

Transition To Adulthood Checklist For Resource Teacher & Case Manager

The following information is needed to assist with the upcoming PISP visit regarding planning for transition to adulthood for _____.

You may need to work with the following individuals to gather this information:

- social worker (current and possibly the future adult services social worker if this is different and identified)
- guardian of the child becoming an adult
- local day program managers
- local group home managers (if this is something the parent is interested in)

1. Name of child’s social worker and facilitator

- current social worker _____ phone: _____
- community living facilitator _____ phone: _____

List the actions that are currently being explored by the facilitator in preparation for this transition.

- How much funding will the person receive? _____
- What is the source of this funding? _____

2. Review the following housing options with the family and note which one they have selected. (See examples below)

- Group homes – which may be private as well as non-profit
- Staff family life homes – they may have additional funding to assist with extra staffing that is needed; the needs of the person usually exceeds the staffing options provided by the family
- Family model – families who have space in their homes and may be able to provide some support (i.e., either the student’s own family, relative or a known family within the community)

Housing option desired by family: _____

If the person will continue to live at home, what will respite look like for this family, when the child is an adult? _____

If a group home is identified, indicate the name of the manager & phone number

Name	Phone Number
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3. Name & Phone number of local Day Program Manager

_____ Name
_____ Phone Number

Indicate how often the person can attend the day program _____

List some of the activities the person might participate in at the day program:

Day support can include: respite, day programs, crisis support, home making, residential services, child care workers or supported employment at home support)

List some of the activities or jobs the person might participate in within the community.

4. Are there any behavioural issues that the guardian will need assistance with when their child becomes an adult? Yes ___ No ___

If so, which agencies or individuals will be contracted to provide support?

5. How will the person as an adult access transportation to activities/programs?

6. List the planning tool that you have used or plan to use for transition (e.g., PATH).

If this has been completed, please fax a copy to use at 250-592-5976.

Would you like more information on the PATH tool (Planning Alternative Tomorrows of Hope), which is used in some districts? yes ___ no ___

7. How can you best support the student, family, and yourself in this transition?