

Transition From School to Adulthood

Karen Wang



Agenda



- Define transition planning and why it's important
- Review the transition planning process
- Identify action items to do at home
- Review options for life after school
- Share community resources

What is transition planning?

Required by law

Part of the
Individualized
Education Program
(IEP)

Ongoing

Collaborative

Student-Centered



Educational Development Plan (EDP)

- **Who:** Every student with help from counselor
- **What:** Explore interests and career goals; connection between school and career
- **When:** Middle school, created in 7th grade, reviewed and revised every year afterward
- **How:** Assessments and inventories
- **Why:** Planning high school course of study

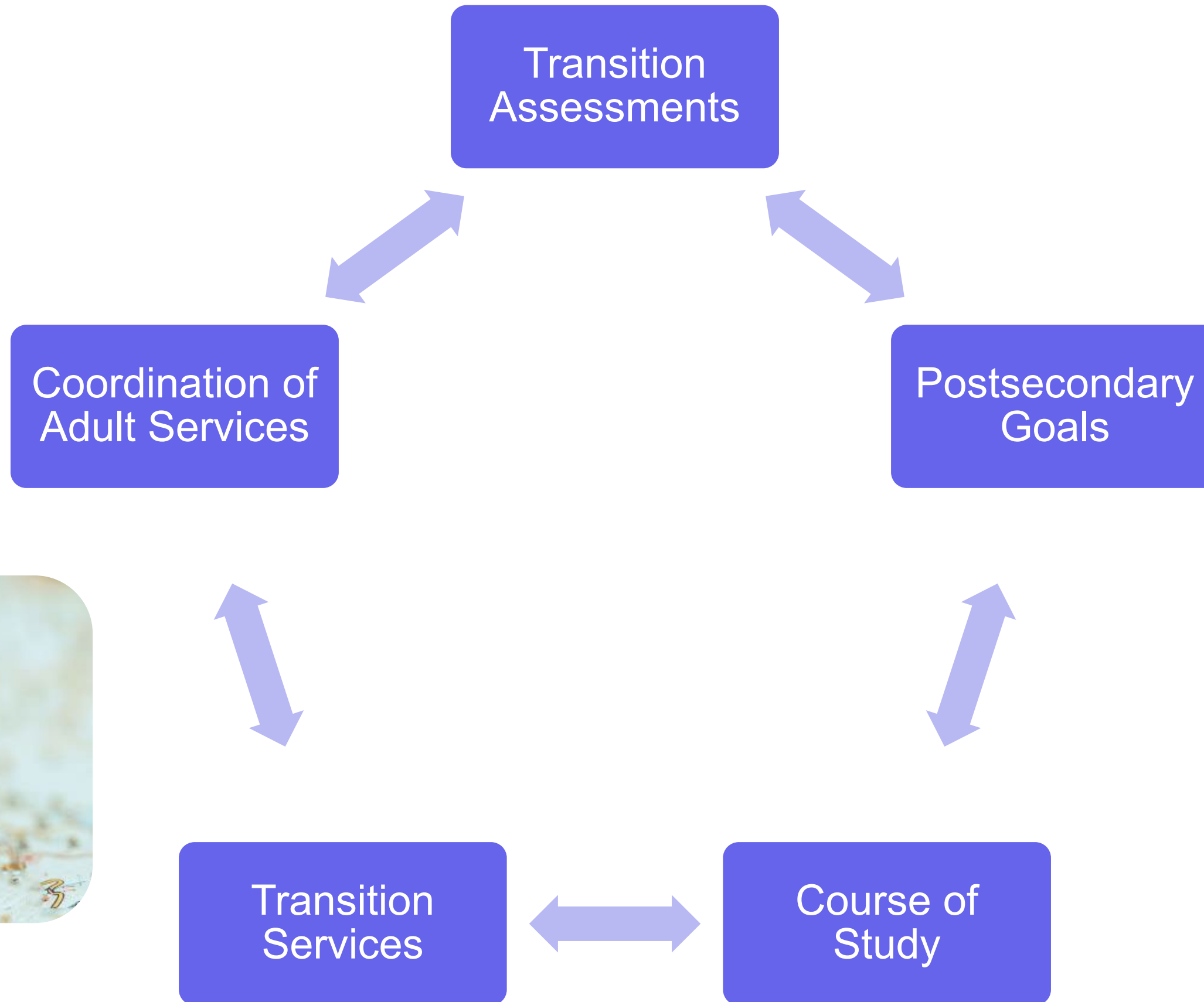


Action Items: before age 14

- Get a Social Security card
- Practice with public transportation
- Medical alert bracelet or necklace
- Community-based outings
- Identify strengths, preferences, interests and needs (SPIN)



The Transition Planning Process



Individuals with Disabilities Education Act (IDEA): The Law

Transition plans MUST include:

Data from transition assessments

Measurable postsecondary goals

Services to reach those goals

Information about transfer of rights



Action Item: Self-Advocacy

Student will be invited to any IEP meeting where transition planning is to be discussed.



Before the meeting

- Presume competence
- Dignity of risk
- Disclosure of disability
- Talk about interests and goals
- Prepare materials
- Practice
- Invite others

During the meeting

- Share strengths and interests
- Present and read from materials
- Ask questions
- Express opinions
- Lead

Transition Assessments

Work Samples

Conversations with Student and Family

Observations

Interest Inventories

Standardized Assessments

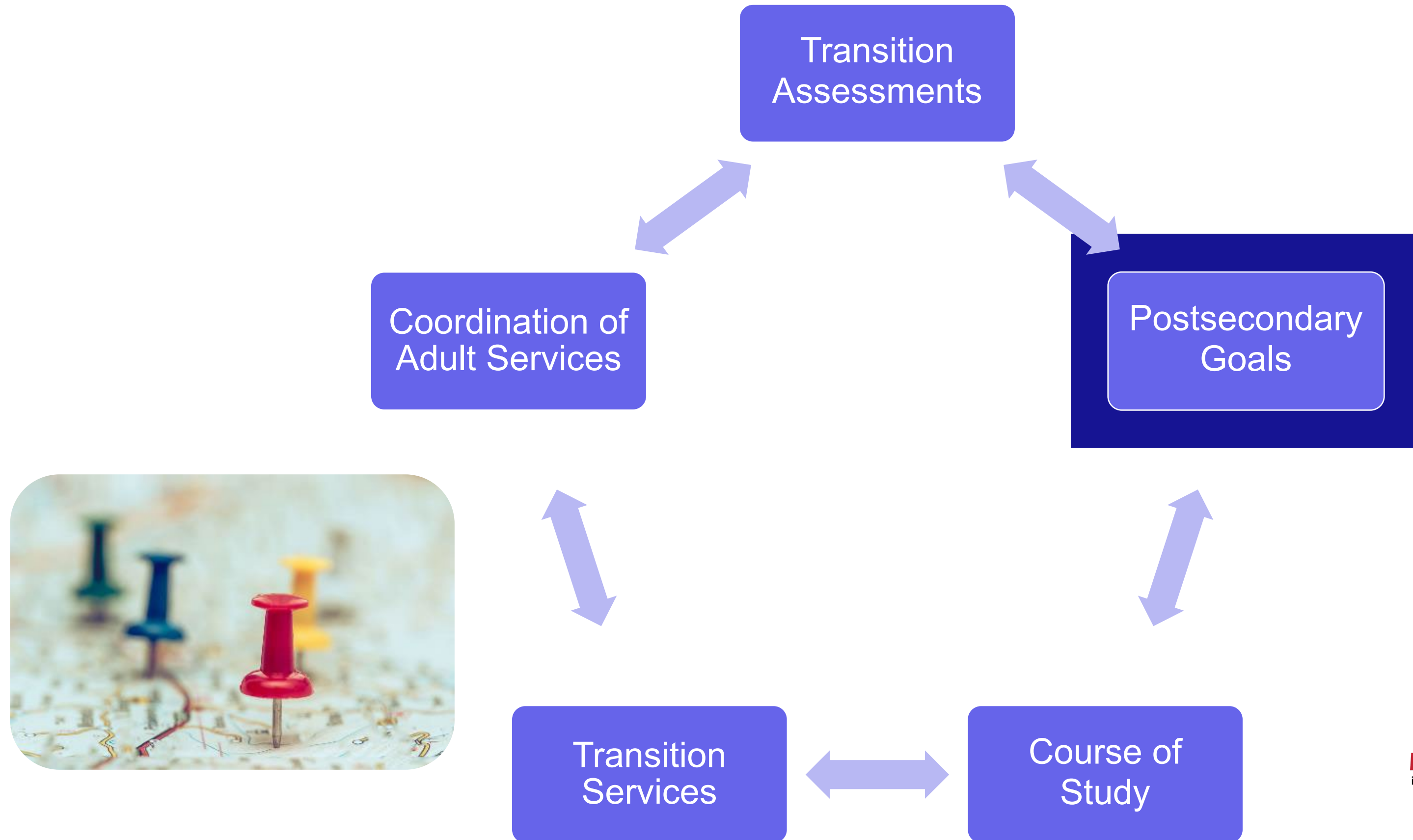


Action Items: at age 16

- State-issued photo ID or driver's license
- Disability parking permit, if needed
- Review and update transition goals
- Job training in the community
- Explore part-time or summer employment, if appropriate
- Graduation Plan



The Transition Planning Process



Postsecondary Goals

Long-term goals that are reviewed annually at the IEP

Goals must be written in four areas:

- Education
- Training
- Employment
- Independent Living, where appropriate



Postsecondary Goal Examples



Based on the student's **S**trengths, **P**references, **I**nterests and **N**eeds

Education/Training

- Attend a four-year college for business management
- On-the-job training at Detroit Metro Airport
- Skill-building program to learn time management

Employment

- Work at the hospital with a job coach
- Part-time job at the pet store while attending community college, then work full-time as a vet tech



Independent Living

- Dress and feed oneself with assistance
- Rent an apartment, pay bills, schedule appointments, access community services by using public transportation

What Is "Independent Living?"

Principles:

- Choice
- Control
- Freedom
- Equality

What it looks like:

- Apartment with support staff
- Shared housing with chosen roommates
- Room at parent's house
- Choosing services that fit personal needs
- Control over everyday decisions, such as grocery shopping, medical appointments, housekeeping, friendships, etc.
- Freedom to participate in community activities
- Equal access to opportunities
- Removal of barriers



Action Item: Vocational Rehabilitation (VR) Services

Pre-Employment Transition Services (Pre-ETS) start at age 14

Michigan
Rehabilitation
Services (MRS)

- 1-800-605-6722
- MRS-CustomerAssistance@michigan.gov

Bureau of Services for
Blind Persons (BSBP)

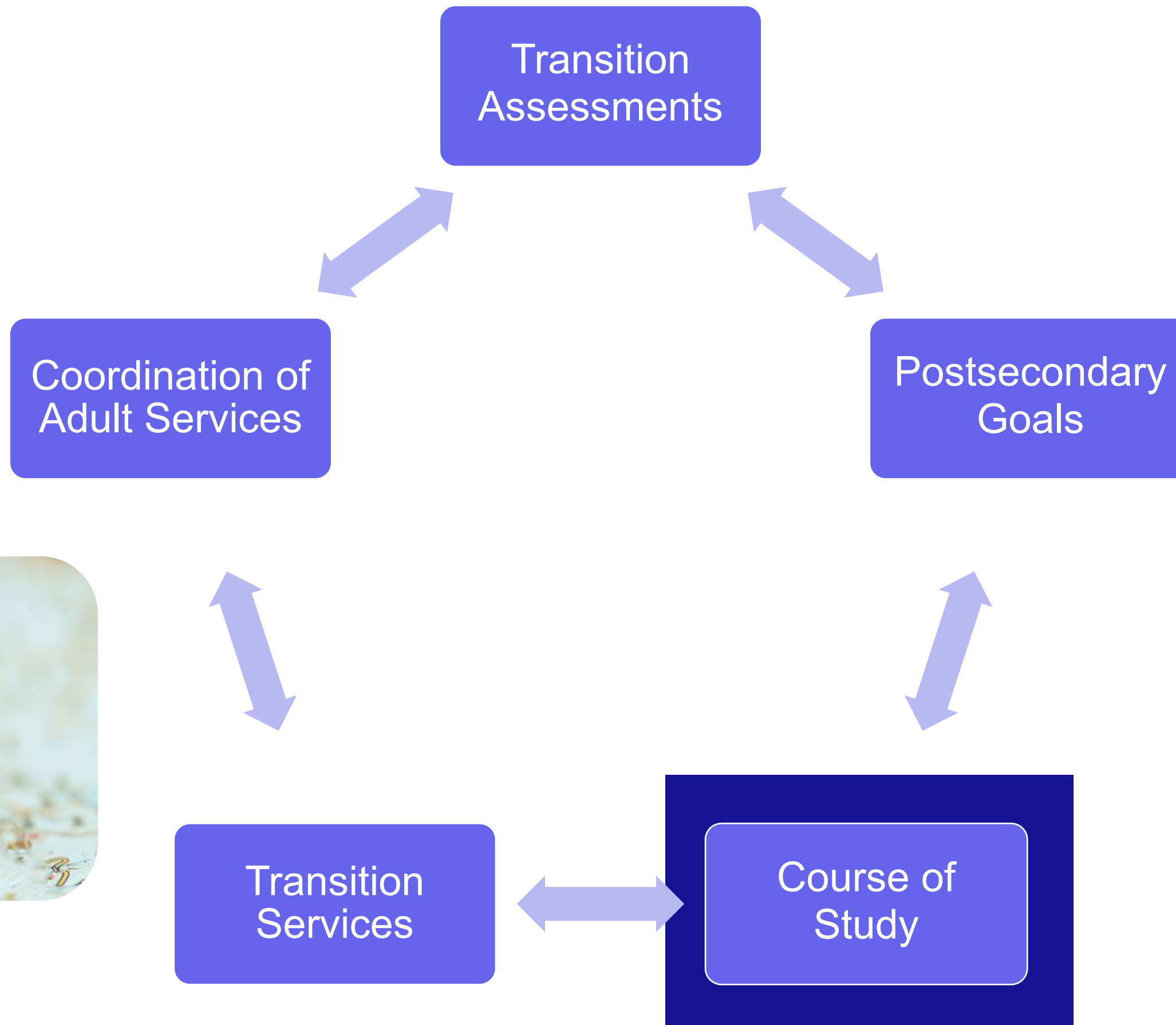
- 1-800-292-4200

Workforce Innovation
and Opportunity Act
(WIOA) Youth Program

- Michigan Works!
- 1-800-285-9675



The Transition Planning Process



Course of Study

Exit with a diploma:

- Michigan Merit Curriculum
- Personal Curriculum
- Extra time may be added for students with IEPs
- Career and technical education



Strengths
Preferences
Interests
Needs

Exit without a diploma:

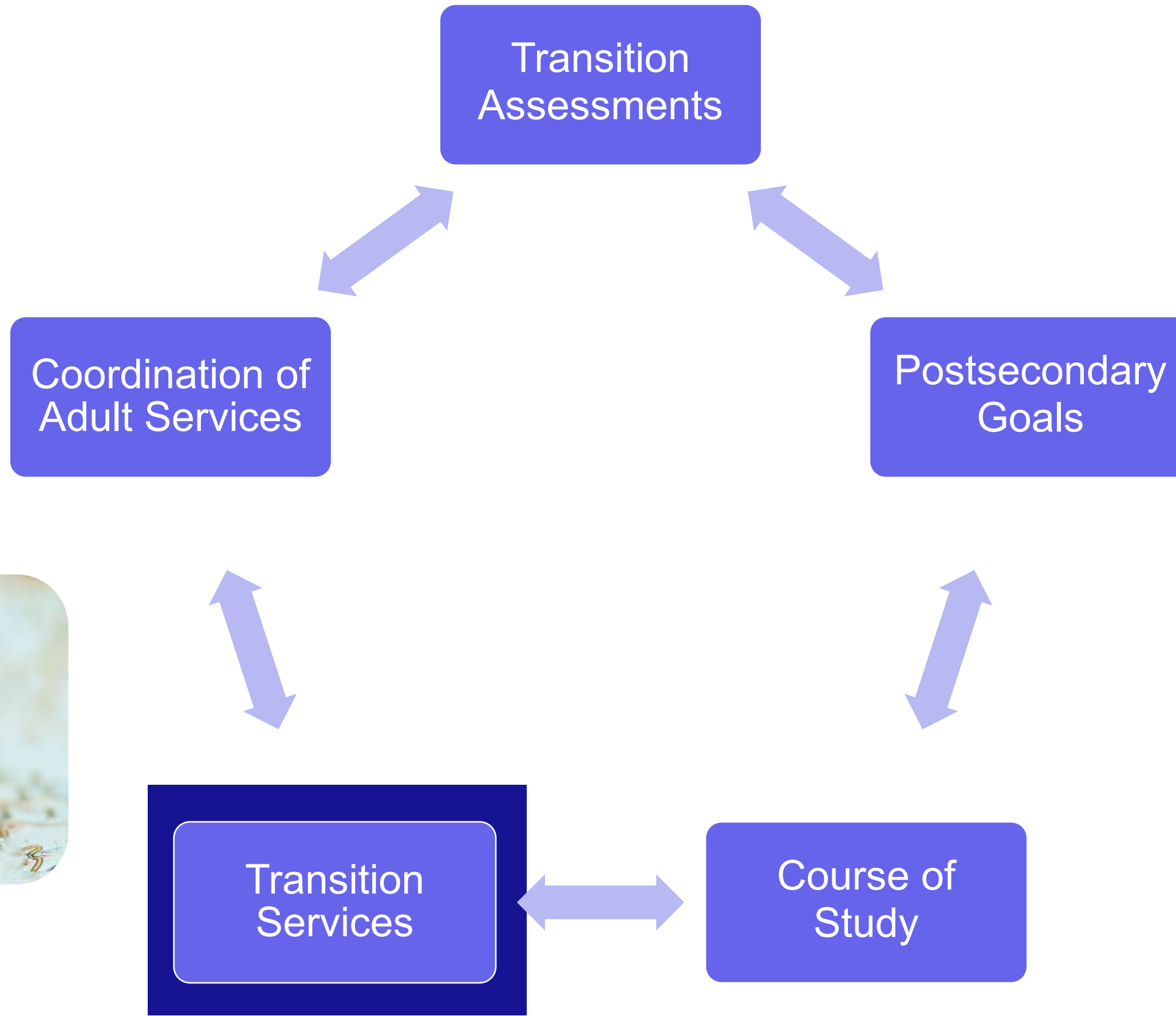
- "Certificate of Completion"
- No statewide curriculum
- Education to age 26
- Career and technical education

Action Item: Dignity of Risk



Every person learns by making choices that could have negative consequences and by experiencing those consequences. Every person has the right to make personal decisions and to decide how to achieve personal goals.

The Transition Planning Process



Transition Services

Activities that help a student achieve postsecondary goals



Services must be:

- Based on student strengths, preferences, interests and needs
- Activities that the student will complete, with support from school and community agencies
- Composed of skills, experiences, opportunities and connections
- "A results-oriented process"

Transition Services Examples

Education

- Instruction/modeling for self-advocacy in classroom
- Direct instruction for math and/or reading comprehension
- Take a college tour

Training

- Study skills
- Social skills for employability
- Practice requesting accommodation
- Apprenticeship

Employment

- Referral to vocational rehabilitation
- Paid work experience
- Learn to follow a visual schedule

Independent Living

- Memorize phone number
- Master the use of adaptive switches on appliances to cook meals
- Practical math skills



Age of Majority

Transfer of Rights

- Schools must tell students that when they turn 18, they are an adult and have certain rights
- This must happen on or before the student's 17th birthday



Student Rights at Age 18

The right to...

Give permission for testing

Invite anyone they choose to the IEP meeting

Provide input into the development of their IEP

Access school records

Disagree with the IEP team

Give permission to share records with outside agencies

Students always have the right to attend their own IEP...at any age!



Student Responsibilities at Age 18

State-
issued
photo ID

Register to
vote

Males
register
with the
Selective
Service

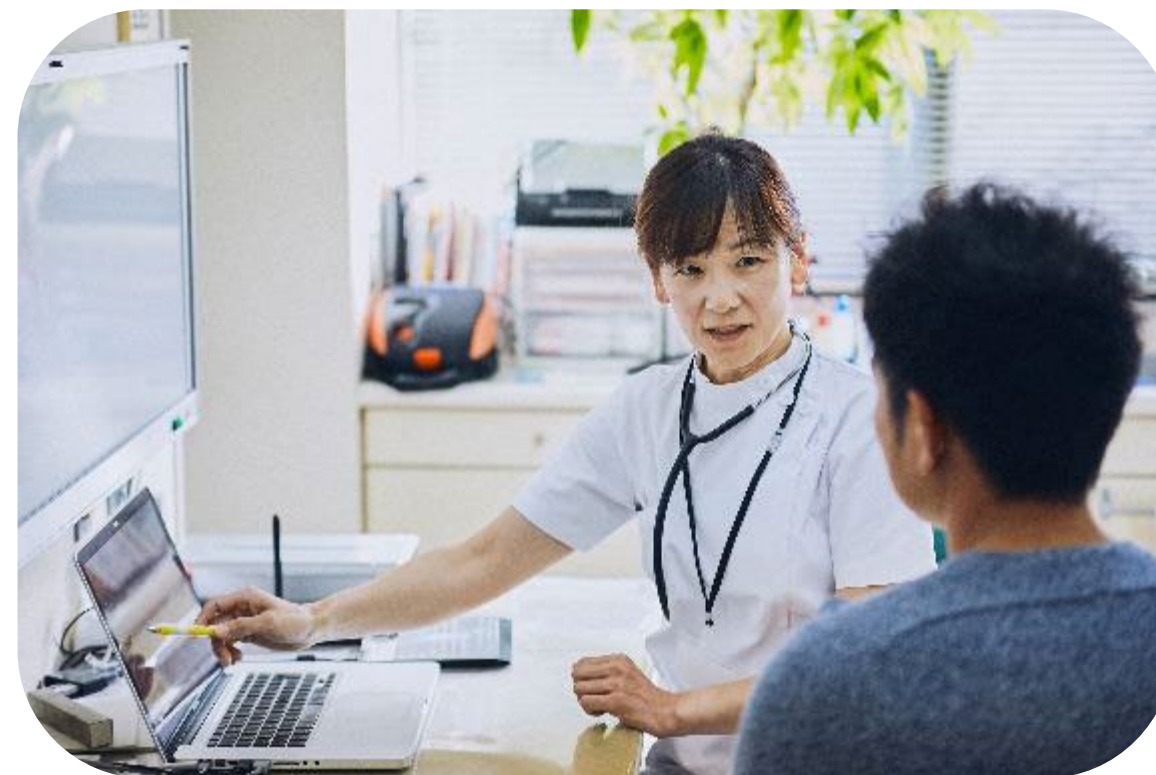
Control
over
medical
decisions

Control
over
financial
decisions

Control
over
educational
decisions

Self-
disclosure

Identify
trustworthy
people



Action Item: Manage the Paper Trail



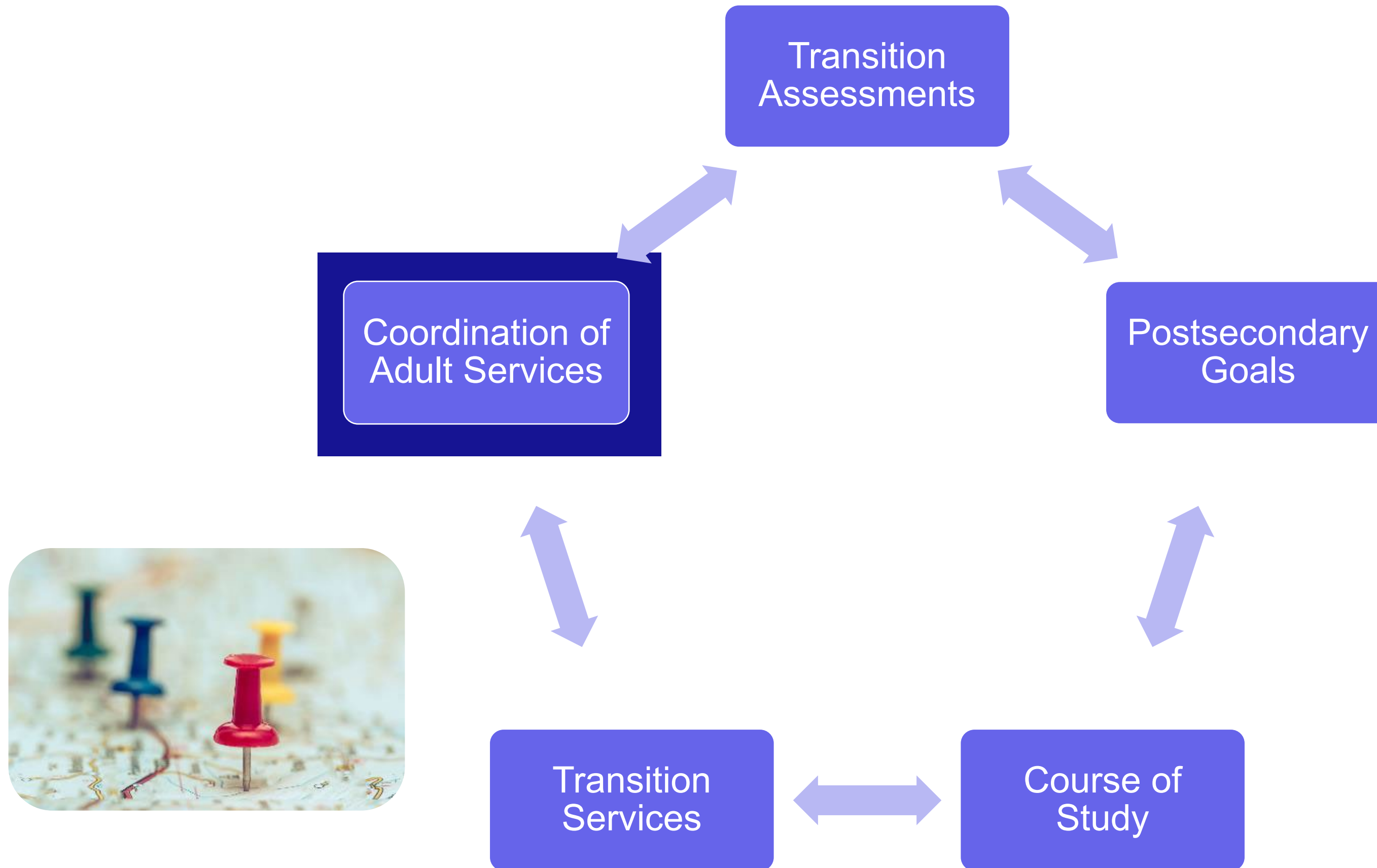
Before Age 18:

- Birth Certificate
- Social Security card
- IQ test, when appropriate
- Most recent IEP
- Multi-disciplinary evaluations
- Physician's statement on the nature of the disability

At Age 18:

- Power of attorney, **even if you are considering guardianship**
- Residential lease
- List of assets in student's name
- Parents' names removed from student assets

The Transition Planning Process



Alternatives to Guardianship

Self-Determination: the process by which a person controls their own life

Supported
decision-
making

Power of
Attorney

Representative
Payee (for
Social Security)

Self-Advocacy begins with SPIN!



What is SSI?

Supplemental Security Income (SSI)

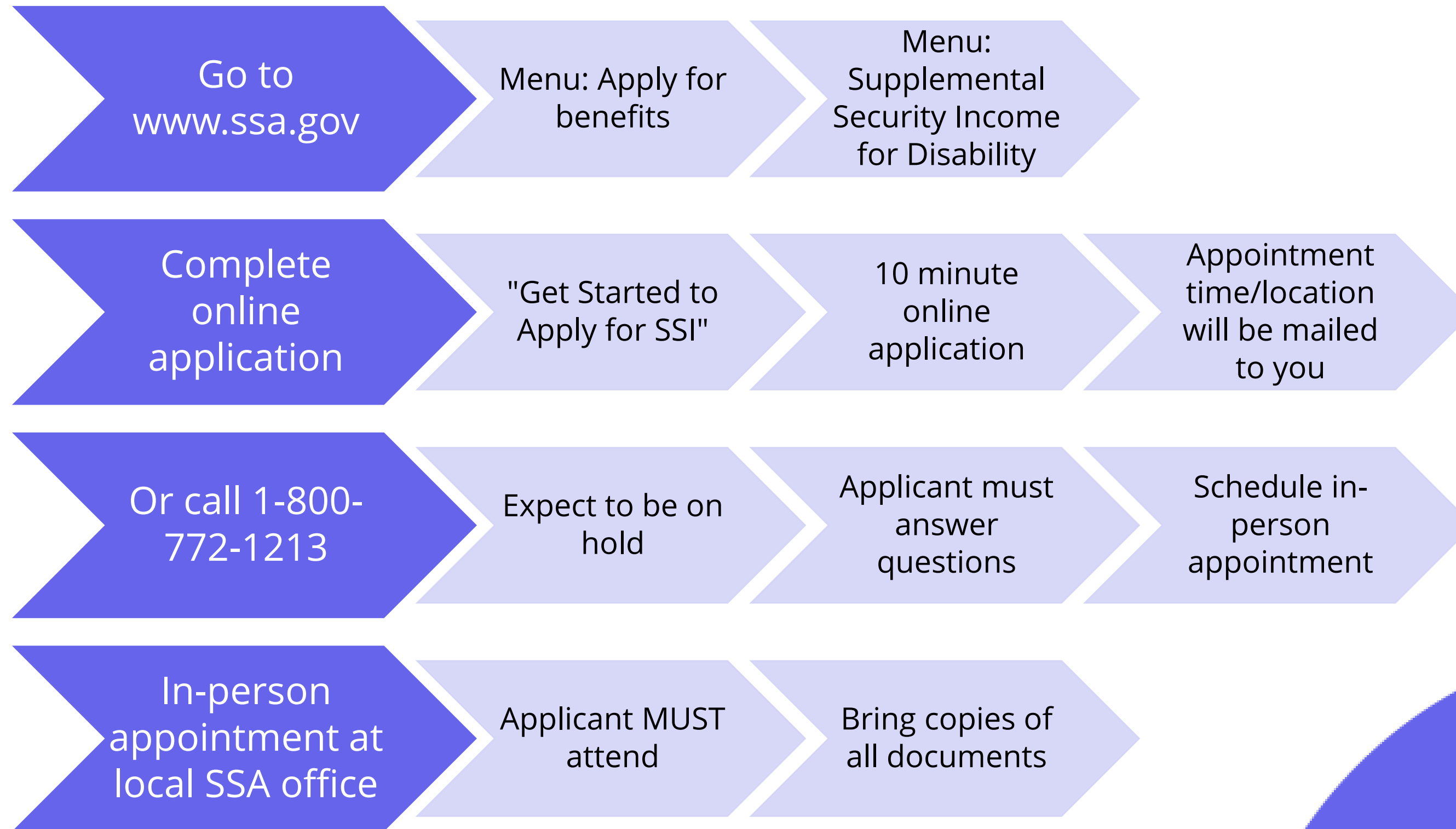
- Income-based
- Proof of disability
- Lack of financial resources due to disability
- Pays for food, shelter, personal expenses
- Will be automatically enrolled in Medicaid, if not already enrolled
- Standard monthly amount

Retirement, Survivors, Disability Insurance (RSDI)

- Insurance program for people who pay into the plan through payroll taxes
- Amount is based on work credits
- Recipients will be automatically enrolled in Medicare after 24 months



Action Item: Applying for SSI



"Dos and Don'ts" of SSI

Do:

- Apply for SSI and Medicaid
- Document food and shelter expenses
- Provide physician's statement about the nature of the disability
- Schedule an in-person appointment
- Encourage the applicant to participate in process
- Appeal if you're denied

Do NOT:

- Apply for SSDI
- Apply before age 18
- Maintain assets above \$2,000
- Include parents' assets



Frequently Asked Questions about SSI

- Is my full-time student eligible for SSI?
- How does paid employment affect SSI?
- What if the recipient doesn't spend the full amount each month?
- How do I document expenses?
- What if my application is rejected?



What Is Medicaid?

- Health care coverage for low-income individuals
- Also covers Community Mental Health (CMH) Services
- Jointly funded by state and federal governments
- Programs are administered by the state - benefits vary from state to state
- Supplemental Security Income (SSI) recipients are automatically eligible for Medicaid
- May be used as primary or secondary health insurance
- Michigan Enrolls: 1-800-975-7630
- Beneficiary Helpline: 1-800-642-3195 or beneficiarysupport@michigan.gov



Action Item: Applying for Medicaid

- Eligibility on 18th birthday
- Social Security automatically enrolls SSI recipients in Medicaid
 - *This may take longer than six months*
- Online Medicaid application at www.michigan.gov/mibridges
 - *Approval in 7 to 10 business days*
- Medicaid recipients are eligible for community mental health services
- Primary or secondary



What are Community Mental Health (CMH) Services?

- Services and supports for adults with disabilities
- Covered by Medicaid through the community mental health system

Covered Medicaid services may include:

- Supports coordination
- Paid staff
- Respite services
- Transportation
- Skill building
- Peer-to-peer support
- Crisis Intervention
- Supported/integrated employment
- Person-centered planning
- Residential services



Action Item: Applying for Community Mental Health (CMH) Services

- Medicaid must be active BEFORE applying
- No online application
- Visit website for Community Mental Health Association of Michigan, www.cmham.org
- Select "Membership"
- Select "CMHSP Directory"
- Scroll down to select the access phone number (non-crisis services) for your local area
- Call the access line for your local area on the list
- Access staff will ask screening questions before scheduling an appointment
- You will choose a supports coordination agency



Additional supports

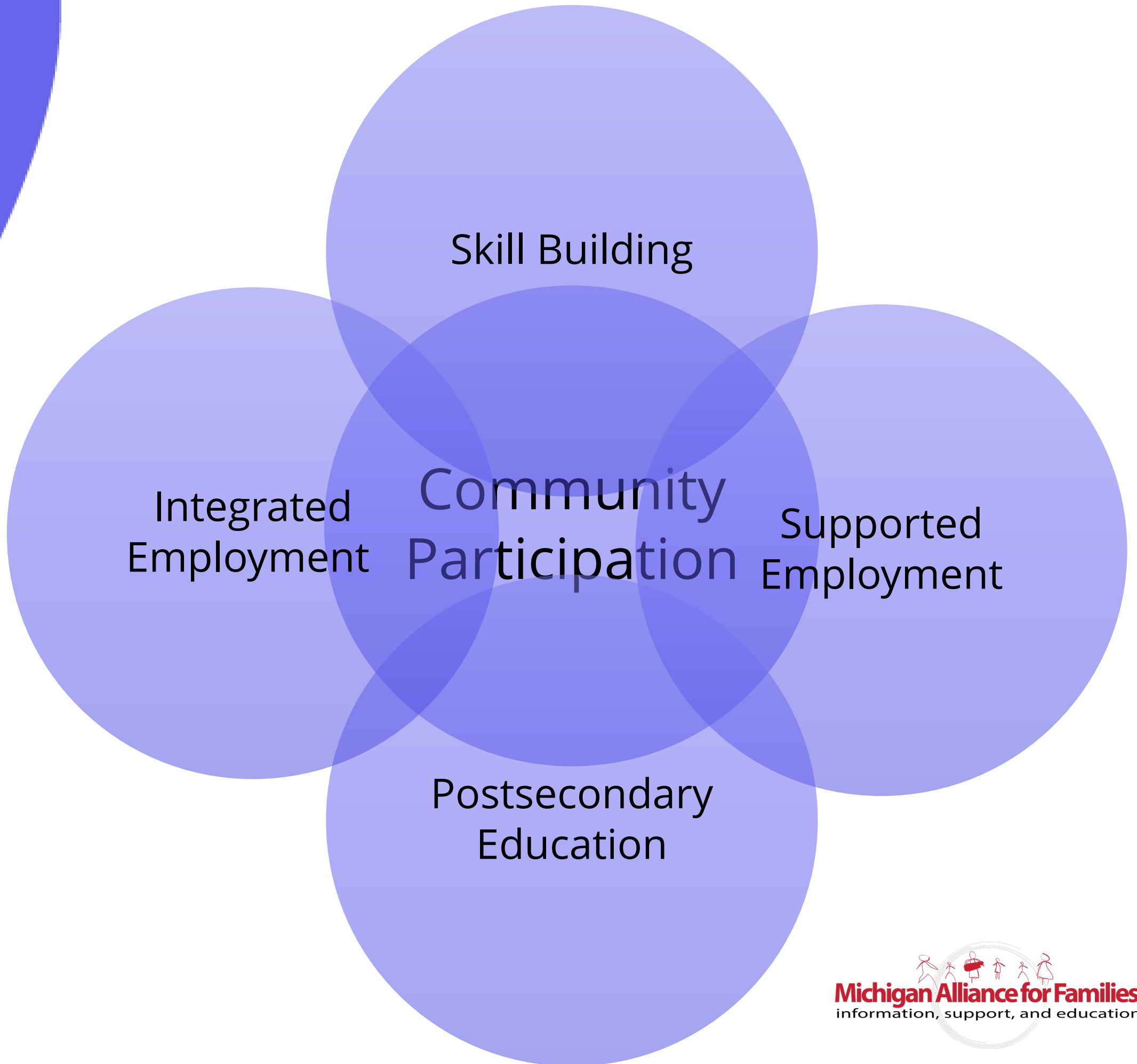


- *Ask about supports for postsecondary goals*
- *Request referrals or recommendations whenever possible from the medical team, school team, supports coordinator, public library, etc.*
- *Agency representatives can be invited to IEP meeting*

- Michigan Combined Application Project (MiCAP)
- Home Help/Community Health Automated Medicaid Processing System (CHAMPS)
- Transportation
- Habilitation Supports Waiver ("Hab")
- Achieving a Better Life Experience (ABLE) Account
- JobCorps.gov
- Self-Advocacy training through Michigan Developmental Disabilities Institute (MI-DDI)

Life after High School

Multiple Approaches



Summary of Adult Services

Loosely connected supports for different areas of life



- Financial: SSI and Medicaid
- Housing: CMH
- Food: MiCAP, MiBridges
- Transportation: public transportation or Medicaid
- Skill Building: CMH
- Education: trade school, college, Disability Network
- Employment: MRS or BSBP
- Recreation: Parks & Rec, public library, clubs, community organizations, schools, non-profits

Action Item: Develop Community Relationships

Skill Building Program

AKA "day programs"

Focused on skill development, not immediate employment

Referral from supports coordinator

Supported or Integrated Employment

Through VR or a vocational non-profit

Identify welcoming workplaces

Job development and coaching

Transportation

Community Participation

Social skills and building relationships

Recreational activities

Maintain health and safety



5 Year Goals...10 Year Goals...20 Year Goals

Life skills

Education: GED, Vocational training, college

Creative housing

Insurance decision at age 26

Estate planning

"What if?" Scenarios



Resources



Michigan Alliance For Families

- [Michiganallianceforfamilies.org/transition](https://michiganallianceforfamilies.org/transition)

The Arc's Center for Future Planning

- [Futureplanning.thearc.org](https://futureplanning.thearc.org)

I'm Determined

- [Imdetermined.org](https://imdetermined.org)

PACER Center

- [Pacer.org/transition](https://pacer.org/transition)

Think College

- [Thinkcollege.net](https://thinkcollege.net)

Questions



800-552-4821

www.michiganallianceforfamilies.org



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For more information visit:

<https://www.michiganallianceforfamilies.org>

Call: 800-552-4821

En Español 313-217-1060

Statewide Email: info@michiganallianceforfamilies.org



Michigan Alliance for Families

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

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