

HEY, WHERE'S MY TRANSITION PLAN?



A TRAINING FOR YOUTH SELF-
ADVOCACY PRESENTED BY:



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Access a digital version of this booklet:

<https://tinyurl.com/mup8teus>



This workbook is intended to help you begin the transition to after-school life. Please feel free to take notes on each of the pages and make this book your own!

WHAT IS TRANSITION?

Transition means **changing** from one thing to another. In our case, it's about your future and where it will lead after you leave high school.

Transitions can be **exciting** because the next step you take will be a whole new adventure. Transitions can also be a **little scary** because you might have to learn how to do things you haven't done before, and you may not be sure what to expect.



I KEEP HEARING ABOUT 'TRANSITION PLANNING.' WHAT IS IT?

When your parents, teachers, or other adults in your school talk about “transition planning,” they are talking about things you can do now to get ready for the time after you leave high school. That future may seem far away, but the more you plan now, the easier your first steps into the **adult world** will be.

When you were a young child, the grown-ups in your life probably did most of the planning for your future. That’s okay because that was their job. The difference between being a young child and being a teenager is that planning for your future becomes **your job**. You need to decide on your **dreams** and **goals** for the future. Good transition planning will help you achieve those dreams. In fact, in Kentucky, transition planning is required to start by the time you are 14 years old or entering the 8th grade, whichever comes first.

You need to choose goals that matter to you. That means you need to figure out **where** you want to be and **what** you want to be doing.

WHAT DOES MY INDIVIDUALIZED EDUCATION PROGRAM (IEP) HAVE TO DO WITH TRANSITION PLANNING?

Your Individualized Education Program (IEP) is like a GPS or roadmap.

It shows where you are going and how you are going to get there. “Individualized” means **ALL** about you. Your IEP should show the goals you want to reach and the supports you need to reach them.

By paying attention to what’s in your IEP, you can help make sure that you learn the **skills** you need to do what you want with your life after you **graduate**. Your transition plan is part of your IEP. It is not a separate document. A good transition plan includes **instruction**, **community participation**, and **activities** to support your goals.

Ask your teacher about a student-led IEP meeting. Put yourself in the driver's seat!



LEARNING HOW TO SPEAK UP FOR YOURSELF CAN BE HARD!

Once you know what you want and need, you must be able to tell other people.

That's the only way to make your **dreams** come true!



Transition preparation:

- ❖ takes several years
- ❖ involves a lot of different people
- ❖ requires learning new skills
- ❖ develops a plan to help you reach your dreams!

WHAT DO PEOPLE MEAN WHEN THEY TALK ABOUT TRANSITION SERVICES?

Transitions often mean that you must **try** doing things you haven't done before. The good news is that you don't have to figure out how to do all this by yourself. You can ask other people to help you when you need it.

To help you prepare for what you want to do after school, a team of people should help decide what transition services can be helpful. Transition services include college or other education after high school, vocational education, integrated employment (including supported employment), adult services, independent living, or community participation.

Other supports can help you too. Sometimes we might need a person to help or maybe a thing (like a wheelchair or calculator). Sometimes we might need a service. Often, we need more than one kind of support.

Whatever you need, you can be sure it isn't the same as what everyone else needs. The key is to figure out what supports would be the most helpful to meet **your unique needs** so that you can reach **your unique goals**.

Start work on transition planning **early!** Write down your goals, plans, and what you like.

Learn good **communication skills** so you can tell people what you want.

Learn about resources like SSI (Supplemental Security Income), vocational rehabilitation, mental health services, housing options, independent living centers, Medicaid waivers, college disability support services, adult services, and social groups and recreational activities. Get information on all available options.

ADVICE FROM OTHER STUDENTS:

Take a more active role in meetings. **Ask** more questions!

Join groups that can help, like local advocacy groups, church groups, and community education classes.

Look into co-op and work-based learning programs which can be done through school.

Get more work experience by volunteering. Even better, try to work part-time for pay.



Take classes in **independent living skills**. Learn how to cook, do your laundry, clean your home, shop, budget, and how to recognize and count money.

Find out how to access community resources, services and emergency systems, and how to get help filling out forms.

Learn more about **making good decisions**, and then the **self-advocacy skills** to share them! Go for your dreams!



If you can, learn how to drive and get your driver's license! If that's not for you, learn how to use other **transportation systems** like the bus!

Be serious. Do your homework and **budget your time**. Learn to use a calendar or planner to write down your assignments and to help you plan time to study.

List your **strengths and challenges**. Find out what you're good at and build on those

MY STRENGTHS...

1. Something that I am good at is...

2. Something I really like to do is...

3. One thing that I am interested in is...

4. One of my skills that I could use in my work is...

CHECKLIST: RATE YOUR SELF-ADVOCACY SKILLS



I can do this	I need to work on this	I need help with this	Some of the skills I need to have my needs met
			Talking about my disability
			Knowing what my strengths are
			Setting goals for myself
			Working with others
			Sharing my ideas with others
			Knowing what I need to complete a task and requesting those accommodations
			Knowing who I can trust to ask for help
			Speaking up politely when I disagree
			Asking questions when I don't understand
			Being active in my IEP & transition planning meetings
			Being comfortable with my personal story and setting limits about what I share
			Talking to my doctor about my healthcare

AFTER HIGH SCHOOL, THE RULES CHANGE!



BOTTOM LINE: Services available to you after high school are based on eligibility.

In college and at a workplace, you will have to find the services you want or need and show that you qualify for them. You will also have to provide proof that accommodations are necessary! This isn't high school, but you can be prepared.

Employment

Many students choose to find employment instead of going full-time to college or technical training. Finding employment can take some time. Part of your transition planning goals should address employment. You can learn job skills and participate in different types of employment in your community. Getting skills and having a part-time job before graduation will make it easier to get the kind of job you want after high school.

Postsecondary education

Going to college or a training school after high school will help increase your knowledge and prepare you for your chosen career. College provides a great opportunity to meet and socialize with other young adults. There are some services available through your college's student support services office. Contact them and learn what documents and other information regarding your disability they will need.

EXPLORING OPTIONS:

College

Training School

Direct Employment

Vocational Rehabilitation services may be useful. For those who qualify, by providing individualized help to prepare for, obtain, or retain employment. Everyone should apply!

WHERE DO YOU WANT TO CALL HOME?



A home is a special place. It's where you live, the people you live with, and the things you want around you like furniture, pictures, music, plants, and pets. It's activities like cooking, eating, cleaning, celebrating, entertaining friends, or relaxing and spending some time by yourself.

Where will you live after high school? Do you want to live on your own or with others? Will you live with your family or move in with a roommate? Do you want to live in the city or out in the country?

Here are some choices of living arrangements:

- ❖ **Buying** a home is a dream for many people, but it can be hard to do right out of high school. You need to save a lot of money, have a steady job that pays enough money, and be able to show that you pay your bills on time. This might be something you want to plan to do in the future.
- ❖ **Renting** is when you pay someone money to live in a home or apartment that they own. It usually costs less than buying your own home. Renting a home costs money, too, but if you earn enough money, or have a family that can help, or if you choose to live with other people so you can all share the expenses, renting a home might be something you can afford to do now.

WHO CAN HELP GET ME HOUSING I CAN AFFORD?

People with disabilities should have accessible housing. There may be vouchers, rental assistance, and other programs that can help with costs.

Some agencies provide other choices for living arrangements:

- ❖ A few people live together (these are called group homes or waiver homes).
- ❖ People get the supports they need to live on their own in their own homes (this is called supported living).

Independent living means living in your own home. If you choose to live independently, you can receive the supports you need, but it will be your responsibility (with help from family and friends if you need it) to manage those supports. These supports are often paid for with a combination of your own money and money from a funding source like Medicaid. Medicaid waivers help pay for people with disabilities to live in their community with support. In Kentucky, there are several kinds of waivers and most have a waiting list, so it is important to learn about these options early.



MY HOUSING CHOICES:

CHOICE 1

CHOICE 2

CHOICE 3

ADDITIONAL SUPPORTS I WILL NEED TO BE SUCCESSFUL IN THE COMMUNITY

ACCESSING YOUR COMMUNITY

How do you get to your friends' homes? When you need something from the store, how do you get there? When you are planning for life as an adult, you also must think about how you're going to get where you want to go.

If your parents or caregivers drive you where you need to go, have you talked about putting a driving schedule together that considers your time and their time? Is there a bus route that could take you where you need to go? What's stopping you from finding out? How can you find out what public transportation is in your area?

As part of your Individualized Education Program, transportation is something your IEP team should discuss and plan for. You may qualify to begin working with Vocational Rehabilitation to prepare to meet your transportation needs. Local areas may have transit services for people with disabilities.

DRIVER'S LICENSE AGE REQUIREMENTS

Kentucky Driver's License Requirements

Be at least 16 years old.

Have attained a driver's permit for at least: 180 days, if you're younger than 21 years old. 30 days, if you're at least 21 years old.

Be a US citizen or permanent resident.

Be a resident of Kentucky.



CIRCLE THE THINGS YOU WILL DO IN YOUR COMMUNITY:



SHOPPING



LIBRARY



WORSHIP/FELLOWSHIP



BANKING



MOVIES



HEALTHCARE



DINING OUT



PARKS/MUSEUMS

CIRCLE HOW YOU WILL GET TO THESE PLACES:



TAXI/UBER/LYFT



FRIENDS/FAMILY



BUS/TRAIN



DRIVE MYSELF



BIKE



WALK

GREAT RESOURCES ON TRANSITION

www.gottransition.org/

The basis for an information exchange about healthcare transition for youth with special healthcare needs.

<http://ahead.org/students-parents>

The Association on Higher Education and Disability—frequently asked questions for students and parents/caregivers and lists many transition resources.

<http://www.pacer.org/tatra/>

National Parent Center on Transition and Employment—features transition planning, education, and employment resources.

<https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills>

"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by the U.S. Department of Labor's Office of Disability Employment Policy focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities.

TOP TRANSITION RESOURCES IN KENTUCKY

KDE Transition

<https://education.ky.gov/specialed/excep/GuidanceResources/Pages/trnstn.aspx>

Centers for Independent Living

<https://silc.ky.gov/Pages/cil.aspx>

Community Mental Health Centers

<https://dbhdid.ky.gov/cmhc/>

KY Workforce Development

<https://ced.ky.gov/workforce>

EMPLOYMENT RESOURCES

[KYFAME https://ced.ky.gov/Workforce/KYFAME](https://ced.ky.gov/Workforce/KYFAME)

KY FAME is a nationally recognized statewide apprentice program combining education and actual workplace experience.

Students attend classes two days per week and work on the job three days per week, to obtain an Advanced Manufacturing Technician certification.

Those who complete the program may start work immediately or transition to a four-year college or university – with no debt.

[Kentucky Vocational Rehabilitation https://kcc.ky.gov/Vocational-Rehabilitation/](https://kcc.ky.gov/Vocational-Rehabilitation/)

The mission of Kentucky Vocational Rehabilitation is to empower Kentuckians with disabilities to maximize independence and economic security through competitive, integrated employment.

HOUSING RESOURCES

[Kentucky Housing Corporation https://www.kyhousing.org/](https://www.kyhousing.org/)

Kentucky Housing Corporation (KHC) invests in affordable housing solutions by offering programs and services designed to develop, preserve, and sustain affordable housing throughout the state.

Kentucky Special Parent Involvement Network (KY-SPIN)

The **mission** of KY-SPIN, Inc. is to link families and individuals with disabilities to valuable resources that will enable them to live productive, fulfilling lives.

KY-SPIN (Special Parent Involvement Network) **Parent Center** is a statewide project of KY-SPIN, Inc. KY-SPIN Parent Center PTI (Parent Training & Information Project) is funded by the U.S. Dept. of Education. KY-SPIN Parent Center provides training, information, and support for children and youth with all types of disabilities (birth through 26 years old), their parents, families, and professionals.

CONTACT US

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At our website <https://www.kyspin.com/> you can access our online trainings, webinars, and a host of information related to special education.

Check out our [Youth Webpage](https://www.kyspin.com/youth-and-adults/)
<https://www.kyspin.com/youth-and-adults/>



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www.tndisability.org/familyvoices



STEP, Inc. is Tennessee's Parent Training & Information Center. Improving lives of children with disabilities.

www.tnstep.org



IN*SOURCE adapted this booklet with permission from the above organizations. IN*SOURCE is Indiana's Parent Training & Information Center. Equipping families & partnering with professionals to help students with special needs realize their potential.

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