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The Role of School in Transition

Transition planning under the Individuals with Disabilities Education Act (IDEA) must start "not later than the first IEP to be in effect when the child turns 16."

The student is the creator of the transition plan, in collaboration with the Individualized Education Program (IEP) team which includes:

- ✓ The student
- ✓ The parents of the student
- At least one general education teacher <u>if</u> the student is, or may be, participating in the general education environment
- Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- A representative of the district who -
- ✓ Is qualified to provide/supervise special education
- ✓ Is knowledgeable about the general education curriculum; and the resources of the district
- An individual who can interpret the instructional implications of evaluation results.
- At the discretion of the parent or the district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate
- Representative(s) of any agency likely to be responsible for or paying for transition services, with the consent of the parents or the student who has reached the age of majority



Transition Services

Transition services means *a coordinated set of activities* for a child with a disability that-√is designed to be within a results-oriented process

- 'is focused on improving academic and functional achievement to facilitate movement from school to post-school activities including

 / postsecondary education

 / vocational education

 - ✓ integrated employment (including supported employment)
 ✓ continuing and adult education
 - ✓ adult services
 - \checkmark independent living
- √ community participation

Services are based on *individual needs*, taking into account strengths, preferences, and interests and include opportunities to develop functional skills for work and community life. Before the student leaves school, the IEP must also contain, if appropriate, a statement of each public agency and each participating agency's responsibilities (including financial) for the Transition activities.

Individuals with Disabilities Education Act (IDEA) 34 CFR §300.43



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Transition Planning Resources

Individuals with Disabilities Education Act (IDEA) 34 CFR §300.43 https://sites.ed.gov/idea/regs/b/a/30

Transition Planning: A Guidebook for Young Adults and Family

A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities $\underline{\text{https://sites.ed.gow/idea/files/postsecondary-transition-guide-august-2020.pd}$

Michigan Department of Education - Family Matters Fact Sheet-Special Education Transition Planning: Considerations for Students with Disabilities and Families MDE Family Matters Fact Sheet Special Education Transition Planning: Considerations for Students with Disabilities and

Think College is a national organization dedicated to improving inclusive higher education options for students with intellectual disabilities. Think College



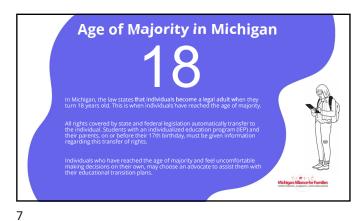
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Age of Majority in Michigan - Students' Rights

When individuals reach the age of majority, they have the right to make decisions about their special education services, including the right to:

- o Attend their IEP meetings.
- o Invite anyone they choose to their IEP meeting.
- o Consent to any special education evaluations.
- o Provide input during the development of their IEP.
- Give signed permission for any personal records being sent to any outside agency under the Family Educational Rights and Privacy Act (FERPA).
- o Disagree with any school records.
- o Access dispute resolution options such as IEP facilitation, mediation, state complaints, and due process.





Rights That Transfer at Age of Majority

The following are examples of additional rights that transfer at the age of majority.

The right to:

- o Sign a home lease, legal contracts, or finance a mortgage.
- o Get a credit card and driver's license.
- o Open an individual bank account.
- o Marry, vote, and enlist in the armed services.
- o Consent to medical treatment.
- o Make living arrangements.

Michigan Department of Education - Family Matters Fact Sheet Transition: Age of Majority Considerations

/media/Project/Websites/mde/specialeducation/familymatters/FM1/AgeOfMajority_FactSheet.pd f?rev=db35b2550edc44ca9417ddf617b67746&hash=BF5F31E7255F5F5619FD2326DBC370BC



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What to think about when approaching age

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A Free Appropriate Public Education (FAPE) is an **entitlement** required by IDEA.

Most post-school agencies and support services are *eligibility-based*.

Michigan Alliance for Families - Rights and Responsibilities https://www.michiganallianceforfamilies.org/rights.pod_occepObtaining a Michigan ID card (if individual does

Registering to vot

Registering with Selective Service - males between 18-25

Legal Decision Makin

Benefits (Supplemental Security Income, Medicaid, Home Help Services, Food Assistance)

Adult Services (short term or lifelong assistance with finding/keping employment, independent living, participating in community life,



Parents of individuals with disabilities often ask how will they will make important decisions when they reach adulthood, and after they are gone.

Guardianship is often considered at this time.

Families often lack information about alternatives that can be used to support individuals to make decisions with support from their family, friends and other allies.

Supported Decision-Making is a tool people can use to make decisions with support from family, friends, and other allies.

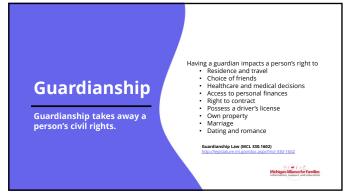
It starts with acknowledging that people with disabilities have the right to make their own decisions and receive the support they need and want to understand the situations and choices they make withle maintaining their rights.

Supported Decision-Making in the people with disabilities have the right to make their own decisions and receive the support they need and want to understand the situations and choices they make withle maintaining their right.

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Supported Decision-Making in the people with disabilities have the right to make their own decisions with support from the people with disabilities council, January 2020) and the people with disabilities council january 2020 and the people with disabilities cou





Understanding Supported Decision-Making

Supported decision making gives people the help they need and want, to understand the situations and choices they face, so they car

- All adults have the right to make decisions, to direct one's life, to be treated with dignity, and to be respected as an autonomous adult.
- Adults seek advice from family, friends, and experts when making important decisions.
- Many options, other than guardianship, are available to support decision-making.
- Person-Centered Planning and Self Determination guidelines mandate that the choices of adults with disabilities are respected and honored so that they maintain autonomy.
- Many ways to support individuals in making decisions and directing their own lives



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Person-Centered Planning documents who the person has authorized to assist them in making life decisions



Self-direction is a way for people with disabilities to hire and manage providers of publicly funded services and supports with the help and assistance they need.

Person Centered Planning and Self-Determination

Michigan Alliance for Families

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Supported Decision-Making

Safeguards to Support Decision-Making Authority and Civil Rights Protections

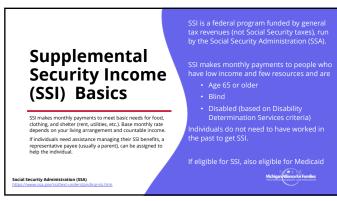
- Guardianship restricts a person's freedom to make decisions. It should be considered only as a last resort when no alternatives are available
- Guardianship should be reviewed regularly to confirm its continued necessity.
- Family members should receive information about alternatives to guardianship to support people with disabilities to make decisions about health care, money, education, housing, relationships, or other areas.
- A court should only grant a guardianship after a full and fair court hearing that includes the person with a disability.
- Everyone's decision-making ability should be supported to the maximum extent possible.
- Formal Systems of support
 on voung adults in school, and their families, can use the IEP planning process to support autonomy, decision-making, and self-determination
 - Support and education are provided by a variety of advocacy organizations

Families, Friends and Allies (or Circle of Support)
o provide more protection for a person than guardianship can
provide through their guidance, counsel and expertise
o negate the need for evaluation of an individual's competence
o enable multiple people to help a person rather than a single
guardian

 Community Mental Health programs must support and implement the principles and practices of Self-Determination

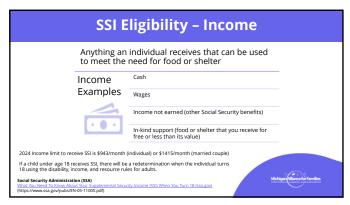
Michigan/Alliance for Families

The Arc Michigan: Rethinking Guardianship/Supported Decision-Making https://arcmi.org/resource-center/documents/









	SSI Eligibility - Resources/Assets
Countable r	esource limit of \$2000 for an individual, \$3000 if married
Resources counted	Bank accounts
	401K
for SSI	Trusts that ARE NOT Special Needs Trusts
	Stocks
	Bonds
Resources not	The home you live in
	One vehicle
counted	Personal effects and household goods
for SSI	Life insurance policies (<\$1500)
	Burial spaces and burial funds (<\$1500)
	Up to \$100,000 of funds in an Achieving a Better Life Experience (ABLE) Account
Social Security Admin What You Need To Know (https://www.ssa.gov/o	w About Your Supplemental Security Income (SSI) When You Turn 18 (ssa.gov)



Medicaid: Last Payer

Medicaid is always the last payer. If you have other insurance that will cover the equipment or service, it will be billed before Medicaid is billed.



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Medicaid - Childhood Disability Beneficiaries

Medicaid is available to a person receiving Disabled Adult Child (DAC) Retirement Survivor Disability Insurance (RSDI) benefits if the individual

- $\circ\,$ Is 18 years or older $\mbox{\bf AND}$ has a disability or blindness that began before age 22
- o Received SSI and became ineligible due to a change in parents' status (parent retired, parent became disabled, or parent passed away) **AND**
- o Is receiving RSDI **AND**
- o Would be eligible for SSI without such SSDI benefits

An individual might receive DAC RSDI, but not DAC Medicaid, but will not receive DAC Medicaid without receiving DAC RSDI.

MDHHS Bridges Eligibility Manual, Policy 158 https://dhhs.michigan.gov/OLMWEB/EX/BP/Public/BEM/158.pdf

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SSI and Medicaid Advocacy Tips

Work Incentives Planning Assistance (WIPA) Information for people with disabilities about how earnings from work affect their Social Security and other public benefits

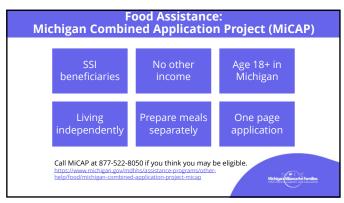
- Generally, individuals should wait until after their 18th birthday to apply for SSI and Medicaid.
- Individuals should apply for SSI and Medicaid as soon as they turn 18. The process takes a while and the purpose of applying early is to be prepared for the future.
- Be honest when providing disability information fo the disability determination.
- The amount of SSI that an individual receives depends on whose income/resources in the household are being considered. Individuals 18 and older are considered a household of 1 if they are paying their fair share of expenses (food, shelter), even if they live with family or other people
- Each system has their own eligibility criteria.
 Understand the differences.
- If an individual is denied SSI appeal the decisio





Home Help Services is a program administered by Michigan Department of Health and Human Services (MDHHS). It is designed to give support to individuals who are unable to care for themselves adequately at home Eligibility requirements include active Medicaid and need physical help to perform essential daily living activities. Home Help Services DO NOT pay for heavy housework, home repairs, prompting/reminding someone to do a task, supervision, transportation, yard work. Provider must be at least 18 years old. Can be relative, friend, neighbor or health care agency.

Foo	d Assistance – Supplemental Nutrition Assistance Program (SNAP)
	sistance Program benefits are not considered income or assets for Medicaid or other federal, state, local programs.
Eligibilit	y Must be a resident of Michigan. Eligibility is based on household size, monthly income, and assets
	 Individuals under the age of 22 are grouped together (with parents, siblings, etc.) as a household. Income/resources for all household members is taken into consideration for eligibility. Individuals may be eligible on their own the month after they turn 22.
	Countable income Wagestelf-employment earnings Rental income Social Security benefits, Veteran benefits
	 Assets considered Cash on hand, savings/checking accounts, investments, some trusts (NOT Special Needs Trusts)
o E	c Expenses deducted from income when determining Food Assistance benefit Sehelter (entrinoragae, utilise) Child support payments Dependent rare expenses, like daycare
	 Certain medical expenses for household members who are disabled or are at least 60 years old.
	Food Assistance Program Information www.michigan.gov/mdihty/assistance-programs/food
Appeali	ng a DHMS decision (contact case specialist first to try to resolve the issue) www.michienn.cov/documents/FIA-9-bits 8-14355-7-odf
	<u> </u>





Adult Services – VR Services - BSBP Michigan Bureau of Services for Blind Persons (BSBP) -online referral form at michigan gov/hobp Provide opportunities for individuals who are blind or visually impaired to achieve employment, and/or achieve maximum and maximigal independence. Michigan resident Provides diagnostic evaluations, vocational counseling, and training in daily living without vision Pre-Employment Transition Services (Pre-ETS) - Desemployment Transition Services (Pre-ETS) - Designed to complement and enhance services student may/may not be receiving at school - Post-secondary focus on workplace readiness and skills that will lead to success upon exiting school system. Employment Vocational Rehabilitation Eligibility - Legally blind (some exceptions) - Desire to be employed - At least one functional barrier to employment Depending on eligibility, services may include low-vision equipment, vocational training, technical school training, college education, job development, placement and follow up. Specialized Services - Dearlilind Services - Braille and Talking Book Library - Residential instruction BSSP Program Overviews Intersement-has application was appared sequence for blind person programs and training applications as a statement of the statement of t

Adult Services: Community Mental Health Services

CMH services are important because they can provide lifelong supports to individuals with disabilities. Supports allow individuals to:
• live independently

- work
- be engaged in their communities

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Medicaid Provider Manual

Medicaid pays for community mental health services (some emergency services can be paid for if a person doesn't have Medicaid).

The Medicaid Provider Manual is used to understand the eligibility criteria for services, what medical necessity means, the criteria for services to be determined medically necessary, and how Medicaid services can be used to support individuals with disabilities.

Medicaid Provider Manual (Don't print the manual)

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Community Mental Health Services Medical Necessity Criteria

Medicaid Provider Manual Behavioral Health and Intellectual and Developmental Disabilities Supports and Services 2.5.A. MEDICAL NECESSITY CRITERIA
Mental health, developmental disabilities, and substance use services are supports, services,

- u-eaument.

 O Necessary for screening and assessing the presence of a mental illness, developmental disability or substance use disorder; and/or

- Required to identify and evaluate a mental illness, developmental disability or substance use disorder; and/or
 Intended to treat, ameliorate, diminish or stabilize the symptoms of mental illness, developmental disability or substance use disorder; and/or
- Expected to arrest or delay the progression of a mental illness, developmental disability, or substance use disorder; and/or
- Designed to assist the beneficiary to attain or maintain a sufficient level of functioning in order to achieve his goals of community inclusion and participation, independence, recovery, or productivity.

Community Mental Health Services Determination of Medical Necessity

2.5.B. DETERMINATION CRITERIA-The determination of a medically pe

The determination of a medically necessary support, service or treatment must be:

- Based on information provided by the beneficiary, beneficiary's family, and/or other individuals (e.g., friends, personal assistants/aides) who know the beneficiary;
- Based on clinical information from the beneficiary's primary care physician or health care professionals with relevant qualifications who have evaluated the beneficiary;
- For beneficiaries with mental illness or developmental disabilities, based on person centered planning, and for beneficiaries with substance use disorders, individualized treatment planning;
- Made by appropriately trained mental health, developmental disabilities, or substance abuse professionals with sufficient clinical experience; based on info. from trained professionals.
- o Made within federal and state standards for timeliness;
- Sufficient in amount, scope and duration of the service(s) to reasonably achieve its/their purpose; and
- o Documented in the individual plan of service.



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Community Mental Health Services Supports, Services, Treatment, Decisions

2.5.C. Supports, Services and TreatmentProvided in the least restrictive, most integrated setting, Inpatient, licensed residential or other segregated setting shall only be used when less restrictive levels of treatment, service or support have been, for that beneficiary, unsuccessful or cannot be safely provided.

2.5.D. Decisions

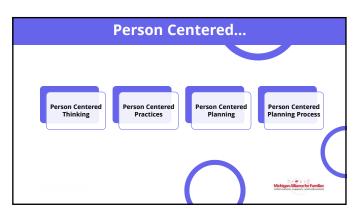
Services may not be denied based solely on preset limits of the cost, amount, scope, and duration of services. Instead, determination of the need for services shall be conducted on an individualized basis.

Services are defined by the State and approved by Centers for Medicare and Medicaid Services (CMS).

Medicaid Provider Manual (Don't print the manual) /MedicaidProviderManual.pdf



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Mental Health Code

required by state law

"Person-Centered Planning (PCP) means a process for planning and supporting an individual receiving services that builds on the individual's capacity to engage in activities that promote community life and that honors the person's preferences, choices and abilities".

Michigan Compiled Laws MCL 330.1700(g)

PCP is a way for people receiving supports and services from the mental health system to set goals that they want to achieve and develop a plan to accomplish

The PCP process leads to the development of an Individual Plan of Service (IPOS)

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Guiding Values and Principles

Person-Centered Planning is an **individualized** process designed to respond to the **unique needs and desires of**

Every person is presumed competent to direct the planning process, achieve goals and outcomes, and build a meaningful life in the community. PCP should not be constrained by any preconceived limits on the person's ability to make choices.

Every person has strengths, can express preferences, and can make choices. The person-centered planning approach identifies the person's strengths, goals, choices, medical and support needs and desired outcomes. The person's choices and preferences are honored.

Choices could include:

Choices Could include:
- Family and friends involved in
their life and PCP process
- housing
- Employment
- Culture
- Social activities and recreation
- Vocational training
- Relationships and friendships
- Transportation

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Guiding Values and Principles - Continued

The person's choices are implemented unless there is a documented health and safety reason that they cannot be implemented. In that situation, the PCP process should include strategies to support the person to implement their choices or preferences over time.

Every person contributes to their community and has the right to choose how supports and services enable them to meaningfully participate and contribute to their community.

Through the PCP process, a person maximizes independence, creates connections, and works towards achieving their chosen outcomes.

A person's cultural background is recognized and valued in the PCP process. Cultural background may include language, religion, values, beliefs, customs, dietary choices and other things chosen by the person. Linguistic needs, including American Sign Language (ASL) interpretation, are also recognized, valued and accommodated.

The Individual Plan of Service is developed through the personcentered planning process.

Life goals are identified by the individual and medically necessary services and supports are identified and documented in the IPOS to help work toward and reach goals.

PCP process is used at least annually to update the Individual Plan of Service. IPOS should be updated when needs or choices change.

Assessments may be used to inform the PCP process but is not a substitute for the process. Together, assessments and the PCP process are used to identify goals, risks, needs and authorize services.

PCP Individual Plan of Service (IPOS)

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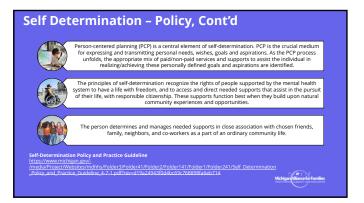
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REMINDER: The IPOS documents what services the Services may not mental health system will be providing No assessment be denied based and paying for: solely on preset scale or tool limits of the cost, amount, scope, should be utilized to set a dollar figure or budget that limits the and duration of Type of service services.
Determination of (what service is needed?) person-centered the need for services is made planning process on an Amount of service Duration of individualized service (how long should the service (how much of the basis. service is needed?) be provided?) PCP - IPOS Michigan Alliance for Families

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These are some commonly used Medicaid covered services Supports Coordination: Someone to help develop the Person-Centered Plan and IPOS and to link and coordinate services and supports. Respite Services: Intermittent, short-term staffing to provide a break to an uppaid caregiver. Community Living Supports (direct care workers/staff): Scheduled staff support to help individuals access and participate in their communities, work toward becoming more independent and assist them in being productive. Skill Building Services: Assistance to engage in meaningful activities such as recreation, work or volunteering. *Supported/Integrated Employment Services: Provides job development as well as initial and nagoing supports at work to maintain employment in an integrated setting. [Employment outside of school hours-after school, evenings, weekends, school breaks). Medicaid will not pay for this service during school hours Assistive Technology: Adaptations to vehicles, communication devices, items necessary to live independently. Environmental Modifications: Physical adaptations to the home to make it accessible and safe.





Continue an open line of communication with the individual. Assume competence! Talk about the transfer of rights when an individual turns 18. Explain the individual's rights and encourage their active role in decision-making at their IEP meetings. Discuss decision-making options and identify family, friends, and allies who can support the individual to make their own decisions, with support that is needed. Stay involved! Continue to attend planning meetings, at the invitation of the individual. Michigan Developmental Disabilities Institute Possibilities Video Series Intustricia wante enhancestrations Continue open conversations with the individual about their wishes for the future: • where to live • employment and daily activities • continuing education • support for daily & major life decisions • build community connections • build community c





Michigan Alliance for Families Michigan Alliance for Families Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP). Www.michiganallianceforfamilies.org 1-800-552-4821 info@michiganallianceforfamilies.org