

Transition to Adulthood

Resource Manual



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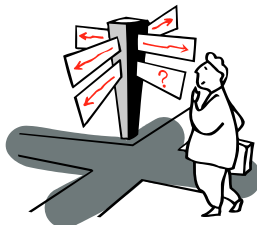
Community Education Department
The Children's Hospital of Philadelphia

Transition Manual

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What is Transition?

Transition is the term used to describe a dynamic process experienced by adolescents with special health care needs and disabilities as they become adults. Transition encompasses ALL facets of adult life, including health care, education, employment, socialization and recreation. The goal of transition is for adolescents to move toward autonomy.

Principles of Transition Services

- Transition is a process, not an event.
- The transition process should begin at the day of diagnosis.
- The adolescent and family should be involved in all decision processes.
- Providers and parents should prepare to facilitate change.
- Coordination of services and providers is essential

(White, 1997)

What Is Self Advocacy?

Self-Advocacy Means



- **Becoming more independent**
- **Taking charge of your life by knowing who you are, what you want, and what you need to get it.**
- **Learning to speak up and knowing how to ask for what you need.**
- **Learning the laws and understanding how the “system” works to protect your rights.**
- **Working actively toward independence**

- **Taking risks and having responsibilities**
- **Going from feeling helpless to hopeful.**

Glossary of Terms

Advocate

An individual that assists families in the development of an Individualized Education Program (IEP) for their child. There are two types of advocates. (1) Parents may hire a private, independent advocate to support and assist them with the IEP evaluation and appeal process. (2) An Educational Advocate (sometimes referred to as a surrogate parent) may be assigned by the Department of Education to act on behalf of a child when the child's parents are unavailable or have no educational decision-making rights. This person cannot be an employee of any state agency that educates or cares for the child.

A.T Devices

Refers to assistive technology devices and services. A.T. devices can be simple (Velcro, seating systems) or complex (augmentative communication devices). These solutions can improve a student's ability to learn and interact with teachers, family members and friends.

Conservatorship

A legal arrangement in which financial oversight is provided for an individual who is able to make non-financial decisions and is not otherwise at risk. If the only finances are monthly benefits, which are handled by a representative payee, then conservatorship is not usually needed.

Evaluations

Tests, assessments, and other critical information about a child that help determine the child's strengths and special needs. An evaluation is done to determine the child's eligibility for special education, and to develop the Individualized Educational Program (IEP).

The Evaluation Team (TEAM)

Includes the student, their parent(s), teachers, and other individuals who can help determine what services a child needs to progress effectively in school.

Entitlement

An Entitlement is a legal right. Eligible children and youth are entitled to services and supports written into an Individualized Education Program (IEP). Entitlement programs cannot restrict services to eligible individuals based on funding constraints.

Free Appropriate Public Education (FAPE)

The language used in the Federal IDEA (see “Summary of Related Laws”) to define the right of children with disabilities to receive publicly funded special education and related services that meet state education standards. The term encompasses preschool, elementary school, and secondary education provided in accordance with an IEP in the least restrictive environment.



Guardianship

Guardianship is indicated when an individual with disabilities is age 18 or older, is unable to make daily personal or financial decisions and is at risk, and where the individual has assets over and above those benefits payable to a representative payee. Full guardianship covers matters pertaining to the person and his finances. Other forms of guardianship are more limited.

Inclusion

Inclusion is the full integration of students with special needs into the regular education setting with typical students. Special education services may be provided in a regular education setting through individualized adaptation of curricula or classroom activities.

IEP-Individualized Education Program

A special education service plan developed an IEP team. This is required for all students receiving special education services. The IEP outlines the student’s educational goals and the services and assistance to which the student is entitled in order to meet those goals. Starting at age 14, the IEP must address transition planning.

Job Accommodation

The modification of a job, job site or work process to make a particular job accessible to a person with disabilities.

LRE-Least Restrictive Environment

LRE defines the program and placement that assures that a child is educated with children who do not need special education to the maximum extent appropriate, and that special classes or separate schooling are used only when he or she cannot be educated in regular classes even with extra supports and services.

Out Placement

Refers to day or residential placements in private schools that may be necessary for children who have significant or unique disabilities. Services are provided by private contractors to the local education authority, often in partnership with the State Board of Education and other state agencies.

Person Centered Planning

This is an approach to career or transition planning that focuses on the strengths and interests of the individual.

Personal Care Attendant (PCA)

May be an employee of a home health agency, or may be hired privately by an individual or family. PCAs assist with activities such as dressing, homemaking duties, eating, bathing, moving from bed to chair, or using the bathroom.

Post-secondary education

Refers to community college, university and college level programs for students after high school.

Related Services

The term used to describe developmental, corrective and supportive services such as transportation and adaptive equipment that are required to assist a child with a disability.

Special Education

Specially designed instruction that meets the unique needs of a child who has been evaluated and found to be eligible. Special education is provided at no cost to parents or guardians.

Supplemental Security Disability Income (SSDI)

A monthly cash benefit to workers with disabilities and their families based on prior contribution to payroll.

Supplemental Security Income (SSI)

A federal program that provides a cash benefit to low income children and children and adults with disabilities. In Pennsylvania, people who receive SSI are eligible for Medicaid.

Supported Employment

Support from an outside agency to an individual in a paid community employment site where the majority of workers do not have disabilities.

Team Meetings (Educational)

Held to determine a child's IEP. The program is based on identifying goals, objectives and health care needs. Team members always include family members (or proxies) and school representatives, and may include health care and community service staff.

Transition Services

Defined in IDEA (see “Summary of Laws...”) 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, and community participation.” IDEA calls for these activities to be based on the individual student’s needs, preferences and interests, and to focus on academic instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and development of daily living skills and functional vocational evaluation. More generally, transition services may be thought of as including activities in school, community or health care settings, which help an adolescent and his, or her family achieve greater autonomy and self-management.

Transition Team

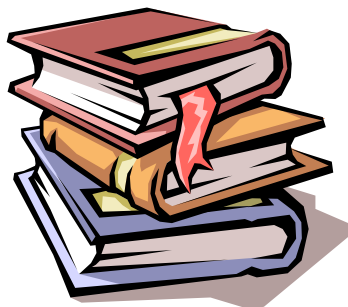
Members may include but are not limited to the student, family members, education staff, state agency case managers, occupational therapists, physical therapists, vocational rehabilitation specialists, speech and language pathologists, social workers, college counselors, advocates and friends.

Vocational Assessment

A process to evaluate an individual’s strengths, interests and abilities in regards to the area of work. The process should include assessment of the work, social and cultural environment.

Vocational Rehabilitation Programs

Programs in every state that support people with disabilities, based on eligibility, to outline personal employment goals and become employed. State vocational rehabilitation programs can assign a vocational rehabilitation counselor to assist the individual with disabilities in the employment process.



Summary of the Laws Related to Adolescent Transition

Americans with Disabilities Act (ADA) P.L. 101-336

Passed in 1990 to supplement civil rights provisions of the Rehabilitation Act, ADA prohibits discrimination against individuals with disabilities. This Act applies to all employers (including state and local government) with 15 or more employees, and protects adults and children with disabilities. Places such as hotels, auditoriums, grocery stores, retail stores, public transportation terminals, museums, parks, schools, and daycare centers must be in compliance with this law.

Individuals with Disabilities Education Act (IDEA) P.L. 101-476

This is the federal special education law. This law requires public schools to offer all eligible children with disabilities a free, appropriate, public education in the least restrictive environment appropriate to their individual needs, through age 21. There is state-to-state variation in eligibility for special education services, but in general, IDEA ensures a child who has a disability that interferes with learning the right to an evaluation to determine if services are needed. In 1997 IDEA was amended to include mandates that transition planning begin by the age of 14 years as part of the Individualized Education Program (IEP) for all students in special education. By the age of 16, the IEP must include a statement of needed transition services. This statement focuses on the goals, objectives, activities and services related to transition for students with special health care needs and disabilities, and defines the responsibilities of different agencies and any interagency linkages needed for transition services.

Rehabilitation Act of 1973 (Section 504) P.L. 93-112

This federal legislation protects the civil rights of persons with disabilities in federally assisted or operated programs, including health, education or social programs supported by federal dollars. The law defines a person as disabled if he or she has a mental or physical impairment, which substantially limits one or more major life activities. This law attempts to prevent exclusion or restriction from educational programs of students with health impairments and entitles students to special accommodations such as modified assignments or testing situations. Section 504 covers a larger group of students with disabilities than do special education laws.

Job Training Partnership Act (JTPA) P.L. 97-300

The Job Training Partnership Act provides funding for people with disabilities to meet expenses associated with employment. Funds can be used for employment services, training, job search and relocation allowance, and work experience.

The Rehabilitation Act P.L. 102-569

Financial support is provided for vocational rehabilitation through this Act. It is intended to assist persons with disabilities to achieve independence through work and community inclusion.

Technology-Related Assistance for Individuals with Disabilities Act P.L 100-407 and 103-218

This federal law recognizes the need for equipment to help individuals with disabilities perform independently. The law authorizes funding to allow states to create systems of technological assistance. The Carl D. Perkins Vocational and Applied Technology Education Act P.L. 101-392 This federal law requires that individuals with disabilities be provided vocational education in the least restrictive environment and that they be provided equal access to vocational services including recruitment, enrollment and placement activities.



Transition Checklist and Timeline

Checklist Instructions: The timeline provided here can be modified as developmentally appropriate for your adolescent patient. Use your clinical judgment as to which items apply to your patient. Refer to content-specific sections of this booklet for further information about these points.

HEALTH CARE	Ages 11-13	Ages 14-16	Ages 17-19	Ages 20- 22
Meet privately with the adolescent for part of the office visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage the adolescent to assume increasing responsibility for his/her health care management				
<ul style="list-style-type: none"> • Assure the adolescent understands his/her health condition and medications • Send copies of reports, letters and tests to the adolescent and family 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
Provide anticipatory guidance				
<ul style="list-style-type: none"> • Nutrition and fitness • Sexuality and relationships • Substance abuse and smoking 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assess the adolescent's and the family's readiness for transfer to an adult health care provider				
<ul style="list-style-type: none"> • Initiate discussion about transfer to an adult health care provider • Identify possible adult care providers • Encourage patient to meet and interview adult provider • Initiate communication with the adult provider that the family has selected 			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Implement the transfer to an adult primary care provider				
<ul style="list-style-type: none"> • Transfer medical records • Discuss nuances of care with the adult provider • Follow-up after the transfer 			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assess the adolescent's ability to make independent decisions regarding health care, finances and other adult concerns for determining whether there is a need for guardianship/conservatorship				
<ul style="list-style-type: none"> • Initiate referral for assessment of competence if needed • Provide medical documentation • Follow-up on the process with the family 			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Transition Checklist and Timeline

EDUCATION	Ages 11-13	Ages 14-16	Ages 17-19	Ages 20- 22
Remind the adolescent of his/her legal right to be present and participate in the educational planning meetings required by special education law		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask the adolescent and family how you can participate in the Individualized Education Program planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make sure the adolescent and family know that federal law requires that transition planning begin at age 14, focusing on the student's course of study as it relates to the adolescent's long-term plans.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make sure the adolescent and family know that starting at age 16 needed transition services must be included in the student's IEP. They should focus on the goals, objectives, activities, and services related to transition.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise families that at age 18 a student has the right to make all decisions in relation to special education programs unless the family has petitioned the court for guardianship or the student has chosen to share or delegate decision making to a parent.			<input type="checkbox"/>	<input type="checkbox"/>
Remind the adolescent and family that if s/he is not eligible for special education services, s/he may still be eligible for 504 accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remind the adolescent and family that the entitlement to special education services ends when the adolescent graduates, withdraws from high school or reaches age 22			<input type="checkbox"/>	<input type="checkbox"/>
Assess the adolescent's ability to make independent decisions regarding education starting at age 18. If independent decision-making does not seem appropriate, discuss the option of joint decision-making by the adolescent and family.			<input type="checkbox"/>	
Discuss with the adolescent plans for further education beyond high school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition Checklist and Timeline

EMPLOYMENT	Ages 11-13	Ages 14-16	Ages 17-19	Ages 20- 22
Initiate discussion of different routes to employment such as higher education, technical training or supported employment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage the adolescent and family to explore community vocational opportunities and to become familiar with vocational services, even if further education is planned.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise families that at age 18 a student has the right to make all decisions in relation to special education programs, including employment planning, unless the family has chosen otherwise or has petitioned the court for guardianship.			<input type="checkbox"/>	<input type="checkbox"/>
Discuss with the adolescent and family the importance of early work experiences and job-related skills such as resume preparation and interviewing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remind the adolescent and family that at age 14 individualized transition planning should focus on developing a vision for employment and education	<input type="checkbox"/>	<input type="checkbox"/>		
Encourage the adolescent and family to contact local and state agencies involved in employment services.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have the adolescent and family contact the Social Security Administration to learn about and plan for financial aspects of employment, such as work incentives			<input type="checkbox"/>	<input type="checkbox"/>
RECREATION	Ages 11-13	Ages 14-16	Ages 17-19	Ages 20- 22
Discuss in-home and community recreation options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help families develop strategies to foster friendships and avoid social isolation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share health care information that may affect the adolescent's ability to participate in recreational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AREAS FOR TRANSITION PLANNING

These are some examples of where and how transition planning needs to take place.

Post-Secondary Education

- Four-year college or university
- Community college
- Trade school
- Private school
- Adult vocational school

Career Exploration and Development

- Vocational evaluation
- Career assessment
- Community based job exploration
- Community based job sampling
- Shared time at voc tech
- Paid work experiences
- Apprenticeships
- Part-time employment in chosen field prior to graduation

Functional Academics

- Math (budget, money management skills)
- Reading (identification and comprehension)
- Writing (filling out forms, signing checks)
- Computers
- Job resumes

Self Determination

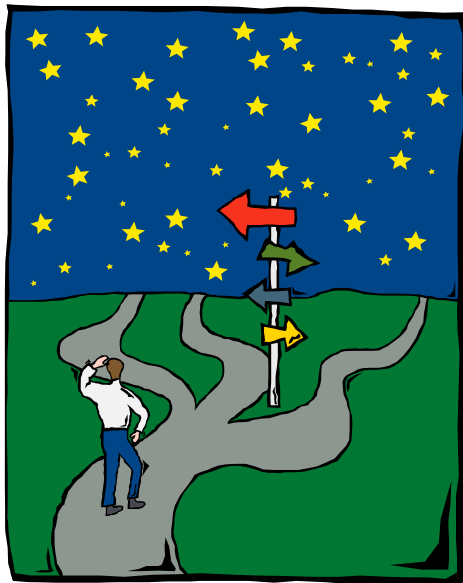
- Knowledge of one's own disability
- Knowledge of rights
- Self-assessment

Independent Living Skills

- Community resource training (banks, post office, shopping, libraries, train stations, bus stations, etc.)
- Residential living skills
- Mobility/transportation
- Communication skills
- Recreation/leisure
- Social relationships
- Self-medication/health and safety
- Self-determination

Adult Service Linkages

- DVR (Division of Vocational Rehabilitation), CBVI (Commission for the Blind and Visually Impaired)
- DDD (Division of Developmental Disabilities)
- MH (Mental Health)
- Social Security and Medicaid
- County Office on Disability
- Centers for Independent Living
- Adult service providers (residential employment, recreation, etc.)
- Other linkages in the community based on the individual student need



Transition/Healthcare

Taking Charge of Your Healthcare:

A handout for adolescents and young adults
with special healthcare needs and/or disabilities

Be your own healthcare advocate

- Learn about your condition or disability
- Know the warning signs that mean you need emergency help
- Know who to call in case of an emergency and carry that information with you
- Learn how to make your own appointments
- Write down any questions you have before you go to the doctor's office
- Meet privately with your doctor/nurses and others
- Speak up and ask your doctor or nurse questions. If you don't understand an answer, ask again.
- Talk to your doctor about difficult topics such as relationships, drugs, and birth control.
- Tell your doctor if you are feeling down. Your doctor can suggest people to talk to.
- Ask your doctor to explain all tests or reports
- Carry your insurance card and other health care information that you think is important.

Take charge of your healthcare information

- Be sure to understand the medications that you are taking. What are their names and when do you take them?
- Know how to call your pharmacy and how to fill your prescriptions.
- Make sure you know your insurance and how to get a referral.
- Keep a list of addresses and telephone numbers of all your doctors and nurses.
- Keep a notebook of your doctor reports, medications, operations and results of medical tests.
- Ask your doctor for a short written summary of your health condition.
- Know how to order and take care of any special equipment you need.

Plan for transfer to an adult doctor

- Talk to your doctor about how and when you should start seeing an adult doctor.
- Discuss with your doctor resources that might be helpful to you.
- Meet and talk with the new adult care doctor before you switch.



For more information...

**Pennsylvania Department of Health- Pennsylvania Department of Public Welfare,
Medical Assistance**

P.O. Box 90

Health and Welfare Building

Harrisburg, PA 17108

877-PA-HEALTH or 717-787-1870

Website: www.dpw.state.pa.us

The Department of Public Welfare is charged with numerous program areas that include all children, youth and family concerns, mental health, mental retardation, income maintenance, medical assistance and social program issues in the Commonwealth. They also license assisted living facilities and day care centers

Pennsylvania Health Law Project

924 Cherry Street, Suite 300

Philadelphia, PA 19107

800-274-3258

Website: www.phlp.org

Provides advocacy, legal services, and information and referral services to people who need help with insurance problems.

Disabilities Law Project

1315 Walnut Street, 4th Floor

Philadelphia, PA 19140

215-227-2400

Website: www.dlp-pa.org

Provides advocacy and legal assistance to people of all ages who have disabilities and are experiencing disability-based discrimination.

Center for Adults with Developmental Disabilities

5501 Old York Road, Levy 2 West

Philadelphia, PA 19141

215-456-6191

The center is a resource for family members, physicians and social work professionals concerned with the health care needs of adults who are developmentally disabled or mentally retarded. It provides comprehensive medical, rehabilitative and dental services.

NJ Department of Human Services Division of Developmental Disabilities

Camden: 856-614-3400

Hammonton: 609-561-5070

Website: www.state.nj.us/humanservices/ddd

Provides programs and services to people who have developmental disabilities. Offers family support, supports and resources, behavioral and health services.

Transition/Healthcare



Family Sheet

Parents of children with special healthcare needs and disabilities need to plan, connect, advocate and find information on behalf of their child. Planning ahead is very important and makes a difference. Read the sheet and refer to it every now and then as you travel through the transition process with your adolescent.

- Begin by age 12 but plan over a period of time.
- Make a plan that is specific to your adolescent and his/her special health-care needs.
- Decided if conservatorship is necessary for your adolescent
- Ask the provider how and when age-appropriate information will be shared with your adolescent about his/her disability or chronic illness.
- Suggest to the provider that he/she meet privately with your adolescent to discuss topics such as physical, emotional and sexual development, relationships and friendships, sexuality, alcohol, drug and tobacco use, and family issues.
- Ask the provider who on his/her staff can assist you in care coordination.
- Ask the primary care provider or nurse for help in identifying others such as school nurses and personal care attendants who can help manage your adolescent's care.
- Talk to your adolescent about his/her condition and/or disability in a way that he/she can understand.
- If your adolescent has developmental disabilities, work with his/her primary care provider to choose the key points and figure out how to make them clear.
- Help your adolescent understand the importance of the medication he/she takes.
- Encourage your adolescent to make his/her own healthcare appointments.
- Encourage your adolescent to prepare for doctor visits by writing down questions in advance. He/she should also keep his/her own health notes and records.
- Begin teaching your adolescent about his/her insurance coverage.
- Discuss with the primary care provider when you should consider transferring your adolescent's care to an adult provider.
- If you decide that you should work towards a transfer of care, work with your adolescent's primary care provider to find appropriate adult providers.
- Talk to other families and young adults with similar special healthcare needs and disabilities.
- Schedule an interview visit with possible adult providers before transferring your adolescent's care. If possible, encourage your adolescent to call and schedule the visit.

- Visit with each provider to determine if he/she is a good match for your adolescent.
- Ask your primary provider to transfer your adolescent's medical records prior to transfer of healthcare to the adult provider

For more information...

Parent to Parent of Pennsylvania

Gateway Corporate Center
6340 Flank Drive, Suite 600
Harrisburg, PA 17112
800-986-4550

Website: www.parenttoparent.org

Connects families in similar situations so they may share experiences, share information and offer support.

Parents Exchange

102 E. Mermaid Lane
Philadelphia, PA 19118
215-242-9501

This organization is an information referral and advocacy service for parents and professionals.

Family Voices

P.O. Box 769
Algodones, N.M. 87001
888-835-5669

Website: www.familyvoices.org

This national advocacy organization speaks on behalf of children with special health care needs.

Pennsylvania Health Law Project

924 Cherry Street, Suite 300
Philadelphia, PA 19107
800-274-3258

Website: www.phlp.org

Provides advocacy, legal services, and information and referral services to people who need help with insurance problems.

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5501 Old York Road, Levy 2 West
Philadelphia, PA 19141
215-456-6191

Health Care Skills Checklist

This health care checklist can be used to set goals for achieving independence in managing one's own health. Please check appropriate boxes.

Skill	Performs Independently	Performs Partially	Needs Practice	Plan to start	Skill Accomplished	Comments
Describes chronic illness or disability						
Understands implications of chronic illness/disability on daily life						
Accesses medical records, diagnosis information, etc						
Prepares and asks questions for doctors, nurses, therapists						
Knows medications and what they are for, or carries information in wallet						
Is responsible for taking own medication						
Is responsible for doing own treatments						
Gets a prescription filled/refilled						
Calls to schedule own medical/dental appointments						
Keeps a calendar of medical appointments						

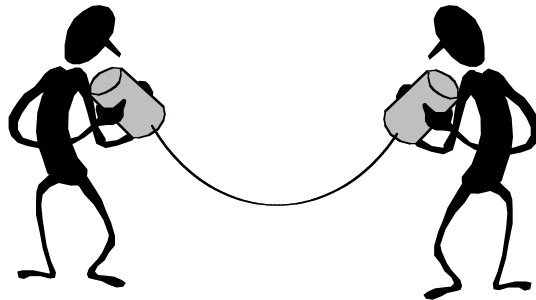
Prepared by Sandi Russler, LEND Fellow

University of Pennsylvania School of Social Work, MSW Candidate 2004
LEND (Leadership Education in Neurodevelopmental and Related Disabilities)
The Children's Hospital of Philadelphia

Skill	Performs Independently	Performs Partially	Needs Practice	Plan to start	Skill Accomplished	Comments
Knows transportation to medical office						
Knows height/weight, birthdate, or carries information in wallet						
Knows how to use and read thermometer						
Knows health emergency phone numbers, or carries info in wallet						
Knows medical coverage numbers, or carries information in wallet						
Knows about medical insurance coverage						
Obtains sex education materials/birth control/family planning information as needed						
Discusses role of general health maintenance						
Has considered genetic counseling if appropriate						
Knows about how drugs/alcohol effect illness/disability						
Makes contact with appropriate community advocacy organizations						

Skill	Performs Independently	Performs Partially	Needs Practice	Plan to start	Skill Accomplished	Comments
Takes care of own menstrual needs and keeps a record of monthly periods						
Has considered the need for a health advocate						
Has identified a physician for adult care						
Knows how to hire and manage a personal health care attendant						

Communicating With Healthcare Professionals



Talking to doctors and other health care providers can be difficult, overwhelming and, at times scary. Here are some tips to help you communicate with healthcare providers.

- Ask for a long enough appointment.
- Tell your doctor or healthcare provider everything you can about yourself.
- Bring a list of questions and concerns to your appointment.
- Say what you think and be honest.
- You are entitled to know all about your condition. Tell your health-care provider to be honest and tell you everything.
- Be assertive, persistent, and nice.
- Ask questions
- Write down what your healthcare provider tells you.
- If you would like, bring someone with you to ask questions you may not think of.
- Have at least some time alone with your healthcare provider.
- If you need help, ask for it!
- Ask the healthcare provider about their background and experiences.
- After your appointment, it is okay to call back and ask more questions.
- Learn about your insurance coverage.



TRANSITION / EDUCATION



Taking Charge of Your Education:

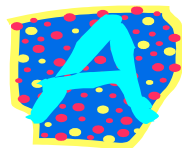
A handout for adolescents and young adults
with special healthcare needs and disabilities

Get to know your rights

- Learn about your rights. You are your best advocate.
- You are in the driver's seat. Make sure your transition planning is driven by you!!
- Attend school team meetings. Consider asking to start the meetings by telling people about your goals, dreams and by sharing examples of your work.
- At age 14 the law says that you have a right to participate in school team meetings. You may even attend at a younger age, with the permission of your family and school staff.
- Ask about accommodations. You may be entitled to accommodations in school because of your special health care need or disability, even if you are not eligible for special education.
- Be aware that if you leave high school or graduate before you are 22, you will stop receiving education services. Special education services end for everyone at age 22.
- Know that when you reach age 18, you have the right to approve your own Individualized Education Program (IEP). You and your family may decide to share decision-making or to have your family continue to approve the plan until you reach age 22.
- Start talking to agencies that might help you as you get older.

Start thinking about whether you want or need more schooling after high school

- Think about the kind of job you would like to have as an adult. The earlier you begin to think about this, the more steps you can take to reach your goals.
- Talk with your family, your guidance counselor, and other adults you trust about your dreams and the kind of preparation that you need. What types of classes should you take in high school? Will you need more schooling after high school?
- Even if you don't want a degree, you can learn a lot by attending classes at a community college.
- Find out about different educational programs after high school: vocational programs, colleges, technical training programs, and adult and continuing education programs. Learn what it takes to get into one of these programs or schools.
- Arrange to visit different schools to make sure they meet your needs and physical challenges.



Transition/Education

For more information...

Education Law Center, PA

1315 Walnut Street, 4th Floor

Philadelphia, PA 19107

215-238-6970

Website: www.elc-pa.org

This agency serves public school children and their families in areas such as legal rights of children.

Education Law Center, NJ

155 Washington Street, Room 205

Newark, NJ 07102

973-624-1815

Website: www.edlawcenter.org

This agency serves public school children and their families in areas such as legal rights of children.

Pennsylvania Training and Technical Assistance Network

200 Anderson Road

King of Prussia, PA 19406

800-441-3215 King of Prussia

800-360-7282 Harrisburg

800-446-5607 Pittsburg

Website: www.pattan.k12.pa.us

Specialists are available to consult with teams and families concerning the education of children with special needs.

Pennsylvania Department of Public Welfare, Office of Mental Retardation

P.O. Box 90

Health and Welfare Building

Harrisburg, PA 17108

888-565-9435

Website: www.dpw.state.pa.us/omr/dpwmr.asp

This agency offers an array of services and supports for people with people with mental retardation.

Temple University: Disabilities Resources and Services

1801 North Broad Street

Philadelphia, PA 19122

215-204-1280

215-204-7000

Website: www.temple.edu

Provides research and assistance for people with disabilities.

Learning Resource Center

606 Delsea Drive

Sewell, NJ 08080

856-582-7000

Website: www.eirc.org

Provides special education resources for teachers and parents. This program serves the following counties: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem. For resources in other counties contact 973-414-4491 and 973-631-6345 for the North region and 732-441-0061 for the Central region.



Transition/Education

Family Sheet

Where to begin?

- Begin early so you will have time to plan and explore.
- Initiate discussions with your adolescent about dreams for the future and let their vision drive the education plan.
- Be aware of Federal and state laws that guide delivery of services and know if your child is eligible.

When to start?

- Plan over a period of time but initiate discussion about educational goals and plans within your family at around age 13.
- Your adolescent has a legal right to participate in school team meetings at age 14.
- At age 14, transition planning must be included in the IEP school team meetings. This should focus on the students course of study and instruction.
- At 16 a statement of needed transition services must be included in the IEP. This should focus on the goals, objectives, activities, and services related to transition.
- At 18 the student becomes responsible for making all decisions about medical and educational programs and services unless guardianship or conservatorship has been legally established or other arrangements have been made.
- Be aware that all special education services will end when your adolescent reaches 22 or graduates with a diploma or withdraws from high school.

What to do?

- Put together a personal file including:
 - IEP
 - Team meeting notes
 - Evaluations and assessments
 - Record/notes about any services, interventions
 - Notes from any meetings related to special education
 - Copies of any letters concerning services
- Help your child put together a portfolio that presents their school work, work done outside of school and a resume
- Ask your healthcare team to participate in the education planning process by sharing information, resources and developing a comprehensive medical summary.
- Network with other families
- Learn about the role of the educational consultant or advocate. Ask the department of Education for information

For more information...

Education Law Center, PA

1315 Walnut Street, 4th Floor
Philadelphia, PA 19107
215-238-6970
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This agency serves public school children and their families in areas such as legal rights of children.

Education Law Center, NJ

155 Washington Street, Room 205
Newark, NJ 07102
973-624-1815
Website: www.edlawcenter.org

This agency serves public school children and their families in areas such as legal rights of children.

Parent to Parent of Pennsylvania

Gateway Corporate Center
6340 Flank Drive, Suite 600
Harrisburg, PA 17112
800-986-4550
Website: www.parenttoparent.org

Connects families in similar situations so they may share experiences, share information and offer support.

Parents Exchange

102 E. Mermaid Lane
Philadelphia, PA 19118
215-242-9501

This organization is an information referral and advocacy service for parents and professionals.

Pennsylvania Training and Technical Assistance Network

1801 North Broad Street
Philadelphia, PA 19122
800-441-3215 King of Prussia
800-360-7282 Harrisburg
800-446-5607 Pittsburg
Website: www.pattan.k12.pa.us

Specialists are available to consult with teams and families concerning the education of children with special needs.

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Temple University: Disabilities Resources and Services

1801 North Broad Street
Philadelphia, PA 19122
215-204-1280
215-204-7000
Website: www.temple.edu

Provides research and assistance for people with disabilities.

IEP Plan

Transition Planning Checklist

Please read through each question and decide weather this is being provided for you in your IEP process. If not, make sure to obtain what you need.

Question	Yes	No
Is there a designated transition coordinator at your school?		
Is there a job developer or community liaison at your school?		
Does your transition plan reflect your wants and needs?		
Does the plan reflect your parent's participation in the transition process?		
Is transition planning included in your IEP every year starting at age 14?		
Does your transition plan include community-based recreational and vocational experiences?		
Does your school have a list of all community resources, adult programs and services available to transitioning students?		
Are responsibilities for transition planning shared among you, your parents, and the school?		
Does your transition plan reflect your vocational interests?		
Are your skills being utilized in this plan?		
Does your transition plan reflect efforts to link with adult rehabilitation/vocational agencies?		
Do the residential and independent living options reflect your desires?		
Does your transition plan include your recreational interests?		
Does your transition plan address your needs for adaptive aids or other supports?		
Are your travel and transportation needs addressed in your transition plan?		
Are your medical needs addressed in your transition plan?		
Does the plan indicate the steps needed to secure entitled financial support?		

Transition Checklist

The following is a checklist of transition activities that you and your son or daughter may wish to consider when preparing transition plans with the IEP team. Your student's skills and interests will determine which items on the checklist are relevant. Use this checklist to ask yourself whether or not these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

Four to Five Years Before Leaving the School District

- ❑ Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- ❑ Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- ❑ Explore options for post- secondary education and admission criteria.
- ❑ Identify interests and options for future living arrangements, including supports.
- ❑ Learn to communicate effectively your interests, preferences, and needs.
- ❑ Be able to explain your disability and the accommodations you need.
- ❑ Learn and practice informed decision making skills.
- ❑ Investigate assistive technology tools that can increase community involvement and employment opportunities.
- ❑ Broaden your experiences with community activities and expand your friendships.
- ❑ Pursue and use local transportation options outside of family.
- ❑ Investigate money management and identify necessary skills.
- ❑ Acquire identification card and the ability to communicate personal information.
- ❑ Identify and begin learning skills necessary for independent living.
- ❑ Learn and practice personal health care.

Two to Three Years Before Leaving the School District

- ❑ Identify community support services and programs (Vocational Rehabilitation, County Services, Centers for Independent Living, etc.)
- ❑ Invite adult service providers, peers, and others to the IEP transition meeting.
- ❑ Match career interests and skills with vocational course work and community work experiences.
- ❑ Gather more information on post secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.
- ❑ Identify health care providers and become informed about sexuality and family planning issues.
- ❑ Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare).
- ❑ Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).
- ❑ Explore legal status with regards to decision making prior to age of majority.
- ❑ Begin a resume and update it as needed.

Transition Checklist

- ❑ Practice independent living skills such as, budgeting, shopping, cooking, and housekeeping.
- ❑ Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

One Year Before Leaving the School District

- ❑ Apply for financial support programs, (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services).
- ❑ Identify the post-secondary school you plan to attend and arrange for accommodations.
- ❑ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.
- ❑ Specify desired job and obtain paid employment with supports as needed.
- ❑ Take responsibility for arriving on time to work, appointments, and social activities.
- ❑ Assume responsibility for health care needs (making appointments, filling and taking prescriptions etc.).
- ❑ Register to vote and for selective service (if male).



TRANSITION/EMPLOYMENT

Taking Charge of Getting a Job:

A handout for adolescents and young adults
with special health care needs and disabilities

You CAN work!

- Think about your future. What do you want to be when you grow up?
- Identify what you are good at doing and what you like to do.
- Learn responsibilities involved in having a job.
- Learn about the responsibilities involved in having a job.
- Think about how your special health care need or disability might affect the kind of job you can do.
- Will you need accommodations? Accommodations are supports or assistance to make it possible for you to work.

Be your own advocate - Speak up for yourself!

- Be a part of the transition planning process at school.
- Attend all of the team meetings related to planning for your future and your Individualized Education Program (IEP). Start the meeting by telling people about your dreams and goals, share examples of your work. Help them get to know you.
- Ask a friend, parent or relative to come to planning meetings with you to help take notes, listen to what is said, or contribute ideas.
- Make sure your teachers and guidance counselors know what your interests are.
- Ask questions and speak up! Let people know what you want to do and what you need.

Preparing for a job

- Look for job opportunities. It's important to start thinking about work early.
- Ask your parents, guidance counselors, doctor or nurse about agencies that might help you plan for a job.
- Try a volunteer job in your community that matches your interests.
- Think about shadowing someone to learn about jobs. Job shadowing means observing someone "on the job."
- Consider getting an after school or a weekend job to earn money and get experience.
- Talk to your doctor about how your disability may influence the type of job you choose.
- Learn about supported employment. Supported employment means work in a community setting with ongoing support by an agency that knows how to help people with disabilities find jobs.
- Find out about having a vocation assessment, which will help you understand your work preferences, strengths and abilities.
- Look for an opportunity to have an adult with a disability who works in the area you are interested in as a mentor.
- Make a plan for transportation to your job. Will you drive yourself, use public transportation or a taxi service?

Make sure you look your best and dress appropriately for the work setting!

For more information ...

Philadelphia Department of Labor & Industry, Office of Vocational Rehabilitation (OVR)

444 North Third Street, 5th Floor
Philadelphia, PA 19123
800-442-6352 (Pennsylvania)
215-560-3117- Philadelphia Office
www.dli.state.pa.us

This program will assist Pennsylvanians with disabilities to get or keep a job. Website:

New Jersey Division of Vocational Rehabilitation Services (NJDVR)

P.O. Box 398
135 East State Street
Trenton, NJ 08625
609-292-5987

Website: www.nj.gov/labor/dvrs/vrsindex.html

This program focuses on placement and training for individuals with disabilities to obtain a job.

Programs Employing People (PEP)

1200 South Broad Street
Philadelphia, PA 19146
215-389-4006

Website: www.pepservices.org

This program provides social, vocational, academic, recreational, and employment opportunities for adults with developmental disabilities.

Jewish Employment and Vocational Services (JEVS)

A.P. Orleans Center
1330 Rhawn Street
Philadelphia, PA 19111
215-728-4436

Website: www.jevs.org

This agency provides vocational evaluation and assessment, work adjustment counseling, training and job placements for clients with disabilities.

Center for Independent Living

1341 North Delaware Avenue, Suite 105
Philadelphia, PA 19104
215-634-2000

www.libertyresources.org

This program support independent living for individuals with disabilities, so individuals can expand their options and maintain more self-sufficient and productive lives in the community





TRANSITION/EMPLOYMENT

Family Sheet

Tips for helping your adolescent

- Begin thinking about work early. Children can learn about the world of work as early as preschool by watching family members, and helping out at home.
- Adolescents with special health care needs and disabilities can work.
- Identify early on the supports and services that your adolescent will need in order to be successful in the workplace.
- Discuss personal likes, strengths, abilities and the future goals of your adolescent.
- Encourage your adolescent to be his/her own advocate.
- Incorporate activities in the home, school and community that build on strengths and develop new skills.

When to Start

- Involve your adolescent in the transition planning process by having him/her attend school meetings and review the IEP. Legally, he/she has the right to attend starting at age 14 and can attend earlier with permission.
- Beginning at age 14 and updated yearly, a statement of the transition service needs must be included in the IEP. At this early stage, the statement focuses on the student's courses of study and instruction (such as participation in advanced placement courses or a vocational education program).
- Beginning at age 16 (or younger if determined appropriate by the IEP team), a statement of needed transition services must be included in the student's IEP. This statement focuses on the goals, objectives, activities and services related to transition. It also identifies any needed linkages among agencies.

What to Do

- Contact family advocacy and employment support organizations to learn about community and state agencies.
- Understand that employment services can range from resume preparation, job placement assistance, and employment counseling, to job coaching, travel training, and benefits management.
- Discuss supported employment options with your adolescent. Supported employment offers work experiences for people with disabilities by placing them in settings with training and support.
- Consider having your adolescent participate in a vocational assessment as a way to focus in on work-related interests, abilities and strengths.
- Contact the Social Security Administration or the Department of Public Health about programs that may offer financial assistance.

Transition/Employment, Family Sheet

- Learn about the state regulations regarding employment for people with disabilities.
- Notify appropriate adult service agencies when planning for transition. Vocational rehabilitation and developmental disabilities organizations should be involved in transition planning.
- Ask your school about local work training programs that can help provide support, job coaching and training to the adolescent.

Be Encouraging

- Encourage self-care such as personal grooming, hygiene, money management, and physical fitness.
- Encourage your adolescent to participate in volunteer activities in order to learn about possible job opportunities and to develop job skills.

For more information...

Philadelphia Department of Labor & Industry, Office of Vocational Rehabilitation (OVR)

444 North Third Street, 5th Floor
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215-560-3117- Philadelphia Office
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Center for Independent Living

1341 North Delaware Avenue, Suite 105
Philadelphia, PA 19104
215-634-2000
Website: www.libertyresources.org

This program support independent living for individuals with disabilities, so individuals can expand their options and maintain more self-sufficient and productive lives in the community.

Questions To Answer Before Going To Work

Do you want to work part-time or full time? What hours, days, or shifts would you consider? _____

List any family members, friends, healthcare professionals or therapists that help support you to go to work. _____

What transportation will you need to use to get to and from work? _____

How far are you willing to travel to work? _____

Are you willing to relocate to find a job? _____

What is the hourly wage you would expect to earn in your next job?

Have you had difficulty keeping previous jobs? _____ If yes, please explain. _

Do you need help with medication costs? _____

Have you ever been convicted of a crime? _____

Are you willing to take a drug test? _____

Would you need any special accommodations at work due to your disability? _____

What would you need in order to be ready to start a job tomorrow? _____

Finding Out About Jobs



Volunteering

- Opportunity to learn about jobs
- Practice job skills
- Great reference for resume

Friends, Family & Professionals

- Sharing personal experiences
- Job references
- Support

High School and College Career/Guidance Office

- Resource books
- Career Guides
- Computer Services

Department of Labor and Industry Web Page

- www.dli.state.pa.us
- Labor market information
- Job duties, requirements and work environments
- OVR Counselor
- Job Hunting and Interview Information
- Resource books, career guides, video tapes
- Home State Choices, computer and internet access

Libraries

- Computer programs and internet access
- Resource books, magazines, newspapers and other media
- Occupational outlook handbook

Work Values

How important are the following values to you when looking for a job? Read each one carefully and then check the response that best fits for you.

Value	Very Important	Somewhat Important	Not Important
Working with people			
Solving problems			
Being creative			
Working with a variety of tasks			
Being able to sit, stand, as needed			
Working outdoors			
Having a low stress job			
Working part-time only			
Supervising others			
Working close to home			
Having job benefits			
Working flexible hours			
Feeling good about the job I do			
Keeping my job for many years			
Other...			

Review your answers. This inventory can help you find a job that fits your wants and needs. When looking for a job, be sure it has at least some of the characteristics described above. If there are work values important to you that are not listed above be sure to add them for your reference!

The Any Game

Prepared by Sandi Russler, LEND Fellow
 University of Pennsylvania School of Social Work, MSW Candidate 2004
 LEND (Leadership Education in Neurodevelopmental and Related Disabilities)
 The Children's Hospital of Philadelphia

This is a quick and easy way to explore work places where you may like to work. Please pick four work places where you would most like to work and four places where you would not. It is important to give your reasons for selecting each.

<ul style="list-style-type: none"> • <u>hotel</u> • gas station • television station • auto shop • factory • <u>construction company</u> • hospital • museum • dry cleaner • fire department • employment agency • day care center • insurance company 	<ul style="list-style-type: none"> • restaurant • department store • amusement park • machine shop • bakery • travel agency • doctor's office • on a ship, plane, bus • research laboratory • funeral home • <u>front desk job</u> • parking garage • greenhouse 	<ul style="list-style-type: none"> • movie theater • video store • <u>zoo</u> • computer company • farm • school • warehouse • bank • police station • people's houses • car dealership • landscaping company • Other (please name)
---	---	--

Four Top Favorites:

1. _____

Reason:

2. _____

Reason:

3. _____

Reason:

4. _____

Reason:

Four Places I'd Never Work

1. _____

Reason:

2. _____

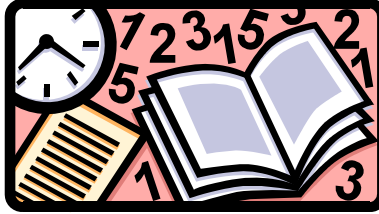
Reason:

3. _____

Reason:

4. _____

Reason:



SSI Work Incentives for Adolescents and Young Adults

Plan for Achieving Self Support (PASS)

- **Allows an individual to exclude income and or resources that SSA would otherwise count when determining SSI eligibility.**
- A current SSI beneficiary can use a PASS to maintain eligibility despite increased income or resources.
- Local Social Security offices can provide the PASS form, SSA-545-BK. Once completed it is reviewed by the SSA.
- If denied the PASS, applicants can appeal through the SSA appeals process.
- PASS requires specific information including realistic work goals and intended job or profession that the applicants want to pursue. It must also include a timetable with specific steps for reaching their goals.
- Vocational services, basic living skills, training, personal assistance care, educational or occupational training costs and much more can be funded through a PASS.

Continuation of SSI Eligibility-Section 1619(a) of the Social Security Act

- Individuals can continue to receive SSI benefits even if they earn more than is allowed under the Act.
- Allows individuals to begin working and still maintain eligibility for cash benefits up to a certain income limit.
- Individuals who are eligible for 1619 (a) receive both cash benefits and Medicaid.

Continuation of Medicaid Eligibility- Section 1619(b) of the Social Security Act

- Individuals whose earnings are too high for cash payments can still receive Medicaid after benefits stop.
- To be eligible, individuals must still have a disabling impairment, and have income levels that are too low for private insurance.
- Income thresholds vary by state and medical needs but are usually between \$15,000-\$24,000.

Impairment Related Work Expenses (IRWE)

- Certain impairment-related items and services needed to work can be deducted from gross monthly earnings.
- SSA local offices decide whether items can be deducted.
- Adaptive equipment, personal assistance to prepare for or travel to work, and durable medical equipment are just a few of the items that can be deducted.

Student Earned Income (SEI) Exclusion

- Students can exclude up to \$400 but not more than \$1,620 in a calendar year.
- Students must be under 22, not married or head of a household.
- Students must be regularly attending school, college, or vocational training.



TRANSITION/RECREATION

Taking Charge of Having Fun:

A handout for adolescents and young adults
with special health care needs and disabilities

Meet people - make friends

- Work at making friends; it isn't easy for anyone. Reaching out is hard, but it's worth the effort.
- Join clubs or committees that you are interested in. This is a good way to meet people.
- Get to know what other youth are interested in: movies, music, clothes.
- Find the people at school who can help you connect with other teens such as a teacher or guidance counselor.
- Go to school functions such as school dances, plays or sports events.
- Spend time with friends with disabilities and special health care needs.
- Spend time with friends who do not have disabilities and special health care needs.

Enjoy recreation in your community

- Try out different activities to find out what you might enjoy.
- Call organizations such as the local YMCA to see if their activities are a good fit for you.
- Visit the place where the activity may be held so that you can plan accordingly.
- Identify your need for accommodations.
- Work with the recreation staff to adapt the program for you.
- Discuss with your doctor any health-related issues you should consider when planning your activities.

Have fun at home

- Keep fun in your family. Take time to enjoy yourself with your family.
- Think about activities you would like to do at home with a friend.
- Invite friends to your home.
- Ask your parents to let you bring a friend along when you go to places such as the movies.
- Include your friends in activities that you do at home.
- Consider participating in recreational or fitness activities with your family.

Know where to get information about recreational experiences

- Check out the school or local library for flyers on upcoming activities.
- Ask other adolescents about activities they enjoy and participate in.
- Surf the Internet. Many cities and towns have recreational Web sites.
- Look in the calendar section of the newspaper for events close to home.
- Join a group where you can meet other adolescents with special health care needs and disabilities.
- Consider the following as good places to find out about activities:
 - City/town recreation department
 - Chamber of Commerce
 - Cultural council in your city/town
 - Colleges and universities
 - Health and fitness clubs
 - YMCA/YWCA
 - United Way
 - Easter Seals
 - Boy/Girl Scouts
 - Parks and beaches in your local area

Recreation allows you to meet new people, learn new things and stay fit ... Don't forget to
have fun!

For more information ...

Easter Seals

Old Forge School
468 North Middleton Road
Media, PA 19063
1-610-565-2353

Website: www.easter-seals.com

Offers recreational and therapeutic programs for children and adults, plus day camps

InfoNet

215-708-5090

This is a database for recreational activities. Information is given over the phone.

PA Center for Adapted Sports

4 Boathouse Row
Philadelphia, PA 19130
215-765-5118

Website: www.centeronline.com

This center provides recreation and outdoor activities for people with disabilities.

Philadelphia Recreation Department

1515 Arch St, 10th Floor
Philadelphia, PA 19102
215-638-3601

Website: www.phila.gov/recreation

Offers an accessibility guide for recreation centers and playgrounds.

Special Kids Network

1901 Old Homestead Lane
Lancaster, PA 17605
800-986-4550

Website: www.health.state.us (click on Special Kids Network)

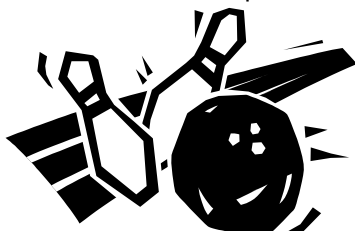
This is an information and referral system that serves families of children with chronic health or disabling conditions.

Camden County Parks and Recreation Department

1301 Park Boulevard
Cherry Hill, NJ 08002
856-216-2121

Website: www.co.camden.nj.us/government/offices/parks

Ongoing programs for children with developmental disabilities. Call for more details. They can refer you to other recreation departments in other NJ areas.





Transition/Recreation Family Sheet



Help your Teen find rewarding recreational experiences

- Highlight your adolescent's strengths and interests, not his/her disability.
- Keep fun in your family. Don't forget about the benefits of recreation.
- Create opportunities for your adolescent in your own home as well as in your community.
- Notice what excites your adolescent.
- Make friendships a priority. Adolescents need other adolescents to talk to and share their life with.
- Include recreation in transition planning. Make this a subject for your team meeting.
- Discuss with your adolescent's primary care provider any health-related limitations your adolescent may need to consider when planning recreational activities.
- Identify your adolescent's need for accommodations.
- Encourage your adolescent to "try out" different activities to see what he/she enjoys.

Where to start

- Interview organizations such as the local YMCA to see if the recreational activities available are a good fit for your adolescent. Teach them about any adaptations or accommodations your adolescent might need to participate in recreation activities.
- Visit the facility where a recreational activity is going to take place to promote proper planning.
- Work with staff of recreation programs to adapt the program to your child's special needs.
- Ask other parents about their successful recreational experiences. Work with other parents to create new recreational options where they don't exist.
- Check out the school or local library for flyers on adolescent activities in your community.
- Surf the Internet. Many communities have recreational Websites.
- Look in the calendar section of your local newspaper for events close to home where your adolescent can meet other teens.

Transition/Recreation Family Sheet

Consider the following as contacts for learning about recreational opportunities.

1. City/town recreation department
 2. Chamber of Commerce
 3. Cultural council in your town or city
 4. Colleges and Universities
 5. Health and fitness clubs
 6. YMCA/YWCA
 7. United Way
 8. Easter Seals
 9. Boy/Girl Scouts
 10. Parks and beaches in your local area
- Join condition-specific organizations where adolescents can meet other adolescents with special healthcare needs.
 - Consider participating in a recreational or fitness activity as a family.

For additional information...

Philadelphia Recreation Department

1515 Arch St, 10th Floor

Philadelphia, PA 19102

215-638-3601

Website: www.phila.gov/recreation

Offers an accessibility guide for recreation centers and playgrounds.

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800-986-4550

Website: www.health.state.us (click on Special Kids Network)

This is an information and referral system that serves families of children with chronic health or disabling conditions.

Camden County Parks and Recreation Department

1301 Park Boulevard

Cherry Hill, NJ 08002

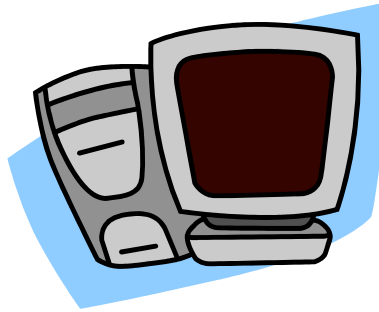
856-216-2121

Website: www.co.camden.nj.us/government/offices/parks

Ongoing programs for children with developmental disabilities. Call for more details.

They can refer you to other recreation departments in other NJ areas.

Transition Websites



<http://www.socialsecurity.gov/Youth/youth.html>

This section of The Work Site is dedicated to youth with disabilities. Information in this section is helpful for youth with disabilities, their parents and families, teachers, and counselors.

<http://www.ncwd-youth.info>

NCWD/Youth is your source for information about employment and youth with disabilities. Experts in disability, education, employment, and workforce development, strive to ensure that you will be provided with the highest quality, most relevant information available.

<http://careeronestop.org>

Access over 1 million jobs, get labor market trends and tips, post your resume for thousands of employers, and MUCH MORE. Locate training sources, explore distance learning, find information on financial aid, assistance with educational decisions and MUCH MORE.

<http://wrightslaw.com>

Parents, advocates, educators, and attorneys come to Wrightslaw for accurate, up-to-date information about special education law and advocacy for children with disabilities. You will find articles, cases, newsletters, and resources about dozens of topics in the Advocacy Libraries and Law Libraries. Wrightslaw is ranked #1 in education law, special education law and special education advocacy.

<http://www.pattan.k12.pa.us>

The mission of PaTTAN is to support the efforts of the Bureau of Special Education and its initiatives and to build the capacity of local educational agencies to provide appropriate services to students who receive special education services. This site provides printable versions of the IEP packet and other important educational forms.

http://www.ldonline.org/ld_indepth/transition/transition.html

Understanding the elements required for effective transition planning is the focus of this section.

<http://www.nichey.org>

The new center, called the *National Dissemination Center for Children with Disabilities*, will be serving as a central source of information on: IDEA, the nation's special education law and Research-based information on effective educational practices.

<http://www.dssc.org>

The Disabilities Studies and Services Center was established in 1994 to design programs that meet the unique information, technical assistance, training, and research needs of professionals and programs that serve to improve the lives of infants, toddlers, children, youth, and adults with disabilities and their families.

<http://www.ed.gov/offices/OSERS/OSEP>

This site is for the Department of Education. Check it out to find information on recent policy and legislative action.

<http://www.ideapractices.org>

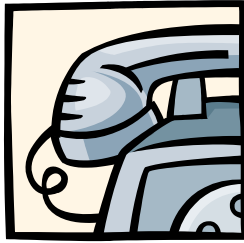
This Web site is brought to you by ASPIIRE (service providers) and ILIAD (administrators), who represent two of the four IDEA Partnerships. The IDEA Partnerships, working together for five years, inform professionals, families and the public about IDEA '97 and strategies to improve educational results for children and youth with disabilities.

<http://www.nod.org>

The mission of the National Organization on Disability (N.O.D.) is to expand the participation and contribution of America's 54 million men, women and children with disabilities in all aspects of life. By raising disability awareness through programs and information, together we can work toward closing the participation gaps.



Local Transition Resources



Use this page to list the contact information for transition resources in your area.

Agency	Telephone Number
• Area Career and Technical Education Center	_____
• County Assistance Office	_____
• County Children, Youth and Family Services	_____
• County Mental Health/Mental Retardation	_____
• Driver's License Center	_____
• Housing Authority	_____
• Local Career Link	_____
• Local Center for Independent Living	_____
• Local Intermediate Unit	_____
• Local School District	_____
• Local Social Security Office	_____
• Neighborhood Legal Service	_____
• Office of Vocation Rehabilitation	_____
• Regional Department of Health Office	_____

Student Transition Planning Information

Student Name: _____

Student Address: _____

Parent/Guardian: _____

Phone: _____

Social Security: _____

Birthdate: _____

Graduation Date: _____

Important Information and Documents

It is recommended that you keep a copy of the following information, if applicable, readily available.

Personal	Educational/Vocational
<input type="checkbox"/> Birth certificate <input type="checkbox"/> Social Security Card <input type="checkbox"/> SSI/SSDI income <input type="checkbox"/> Medicaid, Medicare information <input type="checkbox"/> Medical information <input type="checkbox"/> Health, dental, vision insurance <input type="checkbox"/> Photo identification <input type="checkbox"/> Selective Services card <input type="checkbox"/> Voter Registration card <input type="checkbox"/> Financial information: checking, savings, credit card etc. <input type="checkbox"/> Grants, Financial Aid information <input type="checkbox"/> Permission to Release Information Form <input type="checkbox"/> Photo Release Form	<input type="checkbox"/> Most recent letter of invitation to IEP meeting <input type="checkbox"/> Counselor, transition coordinator information <input type="checkbox"/> Progress reports <input type="checkbox"/> Discipline records <input type="checkbox"/> Assessments: PSSA, PASA, vocational, ASVAB, PSAT, SAT, etc. <input type="checkbox"/> Resume <input type="checkbox"/> Graduation project <input type="checkbox"/> Disability related accommodations <input type="checkbox"/> Assistive technology information