



*The Special Kids Network*

Making Connections for Pennsylvania's Children with Special Health Care Needs

# Making Transition Work: Tools for a Successful Transition

**Dave Hasbury**  
Community & Organizational  
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Neighbours Inc.

**Live, Online Session**  
**Tuesday, October 16, 2007**  
**10:00 a.m. to 12:00 p.m. (EST)**



**Sponsored by the Pennsylvania Department of Health – The Special Kids Network,  
in partnership with the Center for Schools and Communities**



Center for Schools & Communities Online Learning

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# Moderators for Today's Session



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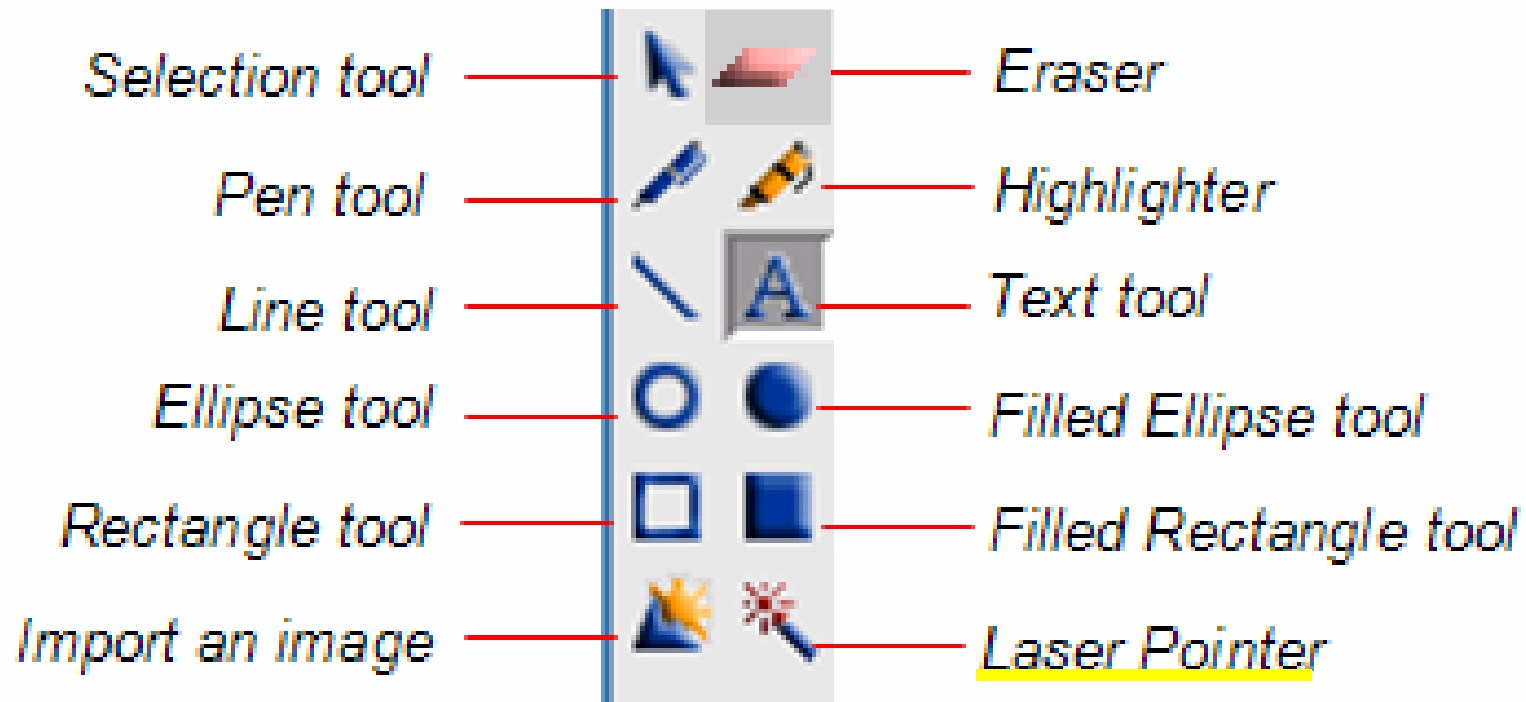


# Today's Session – Housekeeping Notes

- **Optimize the whiteboard viewing area**
  - Tools > Whiteboard and then select “Scale to Window” option
- **Interactive polling question**
  - One interactive polling question will be asked at the beginning of today's session. Select the option that best represents your choice. The moderator will guide you through the polling process and the options presented.
- **Question & answer segments**
  - A number of question & answer segments will be offered during today's session. If you wish to text message a question, please first type the word “QUESTION” in all caps to ensure that our moderators see your question.
- **Online evaluation**
  - A brief online evaluation will be presented at the conclusion of today's session. Your feedback is important to us. Please take a few minutes to complete the evaluation.



# Where are you located?



# Where are you located?



# Presenter



## Dave Hasbury

**Community and Organizational  
Development Consultant**

**Neighbours Inc.**



# Polling Question

Are you participating in this morning's session as a \_\_\_\_\_?

A. Parent

B. Youth

C. School Staff

D. Health Staff

E. Other Agency Staff



# High School Transition Project

Neighbours Inc.

Dave Hasbury

Community & Organization Development Consultant

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# Our Bias

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- All people grow and learn
- All people have a desire to direct their own lives
- Mutually giving relationships are essential to survival and happiness
- Decision making and responsibility for our choices are *skills* that we all must *learn*

# What is Transition?

- Starting at age 16, an individual is entitled to have a “Transition Plan” as part of their Individual Education Plan (IEP).
- By definition in the Individuals with Disabilities Education Act (IDEA-2004), the Transition Plan should:
  - be designed to help move a child from ***school to adult life***
  - be based on the individual’s ***needs*** and taking into account the ***strengths*** of that person
  - include instruction and experience in:
    - employment and work on
    - daily living skills
    - socialization and developing social networks.

## ...transition is *really* about...

- Becoming an *adult*
- Making *choices*
- Becoming more *responsible* for my choices
- Moving from receiving and being “taken care of” to *making a contribution* that is *valued* by others.

# Transition Resources

- School is ONE resource to help an individual “transition” or move into their adult life.
- But there are others:
  - Family
  - Friends
  - Community members
  - other professionals
  - ...and the *individual themselves!*

# Transition Resources

- It is important to figure out:
  - what the person wants their life to look like and then use ALL available resources to get there.

# Typical Choices For Students Facing Transition!

- Employment/Volunteer Opportunities
- Continuing Education
- Meaningful Use of Time
- Social Networks, Socialization and Peers

# Typical Obstacles Facing Transitioning Students

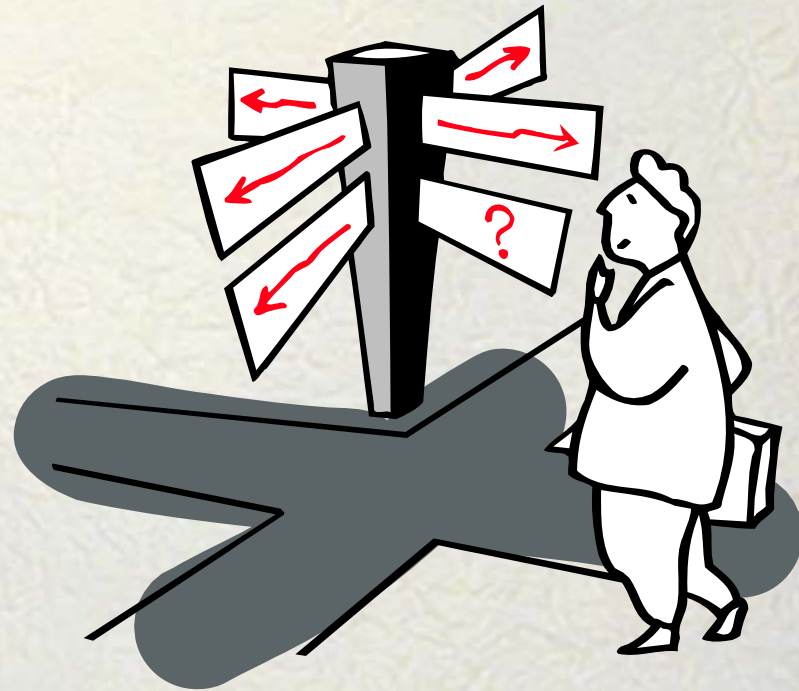
- **Lack of Comprehensive Planning**
- **Navigation of Complex Systems**
- **Employment**
  - Unemployment rate for people with developmental disabilities 70% (CNN, 2000)

# Typical Obstacles Facing Transitioning Students

- **Continuing Education**
  - Youth with disabilities drop out at a rate twice that of their peers (TASH, 2005)
- **Meaningful Use of Free Time**
  - People with “severe disabilities” spend an average of 5 hours outside of their homes versus 8.5 hours daily for the general population (Harris Survey, 2000)
- **Social Networks, Socialization, and Peers**
  - 40% of people with severe disabilities are not at all involved in their communities versus 21% of people without disabilities (Harris Survey, 2000)

# So How Do I Get Started

- Think creatively and use your imagination to create it.
- Invite others to think with you.
- Think positive, dream big!
- Be open to new ideas.
- Create a road map to get there.



# How to Put a Vision Into Action?

- Goals
- Likes
- Dislikes
- Interests
- Dreams
- Strengths
- Maximize Abilities as Opposed to Focusing on Disabilities

# Visions and Actions

**"A vision without action is just a dream; an action without vision just passes time; a vision with an action changes the world."**

***~Nelson Mandela***

# Visioning or Problem Solving?

- ***Visioning*** generates a common goal, hope, and encouragement; offers a possibility for fundamental change; gives people a sense of control; gives a group something to move toward; and generates creative thinking and passion.
- A ***problem*** is something ***negative*** to move ***away from***, whereas a ***vision*** is something ***positive*** to move ***toward***.

# Renzo



# Renzo's Vision



# Renz's Nest



# Renz's Work



# What is Person Centered Planning?

- Imagining a Desirable Future
  - *Happiness*
  - *Fulfillment*
  - *Citizenship*
- Focusing on:
  - *strengths*
  - *skills*
  - *contributions*
  - *“can do” possibilities*
- **Action oriented**...it is all about what **WE CAN DO**, that will make a good life possible!
- ... Person Centered Planning is **NOT** about **disability!**

# Tools For Person Centered Planning

Tools for Person Centered Planning include:

- Circles of Support/Circles of Friends
- PATH
- MAPS
- ELP's (Essential Lifestyle Planning)
- Futures Plans
- Personal Futures Planning

**Questions???**

“ The only disability is having no relationships.”

Judith Snow

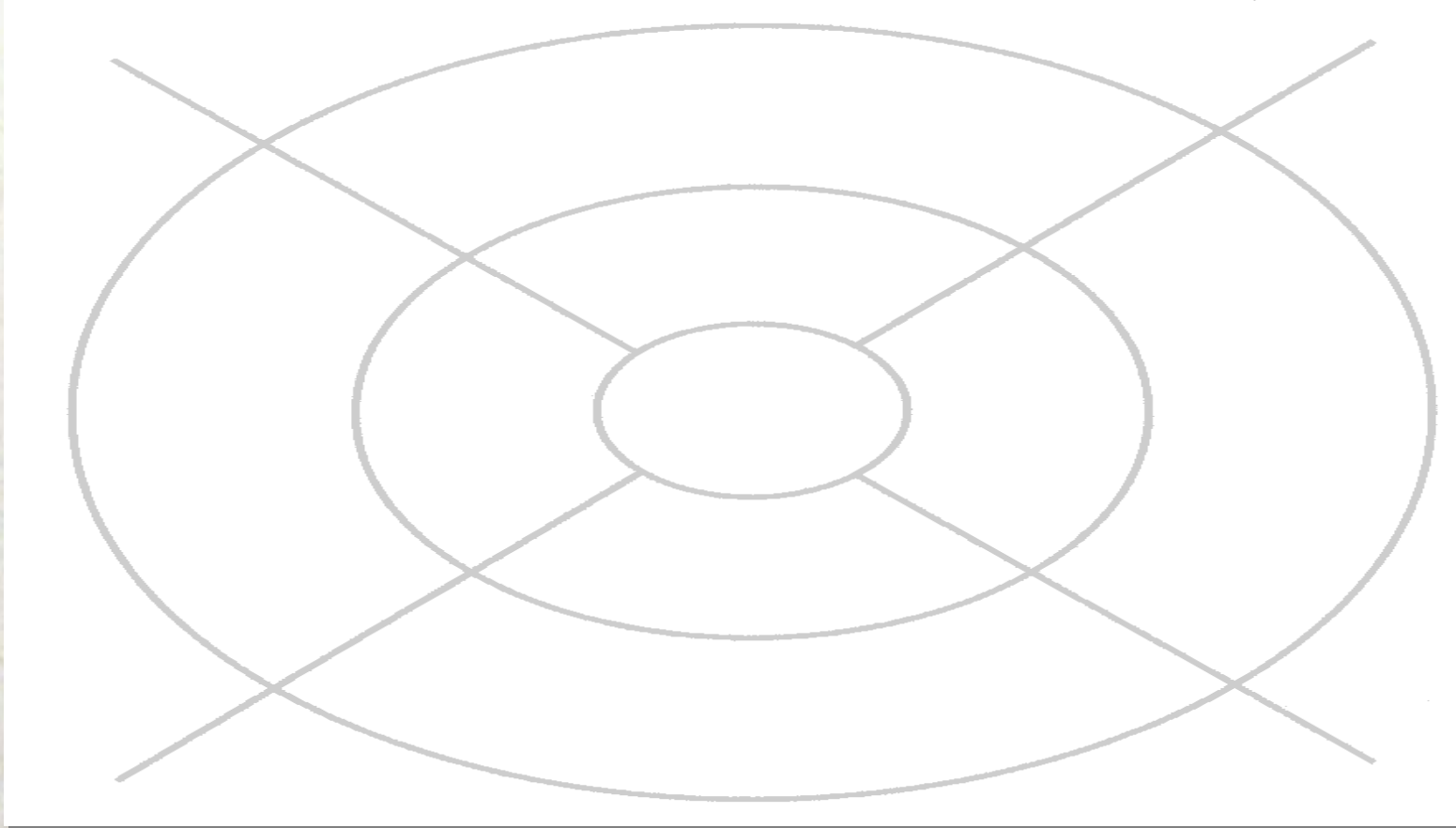
# Circles of Support

- A Circle of Support is a group of people:
  - who KNOW you, and CARE about you...and *vice versa!*
- A Circle of Support walks *with you through* life's highs, lows, and changes.
  - All transitions can be both exciting and terrifying.
- A Circle of Support can *Think, Plan, and Act with* you
  - There are so many things to figure out and do. A Circle can really help with planning and making stuff happen.

# Relationship Networks

INTIMACY and FAMILY

FRIENDS



SUPPORT

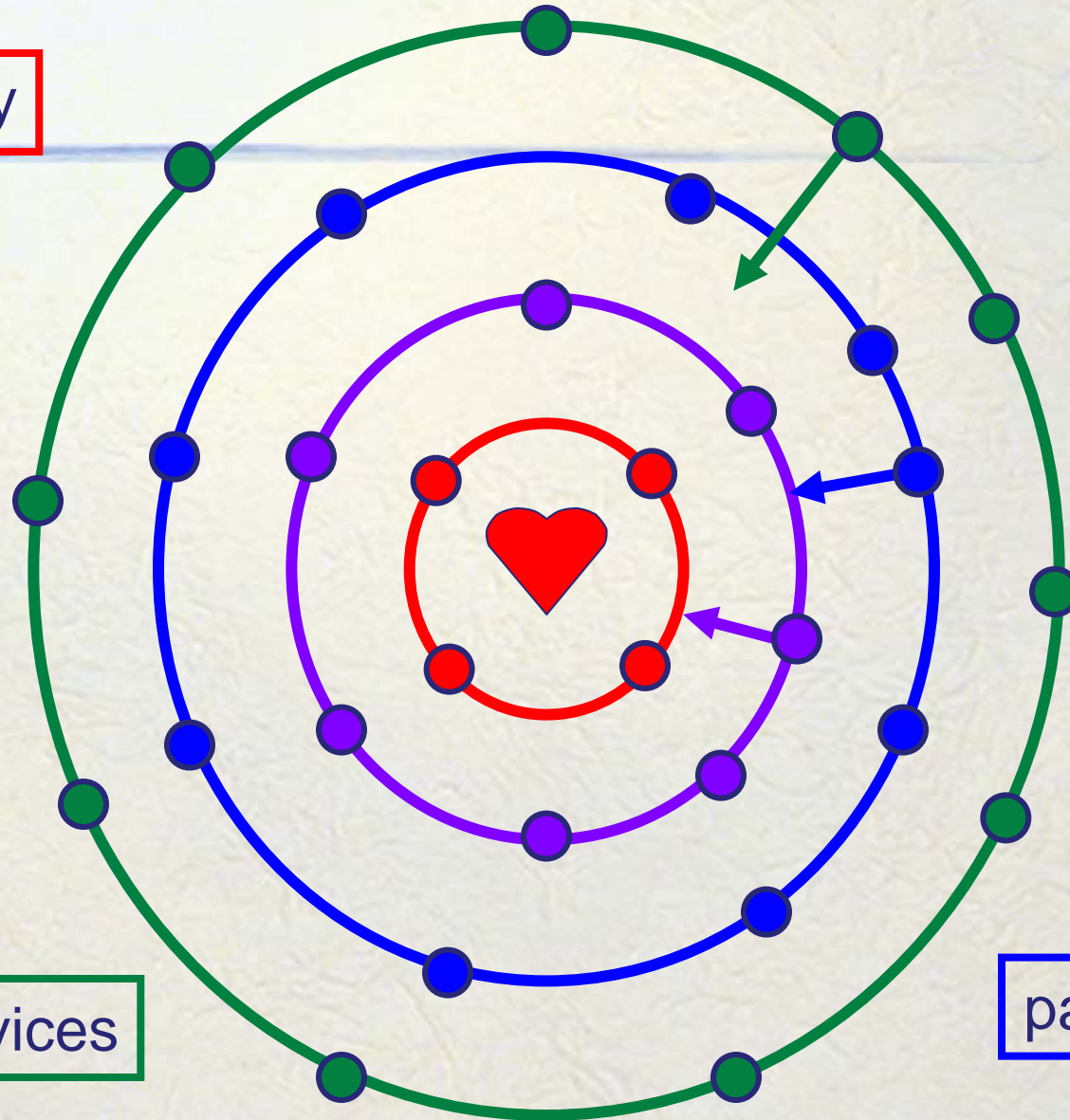
PAID

PARTICIPATION and ASSOCIATION

# Where Do Our Relationships Come From?

intimacy

friends



paid services

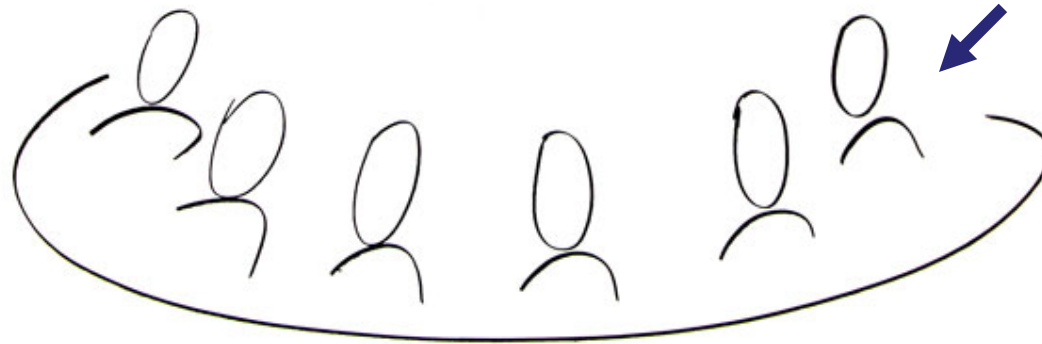
participation

Questions ???

# ***MAPS***

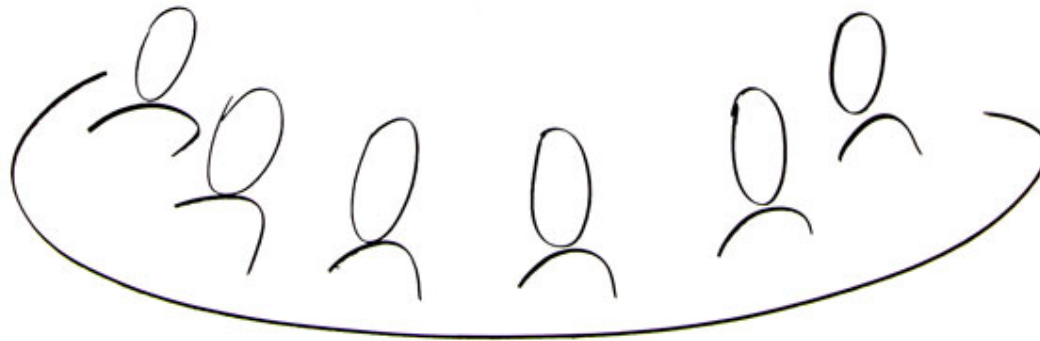


*WHAT DO YOU USE A MAP FOR?*



Support  
Circle

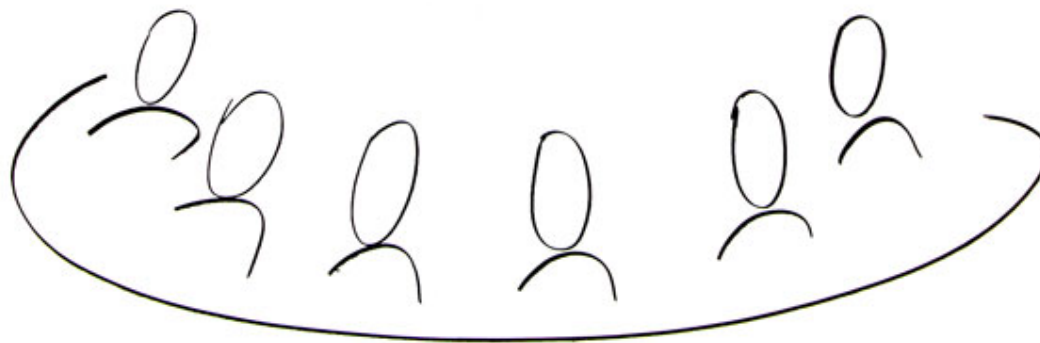
•What is the person's *Story*?



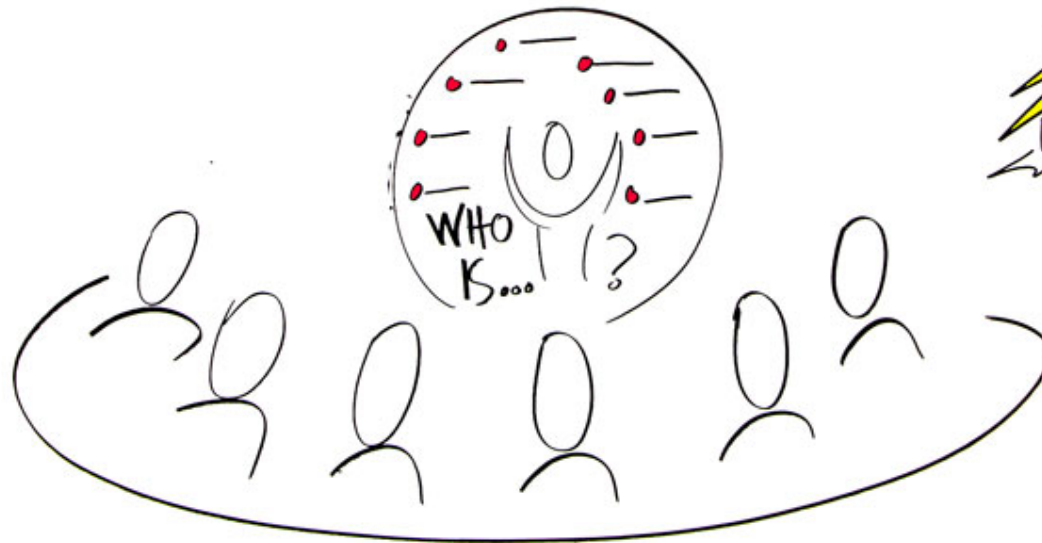
- What are their *Hopes* and *Dreams*?

## •What are their *Hopes* and *Dreams*?

- What would life look like if this person were happy?
- What would be happening?
- Who would be there?
- Where would they live?
- Who would they live with?
- What would they be doing?
- How would they be contributing?



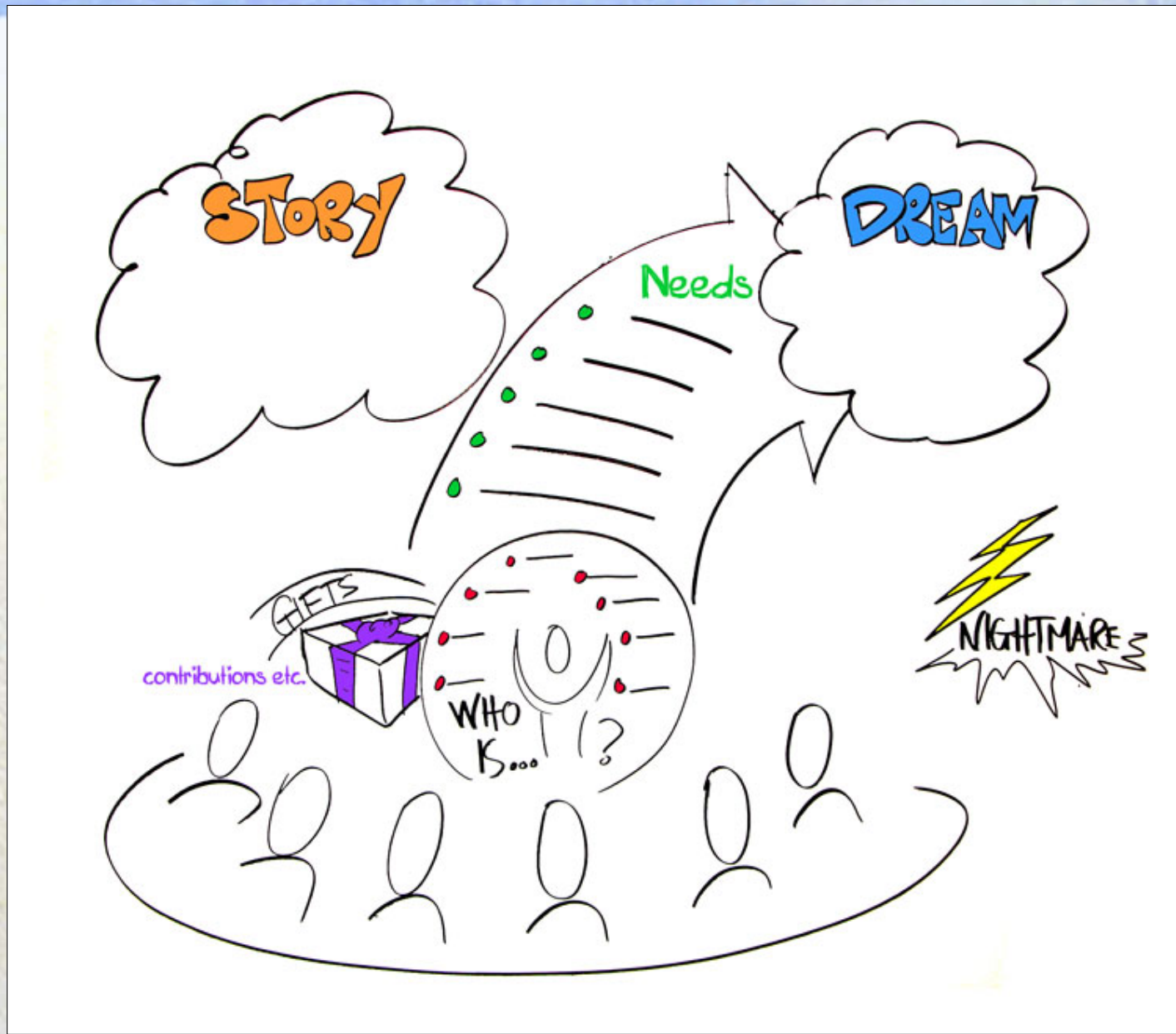
- What does a **nightmare** scenario look like?



• Who is this person?

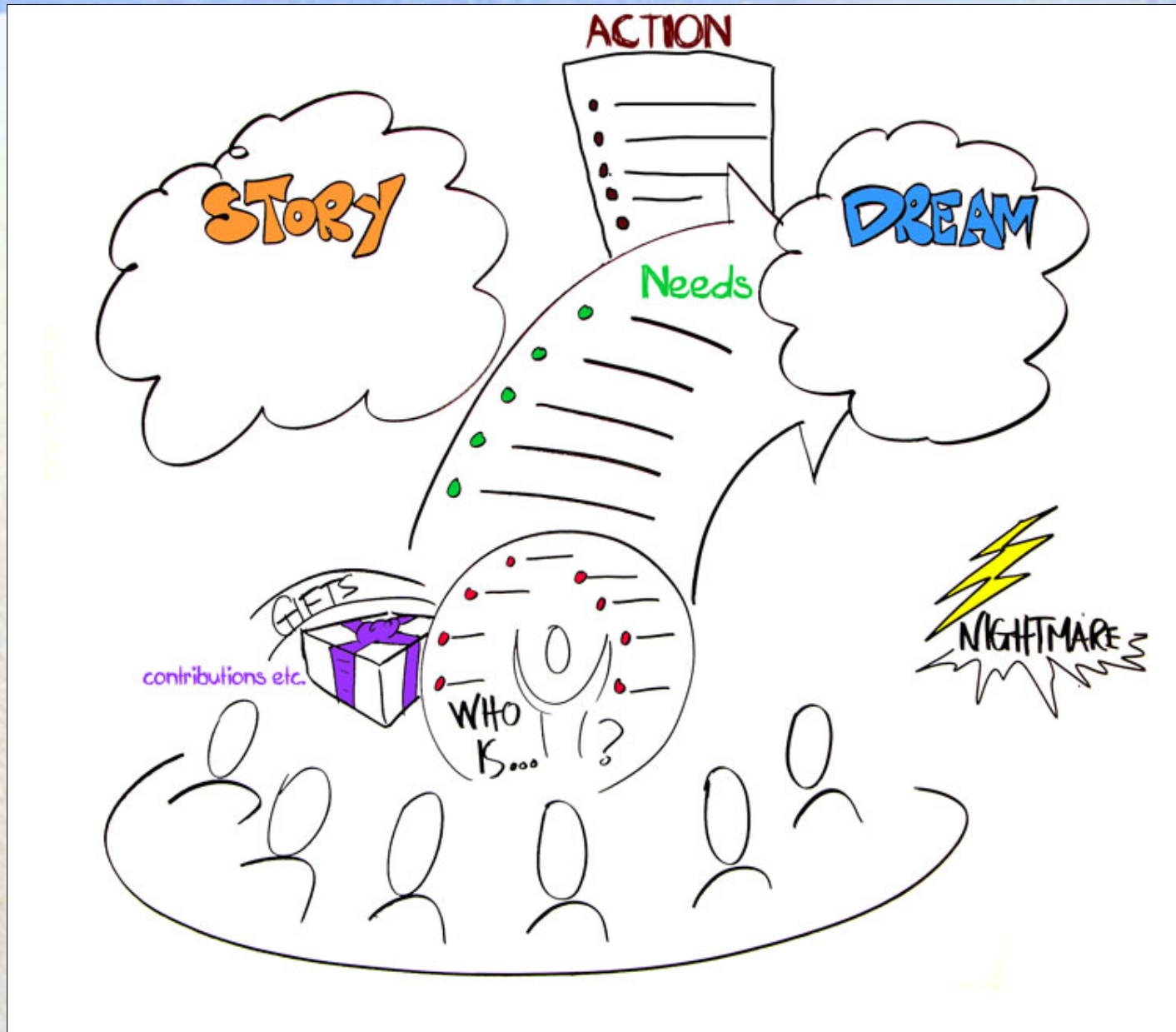


•What are their *Gifts* and *Contributions*?



•What is *Needed...*

- What is *Needed* for this person to *Contribute* what they have to offer?



•What's our plan of *Action*?

•What's our plan of *Action*?

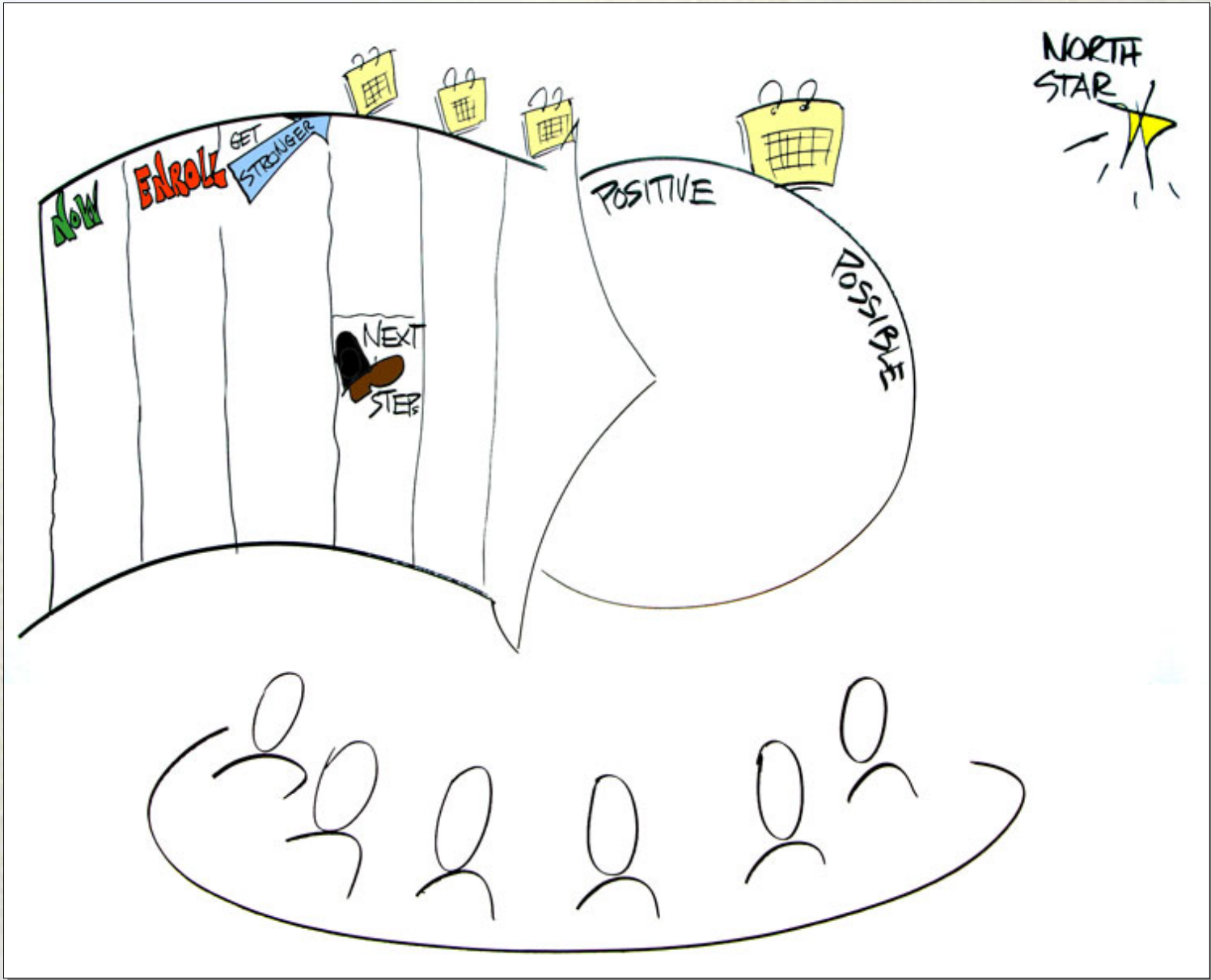
- What do we need to do to get started?
- Who will do it?
- When?

Questions???

# Choosing a **PATH**

## Planning Alternative Tomorrow's with Hope

- **PATH** provides a way to:
  - take a look at our *dreams*
  - set *goals* to move toward our dreams
  - check where are *now*
  - identify *who* we will need to support us
  - identify the *actions* we need to take to accomplish the goals we set



# North Star Vision

If we could make it so, what would **the future look like** for this person...

- What would bring the most happiness?
- Where would they live? With who?
- What would they be doing?
- How would they be contributing?
- Who would be supporting them?

# Positive & Possible Goals

In a time period that we can see... what **good things** (Positive) **will we** (Possible) have accomplished

- What will we have done?
- Who did it?
- What did we have to get to make it happen?
- How did it go?
- What did we learn?

# Now

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What are things like now?

- What is happening?
- Where are we?
- How does it feel?

# Enroll

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- Who among us is committed to accomplishing the Goals we have set?
- Who else do we still need to get on our side?

# Getting Stronger

- What do we need to do to be strong enough to accomplish our goals?

# Mid Point Targets

If we are going to accomplish our goals in the time that we have set for ourselves, what will we have done by:

- Half way?
- 3 months?
- 1 month?

# Next Steps

What do we need to do NEXT?

- in the next week?
- In the next 48 hours?
  - Who?
  - What?
  - When?

Questions ???

# Transition Manuals

- The Manuals are designed for *planning stages* in the individual's young adult life.
- The Manuals all contain “*worksheets*” which can be used as a tool for the individual to fill out to assist in the planning process.
- **Manual 1** is typically used by students starting the transition process, between the ages of **16 and 17**.
- **Manual 2** is for ages **18 and 19**
- **Manual 3** is for ages **20 and 21**

# Manual #1

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- Contains information on how to develop and nurture a Circle of Friends or a Circle of Support.
- This manual explores a persons strengths, interests, dreams, gifts, what there future would look like and their needs.
- Timeline for transition.

# Manual #1

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- Build support around themselves so that they have a circle of people to help them complete school and live in the adult world.
- Helps an individual figure out what they are good at, what their interests are, what they want to explore, and what their future may look like.
- Transition Timeline from age 16-21 (pgs. 39-40)

# Manual #2

Provides “food for thought” with regards to:

- Finances/SSI (pg. 20)
- Health Care (pg. 21)
- Identification, Voting, and Selective Service (pg 22)
- Guardianship/Disability Law (pg. 23)
- Housing (pg. 24)
- Transportation (pg. 25)
- Outside agencies. i.e. OMR/OVR (pg. 26)
- Rights and Responsibility (pg. 23)

# The *Integrated Plan* and PCP

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- The end of manual 2 includes a cohesive integrated plan that is a plan to merge all “I plans.”
- You would utilize the tools of person centered planning to gather the information for the integrated plan.
- The manual worksheets can also be used to gather such information.

# Manual #3

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- Review of Transition Plan and Circle of Support
- Do you have a plan in place for:
  - Where you will live?
  - How you will handle your money?
  - Voting, self-advocacy, employment?
  - Handling medical needs?
  - Handling daily living needs?

Questions ???

# Conclusion

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- Transition should not be done alone.
- The process could be made easier with a roadmap to help you navigate the system and connect/reconnect to natural resources
- The manuals provide the individual with tools necessary to set forth a plan.

# Resources

- Neighbours Inc.  
[www.neighbours-inc.com](http://www.neighbours-inc.com)  
Mark Gane, Director  
email: ganework@ptd.net
- Inclusion Press  
[www.inclusion.com](http://www.inclusion.com)
- Essential Lifestyle Planning  
[www.elpnet.net](http://www.elpnet.net)
- David Hasbury & Associates  
[www.cocreation.ca](http://www.cocreation.ca)  
David Hasbury,  
Organization & Community Development Consultant  
email: hasbury@cocreation.ca