

Step-by-Step Approach To Preparing For Your Student For... Transition To Adulthood

Step #1 - Do An Environmental Scan - Begin Gathering Information

- Fill in leisure lists taking into consideration the family's interests as well as your student's. (Refer to a sample leisure list in this section.)
- List jobs or service related activities, which may exist within your community (e.g., like those on the video: "Transition To Adulthood", on the PISP website).
- Interview the family to create a list of their routines inside and outside of the home
- Check out your local adult day program options and encourage your family to visit a few to see which appeals to them and their child. (Some adult day programs will allow drop-in visits for activities prior to reaching adulthood. These should be scheduled into the curriculum prior to leaving school.)

Step #2 - Dream - Let's Get Concrete About Where We're Going!

- Facilitate a transition to adulthood planning process (e.g., PATH - Planning Alternative Tomorrows of Hope) What is the date for this? Who will attend? (Refer to the sample PATH and facilitators guidelines in this section. For more information on PATH visit the inclusion press website.)
- Offer suggestions you've gathered from your environmental scan as options for the student and family to consider when exploring the dream.
- The dream (clarified in the PATH) should determine your student's curriculum and activities outside in the community for his/her last year in school.

Step #3 - Begin Building A Community Activity Matrix

- Combine your student's motivators, skills (from the IEP) & possible activities from the environmental scan you did of the community, into a community activity matrix. (Refer to the sample community activity matrix in this section).
- Check out what others are doing (e.g., You can ask to see activity calendars for adults with similar skills, attending your local adult day program; view the video: "Transition To Adulthood", on the PISP website)

Step #4 - Scheduling - Living Your student's New Lifestyle - Now!

- Create a “Social Calendar” for your student with input from his/her family and friends. (Refer to Inclusion Press website for information on the “Friends of ... Club” concept and demonstration video.)
- Begin to schedule new adult activities (from the PATH, environmental scan and the “Friends of ... Club” activity) into your student's schedule so that most of his/her adult life will slowly come into focus throughout the last year of school (e.g., your student is participating in adult activities outside of the school environment 80% of the week by the end of the last year in school).
- Build into the school schedule - jobs, recreational and leisure activities, which occur in the school, community and home. (Refer to a sample High School Schedule” and “Scheduling For Last Year” in this section)

Step #5 Transition To Adulthood Checklist

- Organize meetings routinely throughout the last year of school, involving the student, family and other stakeholders such as the facilitator for adult services. Meet in the fall, winter and spring to review how things are going. (Refer To The Checklist “Transition Checklist” in this section.)
- Invite your local CLBC facilitator to help the family and school answer questions as outlined on the “Transition Checklist”. (e.g., where does funding for SLP, OT and PT time come from once your student leaves school?)
- Explore "Microboards" if your student's family is interested - through VELA (Refer to the VELA website established to assist families with planning, which can include PATH facilitation.)