

# Transition To Adulthood

## Facilitator's Notes

### Equipment & Materials Needed for this workshop:

- VCR
  - Optional Video - "Friends of ... Club" (which can be borrowed from PISP or ordered for \$50.00 through Inclusion Press, Toronto, Ontario.)
    - Required Video - "Transition to Adulthood" (which can be borrowed from your PISP district partner, or downloaded from the PISP website)
  - An overhead or chart paper to jot down brainstorming from your groups.
- This workshop is 1-½ hours without viewing the "Friends of... Club" video. Otherwise, the workshop is 1 ¾ hours long.

### **1. Introduction** (5-10 min.)

- Our lives are full of transitions.
- Activity: Ask participants to share a few examples. (e.g., birthdays, marriages, divorce, college, births, deaths, new home, etc.)
- Activity: Ask participants - What are some of the challenges you've faced when preparing your students for transition to adulthood? List these on an overhead or chart paper

### **2. Step #1 - Dream - Let's get concrete!** (30 min.)

- Talk about **PATH** (Planning Alternative Tomorrows of Hope) - (10 min.)

It is important to begin brainstorming and goal setting 2-3 years before the student is going to leave school. This gives the school and family time to begin to put into place the activities that will carry on after school. After all, school is about preparing all students for their adult lives. How can teachers build "adult related" activities into the student's schedule if they do not know what the family would like for their child as an adult?
- Refer participants to the sample PATH in their handout
- It is recommended that a PATH be completed in grade 10 in order to give a good 2 years to begin implementing some of the adult activities into the current curriculum.
- Sometimes it is important for families to be able to visualize what their child might be able to do, in order to provide a dream for their child. This can be encouraged by having families visit existing adult group homes and day programs, or checking out day program websites. This can also be encouraged by having families view the video: "Transition To Adulthood".
- Activity: Have participants view the video - "Transition To Adulthood" (18 min.)

### **3. Step #2 - Environmental Scan - Gathering Information (15 min.)**

- Resource teachers need to be detectives. How can we begin to build meaningful adult activities into the student's schedule, if we don't have any idea as to what the student might be involved in once the s/he leaves school?
- Check out the local recreation centres, tourist bureau and other local activities in your area.
- Refer participants to the handout, "Recreation and Leisure Inventory". (5 min.)
- It is important, if the student will continue to spend time with his/her family, that the teacher asks the family what kinds of routine activities and hobbies they participate in. These should be built into the student's schedule as well, prior to leaving school.
- Refer participants to the handout, "Families Hobbies & Routine Activities". (5 min.)
- Have participants also take note of the detective work done around routine activities at the group home, and available activities for the local adult day program on the handout. (5 min.)
- Families need to visit local day programs early on to determine which one they would prefer to have their adult child attend.
- Resource teachers also need to collect information regarding specific local recreational activities and local businesses in your area.
- Refer participants to the handout "Community Service Guide". (5 min.)
- The resource teacher needs to check out to see what others are doing, as part of his/her detective work. (e.g., viewing the Transition To Adulthood video)

### **4. Step #3 - Begin building a Community Activity Matrix (15 min.)**

- Once we've completed the PATH we know where we are going, because the dream has been identified. After the detective work has been done and options for meaningful activities have been identified, we need to clarify the student's motivators and skills.
- Refer participants to the handout, "Sample Motivators" to view some examples of sensory based motivators paired with adult related activities. (5 min.)
- Question: Where have you listed your student's motivators? When was the last time these were updated by those who know him/her best?
- Refer participants to the handout "Jane's Skills As A Life Long Learner" for an example of a one page reference sheet, developed to identify the student's IEP skills for future day program and group home workers. (5 min.)
- Question: How would you summarize your student's IEP skills (i.e., expectation for active participation) into a one page user-friendly handout for future adult workers? (5 min.)
- Question: What does a community based activity matrix look like when you factor in your detective work, the student's motivators, and the student's skills or active participation?
- Refer participants to the handout, "Community Activity Matrix". (5 min.)

## 5. Step #4 - Scheduling - Living the student's new lifestyle - now!

(15 min. without viewing the "Friends of ... Club" movie; 30 min. including the movie.)

- Question: what is the role of the resource teacher and case manager in preparing the student for adulthood? It's doing the detective work so that the teacher can **begin to schedule in the adult activities into the school curriculum.**
- Refer participants to the handout package for the "Social Calendar" developed by a resource teacher in Ft. Nelson in her student's last year at school. (5 min.)
- Depending on the time you have, you may choose to show the video: "Friends of... Club", produced by Inclusion Press. (15 min.)
- Refer participants to their handout package for "Recommendations For The Last Year Of School". (5 min.)
- Refer participants to their handout package for a "Sample Time Table For High School", which incorporates community activities. (5 min.)
- Refer participants to handouts, which list activities for day programs and group homes for the switch with the Powerlink, as well as simple voice output:
  - "Using A Switch In The Community And Day Program Activities"
  - "Let The Switch Do The Talking"... Strategies For Community And Day-Program Activities" (5 min.)

## 6. Step #5 - Refer to the Checklist - Transition To Adulthood

**Package** (15 min.) (Conclusion)

- We've discussed how we need to start early to begin reviewing what needs to be done in preparation.
- We've noted that there are many aspects of transition, as it is very complex. Transition to adulthood involves accessing funding, providing adult caregivers, addressing the living situation, and planning daily activities now that will carry over into the person's adult life.
- Refer participants to the last two handouts in their package:
  - Checklist For The Case Manager & Family (5 min.)
  - Guidelines For Resource Teacher/Case Manager (5 min.)
- Caution participants not to wait until the last year of school to begin exploring these questions with families and adult services
- Resource teachers periodically throughout this last year should ...
  - invite CLBC to help move through these checklists
  - meet in the fall, winter and spring to see which areas still need addressing
  - help the family identify where funding for SLP, OT and PT time will come from once the student leaves school?
  - help the family explore "Microboards" if the student's family is interested - through VELA. Briefly describe a Microboard to the group if no one is familiar with this. This broadens the advocacy for the student as an adult.

(5 min.) For more information, check out:

[http://www.microboard.org/who\\_is\\_vela.htm](http://www.microboard.org/who_is_vela.htm)

- explore equipment needs either through grandfathering used equipment from SET BC or submitting a form and request to CAYA.

**7. Wrap up - Question:** What are you motivated to do differently when you return to your classrooms? Group share.