

TRANSITION TO ADULTHOOD

DAY PLANNER

Once the student leaves school, s/he will be meeting many new people ...

- in the community
- in Adult Day Programs
- possibly in a group home environment where there can be ongoing changes in caregivers
- through new friendships

It is important that all new individuals know the following about the special needs individual, particularly if this person is non-verbal...

- how does this person communicate?
- what are this person's preferences?
- what are this person's motivators?
- how does this person make choices?
- are there any medical alerts?

How will new people get to know this individual and interact with them?


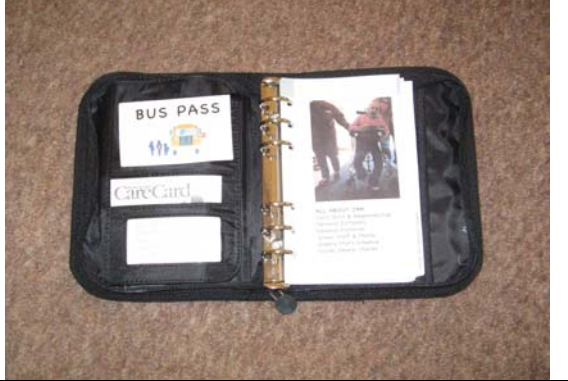



Some strategies can include the following...

- modeling interactions with new people on a one-to-one basis
- providing a video of how the individual communicates
- create a Day Planner with communication tools and some of the above information readily available
- create a one-page list of how the individual can communicate and provide this to people the person interacts with routinely
(Refer to the sample Adult Skills List in this section.)

Day Planners can **include** the following...

- a photo of the individual with a brief introduction about themselves & how s/he communicates which can include an index for the planner such as...
 - Skills & Responsibilities
 - Personal Dictionary
 - Personal Protocols
 - School Staff & Photos
 - Weekly Photo Schedule
 - Places, People, Choices
- a personal dictionary for those who are non-verbal
- activity specific communication boards or pictures for those who use pictures to communicate
- a list of the person's skills so that others know how the individual can continue to practice skills in new settings as a life long learner
- important information such as care card, bus pass, pool pass, medical alert, etc.
- lists with pictures if available of favourite activities for various locations
- lists of examples where the individual may be happy, scared, sad, mad (i.e., how the individual might demonstrate this and what the triggers may be)
- motivators for the individual and how s/he can be a good friend

The following are some sample pages from an adult day planner...

	
<p>A photo of the individual can be placed into the front pocket for easy recognition.</p>	<p>Adult day planners can include care cards, bus passes and a brief introduction of the person.</p>
	
<p>Day planners should also include a list of the individual's skills (from the IEP), which indicate how this person can communicate and participate.</p>	<p>Activity-specific communication boards can also be included in these adult day planners to facilitate choice-making & conversation.</p>
	<p>I am happy when ...</p> <ul style="list-style-type: none"> • <u>I can be independent and choose my activities.</u> • <u>I hang out with my friends.</u> • <u>I can wheel away when I'm finished on activity - before I get frustrated.</u> • <u>I've had enough sleep.</u> • <u>I go swimming on Wednesdays and to music on Thursdays.</u>
<p>A personal dictionary should be included for individuals who are non-verbal and use gestures, facial expressions or vocalizations to communicate.</p>	<p>Other pages can be included to provide information about motivators, how the individual participates, prompts, and any tips, which may assist with fostering positive behaviours.</p>