TRANSITION MANUAL #3

Neighbours, Inc.
High School Transition Project

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INTRODUCTION

This manual is designed for people who are in the later stages of transition planning, usually people between the ages of 19-21. However, just like the other manuals in this series, people who are working on transition may find this manual helpful, even if they don't fall within the age range. Here are the things you will find discussed in this manual:

- A Review of Your Circle of Support - Is your Circle helping you get what you want?
- A Review of Your Integrated Plan - Focus on Skill Building and Learning in preparation for when you complete school.
- Planning for Life After School – Focus on building a full life for when you complete school.

Circle of Support – A Review

In Manual #1, you learned how to build, facilitate, and use a Circle of Support to help you envision and work towards a plan for your future. (If you need a copy of Manual #1, you can get a copy from your school, or from Neighbours, Inc.).

By now, many of you have developed a Circle of Support that is made up of friends, family members, and other people who care about you and want to help you make a successful transition from high school to young adulthood.

Here are some things to think about to help you figure out if your Circle is meeting your needs, or if there are some things about your Circle that you want to change.

- Do you have a Circle of Support?
  If not, do you want to set one up? (Manual #1 can help you with this)

- If you do have a Circle, is it working the way that you want it to?

- Do you meet often enough?

- Do you have enough peers who share your interests?
  If not, where else can you look? (clubs, teams, groups?)

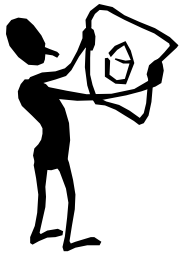
- Is your Circle helping you get what you want?

- How do you keep the Circle relationships strong?

Circle of Support – Review Page Two

You can use this space to write down things that you want to remember about your Circle – what's working, what's not, and any actions that you want to take, or that you want someone to help you take in order to strengthen your Circle.

Integrated Plan – A Review



In the Workbook that accompanies Manual #2, you did a lot of work on thinking about, and planning for, your vision for your future. You thought about and discussed what kinds of goals you have for yourself, and what kinds of things you need to learn in order to reach your goals. (If you need a copy of Manual #2, you can get it from your school, or from Neighbours, Inc.). You developed an Integrated Plan that reflects your long term vision for yourself and the steps that you are taking to make that vision a reality. Here are some things to think about to help you make sure that you are staying on track to reach your goals.

- Do you want to make any changes to your long term visions, or your goals?

- Do you need or want to make any changes to the supports you planned to use to achieve your goals?

Integrated Plan – Review Page Two

- What are the most important skills and experiences for you and your support team to focus on for the next two years (or for the time that you still have in high school) to make your vision happen?

- What is the timeline for these priority activities to occur?

- Where and how will you get the skills and experiences that you still need? (for example, from work experiences, job shadowing, volunteering, skills trainers working with you in your home, mobility trainers working with you in the community, etc.)

Integrated Plan – Review Page Three

- Review and update your Action Plan – who helps with which parts?

  What things do you do?

  What things does your school do?

  What things does OMR do?

  What things does your family do?

- Are all of the needed professionals involved in the ways that you need them to be involved? (OMR, OVR, School, Mobility Trainers, OT/PT, Augmentative Communication Experts, Personal Care Assistants, or any other professionals who may be able to help you)

Planning for Life After High School

All of the Manuals in this series are designed to help you plan for the life that you want to have after you have completed high school. Now that you are reaching the last year or two of high school, this manual is intended to help you focus even more strongly on building the kind of young adult life that you want to have. The next few pages focus on your post high school employment plans.

- Do you want to work full time or part time after you are done with high school?
- What kind of job do you want?
- What is in place right now for you for employment after you are done with school ?
- Do you have a plan for getting a job before school ends, or one that will begin when school ends?

Planning for Life After High School

- What kinds of resources are available for you regarding employment? (on-the-job training? A PASS Plan or an IRWE (Impairment Related Work Expense) Plan)

- If you're not sure what resources are available, how can you find out? If you need help to find out, who can help you?

Planning for Life After High School

- How much exploration have you done to find creative employment possibilities based on your skills and capabilities?

  For example, have you thought about developing a small business of your own – a micro enterprise?

  What about “job carving” which means that you could do parts of a larger job which is “carved out” so that you can do the parts that you are especially good at?

  What kinds of “natural supports” do you have that might lead to employment and/or to training that may help you find employment? (For example, do you have a family friend who owns a business and who could use some extra help? They might be happy to hire you when you’re done with school.)

- What can you do to find out more about these kinds of possibilities?

- If you need help to find out about these kinds of possibilities, who can help you?

Planning for Life After High School

- What kind of help do you want from OVR (Office of Vocational Rehabilitation)?

- Do you have an employment plan that is “person-centered”? (meaning that it fits the kinds of work that you’re interested in doing, and that it shows the kinds of skills that you have and the kinds of things you need help with) If you need help to develop a person centered employment plan as part of your IEP or part of your OVR plan, who can help you with this?

- Do you have a proposed budget to take to OVR that shows what kinds of financial/funding help you may still need to reach your employment goals?

- If you need help to make up a proposed budget, who can help you with this?

Planning for Life After High School

- What kinds of plans do you have in place now so that you will have a full life after high school?

- If you choose not to work, do you have a plan in place so that you can begin some other meaningful daytime activities when school ends? If not, what can you do to plan for some meaningful activities in your daily life?

  If you need help to make these plans, who can help you?

- Do you have a plan in place so that you can have the kind of social life and relationships that you want after high school? If not, what can you do to plan for your social life and relationships?

  If you need help to plan for and develop your social life and relationships, who can help you?

- Do you have a plan in place so that you can have the kind of recreational life that you want after high school? If not, what can you do to plan for recreational activities?

  If you need help to plan for recreational activities, who can help you?

Planning for Life After High School

- Do you have a plan in place so that you can continue to learn about the kinds of things that you're interested in after high school (for example, by taking community college or adult classes, or an arts and crafts class at a local shop)?

  If not, what can you do to plan for these kinds of educational activities?

  If you need help to plan for post high school educational activities, who can help you?

- Do you have a plan in place to address any communication needs that you may have, so that you will have any needed communication equipment or other assistance after high school? If you haven't made these plans yet, what can you do to make them?

  If you need help to make these kinds of plans, who can help you?

- Do you have a plan in place so that you will be able to get to and from the places that you want to go after high school? If you don't have a transportation plan yet, what can you do to make a plan?

  If you need help to make transportation plans, who can help you?

Planning for Life After High School

- Do you have a plan in place for where you will live after high school, and who you will live with, and what your responsibilities will be in your home?

  If you do not have a plan for where and how you will live, what can you do to make a plan?

  If you need help to make a plan, who can help you?

- Do you have a plan in place for how you will handle your money and your expenses after high school? If you do not have a financial plan, what can you do to make one?

  If you need help to plan about your money and your budget, who can help you?

- Do you have a plan in place for how you will manage community responsibilities after high school (voting, self-advocacy, possibly volunteer work, etc)? If you do not have a plan, what can you do to make one?

  If you need help to make a plan, who can help you?

Planning for Life After High School

- Do you have a plan in place for how you will take care of your medical care needs after high school?

  If you do not have a plan for your medical insurance and how to get your medical care, what can you do to make a plan?

  If you need help to make a plan, who can help you?

- Do you have a plan in place for how you will manage your daily living activities after high school (self care, getting up on time, keeping track of appointments, etc.)?
  If you do not have a plan, what can you do to make one?

  If you need help to make a daily living skills plan, who can help you?

Life After High School

No matter what stage of the High School Transition process you are at, this can be an exciting time. There are many possibilities for you to think about and to plan for.

As you continue to learn more about what kinds of things you enjoy and are good at, and as you continue to expand your social circles, you will find that there will always be new things to learn and new people to meet.

As you become more involved in your larger community - through your work, your social and recreational activities, classes that you take, volunteer work that you do, etc. - you will find that your personal support circles will continue to expand. You will also find that you continue to be an important person in the lives of the people that you come into contact with, and that you are a support to them as well.

Congratulations on approaching a very important milestone in your journey of life. You have done a lot of good work to get here!