

PART 2: TOOLS & RESOURCES

1. TOOLS

Tool 1: Best Practices in Transition Planning

Best practices are programs, initiatives or activities which are considered leading edge, or exceptional models for others to follow. Many research studies have been undertaken to identify the best practices in transition planning. A summary of that information is provided below.

Person-Centred/Person Directed

Involving the child with developmental disabilities in the planning process in ways consistent with their abilities is an important key to its success. When the person is engaged in the process and is making choices about their future, the likelihood of positive outcomes is enhanced. Having the young person take a leadership role is also a good opportunity for them to enhance their self-advocacy or self-determination skills. This is a much needed skill for making the transition to adult life.

The plan focuses on strengths and abilities rather than disabilities and identifies appropriate activities that are responsive to the child's needs for putting the plan in action. Typically, a person-centred plan should include the following steps:

- Share background information about the individual.
- Pulling together an energetic team to develop a comprehensive personal profile of the individual.
- Identifying a clear, unrestricted vision of success which guides the rest of the process. This vision involves the person's talents and dreams, and includes new roles he or she can fill in society.
- Developing the plan.

Include Others

It is important to include parents and/or other family members in transition planning. Evidence shows that this involvement increases the success of transition planning. Typically, the parents and family know the child

best and are most able to identify the child's strengths in putting together the transition plan. The child's best advocate is a parent who will likely have the greatest insight into what their child wants to accomplish. Parents can also share their child's dream and help them put it into action through a transition plan.

It is also important to involve other individuals in the development of the transition plan. While parents have invaluable insight to their child's strengths, abilities, aspirations, and dreams, they may not have a completely unbiased view of what their child is capable of accomplishing. Other individuals to consider in forming a transition team could include: friends, teachers, social workers, current and future community service providers, post-secondary representatives, employers and/or members of community business organizations, etc. These individuals can make invaluable contributions to the transition planning process by helping to build a network of supports and services that will be needed to make the transition to adult life.

Identify a Coordinator

A coordinator for the transition planning process should be someone that the family is comfortable dealing with and could be any member of the transition planning team. This role could be assigned to a parent or other family member, or it may be a teacher or other school official if the plan is being coordinated through the school system.

Typically, the coordinator plays an important role in tying together the many transition activities that may be happening concurrently; for example, transition activities in the school system, coordination with the service system and activities at home and in the community. The coordinator would play a key administration role by scheduling meetings and recording minutes of meetings, tracking activities identified for action and following up on implementation of activities. The coordinator would also be responsible for writing up the transition plan and ensuring that review and updating occurs on a regular and timely basis.

Monitor and Update

One of the most important concepts in developing a transition plan is the need to have the plan reflect the preferences and interests of the child. It is the responsibility of the transition team and more specifically the coordinator, to monitor, review and update the plan regularly to ensure that the interests of the child are central to the process.

These plan “check-ups” should be used to review and update progress on identified actions, record achievements, identify new tasks or actions to be taken, and review the goals to ensure they are still consistent with the child’s interests and preferences. The transition plan is a document that should be updated and reviewed even beyond the transition itself.

TOOL 2: ROLES AND RESPONSIBILITIES OF TRANSITION PLANNING TEAM

The following information provides suggestions for members of your transition planning team and responsibilities for each.

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.
- Support their son/daughter's leadership role 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.
- Resolve conflicts.
- Monitor the progress of the IEP/Transition Plan.
- Obtain commitment for follow-up action and ensure that all participants are clear on the specific tasks/actions they are to undertake.
- 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.

General Educators

- Attend IEP/transition planning meetings.
- Consult with the planning team on education opportunities, graduation requirements and assessments, and on the youth's progress and support needs.
- Help identify and analyze post-secondary education opportunities.
- Provide instruction to the youth on the knowledge and skills required to support a successful transition to adulthood.
- Support an inclusive environment for the youth with developmental disabilities.

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.

Other Family Members, Friends and Advocates

- Attend IEP/planning meetings as appropriate.
- Share information on the youth's and family's preferences, interests, goals and needs.
- Assist and support the youth and his or her family as they discuss their needs and goals.
- Focus the team's planning on the youth's and family's needs and goals.
- Provide informal home and community experiences and supports, if possible.

TOOL 3: TIPS FOR DEALING WITH AGENCIES AND PROFESSIONALS

Tool 3a: Contact Information

Use this table to help keep track of information from your conversations with individuals along the way.

Name of Organization:	
Date Contacted:	
Name & Position of Person You Spoke with:	
Purpose of the Contact:	
Type of Organization & Services Offered:	
Address:	
Phone Number/ Fax Number:	
Website Address:	
Child's name left for referral of service for this agency:	
Information for contacting another individual or organization:	
Follow-up conversation requested and proposed date of follow-up:	
Comments or other important information:	

Tool 3b: Tips When Meeting with Agencies or Professionals

- Make an appointment to discuss issues. Don't try to have a "conference" with the teacher, for instance, while picking up your child.
- Before the meeting, jot down what you want to accomplish, what questions you have, what you want for your child.
- If you feel apprehensive or uncertain about a meeting, take a friend or peer advocate along with you.
- When you talk with a professional take notes. It is easy to forget important information. Or take someone with you who will take notes for you.
- Expect, and ask for, written reports of important information, such as a summary of decisions made at a meeting, progress of your child, etc. Keep all reports and information in a file (notebook) for future reference.
- Be prepared to give concrete, useful information about your child rather than vague generalities. Describe what your child can or can not do. It helps to jot down things you think are important. It's easy to forget, so get in the habit of keeping records.
- Be assertive, rather than passive or aggressive. Express your needs clearly and directly; state what you believe your child needs, stick to the facts, avoid accusations and finger-pointing. Use expressions like, "I feel," "I believe," rather than "you always" or "if only you would."
- If you do not understand what is being said or do not understand some of the terms being used, ASK to have them clearly explained. Keep asking until you understand.
- When a problem arises, concentrate on a problem-solving approach. Avoid blaming and excuse making. Approach the problem, not the personality of the person. Don't accept excuses, but try to get a plan developed which will solve the problem.

Tool 3c: Telephone Tips

- Always have a pen and paper with you before calling an agency. It is a good idea to keep information in one place such as a notebook.
- State who you are and where you live.
- State the reason you are calling:
 - I'm calling for information about ...
 - I would like to make an appointment for ...
 - I was told to call your office by (give the person's name) from (agency).
 - I am returning (name)'s call for (reason)...
- Ask if there is a specific person within that agency that you should speak to. Write down that person's name and phone number so that you may contact them directly. This way you will be sure you are talking to the right person and, hopefully, you will not have to repeat your whole story! Then contact them directly.
- Be prepared to describe what you or your child needs and what services you think the agency can provide. Ask if the agency has pamphlets or booklets that describe the services of the agency. Any written information is useful. The person helping you may need income or insurance information, names of pediatricians, health clinics, or case managers, social insurance numbers, etc. Have this information (your notebook) in front of you.
- Take brief notes of your conversation so that you may ask questions. Be assertive and polite. If you do not understand what is being said, repeat what you do understand and ask the person to clear up any misunderstandings, or if needed, ask the agency for employees who are bi-lingual /cultural and ask to speak with them.
- Follow-up
 - Find out if and when you need to call back.
 - Let staff know times that are best for them to reach you.
 - Write down any appointments or office visits that you need to make.
 - Double check the address and business hours of the agency.
 - Find out what papers, documents or other information you will need before you contact the agency again.
 - If the agency is sending information to you, ask when you should expect to receive it.

Tool 3d: Telephone Interview Guides

When you are starting your cold calling and search for service providers, start with access agencies that can refer you to other organizations.

Sample Telephone Script for a parent's conversation with an access agency:

"Hello, this is _____. I am a parent of a youth who is _____ (for example, exploring career options, or interested in a program). I am looking for information to help in planning for my (son's or daughter's) future.

I found your organization through _____ (for example, another agency, another parent, a publication) and I am interested in learning more about what services you provide (or what your organization does). Please tell me about your agency/organization.

Could you tell me who in your organization I should talk to for more information?

Do you have a website or any written materials describing your agency (or organization) that you could direct me to?

If you have written materials, could you please send them to me _____ (your name) at _____ (your address).

Who do you serve?

What services do you offer?

How does one get involved with your agency/organization?

Are there special eligibility or admission requirements?

How does one apply?

Are there costs involved in participating in your agency's or organization's programs?

If so, how much are they?

My child is _____(their age) but I am trying to get organized early for their transition to the adult life. Do you offer any short term supports to help us understand the system better or help us begin our transition planning process?

Is there a case coordinator that could be assigned to us to help?

Do you know of any transition planning agencies that could provide us with this support?

Do you have any ideas about how your agency or organization might help meet a need such as: (Describe a “specific problem or need” that you might have, for example: youth has a developmental disability and needs assistance changing buses; teen parent with a learning disability needs child care so that she can go to work after school; and so forth.)

Could you refer me to some other people, agencies, or organizations that might offer some services to meet this need?

Do you have a newsletter for parents?

Are there parent groups at this agency or another agency that I can join?

Can you put me in touch with another family that has recently gone through transition planning that could share their experiences with me (a mentorship)?

Thank you for speaking with me today. This information is very helpful in planning my (son's or daughter's) future as a member of our community.

Sample Telephone Script for a parent’s conversation about community programming (for example - through Parks and Recreation):

“Hello, this is _____. I am a parent of a youth who is interested in a recreational program.

My child is _____(their age) and I am trying to find programs to help connect them to the community.

Do you have any ideas about how your organization might help meet a need such as: (Describe a “specific problem or need” that you might have, for example: youth has a developmental disability and needs to learn how to swim or needs to make a connection to their community).

Could you tell me who in your organization I should talk to about this?

Please tell me about your available programs.

Do you have a website or any written materials with course descriptions that you could direct me to?

If you have written materials, could you please send them to me _____ (your name) at _____ (your address).

Are there special eligibility or admission requirements?

How does one apply?

What are the costs involved in participating in your organization’s programs?

If so, how much are they?

Do you have flexible rates?

If personal support is required to participate, do you provide it?

Could you refer me to some other people, agencies, or organizations that might offer some services to meet this need?

Thank you for speaking with me today. This information is very helpful in enabling my (son or daughter) to participate as a member of the community.

TOOL 4: TIMELINE OF ACTIVITIES

Section 7 contained a timeline chart listing the activities that were specific to parents. This chart provides a more comprehensive listing of activities for both parents and children.

Age 0-2

- ✓ Encourage language and communication. Assist your child in learning some means of communication – the more vocabulary that is understood and expressed the better.
- ✓ Obtain a birth certificate and/or proof of citizenship.
- ✓ Begin financial planning. Set aside money to assist your child when he or she makes the transition to adult living.
- ✓ Apply for the Canada Child Tax Benefit and the Universal Child Care Benefit.
- ✓ Apply for other federal benefits for children with disabilities, as appropriate based on eligibility requirements.
- ✓ Start a file for records. Start keeping track of records related to your child and add to the file as they progress through the various stages of their lives – things like medical records, assessments, report cards, community certificates, records of completion, etc.

Age 3-6

- ✓ Involve your child in social activities. Enroll them in preschool, religious education, co-operative play groups, and/or day care so that the child gets experience socializing with others – those with and without disabilities.
- ✓ Have your child participate in leisure activities so they can begin to understand their likes and dislikes.
- ✓ Invite families with children your child's age to your home to play.
- ✓ Teach your child everyday skills like brushing their teeth.

- ✓ Teach your child about their disability. Teach them self care skills related to their special needs.
- ✓ Make sure your child has an effective communication system (words, pictures, gestures or sign language).
- ✓ Give your child household chores that match their abilities.
- ✓ Begin giving your child choices so they can learn to make decisions. Teach your child the consequences of their behaviours and their choices.
- ✓ Seek inclusion. Consider very carefully what type of schooling your child will receive. Make sure that he or she is included as much as possible in the typical school program. Regular kindergarten in your neighborhood school should be the first option to explore.
- ✓ Talk with parents of children with and without disabilities. Begin developing a network of friends and supports early.
- ✓ Apply for Special Services at Home through the Ministry of Community and Social Services.

Age 7-11

- ✓ Assign your child regular chores as part of the family's activities. Provide them with an allowance.
- ✓ Allow your child to choose how to spend some or all of their allowance.
- ✓ Let your child make mistakes.
- ✓ Teach your child to speak up for themselves.
- ✓ Involve your child in neighborhood and community activities, such as scouts, swimming lessons, story hour at the library etc. Wherever possible, allow them to participate without you.
- ✓ Encourage hobbies based on your child's interests and strengths.

- ✓ Teach your child life skills, such as money management, shopping skills. Make your child responsible for good grooming and allow them to choose which clothes to wear. Teach your child to make simple meals.
- ✓ Allow your child to complete homework assignments as independently as possible. Let them tell you when they need your assistance.
- ✓ Explore communication systems that support language and literacy
- ✓ Teach your child their personal information such as address, phone number, etc.
- ✓ Introduce your child to the public transit system.
- ✓ Begin sex education. As your child grows and matures, help him or her to understand human reproduction and sexual development as a normal part of growing up.
- ✓ Begin asking your child what they want to be when they grow up.
Develop a vision for your child for life after high school.
- ✓ Help your child talk directly with doctors and other service providers.
- ✓ Network with others who have recently experienced transition planning.

Age 12-16

- ✓ Have your child advocate for themselves.
- ✓ Encourage your child to join teams and clubs at school.
- ✓ Have your child continue their involvement in activities outside of school as well.
- ✓ Encourage your child to hang out with friends.
- ✓ As appropriate, encourage gradual moves toward greater personal independence and self-care.
- ✓ Discuss sexuality with your teen.
- ✓ Allow your child to help in the preparation and cooking of meals.

- ✓ Open a bank account for your child, if you haven't already done so.
- ✓ Encourage your child to get to places in the community on his/her own by using the public transit system, walking, making arrangements with friends.
- ✓ Include your child in meetings about their education through the IEP process and transition planning.
- ✓ Continue to talk about career interests that are consistent with your child's interests and strengths.
- ✓ Consider carefully your child's options for high school education. Encourage community based job training and life skills if these are appropriate activities for your child. Involve your child in all decision-making.
- ✓ Take a look at the Ontario Skills Passport website for helpful information on developing employment skills at:
<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp>
- ✓ Have your child do volunteer or paid work in the home, neighborhood or community. Assist your child in developing good work habits.
- ✓ Look into the Assistive Devices Program for support with communication technology

Age 17-21

- ✓ By age 17, obtain a diagnosis of disability in preparing for the Ontario Disability Support Program (ODSP) application. Surrey Place or your child's pediatrician can be helpful sources.
- ✓ Encourage your child to find a job in the community or to pursue post-secondary education or training.
- ✓ Have your child become a mentor for younger children just entering high school.
- ✓ Find out about community programs for adults that match your child's leisure or athletic interests.
- ✓ Apply for the Passport Initiative

- ✓ Support your child in establishing an appropriate living arrangement such as attendant services and supported living options.
- ✓ Have your child prepare meals for the family.
- ✓ Encourage your child to practice budgeting and banking skills.
- ✓ Contact the Office for Students with Disabilities on campus of a college or university your child is interested in pursuing.
- ✓ Contact Ontario Disability Support Program (ODSP) for Income Support before age 18.
- ✓ Contact ODSP Employment Supports for help with job search and training.
- ✓ Contact your local service agency for resources and training opportunities.
- ✓ Take on the role of coach on the sidelines and let your child become the decision maker.

TOOL 5: CREATING MY VISION

Use this form to develop a vision for your child. To the extent possible, have your child answer the questions themselves or have another family member or friend help them with their answers. You should review this periodically as your child's preferences, interests, likes, dislikes and abilities are bound to change from one year to the next.

My name is:		My age is:	
What I like to do and what I can do...			
At home:			
At school:			
In the community (e.g. at work or volunteering)			
For fun (hobbies and interests):			
What I would like to do or learn to do...			
At home:			
At school:			
In the community (e.g. at work or volunteering)			

For fun (hobbies and interests):	
When I grow up:	
What I don't like to do...	
At home, school or in the community	
Summary...	
My strengths/gifts are...	
My interests are...	
Some things I need support with are...	
The kind of support that works for me is....	
In my vision for the future, I would like to...	

TOOL 6: YOUR TRANSITION TEAM

This form provides examples of the types of individuals you may want to include on your transition team. By no means do you need to include someone from each category. Once you have picked your team, revise the form so it reflects your transition team.

TEAM MEMBERS NAMES	E-MAIL ADDRESS PHONE NUMBER	COMMENTS
ME	Email:	
	Tel:	
TRANSITION COORDINATOR	Email:	
	Tel:	
FAMILY MEMBER(s)	Email:	
	Tel:	
FRIEND(s)	Email:	
	Tel:	
COMMUNITY MEMBER(s)	Email:	
	Tel:	
SCHOOL PERSONNEL	Email:	
	Tel:	
SOCIAL WORKER(s)	Email:	
	Tel:	
SERVICE PROVIDER(s)	Email:	
	Tel:	

TOOL 7: YOUR CHILD’S PROFILE

These two tables can be used to help build your child’s profile

Characteristics and Qualities

To the extent possible, have your child complete Tools 7a and 7b. The questions are written as if speaking to your child. List as many points as you can think of in the boxes on the right. Your child can complete this profile alone if possible, but it is helpful to also ask a family member or other important person these questions to find out how they see things. The information from the vision exercise may be helpful to use here as well.

QUESTIONS	YOUR ANSWERS
What are your strengths?	
What are your interests?	
What do you like?	
What do you dislike?	
How do you communicate with people? (Example: quiet, talkative, use a communication device?)	
What are your accomplishments?	
Do you have any special considerations? (Include anything not covered by the above)	
What are some words that describe you? (Example: outgoing, positive, picky, good reader, shy, funny, patient, etc.)	

Services and Supports

On this table, list the supports you use now and those that you will need in the future.

QUESTIONS	ANSWERS
What services and/or supports do you currently use?	
What additional services and supports do you need now?	
What services and supports do you anticipate needing when you leave high school?	

TOOL 8: YOUR FAMILY PROFILE

You may choose to use this worksheet to identify the services and supports you will need as your child transitions to adulthood.

QUESTIONS	SERVICES AND SUPPORTS
What services and/or supports does your son or daughter currently use?	
What additional services and supports does your family need now?	
What services and supports does your family anticipate needing when our son or daughter leaves high school?	
What activities can you provide that will help your son/daughter prepare for adult life?	
What financial resources do you have and what will be required to help support your child when they leave high school?	
Additional considerations	

TOOL 9: SETTING YOUR GOALS

To help you set your goals, 11 goal categories are listed in the following table. Beside the categories that are important to you, write down your short-term goals (six months to one year) and your long-term goals (one to five years). It may be helpful to work with your parent(s) or guardian(s) in setting your goals as they may have suggestions and insights.

GOAL CATEGORY	MY SHORT-TERM GOALS (over 6 months to 1 year)	MY LONG-TERM GOALS (over 1 to 5 years)
Health/Fitness (Example: I will take my medication at the right time, without anyone reminding me to do so.)		
Daily Living (Example: I will be able to plan and prepare all of my meals.)		
Housing/Living Arrangements (Example: I will live in my own apartment.)		
Finances/Money (Example: I will deposit my allowance and any other money I earn into a bank account using an ATM bank machine.)		

GOAL CATEGORY	MY SHORT-TERM GOALS (over 6 months to 1 year)	MY LONG-TERM GOALS (over 1 to 5 years)
<p>Friendships/Social Life (Example: I will get together with my friends to have fun once a week.)</p>		
<p>Support Circles (Example: I will join or establish a circle of support to surround myself with help and friendship.)</p>		
<p>Transportation (Example: I will take a public bus to school.)</p>		
<p>Post-Secondary Education/Training (Example: I will go to college to become a _____.)</p>		
<p>Employment (Example: I will have a job working as a _____.)</p>		
<p>Recreation (Example: I will participate in an art class.)</p>		
<p>Community Involvement (Example: I will volunteer at the SPCA.)</p>		
<p>Legal/Advocacy (Example: I will learn how to speak up for myself.)</p>		

TOOL 10: TRANSITION PLAN TEMPLATE

Use this form to bring the information from the previous exercises together to establish your transition plan.

Name:		
Date:		
Birth Date:		
School:		
Profile:		
Strengths:		
Student's Vision:		
Goal #1	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Post-Secondary Education / Training		
Skills and Abilities related to Post-Secondary Education/Training Goals:		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1.		
2.		
3.		

Goal #2	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Employment/Volunteer		
Skills and Abilities Related to Post-Secondary Education / Training Goals:		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1.		
2.		
3.		

Goal #3	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Living in the Community		
Skills and Abilities Related to Living in the Community:		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1.		
2.		
3.		

Goal #4	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Recreational/Social Activities		
Skills and Abilities Related to Living in the Community:		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1.		
2.		
3.		

Goal #5	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Other		
Skills and Abilities Related to Living in the Community:		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1.		
2.		
3.		

TOOL 11: AN ACTION PLAN

Use this form to summarize the actions identified in transition planning meetings. This list can then be used at the next meeting to make sure your activities are moving along as planned and you are accomplishing the tasks you need to as you move forward. Make copies of this chart to fill out, for each of your goals.

Date and place of today's meeting:

Goal # ____ :

What needs to be done to achieve this?	Who is responsible for achieving this?	When will this be achieved?	How will we know when we have succeeded?	Status (not started, in progress, or complete)
1.				
2.				
3.				

When and where will the next meeting take place?

TOOL 12: SAMPLE TRANSITION PLANS

For a Youth with High Needs

Name: Donna Date: Birth Date: School:

Profile:

Donna is a very petite young woman, the oldest in her family, with three younger brothers. Healthy and responsive to her environment, Donna was diagnosed at birth with microcephaly, epilepsy, and very high muscle tone. She is dependent on others for all aspects of daily living. Donna has custom seating in a manual wheelchair to accommodate and discourage further scoliosis. Donna has a wealth of family, friends and acquaintances who contribute to her feeling of being valued and loved. Her support network meets to review, dream and continue to develop a shared vision with Donna, offering ideas from their varied perspectives. The members include her parents, brothers, aunts and uncle, neighbours and former SSAH support workers, her own and family friends. Some current support personnel are also invited to participate in ensuring the richness of Donna's life in the community.

Strengths:

Life Skills: Donna is easy going and co-operative. She enjoys almost all foods offered to her, and can reach for objects, manipulating them between her hands,

Health /Physical Management: Donna is healthy and strong and is developing improved seizure control. She co-operates with someone assisting her with transfers, and dressing.

Social Connections: Donna enjoys peer interaction, has a circle of acquaintances, in many familiar settings, which continues to grow.

Emotional Well-being: Donna is patient and trusting, undemanding yet determined, and affectionate, Donna has a sense of humour, is adaptable and resilient. She knows she is loved.

Psychological Aptitude: Donna recognizes voices, situations and faces. She recognizes patterns of events, and understands cause and effect.

Communication Ability: Donna is a good listener, and is responsive to conversation, She expresses her likes/dislikes, uses instruments to convey a message, recognizes own name, certain words and short phrases

Leisure Identity: Donna enjoys being out-of-doors in all seasons, and loves to ride in vehicles. She goes skating in her wheelchair, and swimming where she also uses the whirlpool.

Shared Vision: Donna will be acknowledged as an adult capable of and deserving an interesting and valued life.

Donna will receive individualized funding to support her life

She will be supported to expand her network of relationships, and to nurture those relationships.

Donna will be encouraged to continue developing her communications skills through sound and gesture. Her communications will be respected.

She will maintain her health and flexibility.

Donna will receive her own invitations from family and friends to attend or be a guest.

She will participate in a range of activities of interest and benefit to herself and others, which include recreation, sensory stimulation, therapy and community service.

Goal #1	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Learning/ Opportunities	Seek out continuing education opportunities	
Skills and Abilities Related to Post-Secondary Education / Training Goals: Donna is non-judgemental, patient and trusting, undemanding yet determined, funny, adaptable and resilient.		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1. Explore with college personnel the possibility for auditing a course	Family	Early Fall
2. Explore Board of Education general interest night courses	1:1 support staff	Early Fall

Goal #2	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Relationships Recreational and Social Activities	Donna will nurture acquaintances, and make new friends.	Donna will expand her network of relationships
<p>Skills and Abilities Related to Relationships: Donna is non-judgemental, patient and trusting, undemanding yet determined, funny, adaptable and resilient.</p>		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1. Invitations to visit Donna and socialize in her home	Family member or friend to host; 1:1 support staff offer hospitality	Network meeting
2. Celebrate occasions and seasons	Family and support staff	ongoing
3. Gather her support network together	Family	
4. Encourage the interest of people Donna meets and exchange names/contact info	Everyone	ongoing
5. Keep an up-to-date address book	Family/support workers	Network meeting

Goal #3	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Life in the Community - Volunteer Roles Recreation/Social Life	Donna will discover welcoming places, and be able to establish a community presence	Donna will have the support to be a citizen- participating and contributing
<p>Skills and Abilities Related to Life in the Community: Donna is responsive to conversation She is a good listener, expresses her likes/dislikes, recognizes voices, situations and faces She recognizes patterns of events.</p>		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1. Attend community events	Family/1:1 support staff	ongoing
2. Explore local community recreation and neighbourhood consumer opportunities	Everyone	summer
3. Be an active member of her church community/ continue to volunteer Out of Cold program	Family on weekends/ support staff on Tuesdays in winter	October
4. Make dates for movies, concerts - invite a guest	Staff support and family	Network meeting
5. Seek out new volunteer opportunities	1:1 support staff and family with help from Volunteer Centre Toronto	September
6. Explore out of home sleepover opportunities.	Family/supporters	

Goal #4	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Physical Fitness	Increased flexibility/ decreased muscle tone	Continue to be healthy and strong
<p>Skills and Abilities Related to Physical Fitness: Donna is healthy and strong. She loves a variety of positions, and the physical intimacy that is required to support her.</p>		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1. Spend time in activities which offer chances for stretching, movement, and weight bearing (outdoors and indoors)	Support staff and family	ongoing
2. Weekly swim at local community centre whirlpool	1-1 support staff	ongoing

Goal #5	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Communication	Help others to understand and communicate effectively with Donna	same
<p>Skills and Abilities Related to Communication: Donna is a good listener, expresses her likes/dislikes, uses instruments to convey a message, recognizes own name, certain words, short phrases and perhaps more.</p>		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1. Model posture, tone of voice, patience and expectation of a response when communicating with Donna.	Everyone	ongoing

Goal #6	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Health	Pursue optimal seizure control	Donna will not require medication for seizures
<p>Skills and Abilities Related to Health: Donna is developing improved seizure control.</p>		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1. Work towards minimum or no amount of medication	Family and support staff in co-operation with medical team	Every 6 months

For a Youth with Moderate Needs

Name: Steve Date: October 2006 Birth Date: School:

Profile:

Steve is a student with a moderate developmental disability who is seeking supported employment and an independent community living opportunity at an appropriate time after high school. The student's teacher-adviser is serving as the leader of the transition planning team. A representative from the local Association for Community Living has agreed to participate on the student's transition planning team.

Strengths:

Steve enjoys math and is good at counting and sorting. He has a good understanding of the concept of money and can identify the value of all coins and paper currency. Steve enjoys geography and using maps. He can locate each of the provinces on a map of Canada. Steve is active and enjoys participating in outdoor activities. Steve is particularly interested in gardening. Steve also enjoys listening to music and has a strong circle of friends. Steve is an easy going individual and makes friends easily.

Student's Vision:

Steve would like a supported employment position somewhere close to home. If possible, he would like to work at a gardening centre. He would like to continue living at home in the immediate future and then possibly living with another young adult with special needs in a supported placement at an appropriate time.

Goal #1	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Employment	Steve will work in part-time jobs until the end of high school.	Steve will find a full-time job with support.
<p>Skills and Abilities Related to Employment Goals:</p> <p>Steve enjoys working and has had some good placement opportunities in the co-operative education program. One of his placements was at the local grocery store stocking shelves. He has a good understanding of the concept of money. Steve gets along well with other people both socially and in a work environment. He loves gardening and would like to work in a gardening centre when he finishes high school.</p>		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1. Expand work Semester experience through continued participation in co-operative education program.	Steve, educational assistant, monitoring of co-operative education teacher and input of special education teacher	Semester II 2006-07
2. Do additional work placements of increasing duration (if available)	Co-operative education teacher and special education teacher	Semester II 2007-08
3. Investigate summer work placement programs	Parents, community living representative	Spring 2008

Goal #2	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Independent Living	Steve will continue to live at home with his family until the transition to supported employment is well established.	Steve will live with a roommate in an appropriate community living housing arrangement with supports.
Skills and Abilities Related to Independent Living: Steve is becoming better at managing his own personal care. He is a sociable individual and he makes friends easily.		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1. Personal care course at school	Steve, special education teacher and teaching assistant	Annually in September IEP review
2. Explore possible options for adult services and programs - visit some if possible	Steve, parents, community living representative	January 2006
3. Register for any wait-listed programs or services that are likely to be needed after leaving school.	Steve, parents, community living representative	January 2006
4. Identify learning expectations that will facilitate transition to these programs	Steve, parents, community living representative, special education teacher	January 2006
5. Have student visit supermarket weekly with educational assistant to select snacks for coming week and to gain further familiarity with money and payment.	Educational assistant, special education teacher and Steve	Annually in September IEP review
6. Review status of community living programs	Steve, parents, community living representative, special education teacher	Annually in September IEP review

Goal #3	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Recreational/ Social Activities	Increase opportunities to meet friends in a social setting.	Continue to promote activities that are consistent with Steve's interests while expanding his circle of supports.
<p>Skills and Abilities Related to Recreation/Social Activities: Steve is comfortable in a range of social settings. He has an easy going personality and enjoys participating in outdoor activities. He likes using maps and would enjoy planning trips for his family. Steve has a good circle of supports including good friends and a supportive family.</p>		
Tasks to be Completed to achieve Goal	Who is Responsible	Date to Review for Implementation
1. Find a youth group that Steve can join	Family, church members	January 2006
2. Weekly family swim at local community centre	Parent to accompany Steve	January 2006
3. Weekly swimming lessons at community centre	Parent to accompany Steve	Fall 2006
4. Formalize the support network	Parents, Steve	January 2006
5. Meet with support network every other month	Family, Steve, support network	Ongoing
6. Allow Steve to map out a family outing in the community	Steve, parents	Summer 2006
7. Allow Steve to plan and map out a family holiday	Steve, parents, family members	Summer 2007
8. Make dates for movies, concerts – invite a guest	Steve, family	Ongoing