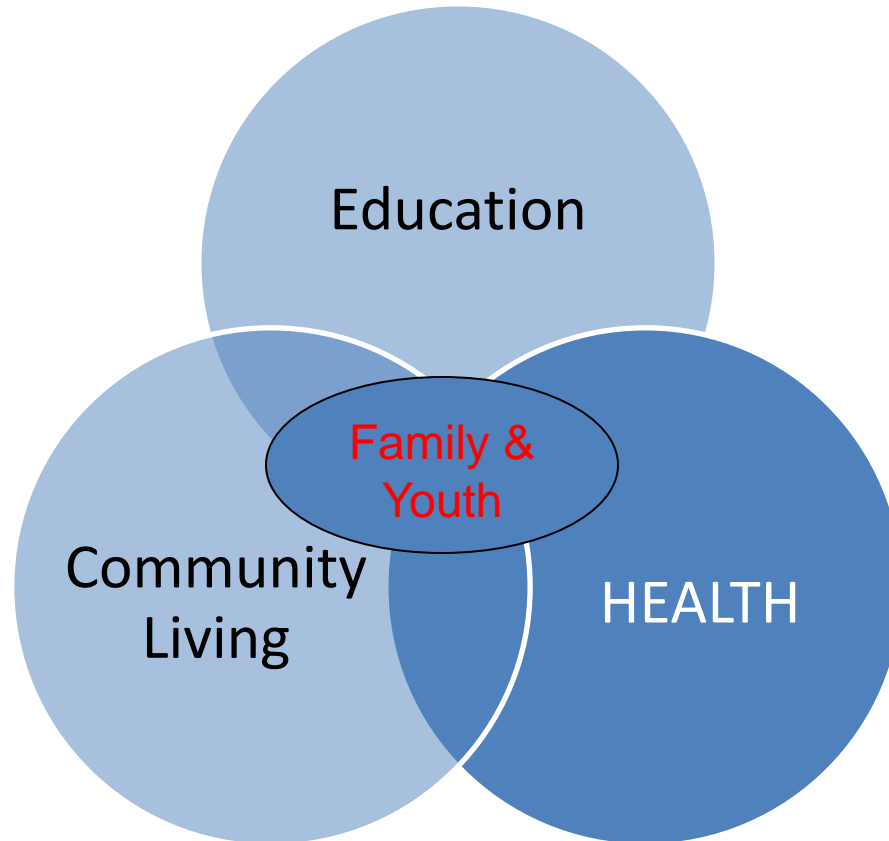
Public Benefits: Handouts

- [What You Should Know Before You Apply for Social Security Disability Benefits](#)
- [Checklist – Adult Disability Interview](#)
- [Apply Online for SSI \(for your adult child\)](#)
- [How to Transition to SSI at age 18?](#)
- [How to Document a Young Adult's Living Expenses for Full SSI at Age 18 or Older](#)
- [Division of Vocational Rehabilitation Order of Selection](#)
- [What are Waivers?](#)
- [Wisconsin Medicaid Long Term Care Comparison Chart](#)

Public Benefits: Additional Resources

- [Employment Resources, Inc.](#)
- [Opening Doors to Adult Services](#)
- [Benefits Programs in Wisconsin](#)
- [Wisconsin Medicaid](#)
- [Division of Vocational Rehabilitation \(DVR\)](#)
- [Children's Long Term Support \(CLTS\) Waivers](#)
- [Wisconsin Aging and Disability Resource Centers \(ADRCs\)](#)
- [Disability Rights Family Care and IRIS Ombudsman Program](#)
- [Information about the Family Care Program](#)
- [Information about the IRIS Program](#)

TRANSITION IS *COMPLICATED!*



WHO CAN HELP WITH HEALTH?

- Who is responsible to participate?
 - Youth and their parent/guardian
 - Pediatric medical and therapy providers
 - Adult providers
- Who might also help?
 - Family members, friends, and other allies
 - Family Support and/or Children's Waiver service coord.
 - Faith communities – spiritual leaders and members
 - Aging and Disability Resource Centers (ADRCs)
 - Family Care/Managed Care Organization (MCO) Team

THINGS TO THINK ABOUT: HEALTH CARE AND PROVIDERS

- Transition from pediatric health care providers to adult health care providers
- Power of Attorney and advance directives
(see slide 10)
- Portable medical information, including emergency plans, medical summary, comprehensive care plans
- Medical home and care coordination

HEALTH CARE: Self-Advocacy Skills

- Increased independence of youth:
 - Understanding and talking about disability/health needs
 - Filling prescriptions
 - Directing caregivers and expressing needs
 - Making appointments
- Provide information to youth in a way they can understand
- Role playing examples:
 - What if you were meeting a new doctor for the first time? What might you tell them?
 - What if someone asks you about yourself at the mall or grocery store? What would you say?
 - What if you were seeing a doctor because you didn't feel well? How would you communicate this?

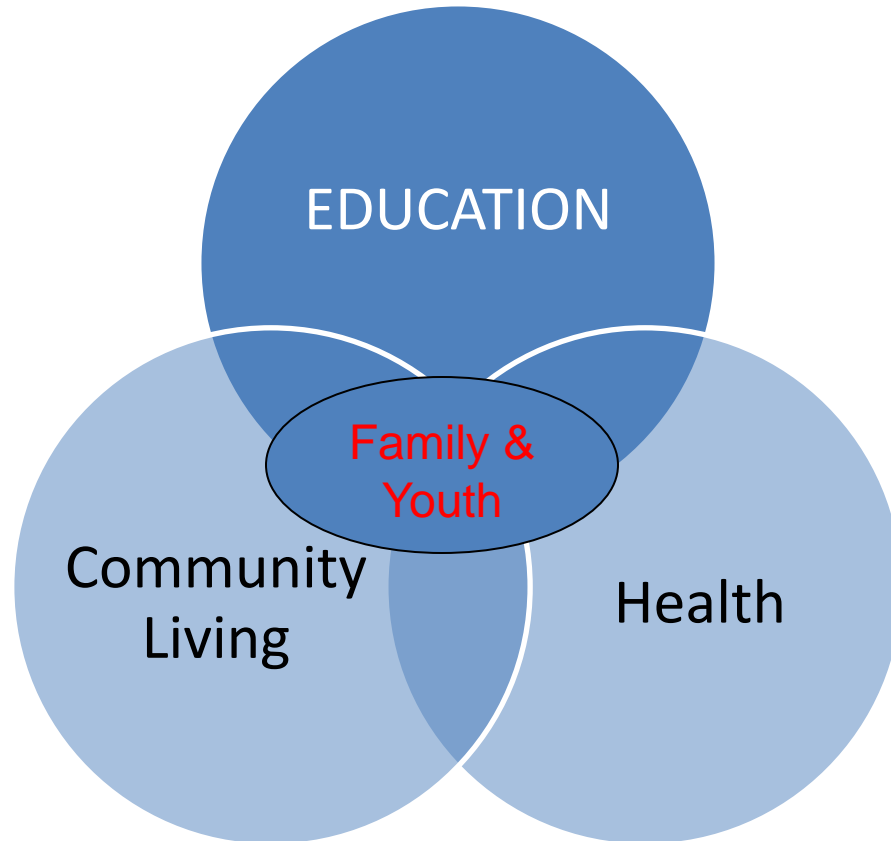
Health: Handouts

- [What does Health Have to Do with Transition?](#)
- [Emergency Information Form](#)
- [Assessment and Action Plan for HealthCare Transition](#)

Health: Additional Resources

- [Wisconsin Medical Home Toolkit Supporting Adolescent Transitions](#)
- [Waisman Center Health and the IEP Resources](#)
- [National Health Care Transition Center](#)
- [National Center for Medical Home Implementation](#)
- [Transition to Adult Health Care Workbook](#)
- [My Health Pocket Guide](#)
- [Crossing the Bridge to Adulthood](#)
- [Health Care Transitions – University of Florida](#)
- [UW Pediatric Pulmonary Center Transition Guides](#)
- [Healthy and Ready to Work](#)
- [Health Transition Wisconsin](#)

TRANSITION IS *COMPLICATED!*



WHO CAN HELP WITH SCHOOL?

- Who is responsible to participate?
 - Youth and their parent/guardian
 - High School personnel and transition coordinator
 - Division of Vocational Rehabilitation
- Who might also help?
 - Family members, friends, and other allies
 - Aging and Disability Resource Centers (ADRCs)
 - Family Support and/or Children's Waiver service coord.
 - Faith communities – spiritual leaders and members
 - Post secondary disability services (if student qualifies)

THINGS TO THINK ABOUT: K-12 Education

- **IEP meetings; transition planning begins at age 14**
 - What are the responsibilities of the school?
 - Youth participation
- **Class selection: preparing for post secondary education or employment**
- **Whether or not to graduate at age 18**
 - Participating in graduation vs. getting a diploma
- **What might school program look like after 12th grade?**
 - Job development opportunities, volunteer opportunities, life skills training; secondary ed preparation

THINGS TO THINK ABOUT: POST-SECONDARY EDUCATION

- Most schools have offices for disability services
- Need to have a disability determination that is acceptable by the school in order to have accommodations
- Accommodations can include tutors, note takers, assistive technology, readers
- Consider natural supports, such as study groups
- IDEA does not apply to colleges, universities and technical schools

Post Secondary Education: Handouts & Additional Resources

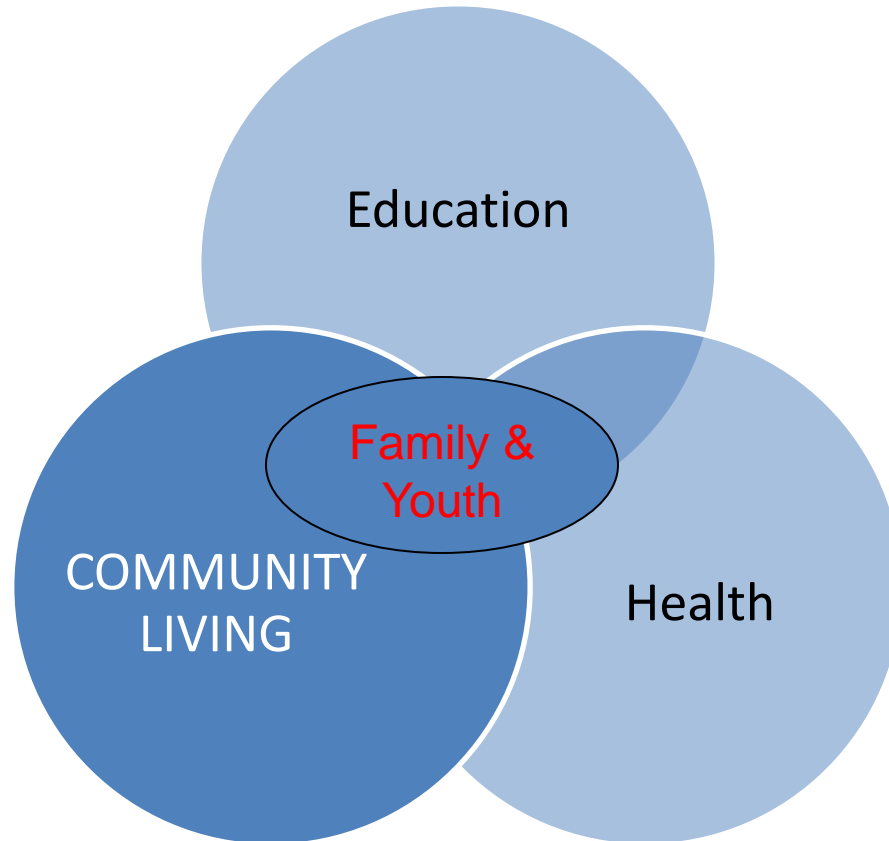
Handouts:

- [NICHCY Transition to Adulthood Fact Sheet](#)
- [NICHCY Transition Goals in the IEP Fact Sheet](#)
- [PACER Center Information Sheet on the ADA, Section 504 and Post Secondary Education](#)

Additional Resources:

- [Wisconsin Statewide Transition Initiative](#)
- [Department of Public Instruction Opening Doors to Post Secondary Education and Training](#)

TRANSITION IS *COMPLICATED!*



WHO CAN HELP WITH COMMUNITY LIVING?

- Who is responsible to participate?
 - Youth and their parent/guardian
 - Aging and Disability Resource Centers (ADRCs)
 - Family Care/Partnership Organization (MCO) or IRIS consultant
 - County service coordinator
- Who might also help?
 - Family members, friends, and other allies
 - Independent Living Centers
 - Faith communities – spiritual leaders and members
 - Social Security Administration
 - Employers and Job Coaches; School Transition Teams

THINGS TO THINK ABOUT: COMMUNITY LIVING AND LONG TERM SUPPORT SERVICES

- **Outcomes**

How do I want to spend my time and what do I want my life to look like? Where do I want to live? What do I want to do? Really big questions and VERY important

- **Supports for community living**

- Employment
- Residential – where to live and with whom?
- Recreation and leisure

THINGS TO THINK ABOUT: TYPES OF EMPLOYMENT

- **Integrated Employment** (*real jobs for real pay*)
 - Competitive Employment
 - Supported Employment
 - Self-Employment
- **Sheltered Employment**
 - Work Centers/Community Rehab Providers
 - Pre-Vocational Services

***You do not have to choose one option or the other.
Either can be full or part time.
Service options exist to create a full day of support
if needed.***

THINGS TO THINK ABOUT: SUPPORT FOR INTEGRATED EMPLOYMENT

- **DVR plus Family Care and IRIS**
 - Job Developers
 - Job Coaches
 - Workplace Personal Assistance
 - Self Directed Services
- **Work Incentives (offered through Social Security)**
- **Employment Benefits Specialists**
- **Remember Natural Supports!!**

THINGS TO THINK ABOUT: LIVING IN THE COMMUNITY

- Choosing Your Neighborhood
- Owning a house
- Renting a house/apartment
- Roommates or living alone
- Living with relatives, including parents or siblings

THINGS TO THINK ABOUT: SUPPORTED LIVING

Supported Living

- *enables people to lease their own apartments or own their homes,*
- *with their choice of roommates and staff,*
- *with a variety of paid and unpaid support tailored to the needs of each person*
- *with support from an agency.*
- People in supported living may need little support from services, or they may need 24-hour support.
- The kind and amount of support is tailored to the individual's needs.

THINGS TO THINK ABOUT: COMMUNITY PARTICIPATION

- Community participation – what does this mean?
 - Volunteering
 - Giving back to the community
 - Things to do for fun
 - Friendships and social connections
- Role of natural supports
- Safety and tolerance for risk

Community Living: Handouts

- [What are Outcomes – Family Voices Fact Sheet](#)
- [Overview of Long Term Care Outcomes](#)
- [NCSET Preparing for Employment Parent Brief](#)
- [Helping Youth Build Skills for Job Success](#)
- [The ADA and Transition](#)
- [Accessing Accommodations after High School](#)
- [Housing for Young Adults with Disabilities – Where Do We Start?](#)

Community Living: Additional Resources

- [Department of Public Instruction Opening Doors to Employment](#)
- [Integrated Employment and Prevocational Services in Family Care and Partnership](#)
- [National Dissemination Center for Children with Disabilities \(NICHCY\) Employment Connections](#)
- [Employment First](#)
- [InControl Wisconsin](#)
- [National APSE](#)
- [Paths to Employment Resource Center \(PERC\)](#)
- [Employment Network](#)
- [National Collaborative on Workforce and Disability for Youth](#)
- [Office of Disability Employment Policy](#)
- [Institute for Community Inclusion](#)
- [Work Support](#)

NEXT STEPS WORKSHEET

- What concern/issue will you take on first?
- Which partners will you bring on to help you?
- What do you need to have more information about?

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