



Welcome! Webinar Wednesday Series

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Planning For Transition: Why It Is Vital For Your Student's Future



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Learning Objectives



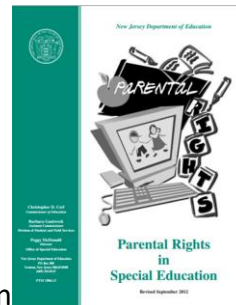
- What is Transition Planning?
- Why is it important?
- How do we create a plan?
- What areas do we plan for?
- What are some resources that are available?
- What is the Planning for Adult Life Program?

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What does transition planning mean?

- New Jersey defines **Transition Services** as a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including:
 - post-secondary education
 - vocational training
 - integrated employment (including supported employment)
 - continuing and adult education
 - adult services
 - independent living, or community participation



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Why is transition planning important?

Entitlement

- All students classified under IDEA are **entitled** to receive special education and related services
- All or most services are provided by or arranged through the school district at no cost to the family.
- There is a single service delivery system or place where services flow to the student

Eligibility

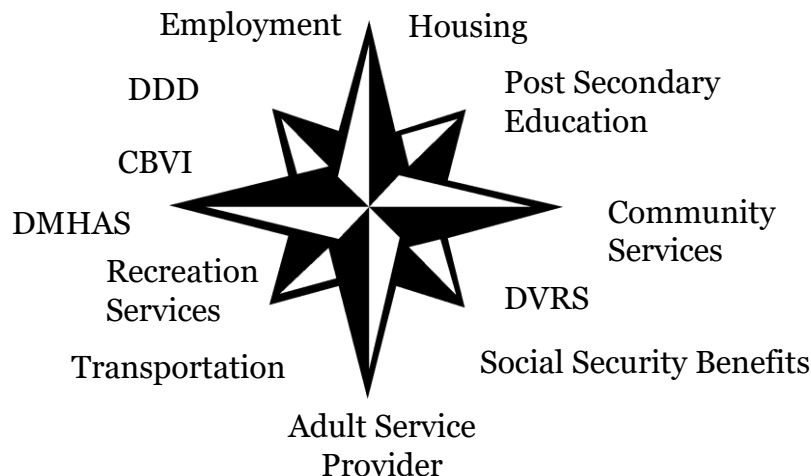
- Under the Adult system, services are not entitlements
- The individual must qualify or be deemed **eligible** for services
- There are multiple agencies that provide services to adults
- There is no single place through which these services flow or are managed for the individual

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Why? It's a whole new world.



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Getting Started



- Asking the first question:
 - What do you plan to do after leaving high school?
- Every student's answer will be unique.
- Self Directed and Person Centered
- This *journey* begins when your child turns **14** by including a transition statement in the Individualized Education Program (*IEP*)

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Person Centered & Self Directed Planning



- **Person Centered**- Individually-focused approach to planning for persons who are in need of services and supports. It is an important vehicle for empowering individuals to have a voice in the planning process and to actively shape their futures.

www.lookbackplanforward.com

- **Self Directed**- A process that empowers the individual and the legally authorized representative (LAR) on the individual's behalf, to direct the development of a plan of supports and services that meet the individual's personal outcomes.

<https://www.mycil.org/self-direction-overview/>

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How do we create a plan?



- Get a team!
- Get information! Research options & seek advice.
- Get a plan! Draft your own transition plan.
- Get Going! Implement the plan.
- Get feedback! Evaluate progress.

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Get A Team: Who is on your team?

- **The Student**
- Parents
- Child Study Team or other school personnel
- State agencies as appropriate
- Adult Service Providers
- Post-Secondary Education
- Community



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Importance of student participation:

"Tell me and I forget.
Teach me and I remember.
Involve me and I learn."
~ Benjamin Franklin



Participation is one of the best methods
of educating young people!

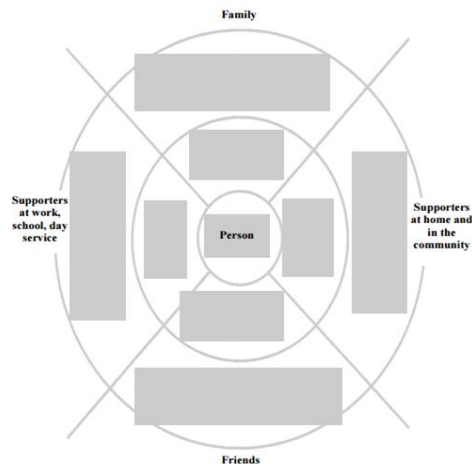
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Get a team: Who is in our circle of support?

- Family members that will need to know
- Community leaders
- Staff not paid to interact with your student
- Lunch buddies

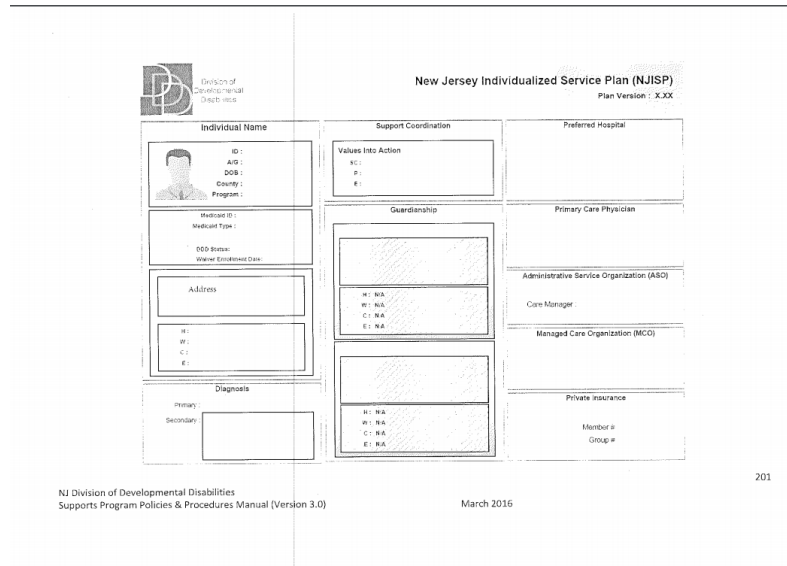


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New Jersey Individualized Service Plan (NJISP)
Plan Version: X.XX

Individual Name

ID:
AIG:
DOS:
Gender:
Program:

Medicaid ID:
Medicaid Type:
OIG Status:
Water/Enrolled Care:

Address

W:
C:
E:

Diagnosis

Primary:
Secondary:

Support Coordination

Values Into Action

H:
P:
E:

Guardianship

H: RA
W: RA
C: RA
E: RA

Preferred Hospital

Primary Care Physician

Administrative Service Organization (ASO)

Core Manager

Managed Care Organization (MCO)

Private Insurance

Member's
Group:

NJ Division of Developmental Disabilities
Supports Program Policies & Procedures Manual (Version 3.0)

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Our Core Areas For Planning

1. Importance of Planning/Visioning
2. Self Direction
3. Post Secondary Education/Employment
4. Housing in your Community
5. Legal/Financial Decisions
6. Being Social/Creating and Maintaining Relationships
7. Health/Behavioral Health



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Get Information: Employment

Research and Assess Options:

- Pre-Employment Training Services (PRE-ETS)
- Internships
- Community Based Vocational Assessments
- Vocational Training
- Employment
- Apprenticeships
- Volunteer



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Employment First State

“Competitive employment in the general workforce is the first and preferred post educational outcome for people with any type of disability”

<http://www.state.nj.us/humanservices/involved/employmentfirst.html>

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Get Information: Post Secondary Education

Research and Assess Options:

- Post Secondary Education
- Certificate Programs
- Technical Training
- Vocational Training



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Get Information: Housing

- Where are you going to live?
- How are you going to pay for it?
- Are you going to have a roommate or live on your own?
- How are you going to get to work?
- How will you get to see your friends and family?
- Where will you shop for things if you live there?



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Get Information: Legal & Financial Decisions

Seek financial and legal advice as you consider the following:

- Budget
- Income
- Savings & Assets
- State ID
- ABLE Account
- Special Needs Trust
- Guardianship
- Long-Term Care



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Get Information: Being Social, Creating and Maintaining Relationships

- Re-evaluate current social activities
- Consider areas of interest & strengths
- Explore & visit activities involving peers
- Volunteering



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Get Information: Health & Behavioral Health



- Pediatrician vs. Adult Medicine
- Managing Care & Medication
- Insurance & Medicaid
- Coping Skills
- Behavioral Health

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State Agencies



- **Division of Developmental Disabilities (DDD)**
funds services and supports for eligible individuals with developmental disabilities
- **Division of Disability Services (DDS)**- serves as a single point of entry for people with disabilities who need information and/or services within the human services system.
- **Division of Vocational Rehabilitation Services (DVRS)**- provides vocational training and job placement to individuals with disabilities.
- **Commission for the Blind & Visually Impaired (CBVI)**- provide services in the areas of education, employment, independent living and eye health through informed choice and partnership with persons who are blind or visually impaired, their families and the community.

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What can the adult service system offer?

- Assessments/ Evaluations
- Assistance with goals/objectives related to adult life
- Direct Support Services
- Job Development & Coaching
- Respite
- Community Transition Services
- Behavioral Supports
- Resources & Information
- Support & Advocacy
- Vehicle Modifications
- Assistive Technology
- Day Habilitation Programs
- Housing Options
- Physical, Occupational, Speech, Language, and Hearing Therapies
- Transportation

SOME OF THESE SERVICES CAN ONLY BE ACCESSED AT AGE 21

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Get Information: Community Resources or Natural Supports



- **Community Resources-** Most communities offer an array of services that may meet the needs of people with I/DD and their families.
- **Natural Supports-** Skills, Interests, Gifts – what does the individual like to do for fun, is good at, is interested in?
 - Places – where does the individual work, have fun, run errands?
 - Groups/Organizations – what clubs, groups, organizations is the individual involved with?

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Get a plan: Create a Transition Plan Portfolio

- Provides a visual history of the student
- A way to self-advocate
- Communicate to a day program, employment, or other providers.
- A training tool in a permanent and meaningful manner



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What is Transition in the IEP?

STATEMENT OF TRANSITION PLANNING
Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually.
Statement of the student's strengths, interests and preferences.
Interests and preferences are based on informed decision-making. In determining the student's interests and preferences, consider and document all relevant data. Then state the student's strengths, interests and preferences as they relate to post-school outcomes.
APPROPRIATE MEASURABLE POSTSECONDARY GOALS
Postsecondary Education: (Including, but not limited to, college, vocational training, and continuing and adult education)
Employment/Career:
Community Participation: (Including, but not limited to, recreation and leisure activities, and participation in community organizations)
Independent Living:
COURSES OF STUDY
Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.
Grade ___ Courses of Study (List course names):
Grade ___ Projected Courses of Study (List course names):
Grade ___ Projected Courses of Study (List course names):
Grade ___ Projected Courses of Study (List course names):
RELATED STRATEGIES AND/OR ACTIVITIES
In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.

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STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES		
<p>Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).</p>		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services . The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student.
<p>Instruction – Postsecondary Education/Training Includes any activities or strategies related to applying, registering or enrolling in postsecondary education or training. For example, obtaining information regarding admissions, scholarships, tuition assistance, disability office, early admissions and registering for SATs. Also, state any additional instructional needs that have not been addressed in other sections of the IEP.</p>		
<p>Related Services Consider any related services needs the student may continue to have after exiting school. Indicate activities/strategies that link the student to agencies that can provide the needed post school services. Also, state any additional related services needs which have not been addressed in other sections of the IEP.</p>		
<p>Community Experiences Activities that are provided outside the school building or in community settings. Examples could include community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling and recreation activities.</p>		

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STATEMENT OF TRANSITION SERVICES NEEDED TO ATTAIN MEASURABLE POSTSECONDARY GOALS: COORDINATED ACTIVITIES/STRATEGIES (Continued)		
Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services The requirement to establish agency linkages is documented by stating the name of any agency that will be arranging for or providing services to the student.
<p>Employment Activities the student needs to achieve desired post-school job or career goals. These could be activities related to career awareness, career exploration and career preparation.</p>		
<p>Adult Living Objectives Leading towards adult activities done occasionally, such as registering to vote, filing for insurance or accessing adult services including, but not limited to, Social Security.</p>		
<p>Daily Living Skills Those activities that adults do every day, (e.g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.).</p>		
<p>Functional Vocational Evaluation An assessment process that provides information about job or career interests, aptitudes and skills. Information may be gathered through situational assessment, observations or formal measures and should be practical.</p>		

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Get going: Transition experiences should be provided in a variety of locations:

- School
- **Community**
- Recreational centers
- Work sites



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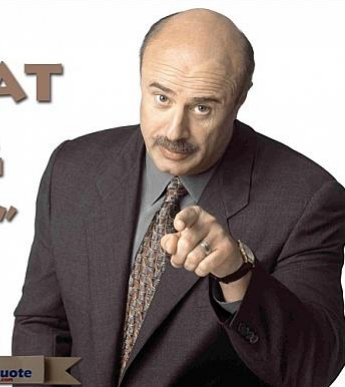
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Get feedback: Evaluate progress by asking questions

"HOW'S THAT WORKING FOR YOU?"

-DR. PHIL

peoplequote



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Our Program offers:

- **Planning for Adult Life** program was created to help you and your student navigate the process of preparing for life after they leave school.



- Planning for Adult Life activities, events, and materials are conducted and developed in partnership with The Arc of New Jersey with funding from the New Jersey Division of Developmental Disabilities.

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Making Action Plans for Life and Career (MAPs) CLUBS

- **Transition Navigators** will meet with student classes in the school twice a month
 - Peer to peer discussions
 - Formal presentations
 - Individual activities based on transition curriculum.

- **Community Exchange Tours.**

Area employers will host half-day information and insight gathering visits for a maximum of 8-12 students at a time. Students will be given an opportunity to discuss their observations at the next MAPs club meeting.



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HOW Series Workshops



- Workshops for parents to learn more about the needed steps to take before the student's graduation.
- Each session will focus on a different aspect of transition and adult life; will utilize hands on tools, presentation slides, a Q&A period, and individual discussion time.

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Planning For Life After High School Conferences

- Service provider fair
- Variety of exhibitors including:
 - state and county government entities
 - community service providers
 - support coordinators
 - local health care providers
 - support and recreation providers
 - other generic support services
 - information and referral services.
- The fair will include an educational component of short, 45-60 minute workshops on specific topics



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Our Website



Q GET STARTED • WE OFFER • EVENTS • FOR PARTNERS • HELP DESK • REQUEST PRESENTATION



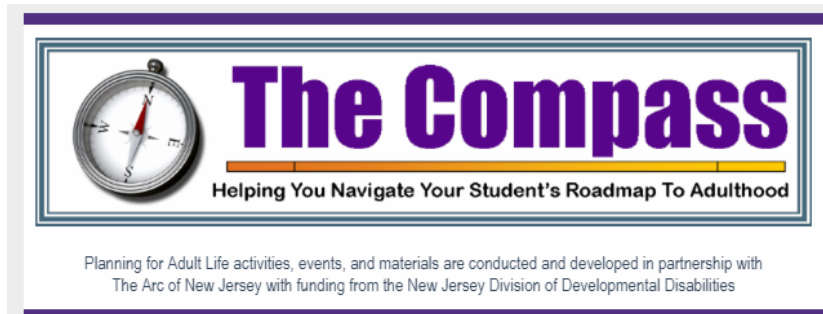
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Our Monthly E-Newsletter



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Our Webinar Wednesdays Series



- Offered Monthly
- Register on PFAL website
- Recorded
- Archived on website under 'We Offer'

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Our Navigation Team

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Takeaways:

- Transition planning starts early
- Transition planning is important
- Requires intentionality
- Check your community for resources – there is a lot of help for you out there!



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