

Coaching Activity For Transition To Adulthood Module 6

As the case manager for your student, contact the following individuals to begin searching information that is pertinent to your local community and area:

- the student's family
- the current social worker for your student
- the facilitator for your local association for community living
- SET BC person if loaned equipment is currently being used for your student

Work through the following activities with your team and family...

- Refer to the "Transition Checklist" in the reference section for this module, which will help you and your team sort out which information you already have, and which information you still need to collect.

- With assistance from your current social worker, fill in the relevant addresses and phone numbers for your student's family to create a list of government services and sources of funding available to them (e.g., B.C. Health Authorities,

- Contact Community Living British Columbia & Connections for outlines of various services and contact numbers for yourself and your student's family. (e.g., Service Directory for Adults with a Developmental Disability - this may illustrate for a community some of the resource contacts for families and school teams to explore. *(Resource teacher and Social Worker could develop their own local resource list to share with parents)*

- Check with your local CLBC regarding the responsibilities roles of "Facilitators" and "Quality Service Analysts" to assist families and school teams in understanding what these people can do to help with the transition process. *(Help your family identify the names and contact numbers for both of these individuals in your local community.)*

- Ask your CLBC contact for a checklist for persons with disabilities (PWD) for available benefits and inquire about benchmarks for completion of preparation activities

(Many families are not aware of available resources or have filled in their forms incorrectly. This is why it is a good idea to review this with your team.)

- contact your local adult day program(s) for information regarding daily living activities for the persons with disabilities (e.g., recreation-leisure

activities)(Review this at your IEP meeting to determine which skills need to be incorporated into your student's curriculum planning)

- Does your family have information on getting a B.C. identification card, representation agreement and social insurance number for their child?
- VELA - What is a Vela Microboard? *(What does your family know about this resource and option? VELA can come and help you do a PATH if the family wish to form a microboard.)*
- Have you arranged for a PATH for your student? *(contact twendorf@sd61.bc.ca if you'd like a list of PATH facilitators in B.C. to arrange for someone to assist with this process or train your teachers in your district)*

School case managers need to help coordinate these services and the flow of information for families. There is a great deal of new information that families need to become familiar with. The ability to address all of the questions and needs around transition, varies a great deal from one family to the next. Through frequent meetings as a team, you will be able to support your student and family to truly be prepared for the transition to adulthood.

If good curriculum planning takes place, and students are involved particularly in their last year at school in at least 50% of their future adult related activities, hopefully the step into adulthood will be a small step and not a leap into the unknown.