DESIGNING AN OUTCOMES-FOCUSED TRANSITION PROGRAM

MEET THE TEAM

KIRSTIN COMSTOCK
Program Specialist
TDD/TPD/TPFRS/TPA
D.C. 20037-8000
http://kirstin.comstock.org

MOSES BEHAIN
Regional Program Specialist
MOSD/NWAPAM/SEPTE
http://moses.behain.org

Concrete action steps must be taken to guide and prepare teams for college and/or a career, and for independent living. Without this guidance, students with learning disabilities often fail or flounder in high school and beyond.
OUTCOMES

Participants will:
1. Clarify the school's vision for transition-aged students
2. Identify resources already in place at the school
3. Define steps needed to develop effective transition programs
4. Identify resources for post-secondary options

SPECIAL EDUCATION TASK FORCE RECOMMENDATIONS

- Evidence-Based Practices
- Equitable Processes and Professional Development
- Accurate Data
- Family and Student Engagement

SIGNIFICANCE OF TRANSITION IEP

- 50% Career Suicide
- 30% Employment rate compared to their typically non-disabled peers
- Increased suicide rate among
- Lower rate of post secondary education completion
- Higher rate of dependence on public assistance
- Access to specificarial (Career) Apprenticeship
THOUGHT PARTNER
- Select a partner (preferably someone in the room that you don’t know very well).
- Form pairs completing the language frame written below:

  "In my opinion, the number one quality of a politician who is college bound, and who is ready in
  ____________",

- Be prepared to share your thought with the whole group.

THE VISION
- What is the vision of the school for students as they prepare for adulthood?
THE VISION

What is the vision of the school for students as they prepare for college? 
What are the expectations for what that will look like? 
How is this different from high school graduation requirements? 
How will the school know that your students are properly prepared for college?
THE CHALLENGE

How do schools effectively balance the needs of Transition-Aged students with high school graduation requirements?

ACTIVITY

• Use the next 3 minutes to write down every program resource available to your students at your site.
• Share out
• As others share out, what activities could you add to your list of site resources?

GOOD NEWS

Your school may already be doing many things that can be incorporated into an individualized transition plan!
DEVELOPING A TRANSITION IEP

STUDENT INTEREST AND DREAMS → ADEQUATE ASSESSMENT → FAMILY INPUT AND NEEDS → POST SECONDARY GOALS → COORDINATED SET OF ACTIVITIES → MEASURABLE ANNUAL GOALS → COURSE OF STUDY → POST SECONDARY OUTCOMES

Person-centered planning is a process of learning how a person wants to live and then describing what needs to be done to help the person move toward that life."
PERSON-CENTERED PLANNING

- The focus is on planning and creating supports that can assist individuals with disabilities to participate in and experience self-directed lives.
- Keep the process student-driven and centered; you are a guide.
- Person-centered planning videos

DREAM
How to assist a student to set goals
- Look at what the student is doing NOW
- Help the student to choose activities on which to focus
- Support the student to make a plan

Student will be most successful meeting goals if goals are
- Important to the student
- A good place to start
- Activities the student can get support in doing

Student should make a contract with self
- Student agrees to
- Student agrees to change what can be seen by student
- Student agrees to keep a list of

How to assist a student to set goals
- Look at what the student is doing NOW
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Student should make a contract with self
- Student agrees to
- Student agrees to change what can be seen by student
- Student agrees to keep a list of
Now that you have helped the student dream, set goals, problem solve, and prepare. The next step is to move forward with achieving their dreams by:

1. **Support**
2. **Monitor**
3. **Motivate**
POST-SECONDARY GOAL: EDUCATION AND TRAINING

Resources for Education
- Community colleges
- Online degree programs & services (ODP)
- Universities (ESP)
- Internships
- Apprenticeships
- Technical training
- Registered Option Program (ROP)

WHAT ARE SCHOOLS DOING TO SUPPORT EDUCATION AND TRAINING?
- Course work towards a diploma
- Meetings with guidance counselors
- Job skills development or skill development needed to prepare for college
- Instruction in disability awareness, communication skills, self-discipline
- Development of organizational skills and strategies, study skills, time management skills, test-taking, note-taking
- College exploration, research
- Learning personal strengths, needs, and learning styles

WHAT ARE SCHOOLS DOING TO SUPPORT EDUCATION AND TRAINING?

Training or Education Related Services and/or Agency Coordination:
- Connect to note taking services, tutoring, coach, mentor or mediator services
- Learn about assistive technology
- Connect with DSP at community colleges
YOUR TURN

• What resources and activities are available on your school campus?
• What resources and activities are available within walking distance to the school?
• Who can you invite for a campus presentation? Jobs? Careers? College?

POST-SECONDARY GOAL: EMPLOYMENT

WHAT ARE SCHOOLS DOING TO SUPPORT EMPLOYMENT?

On Campus Activities
• Direct Instruction on how to find a job
• Resume writing
• Complete job applications
• Interviewing skills
• Soft skills: social skill instruction
• Learn about hygiene
• Professional attire, punctuality

• Campus job
• Student-run business
• Internships
• Certificates earned (food handling)
• Student-led IEP
• School career day
WHAT ARE SCHOOLS DOING TO SUPPORT EMPLOYMENT?

Community Experience and Activities:
- Mock interviews with community members
- Attend job fairs
- Job shadowing
- Learn about employer expectations
- Industry tours
- Internships

WHAT ARE SCHOOLS DOING TO SUPPORT EMPLOYMENT?

Employment Related Services and/or Agency Coordination:
- OEO
- Vocational Training Schools
- Vocational Rehabilitation

RESOURCES FOR EMPLOYMENT

- Department of Labor
- Employment Development Department
- Workforce Investment Act/One-Stop Career Centers
- California Conservation Corps
- Job Corps
- Department of Rehabilitation
- Regional Centers
YOUR TURN

- What resources and activities are available on your school campus?
- What resources are available within walking distance to the school?
- Who can you invite for a campus presentation? Jobs? Students? College?

POST-SECONDARY GOAL:

HOW SOME SCHOOLS ARE SUPPORTING THIS GOAL

Independent living – community experiences and activities
- Renting
- Shopping
- Using public transportation
- Registering to vote
- Renting an apartment
- Applying for Social Security benefits
- Recreation
HOW SOME SCHOOLS ARE SUPPORTING THIS GOAL

Independent Living - Community experiences and activities
- Drivers License or CA Identification Card
- Participation in clubs, based on student interests
- Visit supported living homes

HOW SOME SCHOOLS ARE SUPPORTING THIS GOAL

Independent Living - Related Services and/or Agency Coordination:
- Regional Center
- Develop a list of people, phone numbers that can be used when the student graduates
- Social Worker
- Independent living center
- Mental Health provider
- Department of Rehabilitation (DOR)

COMMUNITY-BASED ACTIVITIES

- Participate in social/recreational activities
- Participate in after-school activities such as sports, clubs, etc.
- Identify "community helpers" versus strangers
- Work to develop community ties (local, post office, bank, etc.)
- Learn to locate and utilize local public transportation
- Identify, apply to and utilize support agencies, resources and post-school help systems in school and community
- Identify and use appropriate post-school programs
- Participate in community volunteer activities
ENCOURAGING CIVIC ENGAGEMENT

- How do we provide students access to their community?
- What types of goals or activities do we write within the transition IEP that allows a student meaningful access to their community?

MY Transition Story (Rain)

OTHER AREAS OF SUPPORT

- Reaching the Age of Majority
- Getting Around
- Moving Out
- Housing
- Alcohol and Drugs
- Money Matters
- Working and Taxes
- Sex and the Law
- Marriage and Partnerships
- Dealing with Domestic Violence
- Crimes and Consequences
- Guns and Other Weapons
- HIV/AIDS
- Civil Laws and Lawsuits
- Digital Citizenship - Computers, Cell Phones and the Internet
- Protecting Your Identity
- Consumer Protection
- Finding Legal Help
YOUR TURN

• What resources and activities are available on your school campus?
• What resources and activities are available within walking distance to the school?
• Who can you invite for a campus presentation? Jobs? Careers? Colleges?

TODD'S TRANSITION PLAN TO DO LIST:

1. Work hard in school.
2. Work with VR to get a job.
3. Apply to live at Onyx House (plan weekend visit).
4. Meet with District Transition team (plan for IEP).
5. Visit Lane Community College and look at enrollment requirements.
6. Graduate from high school.
7. Move into Onyx House, enroll in school, and find a job Eugene, OR.

TODD'S TRANSITION PLAN TO DO LIST:

Volunteer at the store and get a job!
Build my resume, gain experience.
Restaurant (prep. dishes, etc.) Retail (food shelf, sweep, etc.) Business (delivery, courier, etc.)
Todd's Transition Plan to Do List:

Volunteer at the ReStore and get a job
Build my resume, gain experience.
Restaurant (prep. dishes, etc.) Retail (front shelves, sweep, etc.) Business (delivery, courier, etc.)
Graduate from South Ridge High School
Time to celebrate!

Move into the Onyx House in Eugene. Practice independent living. Obtain employment.
Consider learning: Earn In Lane Community College Adult Trade Education Classes, Threat In Eugene School District Transition Program.
TODD'S TRANSITION PLAN TO DO LIST:

- Volunteer at the ReStore and get a job!
- Build my resume, gain experience.
- Restaurant (prep, dishes, etc.) retail (front shelves, sweep, etc.) business (delivery, counter, etc.)
- Graduate from South Ridge High School
- Time to celebrate!
- Move into the Days House in Eugene. Practice independent living, QPL employment.
- Continue Learning: Enroll in Lane Community College Adult Basic Education Classes, enroll in Eugene School District Transition Program.
- Goal: Todd has experience being independent, employed, and ready to live independently in the community with support.

FINAL THOUGHTS

What do you do when a student wants to pursue an employment/career path that you deem unobtainable?

- 17-year-old student
- Eligible P.A., Oregon
- Alvarez (Social work and mental health, sales, IT, IT, IT, IT, IT, IT)
- Student goals: drive big rig

DEARA

- Kasela
- QPL - OTIC
DELIVERING CONTINUOUS PERSON-CENTERED PLANNING

Think of ONE student on your case load:

- What do you already know?
- What do you need to know?
- What next steps do you need to take to establish a Person-Centered Meeting?

thank you!
Concrete **action steps** must be taken to **guide and prepare** teens for college and/or a career, and for independent living. Without this **guidance**, students with learning disabilities often **fail or flounder** in high school and beyond.
OUTCOMES

Participants will:
1. Clarify the school's vision for transition-aged students
2. Identify resources already in place at the school
3. Define steps needed to develop effective transition programs
4. Identify resources for post-secondary options
SIGNIFICANCE OF TRANSITION IEP

- **50%** Graduation rate compared to than typically developing non-disabled peers
- **30%** Employment rate compared to than typically non-disabled peers

- Increased trouble with the law
- Lower rates of post-secondary school completion
- Higher rates of dependence on public assistance
- Access to quality of life / Economic Attainment
"Graduation rates for students with disabilities have improved slightly in recent years. Some have attributed this small but steady increase to the fact that schools and school districts have been, at least in theory, accountable for the outcomes of students with disabilities."

**Significance of Transition IEP**

- **50%** Graduation rate compared to typically developing non-disabled peers
- **30%** Employment rate compared to typically non-disabled peers

- Increased trouble with the law
- Lower rates of post-secondary school completion
- Higher rates of dependence on public assistance
- Access to quality of life/Economic Attainment
THOUGHT PARTNER

- Select a partner (preferably someone in the room that you don’t already know)
- Take turns completing the language frame written below:

“In my opinion, the number one quality of a student who is college, career, and civic life ready is __________________ because ____________________.”

- Be prepared to share your thoughts with the whole group
THE VISION

What is the vision of the school for students as they prepare for adult life?
THE VISION

What is the vision of the school for students as they prepare for adult life?

What are the expectations for what that will look like?
THE VISION

What is the vision of the school for students as they prepare for adult life?

What are the expectations for what that will look like?

How is this different from high school graduation requirements?
THE VISION

What is the vision of the school for students as they prepare for adult life?

What are the expectations for what that will look like?

How is this different from high school graduation requirements?

How will the school know that your students are properly prepared for life as an adult?
How do schools effectively balance the needs of Transition-Aged students with high school graduation requirements?
ACTIVITY

• Use the next 3 minutes to write down every program resource available to your students at your site.

• Share out

• As others share out, what activities could you add to your list of site resources?
GOOD NEWS

Your school may already be doing many things that can be incorporated into an individualized transition plan!
DEVELOPING A TRANSITION IEP

- Student Interest and Dreams
- Age Appropriate Assessment
- Family Input and Needs
- Coordinated Set of Activities
- Measurable Annual Goals
- Post Secondary Outcomes
- Course of Study
Person-centered planning is a process of learning how a person wants to live and then describing what needs to be done to help the person move toward that life.”
FIVE STEPS IN MAKING PLANS FOR THE FUTURE
PERSON-CENTERED PLANNING

DREAM
Help student to plan for the future

SET GOALS
Assist student in deciding what to do now

PROBLEM SOLVE
Support students to figure out what is needed to do it

PREPARE
Help students get ready

DO IT
Student is ready to take action
PERSON-CENTERED PLANNING

- The team focus is to plan and create supports that can assist individuals with disabilities to participate in and experience self-directed lives.
- Keep the process student-driven and centered; you are a guide.
- Person-centered planning video
PERSON-CENTERED PLANNING

WORK

Where will I work?
What pay will I get?
How will I get to work?
What days and hours will I work?
PERSON-CENTERED PLANNING

WORK
- Where will I work?
- What pay will I get?
- How will I get to work?
- What days and hours will I work?

DAILY LIFE
- Where will I live?
- Who will I live with?
- How will I pay my bills?
- Who helps me if I need it?
PERSON-CENTERED PLANNING

WORK
Where will I work?
What pay will I get?
How will I get to work?
What days and hours will I work?

DAILY LIFE
Where will I live?
Who will I live with?
How will I pay my bills?
Who helps me if I need it?

SCHOOL/COLLEGE
What classes will I take?
How will I get to class?
How will I pay for school?
What clubs will I belong to?
FOSTERING SKILLS FOR INDEPENDENCE

1. Self-Determination
   Assertiveness, self-advocacy

2. Independent Living Skills
   Budgeting, meal planning/preparation, household maintenance, laundry, nutrition/fitness, hygiene, time management, and safety

3. Social Skills
   Conflict resolution, communication skills, relationship skills, stress and anger management, leisure and recreation
SET GOALS
How to assist a student to set goals

- Look at what the student is doing NOW
- Help the student to choose activities on which to focus
- Support the student to make a plan

Adapted from: Take Charge Oregon Institute on Disability and Development; 1999
How to assist a student to set goals

- Look at what the student is doing NOW
- Help the student to choose activities on which to focus
- Support the student to make a plan

Student will be most successful meeting goals if goals are important to the student
- A good place to start Activities the student can get support in doing

How to assist a student to set goals

- Look at what the student is doing NOW
- Help the student to choose activities on which to focus
- Support the student to make a plan

Student will be most successful meeting goals if goals are

- Important to the student
- A good place to start
- Activities the student can get support in doing

Student should make a contract with self

- Student signs it
- Student keeps it where it can be seen by student
- Student should have a “witness”
PROBLEM SOLVE

BELIEVE

LIST STEPS NEEDED TO COMPLETE THE GOAL
PROBLEM SOLVE

- Support
  - Identify steps/strategies to overcome barriers

- Coach
  - Encourage independence

- Believe
  - List steps needed to complete the goal
PREPARE

ASSIST STUDENT WITH STAYING ORGANIZED AND MEETING DEADLINES
PREPARE

ASSIST STUDENT WITH STAYING ORGANIZED AND MEETING DEADLINES

WHAT INFORMATION DO YOU NEED TO GATHER
PREPARE

ASSIST STUDENT WITH STAYING ORGANIZED AND MEETING DEADLINES

WHAT INFORMATION DO YOU NEED TO GATHER

HELP STUDENT IDENTIFY WHAT NEEDS TO BE COMPLETED
PREPARE

ASSIST STUDENT WITH STAYING ORGANIZED AND MEETING DEADLINES

WHAT INFORMATION DO YOU NEED TO GATHER

HELP STUDENT IDENTIFY WHAT NEEDS TO BE COMPLETED

WHAT EQUIPMENT MIGHT YOU NEED
PREPARE

WHAT EQUIPMENT MIGHT YOU NEED

WHAT SKILLS NEED TO BE PRACTICED OR LEARNED

ASSIST STUDENT WITH STAYING ORGANIZED AND MEETING DEADLINES

WHAT INFORMATION DO YOU NEED TO GATHER

HELP STUDENT IDENTIFY WHAT NEEDS TO BE COMPLETED
PREPARE

ASSIST STUDENT WITH STAYING ORGANIZED AND MEETING DEADLINES

WHAT INFORMATION DO YOU NEED TO GATHER

HELP STUDENT IDENTIFY WHAT NEEDS TO BE COMPLETED

WHAT EQUIPMENT MIGHT YOU NEED

WHAT SKILLS NEED TO BE PRACTICED OR LEARNED

WHO DO YOU NEED TO TALK WITH?
Now that you have helped the student dream, set goals, problem solve, and prepare. The next step is to move forward with achieving their dreams by:

SUPPORT
Now that you have helped the student dream, set goals, problem solve, and prepare. The next step is to move forward with achieving their dreams by:
Now that you have helped the student dream, set goals, problem solve, and prepare. The next step is to move forward with achieving their dreams by:

- Support
- Monitor
- Motivate
POST-SECONDARY GOAL: EDUCATION AND TRAINING

- Resources for Education
- Community colleges
- Disabled student programs & services (DSP)
- Universities (DSP)
- Military
- Technical training
- Regional Occupation Program (ROP)
WHAT ARE SCHOOLS DOING TO SUPPORT EDUCATION AND TRAINING?

- Course work towards a diploma
- Meetings with guidance counselors
- Educational experiences or skill development needed to prepare for college
- Instruction on disability awareness, communication skills, self disclosure
- Direct instruction on organizational skills and strategies, study skills, time management skills, test taking, note taking
- College exploration or research
- Learning personal strengths, needs, and learning styles
WHAT ARE SCHOOLS DOING TO SUPPORT EDUCATION AND TRAINING?

Training or Education Related Services and/or Agency:
- Connect to note taking services, tutoring, coach, mentor or reader services
- Learn about assistive technology
- Connect with DSP at community colleges

Coordination:
YOUR TURN

- What resources and activities are available on your school campus?
- What resources and activities are available within walking distance to the school?
- Who can you invite for a campus presentation? Jobs? Careers? Colleges?
POST-SECONDARY GOAL: EMPLOYMENT
WHAT ARE SCHOOLS DOING TO SUPPORT EMPLOYMENT?

On Campus Activities
- Direct instruction on how to find a job
- Resume writing
- Complete job applications
- Interviewing skills
- Soft skills/social skills instruction
- Learn about hygiene
- Professional attire, punctuality

- Campus job
- Student run business
- Portfolio
- Certificates earned (food handling)
- Student-Led IEP
- School career day
WHAT ARE SCHOOLS DOING TO SUPPORT EMPLOYMENT?

Community Experience and Activities
- Mock interviews with community members
- Attend job fairs
- Job shadowing
- Learn about employer expectations
- Industry tours
- Internships
WHAT ARE SCHOOLS DOING TO SUPPORT EMPLOYMENT?

Employment Related Services and/or Agency Coordination
- ROP
- Vocational Training Schools
- Vocational Rehabilitation
RESOURCES FOR EMPLOYMENT

- Department of Labor
- Employment Development Department
- Workforce Investment Act/One Stop Career Centers
- California Conservation Corps
- Job Corps
- Department of Rehabilitation
- Regional Centers
YOUR TURN

- What resources and activities are available on your school campus?
- What resources and activities are available within walking distance to the school?
- Who can you invite for a campus presentation? Jobs? Careers? Colleges?
HOW SOME SCHOOLS ARE SUPPORTING THIS GOAL

Independent Living – community experiences and activities

- Banking
- Shopping
- Using public transportation
- Registering to vote
- Renting an apartment
- Applying for Social Security benefits
- Recreation
HOW SOME SCHOOLS ARE SUPPORTING THIS GOAL

- Independent Living – community experiences and activities
- Drivers license or ID
- Participation in clubs, based on student interests
- Visit supported living homes
HOW SOME SCHOOLS ARE SUPPORTING THIS GOAL

Independent Living - Related Services and/or Agency Coordination:

- Regional Center
- Develop a list of people, phone numbers that can be resources when the student graduates
- Social Worker
- Independent living center
- Mental Health providers
- Department of Rehabilitation (DOR)
COMMUNITY-BASED ACTIVITIES

- Participate in social/recreational activities
- Participate in after school activities such as sports, clubs, etc.
- Identify "community helpers" versus strangers
- Walk to nearby community sites (market, post office) with classmates

- Learn to locate and utilize local public transportation
- Identify, apply to and utilize support agencies, resources and post-school living options in school and community
- Identify and tour appropriate post-school programs
- Participate in community volunteer activities
ENCOURAGING CIVIC ENGAGEMENT
ENCOURAGING CIVIC ENGAGEMENT

• How do we provide students access to their community?

• What types of goals or activities do we write within the transition IEP that allows a student meaningful access to their community?

• My Transition Story (Ben)
# OTHER AREAS OF SUPPORT

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YOUR TURN

• What resources and activities are available on your school campus?
• What resources and activities are available within walking distance to the school?
• Who can you invite for a campus presentation? Jobs? Careers? Colleges?
### Todd's Transition Plan

**To Do List:**

1. Work hard in school.
2. Work with VR to get a job.
3. Apply to live at Onyx House (plan weekend visit).
4. Meet with District Transition team (plan for IEP).
5. Visit Lane Community College and look at enrollment requirements.
6. Graduate from high school!
7. Move into Onyx House, enroll in school, and find a job Eugene, OR.
Todd's Transition Plan To Do List:

Volunteer at the ReStore and get a job!
Build my resume, gain experience.
Restaurant (prep, dishes, etc.) Retail (front shelf, sweep, etc.) Business (delivery, courier, etc.)
TODD'S TRANSITION PLAN TO DO LIST:

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Graduate from South Ridge High School
Time to celebrate!
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Graduate from South Ridge High School
Time to celebrate!

Move into the Onyx House in Eugene. Practice independent living. Obtain employment.
TODD'S TRANSITION PLAN TO DO LIST:

Volunteer at the ReStore and get a job! Build my resume, gain experience. Restaurant (prep, dishes, etc.) Retail (front shelf, sweep, etc.) Business (delivery, courier, etc.).

Graduate from South Ridge High School Time to celebrate!

Move into the Onyx House in Eugene. Practice independent living. Obtain employment.

Continue Learning. Enroll in Lane Community College Adult Basic Education Classes. Enroll in Eugene School District Transition Program!
TODD'S TRANSITION PLAN TO DO LIST:

Volunteer at the ReStore and get a job!
Build my resume, gain experience.
Restaurant (prep, dishes, etc.) Retail (front shelf, sweep, etc.) Business (delivery, courier, etc.).

Graduate from South Ridge High School
Time to celebrate!

Move into the Onyx House in Eugene. Practice independent living. Obtain employment.

Continue Learning. Enroll in Lane Community College Adult Basic Education Classes. Enroll in Eugene School District Transition Program!

Goal! Todd has experience being independent, is employed, and ready to live independently in the community with support.
FINAL THOUGHTS

What do you do when a student wants to pursue an employment/career path that you deem unobtainable?

Scenario:

- 17 year old student
- Eligibility category: ID and OHI
- Services: Orientation and mobility, vision, SAI, SLP, OT, APE and nursing
- Student goal: drive big rig trucks
DREAM
Help student to plan for the future

SET GOALS
Assist student in deciding what to do now
DREAM
Help student to plan for the future

SET GOALS
Assist student in deciding what to do now

PROBLEM SOLVE
Support students to figure out what is needed to do it

PREPARE
Help students get ready
DREAM
Help student to plan for the future

SET GOALS
Assist student in deciding what to do now

PROBLEM SOLVE
Support students to figure out what is needed to do it

PREPARE
Help students get ready

DO IT
Student is ready to take action
DELIVERING CONTINUOUS PERSON-CENTERED PLANNING

Think of ONE student on your case load:

- What do you already know?
- What do you need to know?
- What next steps do you need to take to establish a Person-Centered Meeting?
thank you!