

TRANSITION PLANNING



Handbook for Students
in Grades 10 to 12 with Special Needs

Transition Planning

This document articulates the values and beliefs of the North Vancouver School District, working in collaboration with community agencies. It outlines a framework to support young people with complex special needs, in their transition from school to adult services. At this stage the school's case manager works closely with the student's social worker and Community Living BC (CLBC) Facilitator to plan the transition from adolescence to adulthood. The document has two main purposes:

- To provide general information about the transition process for students, parents and staff
- To provide a specific format for individual student planning for students, parents and staff

Students experience significant transition points throughout their education, from home or day-care to kindergarten, from class to class, school to school, from school district to school district, and from school to post-secondary or work situations. These transitions almost always involve changes in:

- locations, expectations, rules, services
- peer groups, staff, jurisdiction, and/or life-style

The adult transition process for a student with complex special educational needs requires especially careful planning to ensure that the elements of the Individual Education Plan (IEP) and the support services required to carry it out are not disrupted or lost in the process. At the adult transition stage it is necessary to:

- have a clear vision of what the student is likely to be doing after school
- work with other agencies to achieve the student's post secondary goals
- ensure the IEP transition goals are met each year

Students with special needs are at risk of being uninvolved in decision making, uninvolved in their community life, under-employed and unemployed, unable to access further education or training, and generally unable to lead fulfilling lives. In order to avoid this the planning must involve individual transition goal development, student follow-up studies, and long-range planning. The work experience facilitator plays a key role in this process. Collaboration in transition planning must also involve other school personnel, district staff, and representatives from community services such as post-secondary institutions, professionals from other ministries, parents and the students themselves.

For further information please see:

- http://www.bced.gov.bc.ca/specialed/docs/moe_clt_resource_rb0144.pdf
- http://www.mcf.gov.bc.ca/spec_needs/pdf/your_future_now.pdf
- http://www.mcf.gov.bc.ca/spec_needs/pdf/support_guide.pdf

For a video clip example please see:

- www.transitionplanningbc.ca

Please note:

Most students with special needs will not require the detailed planning process outlined in this document. However, for the most complex students, this provides a framework that may be used by all agencies involved.

Transition Planning Best Practices

There are six best practices associated with transition planning for youth with special needs:

1. Person-Centered Planning
2. Youth Involvement
3. Family Involvement
4. Community Involvement
5. Identification and Use of a Transition Coordinator
6. Inter-Agency Collaboration

Six Steps to Person-Centered Transition Planning

Youth and their family members are central to the transition planning process. Here are six steps to developing a successful transition plan to adulthood.

Step 1 Build a Planning Team

Choose people who know you best and can assist you with identifying your goals, needs and future services. Consider your parents, teacher, social worker, current service providers, service agencies for adults, and people from your person support network such as peers, friends, classmates and extended family members.

Step 2 Gather Information

Inform your team members about your goals, strengths and needs to ensure the transition plan is centred on you. This may include making a MAP (Making Action Plans) and PATH (Planning Alternative Tomorrows with Hope).

Step 3 Develop Your Transition Plan

List the tasks that must be completed to reach your goals as well as the services and supports you use now and those you will need as an adult.

Step 4 Put Your Transition Plan Into Action

Each team member works on his or her assigned tasks.

Step 5 Update Your Transition Plan

Monitor how everyone is doing with his or her tasks and adjust the plan if need be.

Step 6 Hold an Exit Meeting

Arrange a final planning session before you leave high school to finalize your plan and to check to see what tasks are left to complete.

For more information on MAPS and PATH, please see www.inclusion.com. Please also talk to your Family of Schools leader and/or school case manager who may assist with setting up a PATH process.

The [Cross-Ministry Transition Planning Protocol for Youth with Special Needs](#) describes how youth and families are supported in the transition planning process (see page 24)

For more information on these steps see [Your Future Now: A Transition Planning and Resource Guide for Youth with Special Needs and Their Families](#)

www.mcf.gov.bc.ca/spec_needs/pdf/your_future_now.pdf

Transition IEPs and Progress Reports

The IEP process becomes particularly important from the age of 14 onwards. The IEP is used to document the transition plan. The IEP thus increasingly involves staff from other agencies. After Grade 10 onwards, IEP meetings for students with more complex special needs will therefore include MCFD and/or CLBC staff.

All students with special needs may graduate from school in one of three ways:

- Dogwood Certificate - for students on adapted programs
- Evergreen Certificate - for students on modified programs
- Adult Dogwood - for students on adapted program who are over the age of 19

All students who meet the applicable graduation requirements of one of the above receive a transcript of grades indicating the courses successfully completed.

For students with an IEP, both the report card and IEP progress reports contribute to the final transcript and grades. Regular grading and reporting practices are followed i.e. students on both adapted and modified programs can receive letter grades. Therefore IEP progress reports and report cards should indicate a percentage or letter grade. For students on adapted and modified programs, the letter grade reflects progress achieved towards IEP goals and objectives rather than on the Prescribed Learning Outcomes of the regular curriculum. The only exception would be for students with limited awareness of their surroundings, students with fragile mental/physical health, or students who are medically and cognitively, multiply challenged.

For further information, please see:

www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

Request for Grade 13 Year for Students with Special Needs

The majority of students graduate with their peers at the end of their Grade 12 year. However, in exceptional circumstances, the School Act provides for the possibility of an educational program until the end of the school year in which a student reaches the age of 19 years. For each student there are unique considerations and requirements for co-ordinated cross-ministry transition planning. The provision for enrolment of a student with special needs for a Grade 13 school year is unusual and dependent upon a number of factors including the following:

- The student was reported on the school's Ministry Special Education count for Grade 12
- The student needs to continue working on the IEP transition goals agreed for Grade 12
- The Grade 12 IEP transition goals cannot be completed in an adult transition context
- IEP Transition goals clearly include the use of adult-based services
- There is space available in the Special Education program at the student's school

The school based case manager and MCFD/CLBC Facilitator considers options with students and parents. Before a final decision can be made an IEP transition review meeting is held to determine whether Grade 13 year is appropriate.

At the meeting the school based case manager and MCFD/CLBC facilitator will review the student's progress using their transition plan. The transition plan includes information about the student's profile, their needs, and aspirations.

My Personal Profile

Name: _____ Date of Birth _____

What are my strengths?

-
-
-
-

What are my interests?

-
-
-
-

What are the things I like to do?

-
-
-
-

What are the things I do not like to do?

-
-
-
-

How do I communicate with people?

-
-
-
-

What words would I use to describe myself?

-
-
-
-

What special accomplishments am I proud of?

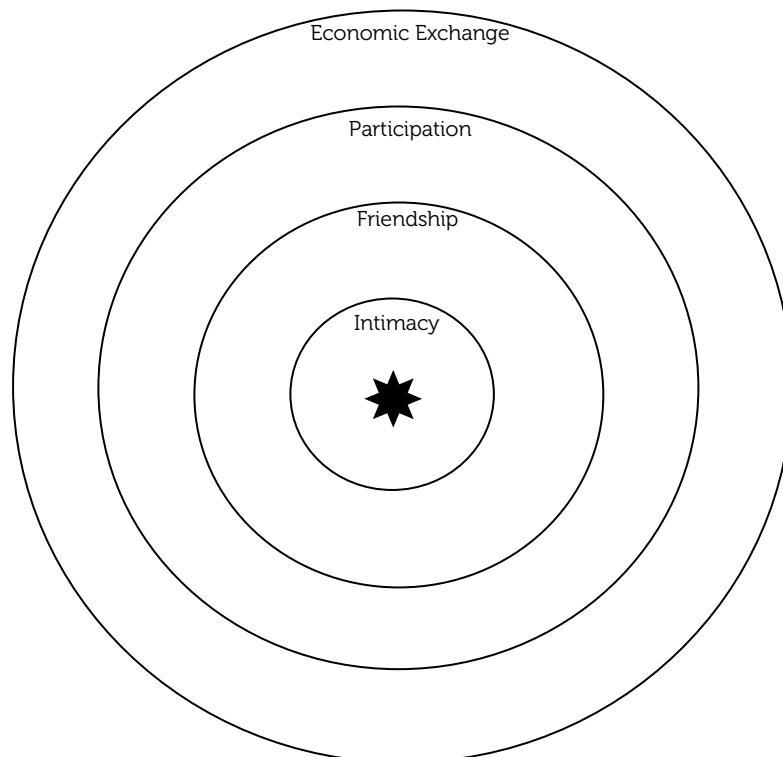
-
-
-
-

Additional important information about me:

My Transition Planning Team

Transition Coordinator	Name: Tel:
Family Member(s)	Name: Tel:
My Teacher	Name: Tel:
Social Worker/CLBC Facilitator	Name: Tel:
Other Service Provider(s)	Name: Tel:

My Circle of Support



PLANNING FOR MY DREAMS USING MY CIRCLE OF SUPPORT

The worksheet is designed for planning dreams using a circle of support. It features a central circle connected to four rectangular boxes (top, bottom, left, right) by lightning bolts. Each box has a star and a thought bubble.

Top Box: A large rectangle divided into three horizontal sections. A star is located at the bottom left corner, with a thought bubble extending to the left. A lightning bolt connects the bottom center of this box to the top of the central circle.

Bottom Box: A large rectangle divided into three horizontal sections. A star is located at the bottom right corner, with a thought bubble extending to the right. A lightning bolt connects the top center of this box to the bottom of the central circle.

Left Box: A large rectangle divided into three vertical sections. A star is located at the bottom right corner, with a thought bubble extending to the left. A lightning bolt connects the right side of this box to the left side of the central circle.

Right Box: A large rectangle divided into three vertical sections. A star is located at the top left corner, with a thought bubble extending to the right. A lightning bolt connects the left side of this box to the right side of the central circle.

THINGS I CAN DO OR NEED HELP WITH

Completed by: _____ Date(s): _____

1. Communication:

Yes No

- easily understood when speaking or writing by others close to me
- easily understood when speaking or writing by those who do not know me
- easily understood by others when speaking on the phone
- understanding what others say
- understanding what has been read
- hearing what others say to me in person or on the phone

Notes:

2. Moving about indoors and outdoors:

Yes No

- going up and down stairs, using ramps, elevators or escalators
- walking from room to room
- bending to pick things off the floor
- kneeling and getting up from a kneeling position
- accessing all areas of home
- accessing all areas of the homes of friends and family
- walking on flat ground
- walking on uneven ground
- going up or down stairs or ramps
- going out without being anxious or scared
- going out in rainy or snowy weather

Notes:

3. Shopping for personal needs:

Yes No

- reading labels, comparing costs
- walking around stores, making choices, managing line-ups
- picking out items from shelves, loading them in the basket, taking them out of the basket and putting them onto the cashier's desk
- taking the groceries home by bus or car
- not getting anxious, scared, frustrated or angry in stores
- paying for items, including giving correct amount, receiving change

Notes:

4. Using public or personal transportation:

Yes No

- walking to and standing at the bus stop
- getting on and off the bus or train
- standing, getting in/out of seat, getting off at my stop
- understanding bus or train schedules
- reading a map

Notes:

5. Managing personal finances

Yes No

- understanding bills and remembering to pay them on time
- budgeting for groceries and other things I need
- stopping myself from buying things I don't need
- saving money for important "big" purchases
- accessing a bank teller and bank machine

Notes:

6. Preparing and eating meals:

Yes No

- standing at the sink, counter, and stove
- moving food from shelves/fridge/counters to stove/oven/table
- chopping, peeling, mixing or stirring food
- opening cans and jars, opening and resealing bags
- understanding recipes and labels
- remembering to take food off stove/out of oven/turn stove off
- remembering to eat regular meals and healthy foods
- using utensils to eat
- sitting at the table in a regular chair

Notes:

7. Taking medications:

Yes No

- remembering to take right medications/right dose at right time
- getting prescriptions filled and remembering to get them re-filled
- understanding what medications are for

Notes:

8. Keeping the home clean:

Yes No

- doing dishes and putting them away, cleaning counters, sink, floors
- cleaning my bathtub, toilet, bathroom sink and floor
- vacuuming, dusting, cleaning windows, sweeping
- carrying, doing and folding my laundry and putting it away

Notes:

9. Personal hygiene and self-care:

Yes No

- getting on, off or sitting on toilet
- being continent of bladder and bowel
- getting in and out of the bathtub/shower
- reaching up and down to wash my body and/or applying creams
- shaving, brushing my teeth, hair and washing my face
- trimming fingernails and toenails
- getting dressed and undressed (including buttons, zippers, laces)
- sitting, getting in and out of a chair
- sleeping, getting in and out of bed

Notes:

10. Other:

Yes No

- experience a lot of anxiety, agitation, stress or depression
- have difficulty making decisions and planning ahead
- have difficulty making rational (good) choices
- have difficulty remembering information & remembering appointments
- have difficulty socializing without becoming anxious and scared
- have difficulty interacting with friends, family, and/or my partner
- have difficulty establishing and maintaining relationships with people
- have difficulty asking for help when I need it

Notes:

Summary: Things I can do Independently or with Assistance

	Major Assist	Minor Assist	Independent	N/A	Assistive Devices Used	Additional Comments
1. Communication						
2. Moving About Indoors/ Outdoors						
3. Shopping for Personal Needs						
4. Using Public Transportation						
5. Managing Personal Finances						
6. Preparing and Eating Meals						
7. Taking Medications						
8. Keeping the Home Clean						
9. Personal Hygiene and Self Care						
10. Other (comments)						

Completed by: _____ Date(s): _____

Discussed with Student: _____ Date(s): _____

My Personal Transition Goals

GOAL CATEGORY	MY GOALS
Finances/Money	(Example: I will deposit my allowance and any other money I earn into a bank account using an ATM bank machine)
Friendships/Social Life	(Example: I will get together with my friends to socialize once a week)
Transportation	(Example: I will take public transit to and from my job.)
Post-Secondary Education/ Training	(Example: I will go to ____ College to become a chef's helper.)
Vocational Activity	(Example: I plan to work in our family restaurant as a chef's helper.)
Housing	(Example: I will have my own apartment with a roommate to help share the costs and workload.)
Lifestyle	(Example: I will eat healthy and exercise.)
Community Involvement	(Example: I will become a member of the Burns Bog Society.)

Strategies to Achieve my Transition Goals

TASK CHECKLIST	TEAM MEMBER RESPONSIBLE	DATE TO BE COMPLETED
PLAN & PREPARE: AGE 14 - 15		
Develop a vision for your life after high school.		
Ensure you have an MSP Number (BC Medical Services Plan)		
Apply for a Social Insurance Number		
Obtain a birth certificate and/or proof of citizenship.		
Open a bank account, if you haven't already done so.		
Obtain your HandyDART or HandyCARD pass		
Apply for the British Columbia Identification Card (B.C. I.D. card).		
Participate in the school-directed Grade 12 Planning course.		
PLAN & PREPARE: AGE 18+		
Contact CLBC to arrange an orientation re CLBC services.		
Apply for your PWD benefits at age 19.		
Complete a Medical Services Application and obtain a Doctor's signature.		
Apply for your ACCESS 2 Entertainment Card.		
Obtain a monthly Transportation REBATE if you will be attending post-secondary or a day program after high school.		
My Evergreen Certificate will be issued on _____ (date)		

MY TRANSITION PLAN

Name of Student: _____

Date of Birth: _____ Age: _____ Grade: _____

School and program: _____

Teacher or case manager: _____

Family or caregiver name: _____

Planned Date of exit meeting: _____

TRANSITION PLANNING TEAM

1. Coordinator: _____ tel: _____

2. _____ tel: _____

3. _____ tel: _____

4. _____ tel: _____

5. _____ tel: _____

6. _____ tel: _____

STRENGTHS RELATED TO TRANSITION:

NEEDS RELATED TO TRANSITION:

VISION FOR THE FUTURE

- After high school _____

- In five years _____

- In ten years _____

FINANCIAL CONSIDERATIONS: Income source will be:

- | | |
|--|---|
| <input type="checkbox"/> Employment | <input type="checkbox"/> CESIL |
| <input type="checkbox"/> Family | <input type="checkbox"/> Insurance settlement |
| <input type="checkbox"/> PWD / disability benefits | <input type="checkbox"/> Earned wages |

HOUSING PLANS

- One year plan: _____
- 5 year plan: _____
- 10 year plan: _____

EDUCATIONAL / VOCATIONAL PLANS

- | | |
|--|---|
| <input type="checkbox"/> Post Secondary | <input type="checkbox"/> Work Placement |
| <input type="checkbox"/> College, University | <input type="checkbox"/> Sheltered workshop |
| <input type="checkbox"/> Technical, Trade School | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Employment | |

INTERPERSONAL RELATIONSHIPS

	very satisfied	minimally satisfied	not satisfied
Family			
Friends			
Intimate relationships			

MAIN AREAS OF CONCERN FOR PLANNING

- | | |
|---|--|
| <input type="checkbox"/> Personal Hygiene and Self Care | <input type="checkbox"/> Financial Considerations |
| <input type="checkbox"/> Preparing and Eating Meals | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Taking Medication | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Keeping the Home Clean | <input type="checkbox"/> Educational Plans |
| <input type="checkbox"/> Shopping for Personal Needs | <input type="checkbox"/> Vocational Plans |
| <input type="checkbox"/> Moving About Indoors | <input type="checkbox"/> Interpersonal Relationships |
| <input type="checkbox"/> Moving About Outdoors | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Using Public Transportation | _____ |

GOAL: _____

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

GOAL: _____

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

GOAL: _____

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

GOAL: _____

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

OBJECTIVE: _____

ACTION	Person Responsible	Date to be Completed	✓

MY EXIT MEETING

Date of Exit Meeting: _____

Location: _____

TRANSITION PLANNING TEAM PRESENT AT EXIT MEETING

1. TRANSITION COORDINATOR _____

2. _____

3. _____

4. _____

5. _____

6. _____

Graduation Photo Date: _____

Graduation Celebration Date: _____

What will I wear? _____

Who will attend? _____

Roles and Responsibilities of the Transition Planning Team

Youth

- Attend IEP transition planning meetings
- Lead the transition planning meetings, with support as required
- Share his or her personal preferences, interests, skills, goals, and needs with the team (with support, as needed)
- Ask questions and provide information to the team on various issues that he or she wants to address, such as wellness, medical, social, sexual, financial or guardianship issues (with support, as needed)
- Assume responsibility for working towards his or her goals and completing the tasks listed in the Transition Plan

Parents or Guardians

- Attend IEP/transition planning meetings
- Prepare their son/daughter for participation in the process
- Lead transition planning meetings where possible and desired
- Provide valuable insight into the background and values of their family
- Share their son/daughter's and their own preferences, interests, skills, goals, and needs
- Focus the team's planning on the youth's and family's needs and goals
- Provide their son/daughter with opportunities to learn and practice the foundation skills, such as problem-solving skills, assertiveness, self-advocacy, and stress management skills, that support active participation in the transition planning process
- Provide information on the programs and support services that are accessed by and available to their son/daughter

Transition Coordinator

- Coordinate and schedule meetings
- Manage the paper work and maintain a transition file that contains assessments, the IEP Transition Plan and related materials
- Keep the planning session focused
- Ensure the work experience facilitator is involved
- Monitor the progress of the IEP/Transition Plan
- Obtain commitment for follow-up action and ensure that all participants are clear on the specific actions to be undertaken
- Coordinate the writing and implementation of the IEP/Transition Plan

Special Educators

- Attend IEP transition planning meetings
- Listen to the youth's vision and identify his or her needs
- Ensure that referrals are made to the appropriate community service agencies
- Ensure that the youth's and family's needs and goals are articulated, understood and used to drive transition planning

Vocational Specialists

- Attend IEP transition planning meetings for students who require vocational training or placement
- Help identify and analyze relevant pre-employment and vocational training programs

Social Workers, Service Providers and Other Community Members

- Attend and contribute to IEP transition planning meetings
- Provide support services in community settings
- Provide the youth with cultural support and connection where possible

Have your child apply for a Social Insurance Number and a B.C. Identification Card

A social insurance number is obtained by applying at any Service Canada office, and a B.C. Identification is obtained by applying in person at any Motor Vehicle License Office.
www.servicecanada.gc.ca/en/sc/sin/

Have your child apply for the Persons with Disabilities Designation (PWD)

Your first step is to apply for income assistance by going to the office of the Ministry of Housing and Social Development (MHSD) where you will pick up an application form (this may be completed in the office, or at home). At this time you must also book an appointment with an intake worker (this may take up to 21 days). Call 604-660-2421. Enquiry BC will refer callers to the appropriate MHSD office or go to www.eia.gov.bc.ca

IMPORTANT: Complete application six months before your child's 18th birthday (age 19 for Children in Care), as it is quite a detailed process. There is an in-depth questionnaire with sections to be completed by your child (or you, on your child's behalf), your child's physician and an assessor (doctor, psychologist, registered nurse, social worker, or other specified professional). PWD entitles your child to receive up to \$906 per month of income and ensures that your child qualifies for extended medical benefits. PWD replaces what was previously known as Disability Benefits or GAIN.

You have the right to appeal if your child is turned down for PWD. You have 20 business days from the day you receive the rejection letter to give the Ministry your reconsideration request. You can get this form by contacting the intake office. You must also include any supporting letters with the reconsideration request before the 20-day deadline.

The Ministry of Housing and Social Development (MHSD) and Ministry of Children & Family Development (MCFD) have introduced new procedures to streamline the Persons with Disabilities (PWD) designation application process for young people with disabilities receiving medical benefits from the At Home Program. Refer to website for information: (<http://www.eia.gov.bc.ca/clientinfo/docs/At-hometrans.pdf>) then click on At Home Program medical benefits transition to Disability Assistance information sheet. Alternatively, ask your local Community Living Centre or local Ministry of Employment and Income Assistance for a copy.

HELPFUL HINT: The B.C. Coalition for People with Disabilities has a website with a series of help sheets to assist you when applying for disability benefits, and an appeal guide to assist with appealing a denial of disability benefits and health supplements. The website address is www.bccpd.bc.ca

Consider a Representation Agreement

Consider whether to prepare a "Representation Agreement" (when children turn 19 parents are no longer their legal guardians). Call the Nidus Personal Planning Centre & Registry at 604-408-7414, or visit their website at www.nidus.ca to learn more about this agreement.

CLBC Eligibility (Adults)

Community Living British Columbia (CLBC) confirms the presence of a developmental disability through assessments provided by a registered psychologist or certified school psychologist who is a member of the BC Association of School Psychologists (BCASP). In assessing the elements of a developmental disability, the registered psychologist applies the diagnostic criteria for mental retardation cited in the DSM-IV (Diagnostic and Statistical Manual of Mental Disorders).

The assessment does not have to be recent but must have been completed by a registered psychologist and confirm the presence of a developmental disability. Information on available registered psychologists who are trained to carry out full assessments can be obtained at www.collegeofpsychologists.bc.ca or www.ldav.ca under referrals.

Children who have been determined to be eligible for CLBC services on the basis of their developmental disability will not be required to provide a new assessment prior to transitioning to adult services. Some children receiving supports through At Home or Autism Programs may also have a developmental disability and their families may wish them to be considered for adult CLBC services. In these circumstances, an assessment from a registered psychologist or certified school psychologist will be required to confirm the presence of a developmental disability.

What is a CLBC Plan?

A plan is a document that helps individuals describe their hopes, dreams, needs and wants. It is a person centered planning tool tailored to the needs of individuals and families. The plan provides an opportunity for individuals and families to describe the help they would like to get funded by CLBC. With a plan, services can be designed to help achieve goals that have been identified by the individual and the family. This plan can be developed by the individual with the help of family members, service providers, or with the help of a CLBC Facilitator. When the plan is completed it will be submitted to a CLBC Quality Service Analyst who will review the plan and consider the CLBC funding request. It is important to note that the Quality Service Analysts do not approve plans; they approve or deny the CLBC funding request.

If you have any questions at all about CLBC services, you are encouraged to call 604-660-3323 and ask to speak to the intake worker.

HELPFUL HINT: Be sure to begin the planning process well before your child's 19th birthday, as children's services will end at that time. If your child's psycho-educational assessment does not clearly indicate the presence of a developmental disability you should arrange to have a new psycho-educational assessment completed. If this can not be done through the child's school district, you may arrange for a private assessment or contact your local CLBC office for assistance.

REMEMBER: The sooner you ensure the above is in place, the better, as the waitlist for testing can be extremely long. You should ensure that this is completed before your child graduates.

Make every Individualized Education Plan (IEP) meeting count

Work with your child's educational team to make the most of the final school years. Set tangible goals with graduation in mind. Concentrate your efforts. Continue to build on academic and practical/life skills. Take advantage of your child's continued involvement with professionals who know him/her. Explore a variety of post secondary options that are available in the Lower Mainland. Attend the Annual Post-Secondary Options Forum and the School District's Annual Transition Fair.

Build a Vision - call a Transitional Planning Meeting

Do not wait for anyone else to assume this responsibility. Take the lead. Control the process. Invite those who can provide answers to your questions (e.g. family members, friends, service providers, educators, health professionals, and your CYSN Social Worker). Meet regularly to review goals and move forward to the process. Clarify roles. Assign responsibilities. Although a CLBC Facilitator may not be assigned to you right away, these meetings can still take place at your child's school. Start planning earlier rather than later so that when you meet your CLBC Facilitator, you have an idea in mind, and the planning process is underway.

Consider the major life domains of self, relationships, and career. What are your child's interests, strengths, and hobbies? What brings joy into his/her life? Who are the most important people in your child's life? Where do you see your child living as an adult? Where would your child like to live? What does your child want to do for a career? Does your child want to continue with education? Discuss these questions with every member of the transitional team. Involve your child as much as possible in the process. Be prepared to adjust this vision as new information becomes available.

Don't assume anything

Do not assume that your child will receive support as soon as he or she turns 19. Even if your child has accessed special services and is eligible for adult community living services, CLBC has long waitlists for many programs. It could take time for services to become available. Advance planning can help minimize the gap between child and adult services.

Gather Information

Attend information events. Follow up with post-secondary institutions, community based agencies, and generic service providers. Visit the programs that are of interest to you and your child. Arrange tours. Ask for references.

Talk to people. Parents who are a few years ahead of you in the process are an extremely valuable resource. If you don't know other parents, ask a service provider or your school to help get you connected.

REMEMBER: If you find something you like, act immediately. Many programs have waitlists. Find out about entrance criteria and get your name on that list!

Prioritize

Identify the most pressing issues. While housing is probably on your mind, it might not be as urgent a concern as finding a way to keep your child connected with his/her peer group or finding something meaningful for your child to do during the day. Write everything down. This will prevent you from becoming overwhelmed and will provide a clear direction for you and the transition team. Set concrete goals and realistic timelines.

Identify potential funding sources

As an adult, your child may be able to access programs that are funded by CLBC, such as some educational programs, most vocational/day programs, respite, life skills, etc. You can also explore other community services and activities that are not CLBC funded. You may be required to assume some financial responsibility for purchasing certain services. You may be able to share the cost by partnering with some families.

Don't be caught by surprise. Be prepared by starting your research now.

For young adults who will pursue post secondary education and training at the college level, there are some government grants available to help cover tuition costs and special equipment; a variety of bursaries and grants are also available. Each college will provide information on financial assistance and other accommodation.

Put it in writing

Put everything you do in writing. It generates momentum. It helps to keep you and everyone else on track. It also establishes accountability. Keep a record of all communication (copies of letters, faxes, emails, reports, dated notes about phone conversations). Make sure that your language is objective, clear and simple. Be specific about the purpose of each communication. If you are asking that something be done (e.g. request for information, request that a referral be put through), request a reasonable date.

Follow up. Follow up. Follow up.

Application Process

Effective July 8, 2013, the Ministry of Social Development and Social Innovation has a simplified application process for youth with developmental disabilities who are applying for disability assistance. This streamlined process is specifically for youth 17 ½ - 19 years old, diagnosed with an Intellectual Disability (Intellectual Developmental Disorder) and/or receiving At Home Program Medical Benefits.

Please visit the ministry's website for more details which includes:

- Brochure
Applications for Persons with Disabilities Designation by Youth with a Developmental Disability: www.sd.gov.bc.ca/publicat/pdf/pwd-youth-application.pdf
- Online Resource
A one-stop source for all policy, procedures, program information, and eligibility for ministry employment and assistance programs: www.gov.bc.ca/meia/online_resource/

This process is consistent with government's commitment to act on the recommendations made in the report: Deputy Ministers' Review of Community Living BC, Improving Services to People with Developmental Disabilities by providing better co-ordination, a smoother transition and a one-government approach to services for people with developmental disabilities.

APPENDIX A: TRANSITION PLANNING PROCESS

Transition planning for youth should begin at age 14 and may continue beyond age 19 to ensure that there is a coordinated and supported process both during adolescence and into adulthood. Youth and their family members are central to the transition planning process and are supported to actively participate. Starting early allows time to create a transition plan that:

- includes informal community supports, and;
- facilitates timely access to adult services for youth who are eligible

The transition planning process for youth with special needs involves the following:

1. Initiate the Transition Planning Process

The Transition planning process is initiated by:

- providing the youth and family with information on transition planning and the process;
- assisting the youth and family to identify possible transition planning team members, and;
- providing the youth and family with information about consent for information sharing with other transition planning team members

The Ministry of Children and Family Development (MCFD) initiates the process for youth who are 14 years of age and accessing special needs supports and/or services from MCFD.

Delegated Aboriginal Child and Family Service Agencies with guardianship delegation initiate the process for children in their care at age 14.

The Ministry of Education - teachers will begin to develop transition goals, beyond school completion, as part of secondary students' Individualized Education Plans (IEPs), if not already in place.

2. Establish the Transition Planning Team

The transition planning team is comprised of individuals who play a role in the youth's life or who may play a role when the youth becomes an adult. The team includes the youth and his/her parent(s)/foster caregivers, as well as a variety of others (depending on the youth and his/her circumstances). The team may include family, friends, representatives from community and cultural organizations, school staff, ministry staff, and service providers. For Aboriginal youth, the team should include members from appropriate community and cultural organizations. Team members may change over time, depending on the stage of transition planning.

The Ministry of Children and Family Development arranges a meeting of possible transition planning team members for youth accessing special needs supports and/or services from MCFD, in order to formalize the team's membership.

The Ministry of Education includes possible transition planning team members when formalizing transition planning goals as part of the student's IEP. Where there is a need for a formal transition plan in addition to an IEP, the IEP planning team may be reformed with additional members to establish a transition planning team.

3. Identify the Transition Coordinator

The transition planning team collectively identifies the most appropriate person to coordinate the transition planning process and subsequent action plan. The Transition Coordinator plays a key role by providing organizational and administrative support to the team, including overseeing the composition of the transition planning team and adjusting membership as needed.

4. Gather Transition Planning Information

The Transition Coordinator works with the youth and his/her family to organize and gather information that will assist in:

- understanding the youth and family's support needs, and;
- developing the transition plan

Information may be gathered from a variety of sources, including transition planning team members, and past, present and future service providers.

5. Develop the Transition Plan

The transition planning team collaboratively develops an individualized plan to address the youth's needs and the goals identified by the youth and his/her family. The transition planning team assists youth and their families to identify and access required assessments. The transition plan focuses on the youth's abilities and strengths and connects these to his/her dreams, goals and desires. The plan is future-oriented and aligned with the youth's cultural identity. The plan includes actions, milestones and timelines (including a timeline for applying adult services, as required), as well as individual responsibilities for achieving milestones.

6. Implement the Transition Plan

Once the plan has been developed, the youth is supported in implementing it.

7. Monitor and Review the Transition Plan

The transition planning team determines a schedule to review, evaluate and update the plan at least once per year.

Adapted from the Alberta Children and Youth Initiative: [Transition Planning Protocol for Youth with Disabilities \(2007\)](#) and the British Columbia [Transition Planning for Youth Special Needs: A Community Support Guide \(2005\)](#).

Cross-Ministry Transition Planning Protocol for Youth with Special Needs

APPENDIX B: GOVERNMENT SERVICES AND SUPPORTS

The following is a list of government-funded organizations that can be involved in the transition planning process for youth with special needs (ages 14 to 25 years). This list includes a description of the types of services and/or supports provided that may be available to a youth preparing for, and/or entering, adulthood (depending on whether or not he/she meets the established eligibility requirements).

Organization	Government Services and Supports
BC Housing*	<ul style="list-style-type: none"> Administration of subsidized housing and programs that offer housing options
Community Living British Columbia*	<ul style="list-style-type: none"> Community living supports and services for eligible adults with developmental disabilities (ages 19 and older) Support for developing and implementing Individual Support Plans A range of supports and funding options that honour choice, including Individualized Funding Supports, including employment support, individual and group day supports, and home living options for adults who live away from their parents' homes Family supports, including respite
Ministry of Advanced Education and Labour Market Development	<ul style="list-style-type: none"> Planning material for youth with special needs transitioning from secondary to post-secondary (financial resource access, assessment requirements services and technology access) Contact information regarding post-secondary institutions financial aid and disability services Grants, scholarships and loan funding for students with permanent disabilities Adult special education programs with a focus on developing vocational and employment skills
Ministry of Children and Family Development	<ul style="list-style-type: none"> A range of services for children and youth (ages 0-18) with special needs and their families (e.g. At Home Program, Family Support Services such as respite, Key Worker services for children and youth with Fetal Alcohol Spectrum Disorder, Nursing Support Services, Autism Funding) Residential services, guardianship and transition planning assistance for children and youth in care - also provided by Delegated Aboriginal Child and Family Service Agencies (DAAs) Financial support and services for former children and youth in care to advance educational, rehabilitative and/or employment opportunities A range of specialized mental health services including community-based Child and Youth Mental Health services, Maples Adolescent Treatment Centre (residential and non-residential options for youth with significant psychiatric and behavioural difficulties) and Youth Forensic Psychiatric Services (assessment and treatment services to young offenders) Provincial Services for the Deaf and Hard of Hearing Programs for at-risk or sexually exploited youth, youth custody and community youth justice services

Cross-Ministry Transition Planning Protocol for Youth with Special Needs

Organization	Government Services and Supports
Ministry of Education	<ul style="list-style-type: none"> Funding to boards of education for children and youth with special needs Individualized Education Plan development and transition goals as part of that plan Work experience/pre-employment preparation Provincially- and locally-developed curriculum
Ministry of Health Services	<ul style="list-style-type: none"> Home and Community Care may provide health care and support services, including home care nursing, community rehabilitation (occupational and physical therapy), and other community-based services Primary Care - Transition between Pediatrician and General Practitioner care (including Shared Care/Collaborative Models of Care) Regional Developmental Disability Mental Health Services - ages 14 and older Adult Community Mental Health and Addictions Services Child and Youth Addiction services Health Authority Specialized Programs (e.g. Vancouver Island Health Authority Neuropsychiatric Clinic) Acute psychiatry - adult and adolescent units
Ministry of Housing and Social Development	<ul style="list-style-type: none"> Employment programs Income Assistance, including Persons with Disabilities (PWD) Health Supplements and Programs (e.g. medical and dental benefits, volunteer supplements, bus pass, etc.)
Ministry of Public Safety and Solicitor General (Crime Victim Assistance Program)	<ul style="list-style-type: none"> Financial assistance and benefits to victims of an injury due to violent crime Medical/health related services Vocational services Disability aids Home modification, vehicle modification/acquisition Income support/lost earning capacity at age 19 for claimant who remains unemployable due to an injury from a violent crime
Public Guardian and Trustee of BC	<p>Child and Youth Services</p> <ul style="list-style-type: none"> Acts as a co-guardian with the Ministry of Children and Family Development and DAAs for youth under continuing custody orders, and is responsible for the protection of the financial and legal interests of children and youth under continuing custody orders Management of trust funds as Trustee
	<p>Services to Adults</p> <ul style="list-style-type: none"> Consultation on situations of abuse, neglect or self-neglect of adults or youth nearing the age of majority, who may not be mentally capable of managing their own legal/financial affairs Acts on behalf of adults who have been deemed mentally incapable, including as a temporary substitute decision-maker regarding health care decisions
	<p>Estate and Personal Trust Services</p> <ul style="list-style-type: none"> Administration of Public Guardian and Trustee Educational Assistance Fund for eligible former children and youth in care

**The Ministry of Housing and Social Development provides oversight to two crown agencies: Community Living BC, which funds supports and services to adults with developmental disabilities and their families; and BC Housing, which delivers integrated housing services*

To & Through Adulthood Transition Time Line

Prepare & Plan - Age 14 - 16	Accessing & Applying – Age 17	Putting the Plan in Place – Age 18	Ongoing Planning Age 19 & Beyond
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a vision for life after high school <input type="checkbox"/> Network with others who have recently experienced transition or are currently in transition planning <input type="checkbox"/> Learn and gather information <input type="checkbox"/> Team building – make community connections. <input type="checkbox"/> Apply for Social Insurance Number www.servicecanada.gc.ca/en/sc/sin or go to nearest Service Canada centre listed on website <input type="checkbox"/> Birth Certificate/Proof of Citizenship <input type="checkbox"/> Discuss with the school the inclusion of transition goals in the IEP (Individual Education Plan), and be sure to review these goals annually 	<ul style="list-style-type: none"> <input type="checkbox"/> Contact CYSN for information about a Psychological Assessment which may be required to prove eligibility for Community Living Services <input type="checkbox"/> Clarify college options and other post secondary education entry requirements and eligibility criteria <input type="checkbox"/> Make arrangements to visit Community Living service agencies in your community (day programs, supported employment, or volunteer programs - see Resource Guide) <input type="checkbox"/> Apply for BC I.D. card www.icbc.com/licensing <input type="checkbox"/> At age 17 ½ - apply for Persons with a Disability (PWD) benefits with Ministry of Housing & Social Development, page 11 of Resource Guide <input type="checkbox"/> Open a bank account for Persons with a Disability (PWD) benefits deposits <input type="checkbox"/> Contact a Facilitator from Community Living BC (CLBC) at your local Community Living Centre office to discuss planning options for life after high school. Identify and include requests for CLBC Community Living supports and services as well as community resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> One month before child's 18th birthday, Ministry of Housing & Social Development will confirm Disability Benefit eligibility, followed by an intake meeting <input type="checkbox"/> At Home Program medical coverage ends <input type="checkbox"/> Persons with a Disability (PWD) benefits medical coverage begins <input type="checkbox"/> Celebrate school graduation <input type="checkbox"/> If eligible, connect with Ministry of Health, re: CSIL Program for respite and home support <input type="checkbox"/> Build community connections: volunteering, working, social network, leisure and recreation <input type="checkbox"/> Develop a personal portfolio/resume on work and volunteer experience <input type="checkbox"/> Apply for bus pass for persons with disabilities by calling 1-866-866-0800 <input type="checkbox"/> Consider whether to prepare a "Representation Agreement" (When children turn 19, parents are no longer their legal guardians). Call the Resource Centre at 604-408-7414, or visit their website at www.nidus.ca for more information. (Resource Guide, page 16) 	<ul style="list-style-type: none"> <input type="checkbox"/> Celebrate beginning of new adult life <input type="checkbox"/> At Home Program respite ends at 19 <input type="checkbox"/> If eligible, CLBC Program for respite and home support takes effect <input type="checkbox"/> Continue to build social networks; pursue hobbies and opportunities for leisure and recreation <input type="checkbox"/> Explore self advocacy opportunities <input type="checkbox"/> Will and estate planning (page 4, Resource Guide) <input type="checkbox"/> Future Steps (housing) <input type="checkbox"/> Continue to develop a life plan

APPENDIX C: WORKING DRAFT - ROLES & TASKS FOR TRANSITION PLANNING TEAM MEMBERS	
This chart outlines the interactive roles of team members including youth, family, and staff from school, youth services and adult services. It provides a task completion timeline and can be used in conjunction with information guides. Eligibility for, and availability of, services differs according to the youth's age and the specific service.	
AGE 14-15 Develop a Transition Plan	AGE 16 Continue Transition Planning
YOUTH AND/OR PARENTS/FOSTER CAREGIVERS	
<ul style="list-style-type: none"> Learn about person centered planning, transition planning and related supports and services Begin transition process by establishing a transition team and selecting a coordinator Determine if assessments are needed Ensure youth has legal documentation for identification Learn about long-term financial planning needs (e.g. Will & Estate planning) Learn about and apply for financial tools (e.g. Registered Disability Savings Plan, Registered Education Savings Plan, trust funds) 	<ul style="list-style-type: none"> Research adult supports and services Plan for post-secondary education/training, vocational skills/employment preparation, and community inclusion supports Complete required assessments Complete applications for adult supports and services (e.g. CLBC)* Learn about scholarships, grants and bursaries
SCHOOL	
<ul style="list-style-type: none"> Establish annual transition goals as part of the youth's Individualized Education Plan (IEP) Determine if school assessments are current or if additional assessments are required Provide opportunities to learn employment and community participation skills Determine if other agencies or services are required and/or available 	<ul style="list-style-type: none"> Assist the youth/parent to identify adult supports and services Complete school assessments, if required Assist the youth to learn about post-secondary education, vocational skill training and community participation skills Provide information about the youth, as needed and with consent, to adult service organizations Provide information about scholarships, grants and bursaries Collaborate with relevant service providers
SERVICES FOR YOUTH (CHILDREN & YOUTH WITH SPECIAL NEEDS/CHILD & YOUTH MENTAL HEALTH/YOUTH SERVICES & CHILD WELFARE/ PUBLIC GUARDIAN & TRUSTEE	
<p>All Services for Youth</p> <ul style="list-style-type: none"> Provide youth/families information about the transition planning process and related adult supports and services For Aboriginal youth include cultural community supports in the plan Determine if assessments are needed Provide information and opportunities to learn employment and community participation skills <p>Ministry of Children and Family Development (MCFD):</p> <ul style="list-style-type: none"> Identify, initiate and arrange transition planning meeting for youth accessing special needs supports and services from MCFD Monitor the status of the transition plan for youth accessing special needs supports and services from MCFD <p>Public Guardian and Trustee (PGT): Work closely with MCFD and Delegated Aboriginal Child and Family Services Agencies (DAAs) to provide information on financial/personal planning and ongoing legal matters.</p> <p>Ministry of Public Safety and Solicitor General (PSSG) - Crime victim Assistance Program (CVAP):</p> <p>Work in collaboration with the Ministry of Housing and Social Development (HSD), CLBC, PGT, Health Authorities and other agencies to determine support needs, coordinate funding agreements and facilitate the transition planning process.</p> <p>*Note: For children in care of MCFD or a DAA; PGT, MCFD and DAA staff will be involved in the planning process whenever a parent would be involved</p>	<ul style="list-style-type: none"> Complete required assessments Assist the youth to learn about post-secondary education, vocational skill training and community participation skills Provide information about the youth, as needed and with consent, to adult service organizations As appropriate, assist to apply for adult supports and services (e.g. CLBC) Collaborate with school and relevant service providers For Aboriginal youth, include cultural community supports in the plan
SERVICES FOR ADULTS (EMPLOYMENT AND INCOME ASSISTANCE, COMMUNITY LIVING, MENTAL HEALTH, HEALTH SERVICES, HOME AND COMMUNITY CARE, HOUSING)	
<p>All Adult Services</p> <ul style="list-style-type: none"> Hold information events to inform youth and their families about adult funded supports and services, referral and application processes and eligibility requirements and waitlist policies 	<p>All Adult Services</p> <ul style="list-style-type: none"> Hold information events to inform youth/family about adult funded supports and services, eligibility and waitlist policies <p>CLBC:</p> <ul style="list-style-type: none"> Review requests for CLBC eligibility, determine eligibility and communicate outcome to the youth/family, MCFD and the Ministry of Education Record requests for future support for eligible youth

* Adult funded supports are available at different ages ranging from 17 ½ to 19 years of age. Youth and their families need to determine eligibility and submit applications at different ages for different services. Submitting applications and determining eligibility will allow youth to fully access supports they are eligible for, and allow time to explore other support options for those youth who are not eligible. Early identification also allows adult services to effectively plan supports for the eligible youth in advance of his/her 19th year.
[Roles and tasks associated with other youth \(17-18 years of age and beyond the age of 19\) can be found on the following page.](#)

APPENDIX C: WORKING DRAFT - ROLES AND TASKS FOR TRANSITION PLANNING TEAM MEMBERS	
This chart outlines the interactive roles of team members including youth, family, and staff from school, youth services and adult services. It provides a task completion timeline and can be used in conjunction with information guides. Eligibility for, and availability of, services differs according to the youth's age and the specific service.	
AGE 17-18 Continue Transition Planning	AGE 19 AND BEYOND Continue Transition Planning
YOUTH AND/OR PARENTS/FOSTER CAREGIVERS	
<ul style="list-style-type: none"> Apply for post-secondary education/vocational skills training and adult special education program Apply for scholarships, grants and bursaries Complete applications for adult supports and services (e.g. Income Assistance Programs for Persons with Disabilities at age 17 ½, Mental Health and Addictions, Home and Community Care and home living options). Learn about legal agreements and tools to be in place when the youth turns 19 (e.g. Representation Agreement) 	<ul style="list-style-type: none"> Enrol in post-secondary school courses/programs Secure employment Access adult supports and services <p>Former Youth in Care</p> <ul style="list-style-type: none"> Apply for financial assistance to continue education, pursue post-secondary education, get job training or take part in a rehabilitative program
SCHOOL	
<ul style="list-style-type: none"> Provide information about post-secondary education, vocational skill training and community inclusion supports Provide opportunities to learn employment and community participation skills Complete school assessments 	<ul style="list-style-type: none"> Connect students to community opportunities and adult supports and services
SERVICES FOR YOUTH (CHILDREN & YOUTH WITH SPECIAL NEEDS/CHILD & YOUTH MENTAL HEALTH/YOUTH SERVICES & CHILD WELFARE/ PUBLIC GUARDIAN & TRUSTEE	
<ul style="list-style-type: none"> As applicable, assist youth/family to learn about range of supports, including housing, and assist the youth to apply for adult funded services Provide information and opportunities to learn employment and community participation skills For Aboriginal youth, include cultural community supports in the implementation of the plan <p>Youth in Care:</p> <ul style="list-style-type: none"> Inform youth about adult supports and funding available With consent, inform adult service organizations of any change in status <p>PGT: Work closely with MCFD and DAAs to provide transition planning support for legal and financial needs, to pursue legal claims on behalf of children and youth in care.</p>	<ul style="list-style-type: none"> Connect youth to community opportunities and adult supports and services <p>Former Youth in Care:</p> <ul style="list-style-type: none"> Provide information about financial support and assistance and role of the Public Guardian and Trustee
SERVICES FOR ADULTS (EMPLOYMENT AND INCOME ASSISTANCE, COMMUNITY LIVING, MENTAL HEALTH, HEALTH SERVICES, HOME AND COMMUNITY CARE, HOUSING)	
<p>All Adult Services (as applicable)</p> <ul style="list-style-type: none"> Consult with, and provide information to, the transition planning team about funded adult supports, eligibility and planning <p>CLBC: Meet with eligible youth and their families to explore possible adult supports</p> <p>Home and Community Care: conduct eligibility assessment as required</p> <p>Ministry of Housing and Social Development (HSD): Persons with Disabilities (PWD) benefits start at age 18</p>	<p>All Adult Services (as applicable)</p> <ul style="list-style-type: none"> Provide post-secondary education/vocational training, employment, community inclusion and home living supports with available resources <p>BC Housing: Subsidized housing and programs that offer housing options start at age 19</p> <p>PGT: Support long-term financial and legal planning needs (e.g. Will & Estate planning, transferring responsibility of a legal claim from the PGT to the adult or higher legal representative)</p> <p>CVAP: Lost earning capacity benefits start at age 19 if claimant remains unemployable due to compensable injury</p>

Adapted from the Manitoba *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community (2008)*

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