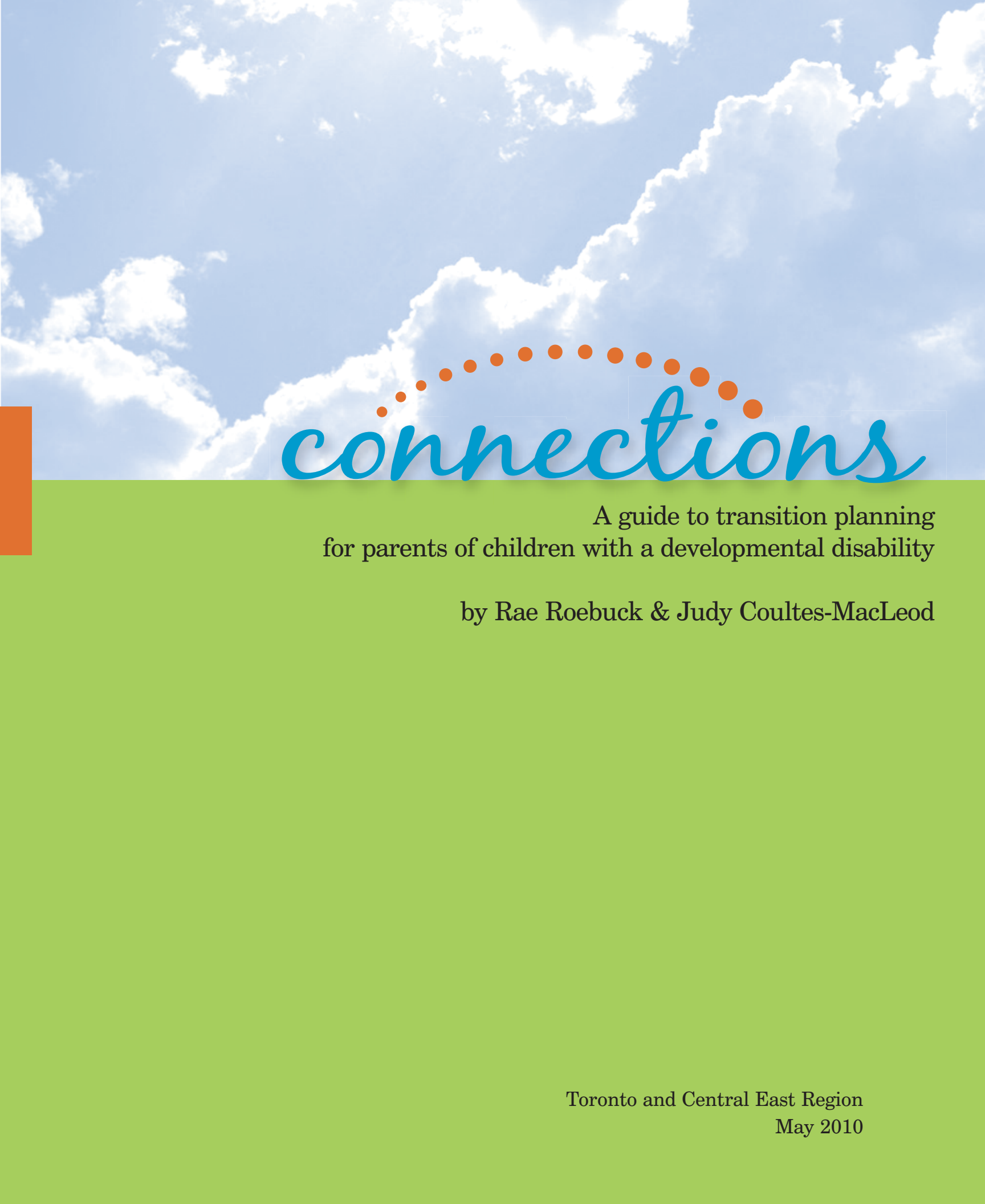




connections

A guide to transition planning
for parents of children with a developmental disability

by Rae Roebuck & Judy Coultres-MacLeod

Toronto and Central East Region
May 2010



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Written by:
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Finally we would like to thank the parents of children with developmental disabilities who have shared their experiences with us and allowed the inclusion of their stories in “Connections.” Their time and insight was invaluable to us in making this document helpful to the many other parents with children just beginning the journey to adult life.

TABLE OF CONTENTS

PART 1: UNDERSTANDING TRANSITIONS

1. INTRODUCTION	1
This Guide is for You and Your Child	2
About the Information in this Guide	3
2. ABOUT TRANSITION PLANNING	5
Best Practices in Transition Planning	6
Person-Directed Planning	7
Get an Early Start	9
Manage the Process	10
3. THE STEPS IN TRANSITION PLANNING	12
Step 1: Create a Vision and Build the Profile	13
Step 2: Build the Team	16
Step 3: Set Goals	19
Step 4: Action Plan	21
Step 5: Updating the Plan	22
4. TRANSITION PLANNING AT SCHOOL	24
The School's Role	24
The Value of Work Experience	26
Your Role in the School Transition Plan	27
Be an Active Participant	28
Stay in Touch	29
5. TRANSITION IN THE COMMUNITY	30
Access in Toronto	31
Access in York Region	33
Access in Simcoe County	35
Access in Haliburton Kawartha and Pine Ridge	37
Access in Durham Region	38
6. TRANSITION PLANNING AT HOME	41
Focus on the Positive	41
Build Self-reliance	42
Get Connected	45
Consider all Options	47
7. NOW YOU ARE READY TO START	49
Create Your Family Vision	49
Create Your Vision for Your Child	50
Get Your Plan Going	53
Timeline of Important Activities	53
8. SOME FINAL THOUGHTS	57

PART 2: TOOLS & RESOURCES

1. TOOLS	59
Tool 1: Best Practices in Transition Planning	59
Tool 2: Roles and Responsibilities of Transition Planning Team	62
Tool 3: Tips for Dealing With Agencies and Professionals	65
Tool 3a: Contact Information	65
Tool 3b: Tips When Meeting with Agencies or Professionals	66

Tool 3c: Telephone Tips	67
Tool 3d: Telephone Interview Guides	68
Tool 4: Timeline of Activities	71
Tool 5: Creating My Vision	76
Tool 6: Your Transition Team	78
Tool 7: Your Child's Profile	79
Tool 7a: Characteristics and Qualities	79
Tool 7b: Services and Supports	80
Tool 8: Your Family Profile	81
Tool 9: Setting Your Goals	82
Tool 10: Transition Plan Template	84
Tool 10a: Detailed Transition Plan	84
Tool 10b: Basic Format Transition Plan	87
Tool 11: An Action Plan	90
Tool 12: Sample Transition Plans	91
2. RESOURCES	101
a. Transition Planning Resources	101
• Person-Directed Planning Tools	102
• Transition Planning Guides in Canada	102
• Transition Planning Guides in the United States	104
• Other Transition Planning Resources	104
• Education Planning Documents	107
b. Financial Resources	112
• Ontario Disability Support Program	112
• Assistance for Children with Severe Disabilities	112
• Special Services at Home	113
• Passport	114
• Tax Benefits, Credits, Deductions, & Rebate Information	116
• Registered Disability Savings Plan	120
• Registered Education Plans	121
c. Resources for Families	122
• Toronto Region	122
• York Region	123
• Haliburton Kawartha Pine Ridge Region	126
• Durham Region	129
d. Post-Secondary	130
e. Estate Planning	132
f. Service Resources	134
• Toronto Access Agencies	135
• York Access Agencies	137
• Simcoe County Access Agencies	138
• Haliburton Kawartha Pine Ridge Access Agencies	139
• Durham Region Access Agencies	141
• Other Organizations/Resources	144

PART 3: YOUR INFORMATION

PART 1: UNDERSTANDING TRANSITIONS

1. INTRODUCTION

“Connections: A Guide to Transition Planning” has been developed to help you – the parents of a child with a developmental disability in Toronto and Central East Region – as your child makes the transition from school life to adulthood.

This guide has been written to provide you with information on transition planning and to identify some of the issues you need to think about. It will also provide you with information on accessing services in each of Toronto and Central East Region that may be useful to you as you begin to plan for your child’s life beyond school.

This guide has three parts:

- Part 1 provides information on Transition Planning;
- Part 2 provides information on Tools & Resources that may help you in the transition planning process; and
- Part 3 provides you with space to collect your information – your records, certificates, copies of your transition plan, contact information etc.

An initial thought...

As you will read throughout this document, it is important to prepare for your child’s transition from the school system to life as an adult. Having a transition plan in place however, is no guarantee that all the supports and services you have identified in your plan will be available to you in the adult system. The reality is that your child is moving from a system of entitlement, (the public education system) to a system of limited and finite resources (adult developmental services).

You will be challenged to be creative, think outside the box of the traditional support system and find innovative ways to acquire the supports and services you and your child need. There are many parents that have travelled this path before you and they can be a resource for you. Some of their ideas are shared in this guide.

The information that follows is intended to provide you with a variety of resources, tools and sources of information to help you find the right mix of supports as your child takes the next major step in his or her life.

It is hoped that “*Connections*” will help you and your child get involved by giving you information, ideas and tools to start planning for this time of change. You can begin using some of these tools as early as when your child reaches the age of 9. Even though this may seem early there are many activities that can be completed and reinforced, or continued throughout the adolescent years in preparation for the move to adult life. Preparing early and being well organized will help you make this transition a smoother process. Transition planning will take time and hard work, but seeing your child make a confident step to adult life will be worth the effort.

This Guide is for You and Your Child



While the information is aimed primarily at you – the parents – much of what is in this guide needs to be discussed, considered and completed with the full involvement of your child to the extent that they are able. Family members and other important people providing supports (teachers, friends and service providers) may find it useful as well. This guide is intended to provide you with information through a variety of practical tools, checklists, worksheets and innovative ideas that you and your child can use together to help make your way through this time of transition.

Please Note...

Throughout this guide, the word “parent” not only refers to biological parents but is meant to include any adult with the responsibility of raising a young person with a developmental disability, for example, a legal guardian. The use of the word “families” is meant to be inclusive of all members of the extended family that play an important part in the life of the young person. This may include parents, grandparents, siblings, aunts, uncles, cousins, etc.

As a parent, you naturally have dreams and aspirations for your child. You want them to finish school, find a job, find a comfortable place to live and have a circle of friends to support them as they enter the next phase of their life. When raising a child with developmental disabilities, figuring out options and making decisions to make their hopes and dreams a reality is often much more complex and requires a great deal more effort and planning. This transition is going to happen whether

you plan for it or not. It is to your advantage to begin thinking about it early and use this opportunity to make a very real and positive impact on your child's future.

An important part of all planning, including transition planning is to involve your child in the process in whatever way and to whatever extent is possible. For example, that can mean including them in meetings, asking them what they want to do and encouraging them to relay their responses through whatever communication method they are comfortable with. Each of the tools in this guide can be adapted to fit the circumstances and the unique abilities of each child.

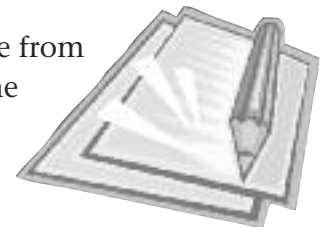
Just as each child is unique in their own way, so too are families. Families have different cultures, backgrounds, beliefs and values. Therefore, the way each family approaches a situation, makes decisions or relates to each other as a group will be different as well. Nonetheless, every family needs a transition plan. So take the suggestions included in this guide and make adjustments as needed to ensure the best fit for your family situation.

What does involvement mean?

In many places throughout the guide, it is suggested that you involve your child in planning and in making decisions. It is recognized that each child has their own unique set of abilities, strengths and challenges and the level of involvement for each child will be defined differently. Some may be comfortable leading activities identified in their plans while others will simply indicate their intentions with a smile. Either way, this is how involvement is defined...individually, and based on a unique set of abilities!

About the Information in this Guide

There are many transition planning guides and resources available from a wide variety of sources. Several provinces and many states in the United States have researched and developed transition guides. "Connections" is based on the research and information provided in several of these transition guides; in particular the document developed in British Columbia by the Ministry of Children and Family Development "*Your Future Now - A Transition Planning & Resource Guide for Youth with Special Needs and Their Families*". All of these sources provide a wealth of information on transition planning and much of this information is available on the internet. Reference to these other documents is provided for you in Part 2 - the resource section of this guide.



While there is a lot of interesting information and ideas to follow in this guide, do not feel you need to read the document cover to cover in the first sitting. Read it a bit at a time, make notes and highlight activities that you can easily start with. Not all of the worksheets and suggestions for planning will work for everyone. You are encouraged to make use of the tools that make the most sense for you and your particular family circumstances.

Get a Quick Start!

If you would like to get started right away before reading all of this document, turn to Section 7 “Now You are Ready to Start”. In that section you will find a summary of the information in Part 1 and some tips and tools to get you going.

“Connections” has been designed to fit into a binder so you can add and remove pages as you go. There is also a tab at the end of the guide labelled “Your Information”. Use this section to store in one place important information about your child and information on resources or services that you are interested in. Remove the worksheets and copy them or download fresh ones from the internet. As you go through the steps of transition planning, particularly the reviewing and updating of your plan, you will likely use and reuse some worksheets over and over. The types of activities involved in transition planning will likely be repeated many times over and could easily be continued well into adulthood as interests and preferences change.

“Connections” can be found and downloaded from the web at:

- www.dsto.com (look under “Helpful Resources” then “Publications”)
- www.reena.org (look under “Reena Leads the Way” then “Publications” then “Reena’s Information Brochures”)
- www.surreyplace.on.ca (look under “Resources”)
- www.yssn.ca (look under “News and Events”)
- www.catulpa.on.ca/s/home.aspx (look under “Related Links”)
- www.dsn-hkpr.ca (look under “Helpful Resources”)

2. ABOUT TRANSITION PLANNING

This section describes what transition planning is all about by talking about the following:

- Best practices – a discussion of things that makes transition planning work well;
- Person-directed planning – an approach to involving your child in transition planning;
- Getting an early start – a discussion on the importance of getting a handle on transition planning in the pre-teen years; and
- Managing the process – pointing out that much of the responsibility for transition planning rests with parents.

Transitions are about change. The transition process is about looking ahead to the future and preparing for one of the most significant times in your child's life – becoming an adult. For parents this may be a time of many emotions. As your child grows up, you may suddenly realize that they are becoming their own person with likes, dislikes, and their own view of the world.

Exploring new interests, getting to know the community, starting new programs, working with new service providers, establishing relationships with new caregivers, leaving familiar surroundings and friends and making new ones are some of the changes that lie ahead. Planning for these changes takes time and so an early start is important. Realistically, it will require a lot of preparation to develop a plan for the future that is positive and practical and that best reflects the preferences and interests of your child.

The time of transition planning is about building your child's self-reliance skills. Your natural instinct is to protect your child and as a parent of a child with developmental disabilities that instinct is likely even stronger. However, it is important to not underestimate your child's abilities. Find ways to set expectations for your child and provide them with lots of encouragement to do their best. Encourage them to expect the best from themselves. Throughout the planning process, it will be important to recognize opportunities to strengthen your child's independence and their ability to begin advocating on their own behalf – a skill they will need as they become an adult.

Transition planning will mean making many decisions with your child about various aspects of their life. It is important for you to begin preparing for the time when your child is no longer in school everyday. You need to consider things like living arrangements, community programs, employment opportunities, further education opportunities, health care, recreation and social activities. The transition planning activities will help you look at each of the areas noted above to identify your child's strengths and opportunities for growth, identify things they want to pursue and how they should go about pursuing them.

Not all of these changes need to happen at once. In fact, today many adolescents with or without developmental disabilities continue to live at home with their parents while attending post-secondary programs or after entering the workforce. However, the difference is that as a parent of a child with a development disability you may continue with many parental responsibilities that other parents pass on to their children as they reach adulthood.

Transition is about planning and preparing for the changes that adult life will bring and then having your child do the things that other young adults do. While some young adults with developmental disabilities may require supports and services from their community to do those things, adult life involves much more than receiving services. Becoming an adult is about participating in community life and being a citizen – a contributing member of society.

The graphic for 'Tip #1' features a background of white clouds against a grey sky. The words 'tip #1' are written in a large, elegant, cursive script. Below the graphic, a light grey rectangular box contains text.

tip #1

More information on Best Practices is
available in Part 2: Tools & Resources under Tool 1.

Best Practices in Transition Planning

Best practices can be defined as programs, initiatives or activities which are considered leading edge and can serve as exceptional models for others to follow. Research studies on best practices in transition planning typically identify a similar list of outcomes – person-centred or person-directed planning, including others in developing the plan, identifying a coordinator,

and monitoring and updating the plan. Given their importance, many of these issues will also be discussed throughout the document.

In addition, some good examples of best practices research can be found in British Columbia at the Ministry of Children and Family Development, the Alberta Central Region Community Board, and the “Transitions from High School to Adult Life” project completed by the Saskatchewan Association for Community Living. In the United States, several good references are available through various states, including Washington, California, North Dakota and Michigan.

tip # 2

More information on resources in other jurisdictions is provided in Part 2: Tools & Resources under Transition Planning Resources, Transition Planning Guides and Other Transition Planning Resources.

Person-Directed Planning

Your child will be at the centre of developing their transition plan for their future. You and others close to your child need to find ways to have your child take a leadership role in planning and decision-making throughout the process to the extent that they are able. Involving your child in this way is called *person-directed planning*.

This approach to planning is about understanding your child, their gifts, their dreams, their interests and their preferences. It is about focusing on enabling qualities – the positives – to bring plans to action. Person-directed planning is based on the belief that each individual has gifts and strengths, has the ability to express preferences and make contributions and choices. Again, it is recognized that each child’s ability to contribute to the planning process will be different but every contribution in whatever form is important.

You may already be familiar with person-directed planning from other programs or activities as it is an approach that is not unique to transition planning. Using a person-directed planning approach to develop the transition plan is key to ensuring that your child will be the driving force throughout, with you, the parent, playing a significant role as well.

Much has been written about person-directed planning and there are many tools and exercises available to help those in your network better understand your child. Of particular interest are two such tools – MAPS (Making Action Plans) and PATH (Planning Alternative Tomorrows with Hope). MAPS is a planning process that takes a look at a person's story – their history – to understand them and help them develop a plan to move in the direction of their dreams. PATH takes a point in the future and works back to the present, identifying the steps needed in between to make a dream a reality.

The header for 'Tip #3' is set against a background of a cloudy sky. The word 'tip' is in a large, cursive font, and '#3' is in a smaller, sans-serif font.

Further information about these tools is available at www.inclusion.com. They are also identified in Part 2: Tools & Resources under Transition Planning Resources, Person-Directed Planning Tools.

Much of the literature on person-directed planning suggests that families should engage a facilitator to help through the planning process as is the case with the MAPS and PATH tools. The facilitator does not have to be a service professional but it is helpful if it is someone who has been trained in the use of person-directed planning tools. The Central Alberta Community Board has developed a set of person-centred planning tools so that families can engage in the planning activities and manage the process on their own. Many individuals, families, and service providers have been involved in conceptualizing, designing, piloting, and evaluating the person-centered planning process now being implemented in communities across the Central Alberta region. A person-centred planning tool and guidebook have been developed; a literature review and personal stories of success are also available for review. In Ontario,

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The Alberta documents can all be accessed at <http://www.pdd.org/central/resources/personcp.shtml>, and the Ontario document is available at www.individualizedfunding.ca. More information is available in Part 2: Tools & Resources under Transition Planning Resources, Person-Directed Planning Tools.

the Individualized Funding Coalition developed a person-directed planning guide, also available in a plain language version.

Involving your child from the beginning to create a plan that best reflects their interests and preferences is more likely to enhance the outcomes for your child and lead to the development and implementation of a more appropriate plan for the future. You should involve your child in ways that make the most sense based on their abilities and circumstances. Person-directed planning is a great way for your child to take ownership of their plan and to feel in control of their lives. It also provides them with an opportunity to begin advocating for themselves, an important skill in building self-reliance.

Get an Early Start

Planning for an event helps to identify the things that need to be done ahead of time, prepare for what is coming and think of alternative strategies if things do not go exactly as planned. Transition planning will help your child identify opportunities and experiences during their school years to help prepare them for life as an adult.



One of the most important aspects of transition planning is getting an early start. By the time your child reaches the age of nine you can begin with casual conversations about what they want to be when they grow up. Talking about the future with your child will help them become more comfortable with the whole notion of change. You will need to prepare your child well in advance to make sure they are ready to be involved and make decisions about the future. This is an important time for them and one they may not be ready to participate in at first. Planning allows both you and your child to prepare for the change ahead, to identify concerns and questions and become emotionally prepared for the move to adult life.

Through the education system, at age 14, your child will begin planning for the future through the development of an Individual Education Plan (IEP) and a Transition Plan. These plans will identify specific actions and activities that will help move your child closer to achieving their goals for the future. Further details about transition planning in the education system in Ontario are discussed in Section 4.

However, you don't need to wait for the education system to get started. You can begin by keeping track of basic information about your child (reports, records, certificates of achievement etc.) and your family to share with various individuals as you go through the planning process.

Having your child help you complete these transition planning documents that are found in Part 2 of this guide and discussed in Section 3 is a great way to introduce them to becoming involved in the planning process.

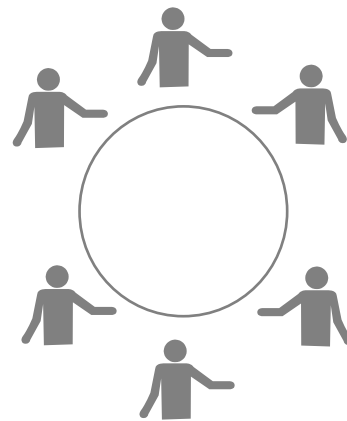
Manage the Process

Transition planning is a partnership involving you, your child, other family members, teachers, friends, community and adult service providers, employers and any other individuals with a vested interest in your child. As parents, your role will involve taking charge and effectively coordinating a set of activities to develop a transition plan that best reflects the interests and preferences of your child.

Transition planning is not an easy task and it is likely to be overwhelming at times. But you do not have to face it alone. Early on you will want to surround yourself with people who can help you. These people will become your network of support that know and have a vested interest in your child. Your network should be energizing and creative and will likely include other members of your family, friends, peers, teachers, and/or community support workers and even other parents of children with developmental disabilities. Find ways to give people in your network the opportunity to enjoy hospitality and to become familiar with one another. This will help build strong and effective relationships and help build commitment to your child. Many of the individuals in your network of support may become part of your transition planning team – individuals you select to help you put your plan together. While you are your child's best advocate, there are many other people involved in your lives – both known to you and new to you – that can provide a wealth of information from an objective and fresh perspective. Section 3 provides more details on establishing this team.

You will encounter transition planning in the education system; it may also come up through your involvement in the service system; and you need to be thinking about transition planning activities at home as well. However, this planning process is not going to happen on its own and you cannot wait for someone else to start the ball rolling. It is going to

take your hard work and effort to do this. You will need to coordinate your efforts across the community and education systems and build the most effective transition planning process for you and your child. The more prepared and knowledgeable you are, the more ready you will be to take charge and coordinate these efforts successfully.

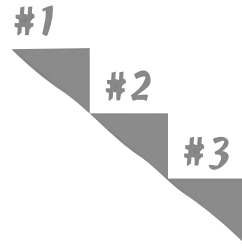


3. THE STEPS IN TRANSITION PLANNING

This section suggests a series of steps to follow in getting the planning process started. The steps include the following:

- Step 1: Create a Vision and Build the Profile;
- Step 2: Build the Team;
- Step 3: Set Goals;
- Step 4: Action Plan; and
- Step 5: Updating the Plan.

A number of steps are outlined below to help you get started on your planning. The steps are sequentially numbered but since it is your plan, you can carry them out in any order that makes the most sense to you. For example, you may want to build your transition team first and then have the team help develop the profiles.



The worksheets identified in each of the following steps have been adapted (with permission) from materials developed in British Columbia by the Ministry of Children and Family Development “*Your Future Now. A Transition Planning & Resource Guide for Youth with Special Needs and Their Families*”. They are intended to guide you through the development of your transition plan. Use the worksheets, reuse them, modify them – they are meant to provide you with examples of the type of information that may be helpful to you as you identify your specific path to the future.

If you do not find these exercises suit your needs, there are other examples of transition planning guides identified in Part 2 under Transition Resources. Take a look at these other on-line guides and find one that is a good fit for you and your child. The important thing is that you do get started, and not necessarily which tool is used.

When beginning the worksheets, encourage your child to be involved in completing the exercises to the best of their ability. Support them and have them seek assistance from you, their friends or other family members. The more involved your child is the more likely the plan will reflect their interests and preferences. Having helped in making these decisions will give them a sense of accomplishment and confidence as they take a step towards a life of more independence as an adult.

Step 1: Create a Vision and Build the Profile

Building the profile is about gathering information on your child, your family and your family situation. You will need to share this information with the transition planning team since not everyone will be as familiar with your circumstances as you are. This will help the team in making the right decisions throughout the transition planning process.

The first exercise is about creating a vision for your child. This is an exercise that you may revisit several times as your child grows and their preferences and interests change as they experience new and different things.

tip #5

Tool 5 in Part2: Tools & Resources provides a set of vision developing questions that can be used at age nine and repeated as your child goes through the adolescent years.

ONE PARENT'S ADVICE... ON A VISION

“Develop a vision for the future for your child. Make it your own vision and do not be limited by what others may say or what you think you may get. Draw support for your vision from every possible direction around you. Don't be afraid to call upon others for help and input. Secure the support you need for an ordinary life for your child. And remember to get a network for yourself as a parent - this is a difficult journey.”

You should consider developing a vision as early as possible. This vision, when broken down into yearly goals, becomes very helpful in developing the transition plan. Establishing a vision is a great opportunity to set expectations for your child – realistic expectations based on their strengths, interests and preferences.

The vision exercise is meant to find out what your child is interested in, where their strengths and abilities lie and what they want to do in the future. This exercise should clearly outline what your child can do, what they are good at doing and what they like doing. Taking this approach

can help make the experience more positive and will likely result in having your child perceived more positively as well.

FROM A PARENT

“When my daughter was a very young child we were focussed on her problems and looking for the right “fixes”. We tried to get her into a specialized school and she was not accepted. In retrospect, this was the best thing that ever happened since it started us down a path of inclusion.”

This early experience and others that followed really helped shape a change in this family’s philosophy. Instead of continuing to see problems and looking for fixes, they began to see gifts, what their daughter could bring to others and looked for ways to include her in all activities. This is not to say that your child’s challenges should be ignored – they should just not be the focus of the plan nor the basis of its development. Rather, they can be incorporated into expectations or identified as the needs to be supported throughout the transition period.

tip #6

More information on MAPS and PATH can be accessed at www.inclusion.com

The vision information can be accessed at www.pdd.org/docs/cent/PCP_811_Jan19.pdf. Further details on this and other tools available from the Central Alberta Community Board can be found in Part 2: Tools & Resources under Person-Directed Planning.

In establishing a vision for your child, there are other tools that can be helpful as well. Both the MAPS and PATH activities are useful to identify the unique preferences, experiences, skills and support needs of your child. The Central Alberta Community Board tools may also be helpful in identifying a vision and building a profile of your child.



Next, you will develop your child’s profile which builds on the information identified in the vision. The list below identifies the type of information you should be gathering about your child as you develop their profile.

Gathering Information about Your Child

- Identify people in your child's life, such as family members, friends, cultural associations, school personnel, social workers, current service providers and community members.
- Discuss where your child spends his or her time.
- Identify things that others see as strengths that contribute to his or her positive characteristics.
- Identify things that people see as areas where growth is needed.
- Discuss the kinds of choices your child makes.
- Identify preferences, including things that motivate your child and create happiness, and non-preferences, including things that do not work for them, that create frustration and unhappiness.
- Discuss personal goals and dreams.
- Identify the most vital priorities to work on now (2-12 months) and in the future (1-5 years).
- Discuss opportunities, including things or people that can help your child achieve his or her personal goals and dreams.
- Discuss obstacles or barriers, including things or people that are getting in the way of your child achieving his or her personal goals and dreams.
- Identify strategies to help your child overcome obstacles or barriers and achieve personal goals and dreams.

Now, you will need to identify information about your family. This information should include services that you currently use, what you anticipate needing when your child reaches the end of school and the ways you can help your child reach their goals for the future. The following questions are things to consider in developing a family vision and completing a family profile

Family Profile

- What supports and services do you and your child use now and will they continue when your child reaches the age of 18 or 21?
- What additional or different supports and services do you and your child anticipate needing in the future?
- Will your child continue to live at home and for how long? Will you require other living arrangements for your child?
- Do you have the means – financial and otherwise – to support your child in adulthood?
- What financial planning do you need to consider?

These are things you will need to include in your transition plan and are as important as making arrangements for your child.

tip #7

Your child, with appropriate assistance, can complete his or her profile by using the format provided in Tool 7a and 7b found in Part 2: Tools & Resources.

You can complete your family profile by using use the format provided in Tool 8 in Part 2: Tools & Resources.

Step 2: Build the Team

While you will be expected to be very involved in the development of your child's transition plan, you do not need to do it alone. Build a team for your transition plan by seeking the support of people who can help you to set your child's goals for the future and then help in making those goals a reality. Choose from people who are part of your network of supports or circle of friends – people you are comfortable with. It is suggested that your team have at least two members and no more than eight – any more may be overwhelming.

Some individuals you may want to consider in addition to yourself and your child can include the following:

- Other family members;
- Parents who have recently gone through a transition plan themselves;
- Teachers;
- Community workers;
- Friends;
- Peers;
- Employers; or
- Other members from the community.

Some members of the team may be involved with the planning process from the beginning. Others may be involved on a limited basis.

It may be helpful to ask yourself the following questions to identify the most appropriate members of your network or team:

- Who knows your child best?
- Who does your child trust and feel comfortable around?
- Who does your child look to for advice and support?
- Who would your child like to help him or her with their transition from school to adulthood?
- How can these people best help?

It will be important for you to involve people that know your child well and that may also have a vested interest in your child. You will want to include people that have a positive outlook and can see the gifts and strengths your child has to offer. Think about including those that will network and advocate on your child's behalf in much the same way as you

your transition plan. The education system and the service system may not be able to support you in the way that you expect. So it is important to involve people on your team who can help develop innovative ways to support your child as they make their way to adulthood.

Once you have established your team, you will need to think about who could take on the role of coordinator. This person can be anyone from your team that is interested in taking on more of an organizing role. They will be the main point of contact for the team, organizing and managing tasks that need to be done, making sure that progress is being made and the work of the team is moving forward.

The header for Tip #8 features the words 'tip #8' in a cursive font, set against a background of a cloudy sky.

Tool 2 in Part 2: Tools & Resources provides a suggested list of roles and responsibilities for members of the transition team.

You will likely be responsible for most of the work involved in the planning process so surround yourself with the right people. Use your network of supports most effectively and gain from the experience of others. Seek out parents that have been through this process before and involve them in your planning efforts. Find a mentor for your child – a peer that has recently made the transition to adulthood who can support your child as they go through the steps in developing their plan. Passport has a Mentoring Program for students with a developmental disability who are 14-21 years old. For more information on the availability of this program in your community, contact the Passport agency in your area as listed in Part 2: Tools and Resources, Section B, Financial Resources of this guide.

The header for Tip #9 features the words 'tip #9' in a cursive font, set against a background of a cloudy sky.

Tool 6 in Part 2: Tools & Resources section provides a template for keeping track of your team members contact information.

Step 3: Set Goals

Once the profiles are completed for your child and your family, you will need to consider developing goals. Goals are an important step in the process since they will help identify the kinds of experiences your child should pursue through their high school years and the skills they will develop as a result.

There are a few things to consider in developing goals with your child. Write them down so you can tell if your child has achieved the goal(s). Goals should also be positive and possible. It may also be helpful to separate them into short-term and longer-term timeframes. Examples for each are identified below:

Short-term goal: Mary will find a volunteer position in the community by the end of April.

Long-term goal: Mary will have a part-time paying job by the end of next year.

Short-term goal: Adam will remain at Middletown Collegiate until age 21 to maximize learning of literacy, numeracy and life skills.

Long-term goal: Adam will continue to practise and maintain his literacy and numeracy skills after leaving school and to further develop life skills.

Establishing goals is a good way to address a fear your child may have about the future and it will give them a chance to talk about it. They can become more comfortable with something that they have concerns about through a number of small but progressive steps.

Following is a list of questions you can use to consider as part of the goal setting exercise.

- 1.
- 2.
- 3.
- 4.
- 5.

Goal Category	Question
Health	What will their health and medical needs be? How will they live a healthy lifestyle?
Housing/Living Arrangements	Where will they be living? Will they be living at home, in a supported living arrangement, in a group home, or in their own apartment?
Finance/Money	What about money? What will be their source of income? Will they require assistance with banking? If so, who will help?
Friendship/Social Life	What will their social life look like?
Transportation	What will their transportation needs look like? Do they need to use adapted transit?
Post-secondary	Will they go on to further their education?
Education/Training	Will they go to a university or college? Will they take a training course?
Employment	What will they do after school is finished? Will they get a job? Will they go to a day program?
Recreation	What will they do for recreation? Will they join a sports team? Will they take an art class?
Community Involvement	What will they do during their spare time? Will they volunteer? What about spiritual and cultural activities?
Legal/Advocacy	What will their legal needs be? Who will help them stand up for their rights?

tip #10

Tool 9 in Part 2: Tools & Resources may help you to identify your child's goals for the future.

Step 4: Action Plan

Now that you have identified the pieces of the plan in the previous three steps, the action plan will help you pull it all together.

tip #11

Tools 10a & 10b in Part 2: Tools & Resources provide two sample templates that you may want to use in developing your transition plan. Other samples are available in the guides listed in the Part 2: Tools & Resources under Transition Planning Guides in Canada and United States.

First, your transition team will review the goals set in Step 3 and the potential supports and services identified to help in achieving these goals. In doing this, your team should consider the following questions:

- What are your child's goals?
- What skills or behaviours does your child need to learn to achieve these goals?
- What local programs, services and supports are available to support your child's goals?
- What responsibilities must you, the school, adult services, cultural and community agencies, and your family assume in order for your child to reach his or her goals?
- What are the gaps or barriers within current programs and services that must be addressed?

Then, the team is ready to identify the tasks that need to be completed to achieve the goals. Members of the team will also need to assume responsibility for these tasks to ensure that they are carried out. These actions need to be fairly detailed so it is clear what needs to be done, by when and by whom.

The next step will involve reviewing the tasks identified to make sure that they are consistent with the vision developed for your child.

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tip #12

Tool 11 in Part 2: Tools and Resources provides a chart to summarize the actions and assigned responsibilities. It can then be used to review your progress at the next transition planning meeting.

There are many activities that can be completed along the way, other than those specifically identified in the transition plan that can be used to help make progress towards your child's goals. Many of these activities are ways to establish and reinforce self-reliance skills for your child. These activities will also be important to keep track of as you progress through the adolescent years.

Not every item will be relevant to every individual. Use the checklist as a guide to provide you with ideas and make adjustments to better fit your circumstances.

The header for Tip #13 features the words 'tip #13' in a cursive font, set against a background of a cloudy sky.

tip #13

Tool 4 in Part 2: Tools & Resources provides a checklist of items ranging from birth through adolescence that can be helpful in moving your child towards his or her vision of the future.

Step 5: Updating the Plan

One of the most important steps is reviewing and updating your plan on a regular basis. Planning is not a one-time event. You should consider your child's transition plan a "living document" that is reviewed regularly to make sure it reflects the most current information about your child and the directions they are interested in pursuing. One of the tasks of the transition coordinator is to schedule meetings to keep track of tasks that have been assigned and progress towards their completion. These meetings become an important opportunity to review the goals and ensure that they continue to be consistent with your child's interests and preferences.

In reviewing the goals and the tasks assigned to each, it may be important to revise the goals and make them more specific as needed. As your child moves through their adolescence, their interests may become more defined and so too should their goals. An opportunity provided through a work experience program at school or a volunteer position in the community may help them to more clearly set the directions they want to take as an adult. Use these times of review to ensure the direction in the original transition plan is still consistent with your child's current interests and preferences.



4. TRANSITION PLANNING AT SCHOOL

This section outlines the following information on transition planning in the education system:

- The school's role – what you can expect from the education system in planning for your child's future;
- The value of work experience and co-operative education;
- Your role in the school transition plan – how you can utilize the education system resources for your transition plan;
- Being an active participant – the importance of being involved with your child in the education process; and
- Staying in touch – the importance of being aware of what is happening with the education process and how you can influence the opportunities available to your child by being involved.

The Ontario Ministry of Education has developed a process to help students with the transition to work, further education and community living. An Individual Education Plan (IEP) must be completed for each student with special education needs that details the academic expectations for each year of school. Research indicates that having both the parents and child involved in the development of these plans can significantly improve the likelihood of a successful transition. The following information provides an overview of the process outlined by the Ministry of Education and the role you should take in making your way through the school transition process and integrating it with your own family transition plan.



The School's Role

In Ontario, the Education Act, states that principals are responsible for ensuring that an IEP is developed for each student who has been identified as exceptional. If your child is 14 years of age or older, the IEP must also include a transition plan to appropriate post-secondary activities; for example, work, further education and/or community living.

The Principal will likely assign responsibility for coordinating the development, implementation and monitoring of your child's IEP to one person – possibly the classroom teacher. The Ministry of Education recommends that a team approach should be used throughout the IEP process. In reviewing the following information you will see the similarities between the planning process in school and the person-directed transition planning process described earlier.

The following is a list of important information that will be included in your child's IEP:

- their strengths and needs;
- relevant assessment data;
- medical/health information;
- your child's current level of achievement in each program area;
- goals and specific expectations for the student;
- program modifications or the changes required to grade-level expectations in the Ontario curriculum;
- accommodations or supports and services that will help your child access the curriculum and demonstrate learning;
- special education services provided to your child;
- assessment strategies for reviewing your child's achievements and progress;
- regular updates, showing dates, results and recommendations; and
- a transition plan (if your child is over the age of 14).

There are five phases to the IEP process which include the following:

1. gathering information;
2. setting the direction;
3. developing the plan;
4. carrying out the planned activities; and
5. reviewing and updating the IEP.

Most IEPs follow the timetable of a school year or semester. They are developed in early fall and cover the time up to the end of June or the end of a semester session. The IEP process involves ongoing review, evaluation and adjustment on a term-by-term basis. The IEP process is curriculum-oriented which means it should focus on how your child is expected to progress through the Ontario curriculum, with or without any modification of expectations.

The development of the transition plan through the education system should be consistent with the directions identified for your child in their IEP. The goals and action plan in the IEP should inform the development of the transition plan to ensure the actions in each are moving towards a common objective. You will need to ensure that both plans are consistent with your child's interests and preferences.

The header for the tip section features the words 'tip #14' in a large, elegant script font. The background of this header is a grayscale image of a cloudy sky.

The Ontario Ministry of Education, and many of the local School Boards have developed guides and templates for parents to assist with educational and transition planning. These can be accessed through website links which are identified in Part 2: Tools & Resources, Transition Planning Resources under Education Planning Documents.

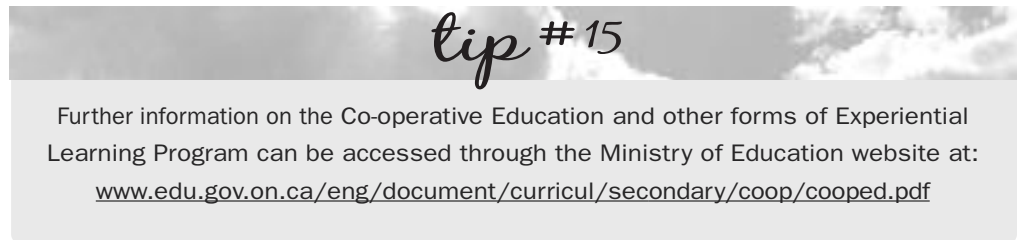
These websites also include information on Special Needs Programs in Ontario and for each School Board.

The Value of Work Experience

As you participate in the development of the IEP, you will need to identify opportunities that will give your child a broad range of experiences to help explore their strengths, abilities and interests. Co-operative education and other forms of work experience programs available through the education system are an important part of developing a transition plan for your child. Co-operative (co-op) education, work experience, and school-work transition programs allow your child to experience a variety of opportunities and to learn more about themselves and the world of work.

Co-op education and work experience programs will require a written learning plan that covers their work placement goals and activities. To ensure the work experience is a meaningful one, the learning plan for the work experience program must be linked and consistent with the directions

identified in the IEP – the student’s goals, strengths and needs. It will be important for you or your transition coordinator to be the link between your child’s teacher and the co-op education teacher to ensure you make the most of this opportunity.

The graphic for 'Tip #15' features a background image of a cloudy sky. The words 'tip #15' are written in a large, elegant, cursive script. Below the script, there is a light gray rectangular box containing text.

tip #15

Further information on the Co-operative Education and other forms of Experiential Learning Program can be accessed through the Ministry of Education website at:
www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf

Your Role in the School Transition Plan

As a parent, you have a significant role to play in the development of your child’s IEP and their transition plan. Being involved with your child means you have a better chance of developing a successful plan consistent with your child’s vision for the future.

While the education system has established requirements, standards and guidelines for developing the IEP and transition plan, the shape of the process will likely be different in each school. Regardless of the process, parents and students should be consulted and involved in the development of the IEP and transition plan. You should be prepared to be involved in the process to ensure you are receiving the supports most appropriate for you and your child.

Be prepared to ask lots of questions. Speak to the teacher, find out what the process will be, who will be leading the activities, who else will be involved, what will be developed and when. Make sure the teacher knows that you and your child want to be included in decision-making throughout the process. You will need to ensure that the IEP and transition planning processes are integrated and consistent with each other and moving in a direction consistent with your child’s preferences and interests.

tip #16

The York Region District School Board has developed a helpful four page summary of the IEP process for parents that is accessible at:

www.yrdsb.edu.on.ca/pdfs/w/schools/speced/SpecEdPlan-E-IEPGuide.pdf

Simcoe County District School Board has a brochure on the IEP Process for parents on their website at:

http://scdsb.on.ca/media/files/about-us/publications/IEPbroch_0903.pdf

Durham Catholic District School Board has a link to a Social Story Book that helps children who may have difficulties in making changes move to a new environment.

Visit their website at: www.edu.gov.on.ca/eng/parents/a17.pdf

If you have started your own transition planning activities at home, there should be an overlap with the information being developed through the education system, for example, identifying your child's strengths, interests, dreams and areas to work on. Consider linking the education transition plan with the plan you are developing at home and make good use of the education system resources available to you.

Be an Active Participant

Help to establish the transition team by suggesting individuals you know will be creative and reflect a positive attitude throughout the planning process. Find out who will be involved from the school – both school personnel and those from the community. Do not hesitate to make suggestions as you see fit. Ask about including a parent from another family in the neighbourhood that has recently gone through transition planning. Find out if your child could be provided with a peer mentor, an older student about to leave the school system that has been through the process. Passport has a Mentoring Program for students with a developmental disability who are 14-21 years old. For more information on the availability of this program in your community, contact the Passport agency in your area as listed in Part 2: Tools and Resources, Section B, Financial Resources of this guide.

Best Buddies – Vrais Copains Canada is a national charitable organization dedicated to enhancing communities through one-to-one friendships between people with developmental disabilities and students. Best Buddies is grounded in the belief that friendship is important to the development of all individuals and that for all people with developmental disabilities friendship is an important way to make a connection to a community. For information

about a Best Buddies Chapter in your community visit the website at:
www.bestbuddies.ca/Home/tabid/36/Default.aspx

Be prepared to share lots of information about your child. Share any exercises you have already completed such as the vision setting activity. In addition to advocating for your child and presenting your views of them, it is also important to listen to what others have to say and value their input. They may bring a different but fresh perspective of your child that you may not see.

Be prepared to participate in meetings by bringing creative ideas and information to the table and encouraging the same of others. Help to establish realistic goals and expectations for your child. Then make sure activities are identified that help move towards achieving your child's goals both at home and at school.

Identify and seek out opportunities and experiences for your child during their school years that will help them achieve their goals for the future, for example, co-op experience, work experiences, or volunteer opportunities. These activities provide them with much needed work experiences but are also great networking opportunities that will help your child become connected to the community outside of school.

Stay in Touch

The IEP and transition plan will require lots of monitoring and review on a regular basis. Find out how this will be done and how your child's progress will be measured throughout the year. Make sure that reviews focus on ensuring the directions are still consistent with your child's interests and strengths and that identified activities are being completed as previously assigned. Regular reviews are important to ensure that your plan is on track and still consistent with a direction that you and your child are comfortable with pursuing.



Keep the lines of communication open with your child's teacher. Don't feel you have to wait for the next meeting of the transition team to discuss your child's progress. Recommend changes in goals, strategies and/or resources or support where you see a need.

This is your process. You will likely have to take an active role throughout your child's school career to ensure the process is moving your child towards the achievement of their goals. Making good use of the resources that are available through the school system will help to create a plan that will provide your child with many positive experiences to assist them make the transition to adult life.

5. TRANSITION IN THE COMMUNITY

This section outlines transition planning in the community system through a discussion of the following:

- Adult system reality – this is not an entitlement system and you need to be prepared;
- Access in Toronto – a description of accessing adult services in the Toronto Region; and
- Access in Central East Region – a description of accessing adult services in the Central East Region.

The service system is complex, there are many people accessing the services available and many waiting for supports. The transition to adult life may be a confusing time. Your child will likely have to leave behind some of the supports, if not all, they have become familiar with as an adolescent. You may need to develop a whole new set of activities, supports and services that are consistent with your child's preferences and interests as they begin their life as an adult. There may be some services that will continue to the age of 18 and even beyond (e.g. Special Services at Home) and some that will not continue (i.e. Assistance for Children with Severe Disabilities). There are different supports and services available to a person over the age of 18 - such as the Ontario Disability Support Program (ODSP).

You need to become knowledgeable about services for adults and how or if your child will fit into it. This is a time for asking questions. Be sure you know what is going to happen to services and supports your family is currently receiving and what new services you may be eligible for as your child becomes an adult. Use this information as you begin your transition planning process.



An important note about the adult system: As you make your plans for the future it is important to remember your child is entitled to service through the publicly funded education system. Adult services are not based on a system of entitlement. Both the increased demand for service and government policies have required agencies to make difficult decisions in determining who they can serve.

Practically this means that while your son or daughter might be eligible for service in the adult system, they may be on a waiting list for some time. Being prepared is key to a successful transition, but it is not a guarantee of receiving the supports and services that you might expect from the system.

The following descriptions will help you understand how access to ministry-funded services and supports currently works in each of the communities in Toronto and Central East Region. It is important to note that this current system of access may change over the next year or two. The Ministry of Community and Social Services (MCSS) has been consulting on changes to the system that are designed to create a more accessible, fair and sustainable system of community-based supports. One of the planned changes is the creation of application entities – one in each region. An application entity will be the first place people will go to apply for developmental services. It will give people with developmental disabilities a single point of access to services and supports, as available.

The following information identifies the process for each area.

Access in Toronto

You need to contact only one agency to apply for any of the developmental services and supports in Toronto. The first step is to call one of the agencies listed below. Someone will either help you to complete a request for service form or connect you to someone who can.

Once you have completed a request for services you will be offered the option of being connected to the Interim Support Team or being connected directly to a Lead Agency.

Many services and supports in Toronto have waiting lists. In an effort to provide immediate support to individuals and families waiting for service, the sector offers short-term “interim support” to those who are new to the sector. “New to the sector” means that you are not currently registered with what’s referred to as a Lead Agency (see below). Interim support may include:

- assistance in developing a personal plan;
- help in getting connected to community programs and services;
- information on government programs and support for completing applications.

The Lead Agency is the agency that helps you while you are waiting for service. The Lead Agency:

- ensures that you are registered for service;
- acts on your behalf when the requested service or support becomes available;
- provides you with a point of contact should your individual's or family's circumstances change;
- keeps the individual and/or family informed by forwarding appropriate communications.

You are free to choose the agency that you would like to be your Lead Agency.

Many of the developmental services and supports in Toronto are in high demand. Decisions about who gets services next are made by a team of professionals based upon clear criteria, so that everyone is treated fairly.

You can get information online at www.dsto.com . Visit the website to view "Agency Listings" and "Agency Programs" suitable to your needs. The website also has information on support groups for self-advocates and families, government programs, and up-coming events.

The following agencies participate in the Toronto access process.

Addus	JVS Toronto
Bob Rumball Centre for the Deaf	Kerry's Place Autism Services
Christian Horizons	L'Arche Toronto
Community Living Toronto	Mary Centre
CORE	Meta Centre
Common Ground Cooperative	Montage Support Services
COTA Health	Muki Baum Treatment Centres
Family Service Toronto	New Leaf
Geneva Centre for Autism	New Visions Toronto
Griffin Centre	Operation Springboard
Harmony Place Support Services	Participation House Toronto

Pegasus	Surrey Place Centre
Reena	Vita
Safehaven	Woodgreen Community Services
St. Vincent de Paul	York Community Services
Salvation Army Broadview Village	
Surex	

tip #17

Contact information for each of these agencies in Toronto is provided in Part 2:
Tools & Resources under Service Resources.

Access in York Region

The agencies in York Region are committed to a community planning process to work together to identify individuals who are most in need. All agencies are required to participate in the Community Response Committee in York Region to ensure that access to services occurs at the community level and not at a single agency level.

In York Region, access to adult developmental services is coordinated by York Support Services Network through the Service System Response Unit (SSRU). The function of the SSRU is to manage funded vacancies in an equitable way and provide the community and the Ministry with a snapshot of needs within York Region for future planning purposes.

Individuals and families wishing to access funded day program supports are required to make a referral to the Community Needs List (CNL). This referral can be made directly by the individual or family or through any of the developmental service agencies listed on the next page:

Christian Horizons	Reena
Community Living Newmarket and Aurora District	Safehaven Project for Community Living
Community Living Georgina	Vita Community Living Services
Independent Living Residences for the DeafBlind	Community Living York South
Kerry's Place Autism Services	York Support Services Network
L'Arche Daybreak	Behaviour Management Services of York and Simcoe
Mary Centre	Children's Case Resolution
Meta Centre	Children's Case Coordination (MCSS/MCYS)
MukiBaum Association	Children's Treatment Network
New Leaf: Living and Learning Participation House	

tip # 18

Contact information for each of these agencies in York Region is provided in Part 2: Tools & Resources under Service Resources.

Once the SSRU receives this referral, they will complete an intake interview to:

1. Ensure the individual is eligible for service;
2. To determine the type of need and prioritize the individual based on the information received on the CNL.;
3. Provide an overview of the service system; and
4. Provide immediate resources that may assist the family with their needs.

The SSRU can also assist the family or individual with resource information and assessment/prioritization for other supports offered by the developmental services sector including accommodation services, respite planning and resources, case management and case coordination.

When an agency in the community has a vacancy in a program they advise York Support Services Network. The vacancy in the program is offered to a person on the community needs list based on a match between the need of that person/family and the type of program that has the vacancy. This means that while a family may call a particular agency to establish a referral for service that request is not considered by that agency alone. It is reviewed along with all the other individuals requesting services in York Region. When service is offered to a family or individual it will be offered by the agency that has the appropriate vacancy at that time.

Once the referral has been made, it is up to the family or individual, to advise the Access Worker at York Support Services Network, of any changes in family circumstances (positive or negative) that may affect the referral. Some examples of such changes include:

- a family member has become ill and cannot care for the person with the disability; or
- the person with a disability has found a job and a day program is no longer needed.



Access in Simcoe County

There are currently 11 agencies in Simcoe County serving people with a developmental disability that participate in a One-Stop process that is designed to make access to the adult service system easier for families. Using the toll-free One-Stop phone number, you may call an agency supporting your home community, or a central information line for the county. Each agency will be able to:

- provide information about services and the service system;
- determine eligibility for service;
- assist with the initial referral for service, including directing the referral to other agencies, if required;
- enter the information into the database which tracks the residential and day program wait list;
- include the individual for placement on the county's priority list for accommodation and community participation services; and
- provide some short-term assistance.

Some examples of short-term assistance may include:

- assisting the individual and the family in understanding how the service system works and what other services and supports may be helpful to them; and
- assisting the family in person-directed planning to clarify the interests and desires of the person with the disability and their family members. This may lead to some innovative or alternative plans that perhaps the family hadn't been able to imagine previously.

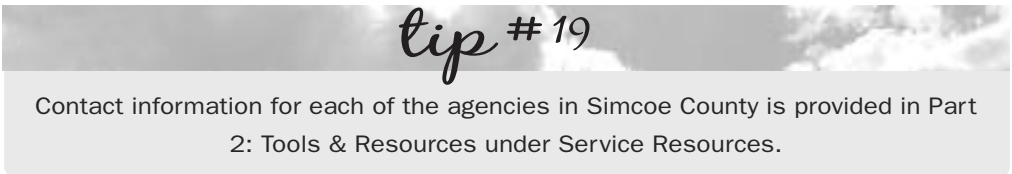
While on the wait list, you are responsible for keeping in touch with the agency, and providing updates when your circumstances change. When there is a vacancy in a residential program or day program in one of the participating agencies, that agency presents the vacancy to the Service Coordination Committee. The committee will then follow its procedure, which includes reviewing the priority list and identifying individuals who are in urgent need of service and whose needs match the service available, and will recommend candidates for the vacancy to the agency. The agency will then contact you and/or your support network to determine if there is a match.

For more information on access in Simcoe County and the participating agencies visit the website at:

www.simcoedevdevelopmentalservices.ca/
(and click on Service Coordination Committee).

The following agencies participate in the Toronto access process.

Behaviour Management Services of York and Simcoe	Community Living Huronia
Camphill Communities of Ontario	E3 Community Services
Catulpa Community Support Services	Kerry's Place Autism Services
Central East Network of Specialized Care	Mental Health Centre Penetanguishene, Bayview Dual Diagnosis Unit
Christian Horizons	Ministry of Community and Social Services
Community Living Association for South Simcoe	Simcoe Community Services
	Simcoe County Children's Aid Society

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tip #19

Contact information for each of the agencies in Simcoe County is provided in Part 2: Tools & Resources under Service Resources.

Access in Haliburton, Kawartha, Pine Ridge (HKPR)

Your first step is to call one of the HKPR Partner Agencies. An intake can be completed for individuals who are requesting adult services and are six months from their 18th birthday and/or over the age of 18. You need to contact only one agency to apply for any of the developmental services and supports in HKPR. This helps families and individuals by only having to share information once. An Intake Worker will complete a HKPR Intake Form and determine your eligibility for programs requested.

The agency that completes the intake will maintain a case management role until you receive the supports requested or a referral to a more appropriate agency is completed. Services can also assist with resource information and prioritization for other supports offered by the developmental services sector in the area.

Many services and supports in HKPR have waiting lists. In an effort to provide immediate support to individuals and families waiting for service, the intake case management agency will assist you with:

- getting connected to community programs and services;
- finding information on government programs and provide assistance with completing any application forms;
- ensuring that you are registered for service;
- acting on your behalf when the requested service or support becomes available; and
- providing a point of contact should your individual's or family's circumstances change.

HKPR has a website that provides information on how to access developmental services, links, training opportunities and other resources. Please visit www.dsn-hkpr.ca for further information.

The HKPR partner agencies include the following:

Peterborough County

Adult Protective Services

Alternatives Community
Program Services (Ptb.) Inc

Canadian Mental Health
Association

Christian Horizons Central East
District Office

Community Living Peterborough

Peterborough Communication
Support Systems

Tri-County Community Support
Services

City Of Kawartha Lakes

Adult Protective Services

Community Living Kawartha
Lakes

Tri-County Family Home
Program

Haliburton County

Adult Protective Services
Community Living Haliburton

Northumberland County

Access Community Services Inc.

Community Advocacy Services
Cobourg

Community Living
Campbellford/Brighton

Community Living West
Northumberland

Northumberland Family Respite
Services

Tri-County Community Support
Services

tip # 20

Contact information for each of the agencies in HKPR is provided in Part 2: Tools
& Resources under Service Resources.

Access in Durham Region

There are currently 9 agencies in Durham Region serving individuals with a developmental disability that have organized themselves in an effort to make access to the adult service system easier for individuals and or families. You may call any one of the agencies who participate in the coordinated access and each agency can assist with the following:

- Providing comprehensive information about services and supports in the current system. Regardless of which agency you called, you should be able to receive information on what types of services and supports are available in the region and in the local community. The agency called can assist you by directing you to an appropriate lead agency.
- Determining eligibility for service. Each agency uses the same criteria for determining eligibility and can share this information with you.
- Making the link to the lead agency. You will be asked to identify a lead agency that will be responsible for managing your referral to the service system. The choice of the agency will be up to you. You may want to consider an agency that offers the type of support that you are looking for, it also may be an agency that you are familiar with or have some comfort with based on personal or cultural preferences. Each agency can connect you with the waitlist for funded options on residential and day supports.

The lead agency is responsible for maintaining the accuracy of the referral or service request, also ensuring that the system is aware of the individual in need. The lead agency is also responsible for assisting you when a vacancy is identified and supporting you and your family member with the transition. An individual will be selected for a vacancy based on the most appropriate match of the person to the service offered, the level of urgency and family situation. The vacancy may not be a service provided by the lead agency.

For example:

A family may originally call Community Living Durham North (CLDN), complete the initial information and referral process for residential services and want to stay with CLDN as their lead agency. Then an opening becomes available at Christian Horizons. Based on the vacancy being a match and the urgency of the situation the individual/family is offered the placement. The individual/family can choose to accept the placement and CLDN will assist with the transition or the individual/family can choose to wait for a vacancy at CLDN.

Another example:

An individual originally called Adult Community Support Services (ACSS), completed initial information and referral process for case management. While receiving case management the individual's needs changed and they are in need of residential support. The ACSS worker can assist the individual by placing them on the waitlist for residential supports and advocate when a vacancy is announced. Then a vacancy with Community Living Oshawa/Clarington (CLOC) is announced. With support from the ACSS worker the individual chooses to accept the vacancy offered by CLOC and the ACSS worker can assist with the transition to supported living.

An individual or family may call any one of the following agencies who participate in the coordinated access in Durham Region:

Christian Horizons

Kerry's Place

Community Living Ajax,
Pickering and Whitby

Lake Ridge Community Support
Services

Community Living Durham
North

Participation House Project
(Durham Region)

Community Living Oshawa/
Clarington

The Regional Municipality of
Durham, Adult Community
Support Services

Durham Association for Family
Respite Services

tip # 21

Contact information for each of the agencies in Durham Region is provided in
Part 2: Tools & Resources under Service Resources.

6. TRANSITION PLANNING AT HOME

This section outlines things that you can do at home to help move the transition planning process along such as:

- Focus on the positive – an approach to presenting your child throughout the process that helps create a supportive and creative environment;
- Building self-reliance – the importance of fostering independence for your child and examples of how to do this;
- Get connected – the importance of finding people to support you and help you through the process; and
- Consider all options – the importance of being creative and trying new things.

There are many things that you can do at home to support the transition planning process without waiting for your child's teacher or someone in the community service system to start the process.

Focus on the Positive

Keeping a positive attitude and setting expectations are very important factors in developing your transition plan. High expectations do not provide any guarantee of success, but setting expectations will help your child reach their potential. Always remember the way you view your child will have a direct impact on how they are viewed by others.

Everyone has strengths, gifts and abilities. Speak of your child's enabling qualities rather than the barriers that limit them. Too often, children with developmental disabilities have come to be described by their disabilities, which can be limiting in determining an appropriate action plan. When focussing on their abilities, strengths and interests, it is much easier to develop a positive and more creative plan.

Build Self-Reliance

Building self-reliance is a key activity in developing a successful transition plan and in helping your child become a more independent adult. There are lots of ways you can begin developing your child's self-reliance skills at home from an early age simply through daily living activities. Use these opportunities to encourage your child to recognize and develop their abilities.

Building self-reliance is also about allowing your child to make decisions. Start early. Help your child become comfortable with the notion of making their own decisions. This will help them accept their role as decision-maker during transition planning activities.

Remember, making decisions will involve risks which subsequently have consequences. There may be a few hard lessons learned along the way but it is all part of growing-up and taking responsibility for actions as an adult. Continue to encourage your child and be sure to let them know that it is okay to make mistakes – everyone learns from their mistakes. Your child will come to recognize that they are capable of making decisions for themselves, which will help them as they move to life as an adult. Start small. Help your child to decide on things with low risk, such as what to wear, what to have for lunch, etc. Teach your child that they can ask for advice in making decisions – it is not something they need to do alone.

Below are examples of ways to encourage self-reliance. They progress from activities to do at an early age right through to the high school years. Recognize that not all activities listed may be appropriate for your child. Identify those that are consistent with your child's abilities and adapt suggestions where necessary. You may be surprised by what your child can accomplish if given the chance and lots of encouragement.



Examples of Ways to Encourage Self-Reliance

- Teach your child everyday skills like brushing their teeth.
- Give your child household chores that match their abilities.
- Provide them with an allowance.
- Allow your child to choose how to spend some or all of their allowance.
- Teach your child their personal information such as address, phone number.
- Begin giving your child choices so they can learn to make decisions, like choosing which clothes to wear.
- Teach your child the consequences of their behaviours and their choices.
- Begin asking your child what they want to be when they grow up.
- Have your child help in making simple meals for the family and progress to having them make meals on their own.
- Involve your child in neighborhood and community activities, such as Scouts, swimming lessons, story hour at the library etc.
- Wherever possible and at an appropriate time, allow them to participate without you.
- Encourage hobbies based on your child's interests and strengths.
- Teach your child to speak up for themselves.
- Allow your child to complete homework assignments as independently as possible. Let them tell you when they need your assistance.
- Teach your child life skills, such as money management, shopping skills.
- Introduce your child to the public transit system.

- Encourage your child to get to places in the community on his/her own by using the public transit system, walking, making arrangements with friends.
- As part of the high school experience, consider community based job training (co-op programs) and life skills if these are appropriate activities for your child. Involve your child in all decision-making.
- Include your child in meetings about their education through the IEP process and transition planning.
- Continue to talk about career interests that are consistent with your child's interests and strengths.
- Help your child talk directly with doctors and other service providers.
- As appropriate, encourage gradual moves toward greater personal independence and self-care.
- Have your child do volunteer or paid work in the home, neighborhood or community. Assist your child in developing good work habits.
- Have your child become a mentor for younger children just entering high school.

The header for 'Tip #22' features the text 'tip # 22' in a large, elegant, cursive script. The background of this header is a grayscale image of a cloudy sky.

Tool 4 in Part 2: Tools & Resources

highlights a complete checklist of transition activities that includes many self-reliance building activities that you can start from a very early age.

When thinking about self-reliance beyond the school years look at the Ontario Skills Passport (OSP), a resource that provides clear descriptions of the skills used in virtually all occupations, as well as important work habits. The OSP was developed by the Ontario Ministry of Education and the Ministry of Training, Colleges and Universities. The purpose of the

OSP is to document an individual's demonstration of skills and work habits that are considered to be of great importance in the workplace.

Students and job seekers can use the OSP to identify the skills they already have and to plan further skill development so that they can more easily make the transition to the workplace and/or to postsecondary education. The skills listed in the OSP are transferable skills that a student, job seeker and worker can take from job-to-job, sector-to-sector and school to work.

There are a few components of the OSP that may be of interest to you and your child:

- the "Getting Started" icon will take you through a flow chart or webcast to see how people are using the OSP;
- the OSP database provides lists of skills and related tasks by occupation;
- the OSP work/training plans and the transition plans will help take you and your child through a set of steps to help them find a job that interests them and the skills needed to acquire such a job.

There are natural links between the OSP and your child's IEP that has been developed through the school. Your child's teacher or co-op teacher may be an excellent person to involve in navigating through the activities suggested in the IEP.

tip # 23

You can access the Ontario Skills Passport website at:
<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp>

As you get into the activities for identifying what your child wants to do beyond school, this is a good resource to identify the skills your child may need in considering a potential occupation or post-secondary opportunity to pursue.

Get Connected

This is the time to make sure you are informed about what is going on at the school and in the service system. Speak to your child's teacher. Make sure you understand the IEP and transition process as it is established in your child's school. Speak to your service providers. Understand what is

going to happen to the services you are receiving now when they reach the age of 18 or 21. Find out about your community. Ask to be added to mailing lists of organizations you are interested in, sign up for newsletters, and read the community newspaper. It will be important for you to understand your community as you help your child make a connection to their community.

Transition planning is about being organized and prepared. If you haven't already started, it will be helpful to keep various records for your child together; for example, report cards, assessments, certificates of involvement in community programs etc. Put this guide into a binder and use it for keeping your transition planning resources and other important information in one place. You will likely need to refer to these documents as you discuss your plans for the future with various individuals. Keep track of who you talk to, times and dates of conversations, what was discussed, referrals to other individuals or organizations, and identify if a follow-up conversation is required.

The header for Tip #24 features the words 'tip # 24' in a large, elegant cursive font. The background of this header is a light grey rectangle with a subtle, soft-focus image of white clouds.

Tool 3a in Part 2: Tools & Resources provides a template for keeping track of contact information as you begin talking with individuals and organizations.

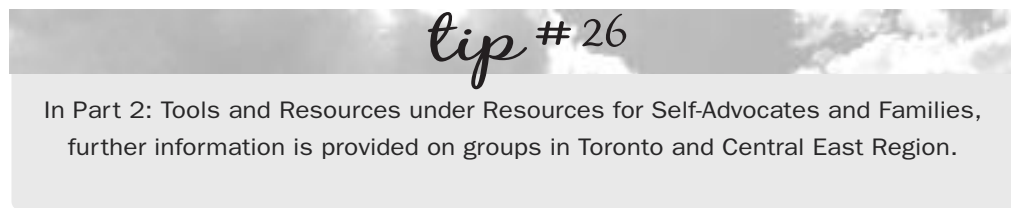
Don't think you need to try to do this all on your own. Ask other people to get involved to help you and your child throughout this process. Start early and establish strong support networks – family, friends, parents, professionals, employers, trainers, community groups who can help build a connection to your community. Access agencies can provide you with information on parent groups in your community or ask at your child's school. If you find there are no parent groups in your area, consider starting one of your own.

Networking will be a key activity for you as you go through the transition process. This may involve making calls to people you have never spoken with before.

The header for Tip #25 features the words 'tip # 25' in a large, elegant cursive font. The background of this header is a light grey rectangle with a subtle, soft-focus image of white clouds.

To make this a little less intimidating, use some of the tips in Tools 3b, c and d in Part 2: Tools & Resources to help you in your discussions with agencies, community organizations and professionals.

When talking with an access agency, there are many things they may be able to help you sort out but you need to ask. There may be a transition group already established in your area that you could be part of. The agency may be able to connect you to a parent's group or simply another parent that has already gone through this process – a mentor. Ask if there is a newsletter to parents that you could subscribe to. Find out if there is a coordinator available to help you navigate your way through the transition process. Be prepared to ask many of these questions for yourself and do not rely on the service system to provide this information to you.

The graphic for 'Tip #26' features a grey rectangular background with a white, fluffy cloud-like shape at the top. The text 'tip #26' is written in a large, elegant, cursive script. Below this, a white rectangular box contains the tip's text in a simple sans-serif font.

tip #26

In Part 2: Tools and Resources under Resources for Self-Advocates and Families, further information is provided on groups in Toronto and Central East Region.

Consider all Options

There are different options to consider in seeking out supports for your child that are found in the mainstream system available to others in the community. While your child is in the education system, take a look at the programs available to the general public through the Board of Education. While most courses are for adults there may be some programs that are available for younger people. Having your child participate in these programs can help to build their self-reliance skills and further develop their interests.

Get out in your community with your child and find a connection. From early on, participate with your child in recreation and leisure programs. Sign up for swimming lessons, craft programs, library groups. Seek out appropriate faith groups to participate in. These activities will provide you with a strong connection to the community and a good network of connections when you are looking for experiences for your child as an adolescent.

Find other parents and see what things they have done. Use their experience and knowledge of the system to help you make your way through. They will have a wealth of information that you can use to help determine your activities for your child. Ask your child's teacher what other parents have done for their children. They will likely have some good ideas based on what has worked for other parents in a similar situation.

Don't be afraid to try something new. During this time in your child's life, you need to give them many experiences to find out what they like and what they don't like. They need to find out what works for them. Trying new things will help them experience the world, will help them become familiar with their community and help them to be a part of it as they make the transition to adult life.

The creativity of parents...

One strategy is connecting to other parents who are seeking the same opportunities for their sons and daughters. Parents could consider pooling their resources and working together to develop a daytime schedule based on the unique needs and goals of their children. By doing this, parents are able to choose the hours that are best suited to their routine and select their own support staff.

Look in your community for an easy-to-access location such as a library or community centre for a meeting place. From there you can access a broad range of activities such as volunteer placements, fitness activities, literacy programs, and life skills.

7. NOW YOU ARE READY TO START

This section provides you with some practical tips on getting started now. Some of the suggestions include:

- Create your family vision – turn to Table 8 in the Tools & Resources section for further information;
- Create your vision for your child – a completed sample vision is highlighted in this section. You can also turn to Table 5 and Table 7a and 7b;
- Develop your plan – turn to Table 12; and
- Timeline of important activities – a list of suggested activities is outlined for you as your child progresses to adult life.

There is a lot of information in this guide. This section provides you with a short summary of the activities to consider now that you are ready to get started with your planning.

Create Your Family Vision

Knowing where you and other members of your family want to be in the next five years or ten years is an important part of developing a vision and plan for and with your child. For most parents, the responsibilities of raising a child are close to being complete once their child reaches adulthood. Children take on more and more responsibilities for themselves. When raising a child with a developmental disability, parental responsibilities often continue on much longer, if not for life. You will need to consider how to manage these responsibilities within the context of how you see your life changing as you enter your retirement years.

For example, do you see your child continuing to live at home and for how long? At some point you will likely need to consider alternate living arrangements. It may not be right away but it is something that you need to consider as part of your plan.

tip # 27

Tool 8 in Part 2: Tools and Resources sets out a family profile that can be useful in creating your family vision.

You will need to ensure that your financial situation can manage the demands of supporting yourselves in retirement as well as any additional demands needed to support your child in the future. You may want to consider contacting a financial advisor to determine if you are receiving all the tax benefits you are entitled to as a parent of a child with a developmental disability and to ensure you are taking advantage of the appropriate investment tools that can help you meet your financial goals (e.g. Registered Education Savings Plans, Registered Retirement Savings Plans, Registered Disability Savings Plan etc.)

The header for Tip #28 is set against a background of soft, white clouds. The word 'tip' is written in a large, elegant cursive script, followed by '# 28' in a smaller, clean sans-serif font.

In Part 2: Tools & Resources under Financial Resources there is a list of tax benefits, credits and rebates as well as investment vehicles that may help you in making some financial decisions about the future.

Create Your Vision for Your Child

As discussed in an earlier section, the vision for your child is an opportunity to highlight all of the gifts, strengths and abilities they have to offer. Being positive in establishing a vision can make a difference in how the planning for your child is approached and the way in which your child is perceived by others – define them by their abilities not their limitations.

The header for Tip #29 is set against a background of soft, white clouds. The word 'tip' is written in a large, elegant cursive script, followed by '# 29' in a smaller, clean sans-serif font.

Below is a brief version of the tool you will find in Tool 5 in Part 2: Tools & Resources which will help develop your child's vision. Use this along with Tool 7 to help complete your child's profile.

My name is:	My age is:
What I like to do and what I can do... At home: At school: At work (if working): In the community (outside of home, work or school) For fun (hobbies and interests): What I would like to do or learn to do... At home: At school: At work (if working): In the community (outside of home, work or school) For fun (hobbies and interests): When I grow up: Summary... My strengths/gifts are... My interests are... Some limitations that I need to talk about are... In my vision for the future, I would like to...	

It is important to remember that all individuals have unique abilities that make them the person they are. Keep these in mind as you go through the steps of transition planning. The following example shows how you can create a vision for your child based on the positive attributes and unique abilities your child has to offer.

ONE PERSON'S VISION...

The following is an excerpt from one parent's description of their daughter's adult life reflecting the vision of inclusion they held for their daughter.

"She has an extremely vigorous calendar of commitments. On Mondays she listens to Grade 1 students read at her old elementary school. This exercise helps the little ones gain confidence in their reading ability. Sue cannot speak and for the children this means they are able to read freely with no expectation of criticism, simply the reassurance of a smiling face. Sue is also a facilitator at the Royal Ontario Museum in the Bio-Diversity Hands-On exhibit, helping people discover things that they might otherwise not notice. My daughter also brings hope and inspires the vulnerable and dispossessed through her own vulnerability, when she volunteers at the Mustard Seed drop-in center with its community kitchen, library, sewing room, etc. Salt and Light TV is another place that Sue contributes her gifts. As well as helping with editing, her presence reminds this Catholic community who can sometimes get wrapped up in the hustle and bustle of film making, of the values that form the foundation of their faith. Most inspiring to many, is the fact that Sue is a dancer. She dances with the Spirit Movers liturgical dance group and testifies to her strong faith using this medium. How does a person who is non-verbal and wheelchair bound living within the constraints of others ideas and expectations of people with disabilities do all these things? Her success in overcoming obstacles is mainly due to the deep and committed relationships she has developed with family, friends, her support circle as well as collaboration with community groups that she comes in contact with regularly such as church, schools and other venues. Her support circle, who have been meeting regularly for the past 13 years, help interpret her goals and dreams. Sue does not speak, so those around her ensure that she has many other ways to express her feelings and desires. It is imperative that she have long-term relationships both paid and unpaid who can help build the capacity of the community to welcome her gifts. In return, Sue helps them create a better world for all. This is citizenship, and Sue is an esteemed educator in this regard."

Get Your Plan Going

These next steps in the process will involve a lot of work on your part. Identify your transition team and select someone to be the coordinator. If no one will take on this responsibility, it will be up to you to take it on yourself. Hold meetings, network, fill in the worksheets, network, update and monitor progress and network some more. The more connected and supported by creative people you are the better. Keep track of everyone you come in contact with over the years – networking is very important to developing your plan for the future.

tip #30

Tool 12 in Part 2: Tools & Resources provides sample transition plans for you to review as you develop your own. One shows an example of a plan for a youth with high needs and the other is for a youth with moderate needs.

Timeline of Important Activities

As you make your way through the transition planning process, there are many things to remember and some important timelines to keep in mind. As your child moves through their teenage years, you will need to clearly understand which services will change and which will remain the same and at what age these changes will take effect. You will also need to understand what you need to apply for and what is required for each application. For example, you will need to obtain a diagnosis of your child's disability for the Ontario Disability Support Program. You should apply for this benefit prior to your child's 18th birthday (at least six months prior) which means the formal diagnosis documentation is needed by the time they are 17.

The following is a list of activities and events that you should take note of as your child progresses towards adulthood. Again, activities should be undertaken that are consistent with your child's abilities and where such activities make sense for you as a family.

ACTIVITIES FOR PARENTS TO CONSIDER TO PLAN FOR TRANSITION

Age 0-2

- Obtain a birth certificate and/or proof of citizenship.
- Begin financial planning. Set aside money to assist your child in the future.
- Apply for the Canada Child Tax Benefit and the Universal Child Care Benefit.
- Apply for other federal benefits for children with disabilities, as appropriate based on eligibility requirements.
- Start a file for records like medical records, assessments, report cards, community certificates, records of completion.
- Apply for your child's Social Insurance Number (SIN). Parents and legal guardians can apply for a SIN for children under the age of majority. SINs may be needed to receive benefits and services from government programs.

Age 3-6

- Talk with parents of children with and without disabilities. Begin developing a network of friends and supports early.
- Apply for Special Services at Home through the Ministry of Community and Social Services.

Age 7-11

- Begin asking your child what they want to be when they grow up.
- Begin developing a vision for your child for life after high school.
- Begin developing a vision for your family for the future.
- Network with others who have recently experienced transition planning.

Age 12-16

- Open a bank account for your child, if you haven't already done so.
- Include your child in meetings about their education through the IEP process and transition planning.
- Find a parent's group or transition planning group to join. If none are available, consider starting one.
- Consider carefully your child's options for high school education. Encourage community-based job training (co-op programs) and life skills if these are appropriate activities for your child. Involve your child in all decision-making.
- Continue to talk about career interests that are consistent with your child's interests and strengths.
- Check out the Best Buddies website to find a chapter in your community www.bestbuddies.ca/Home/tabid/36/Default.aspx
- Look at the Ontario Skills Passport website for helpful information on developing employment skills at: <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp>
- Find out more about the Passport Mentoring program available to students with a developmental disability who are 14-21 years old.
- Have your child do volunteer or paid work in the home, neighbourhood or community. Assist your child in developing good work habits.
- If you have not already done so, make sure you have applied for your child's SIN card.

Age 17-21

- By age 17, obtain a diagnosis of disability in preparing for the Ontario Disability Support Program (ODSP) application. Surrey Place or your child's pediatrician can be helpful sources.
- Begin thinking about health care services that need to change as your child reaches adulthood, i.e., changing from pediatrician to family doctor.

- Contact the Office for Students with Disabilities on campus of a college or university your child is interested in attending.
- Contact ODSP for Income Support before age 18 (six months before turning 18).
- Contact ODSP Employment Supports for help with job search and training in their last term of school.
- Contact your local developmental services agency or Community Living Association for resources and training opportunities.
- Take on the role of coach on the sidelines and let your child become the decision maker.
- Apply for the Passport Program.

8. SOME FINAL THOUGHTS

This section will leave you with the key messages communicated throughout the Guide in each of the previous sections.

You are going to have to work hard to help your child prepare for adult life. The system is not going to do this for you. The best transition plan is not going to guarantee that the supports and services you would like for your child will be available at the conclusion of your transition process. You will need to be creative and consider ways to support your child beyond the traditional service system.

These are some of the key messages that this guide will leave you with as you begin the transition planning process with your child.

- It is never too early to start planning - start thinking about your plan before your child is in high school. There are many things you can do from an early age to prepare for the changes ahead.
- From a very young age, you can begin building self-reliance skills to encourage a move to a more independent life as an adult.
- Your vision should be a long-term objective – one that is achieved in incremental steps by identifying activities to complete on a year-by-year basis. Most importantly, this vision should be done with the active involvement of your child.
- Establish a vision for your family. Your plans for the future need to be considered and factored into the development of the plan for your child.
- Be prepared to have to initiate things for yourself. Do not wait for the education system to create a plan for you. Do not wait for your service providers to create a plan for you. Do not assume that the service system will provide support when your child turns 21. It will be up to you to create your child's future.
- Calls to agencies and professionals that you may not have spoken to before could be intimidating at first but being organized and prepared before you call will make the task seem less daunting. Use the tools and the resources provided in this document to help you get started.

- Find creative people, energetic people, positive people that will surround you with the type of support you need as you enter this major time in your child's life. Speak to your child's teacher to find a parent in your area or speak to an access agency. They will connect you to other parents or parent groups. If you do not find an appropriate group, then consider starting your own.

SOME FINAL THOUGHTS FROM EXPERIENCED PARENTS...



"Do your research and know what you are asking for."

"You can't rely on the system - government funding isn't secure and it won't ever replace the importance of valued relationships."

"You have got to start to think differently and figure out something for the future or you and your son or daughter are going to be sitting at home together all day watching TV."

"Get yourself connected to some parent groups through an agency – stay involved – in whatever way you can including volunteering your time – it's a great way to get connected with others. Get newsletters – it's a way of getting information."

"Everyone has the capacity to dream and to see their child as a person with gifts - you have to find the way to change your view point."



PART 2: TOOLS & RESOURCES

1. TOOLS

Tool 1: Best Practices in Transition Planning

Best practices are programs, initiatives or activities which are considered leading edge, or exceptional models for others to follow. Many research studies have been undertaken to identify the best practices in transition planning. A summary of that information is provided below.

Person-Directed

Involving the child with developmental disabilities in the planning process in ways consistent with their abilities is an important key to its success. When the person is engaged in the process and is making choices about their future, the likelihood of positive outcomes is enhanced. Having the young person take a leadership role is also a good opportunity for them to enhance their self-advocacy or self-determination skills. This is a much needed skill for making the transition to adult life.

The plan focuses on strengths and abilities rather than disabilities and identifies appropriate activities that are responsive to the child's needs for putting the plan in action. Typically, a person-directed plan should include the following steps:

- Share background information about the individual.
- Pulling together an energetic team to develop a comprehensive personal profile of the individual.
- Identifying a clear, unrestricted vision of success which guides the rest of the process. This vision involves the person's talents and dreams, and includes new roles he or she can fill in society.
- Developing the plan.

Include Others

It is important to include parents and/or other family members in transition planning. Evidence shows that this involvement increases the success of transition planning. Typically, the parents and family know the child

best and are most able to identify the child's strengths in putting together the transition plan. The child's best advocate is a parent who will likely have the greatest insight into what their child wants to accomplish. Parents can also share their child's dream and help them put it into action through a transition plan.

It is also important to involve other individuals in the development of the transition plan. While parents have invaluable insight to their child's strengths, abilities, aspirations, and dreams, they may not have a completely unbiased view of what their child is capable of accomplishing. Other individuals to consider in forming a transition team could include: friends, teachers, social workers, current and future community service providers, post-secondary representatives, employers and/or members of community business organizations, etc. These individuals can make invaluable contributions to the transition planning process by helping to build a network of supports and services that will be needed to make the transition to adult life.

Identify a Coordinator

A coordinator for the transition planning process should be someone that the family is comfortable dealing with and could be any member of the transition planning team. This role could be assigned to a parent or other family member, or it may be a teacher or other school official if the plan is being coordinated through the school system.

Typically, the coordinator plays an important role in tying together the many transition activities that may be happening concurrently; for example, transition activities in the school system, coordination with the service system and activities at home and in the community. The coordinator would play a key administration role by scheduling meetings and recording minutes of meetings, tracking activities identified for action and following up on implementation of activities. The coordinator would also be responsible for writing up the transition plan and ensuring that review and updating occurs on a regular and timely basis.

Monitor and Update

One of the most important concepts in developing a transition plan is the need to have the plan reflect the preferences and interests of the child. It is the responsibility of the transition team and more specifically the coordinator, to monitor, review and update the plan regularly to ensure that the interests of the child are central to the process.

These plan “check-ups” should be used to review and update progress on identified actions, record achievements, identify new tasks or actions to be taken, and review the goals to ensure they are still consistent with the child’s interests and preferences. The transition plan is a document that should be updated and reviewed even beyond the transition itself.

TOOL 2: ROLES AND RESPONSIBILITIES OF TRANSITION PLANNING TEAM

The following information provides suggestions for members of your transition planning team and responsibilities for each.

Youth

- Attend IEP/transition planning meetings.
- Lead the transition planning meetings, with support as required.
- Share his or her personal preferences, interests, skills, goals, and needs with the team (with support, as needed).
- Ask questions and provide information to the team on various issues that he or she wants to address, such as wellness, medical, social, sexual, financial or guardianship issues (with support, as needed).
- Assume responsibility for working towards his or her goals and completing the tasks listed in the Transition Plan.

Parents or Guardians

- Attend IEP/transition planning meetings.
- Prepare their son/daughter for participation in the process.
- Support their son/daughter's leadership role in the process.
- Lead transition planning meetings where possible and desired.
- Provide valuable insight into the background and values of their family.
- Share their son/daughter's and their own preferences, interests, skills, goals, and needs.
- Focus the team's planning on the youth's and family's needs and goals.
- Provide their son/daughter with opportunities to learn and practice the foundation skills, such as problem-solving skills, assertiveness, self-advocacy, and stress management skills that support active participation in the transition planning process.
- Provide information on the programs and support services that are accessed by and available to their son/daughter.

Transition Coordinator

- Coordinate and schedule meetings.
- Manage the paper work and maintain a transition file that contains assessments, the IEP/Transition Plan and related materials.
- Keep the planning session focused.
- Resolve conflicts.
- Monitor the progress of the IEP/Transition Plan.
- Obtain commitment for follow-up action and ensure that all participants are clear on the specific tasks/actions they are to undertake.
- Coordinate the writing and implementation of the IEP/Transition Plan.

Special Educators

- Attend IEP/transition planning meetings.
- Listen to the youth's vision and identify his or her needs.
- Ensure that referrals are made to the appropriate community service agencies.
- Ensure that the youth's and family's needs and goals are articulated, understood and used to drive transition planning.

General Educators

- Attend IEP/transition planning meetings.
- Consult with the planning team on education opportunities, graduation requirements and assessments, and on the youth's progress and support needs.
- Help identify and analyze post-secondary education opportunities.
- Provide instruction to the youth on the knowledge and skills required to support a successful transition to adulthood.
- Support an inclusive environment for the youth with developmental disabilities.

Vocational Specialists

- Attend IEP/transition planning meetings for students who require vocational training or placement.
- Help identify and analyze relevant pre-employment and vocational training programs.

Social Workers, Service Providers and Other Community Members

- Attend and contribute to IEP/transition planning meetings.
- Provide support services in community settings.
- Provide the youth with cultural support and connection where possible.

Other Family Members, Friends and Advocates

- Attend IEP/planning meetings as appropriate.
- Share information on the youth's and family's preferences, interests, goals and needs.
- Assist and support the youth and his or her family as they discuss their needs and goals.
- Focus the team's planning on the youth's and family's needs and goals.
- Provide informal home and community experiences and supports, if possible.

TOOL 3: TIPS FOR DEALING WITH AGENCIES AND PROFESSIONALS

Tool 3a: Contact Information

Use this table to help keep track of information from your conversations with individuals along the way.

Name of Organization:	
Date Contacted:	
Name & Position of Person You Spoke with:	
Purpose of the Contact:	
Type of Organization & Services Offered:	
Address:	
Phone Number/ Fax Number:	
Website Address:	
Child's name left for referral of service for this agency:	
Information for contacting another individual or organization:	
Follow-up conversation requested and proposed date of follow-up:	
Comments or other important information:	

Tool 3b: Tips When Meeting with Agencies or Professionals

- Make an appointment to discuss issues. Don't try to have a "conference" with the teacher, for instance, while picking up your child.
- Before the meeting, jot down what you want to accomplish, what questions you have, what you want for your child.
- If you feel apprehensive or uncertain about a meeting, take a friend or peer advocate along with you.
- When you talk with a professional take notes. It is easy to forget important information. Or take someone with you who will take notes for you.
- Expect, and ask for, written reports of important information, such as a summary of decisions made at a meeting, progress of your child, etc. Keep all reports and information in a file (notebook) for future reference.
- Be prepared to give concrete, useful information about your child rather than vague generalities. Describe what your child can or can not do. It helps to jot down things you think are important. It's easy to forget, so get in the habit of keeping records.
- Be assertive, rather than passive or aggressive. Express your needs clearly and directly; state what you believe your child needs, stick to the facts, avoid accusations and finger-pointing. Use expressions like, "I feel," "I believe," rather than "you always" or "if only you would."
- If you do not understand what is being said or do not understand some of the terms being used, ASK to have them clearly explained. Keep asking until you understand.
- When a problem arises, concentrate on a problem-solving approach. Avoid blaming and excuse making. Approach the problem, not the personality of the person. Don't accept excuses, but try to get a plan developed which will solve the problem.

Tool 3c: Telephone Tips

- Always have a pen and paper with you before calling an agency. It is a good idea to keep information in one place such as a notebook.
- State who you are and where you live.
- State the reason you are calling:
 - I'm calling for information about ...
 - I would like to make an appointment for ...
 - I was told to call your office by (give the person's name) from (agency).
 - I am returning (name)'s call for (reason)...
- Ask if there is a specific person within that agency that you should speak to. Write down that person's name and phone number so that you may contact them directly. This way you will be sure you are talking to the right person and, hopefully, you will not have to repeat your whole story! Then contact them directly.
- Be prepared to describe what you or your child needs and what services you think the agency can provide. Ask if the agency has pamphlets or booklets that describe the services of the agency. Any written information is useful. The person helping you may need income or insurance information, names of pediatricians, health clinics, or case managers, social insurance numbers, etc. Have this information (your notebook) in front of you.
- Take brief notes of your conversation so that you may ask questions. Be assertive and polite. If you do not understand what is being said, repeat what you do understand and ask the person to clear up any misunderstandings, or if needed, ask the agency for employees who are bi-lingual /cultural and ask to speak with them.
- Follow-up
 - Find out if and when you need to call back.
 - Let staff know times that are best for them to reach you.
 - Write down any appointments or office visits that you need to make.
 - Double check the address and business hours of the agency.
 - Find out what papers, documents or other information you will need before you contact the agency again.
 - If the agency is sending information to you, ask when you should expect to receive it.

Tool 3d: Telephone Interview Guides

When you are starting your cold calling and search for service providers, start with access agencies that can refer you to other organizations.

Sample Telephone Script for a parent's conversation with an access agency:

"Hello, this is _____. I am a parent of a youth who is _____ (for example, exploring career options, or interested in a program). I am looking for information to help in planning for my (son's or daughter's) future.

I found your organization through _____ (for example, another agency, another parent, a publication) and I am interested in learning more about what services you provide (or what your organization does). Please tell me about your agency/organization.

Could you tell me who in your organization I should talk to for more information?

Do you have a website or any written materials describing your agency (or organization) that you could direct me to?

If you have written materials, could you please send them to me _____ (your name) at _____ (your address).

Who do you serve?

What services do you offer?

How does one get involved with your agency/organization?

Are there special eligibility or admission requirements?

How does one apply?

Are there costs involved in participating in your agency's or organization's programs?

If so, how much are they?

My child is _____(their age) but I am trying to get organized early for their transition to the adult life. Do you offer any short term supports to help us understand the system better or help us begin our transition planning process?

Is there a case coordinator that could be assigned to us to help?

Do you know of any transition planning agencies that could provide us with this support?

Do you have any ideas about how your agency or organization might help meet a need such as: (Describe a “specific problem or need” that you might have, for example: youth has a developmental disability and needs assistance changing buses; teen parent with a learning disability needs child care so that she can go to work after school; and so forth.)

Could you refer me to some other people, agencies, or organizations that might offer some services to meet this need?

Do you have a newsletter for parents?

Are there parent groups at this agency or another agency that I can join?

Can you put me in touch with another family that has recently gone through transition planning that could share their experiences with me (a mentorship)?

Thank you for speaking with me today. This information is very helpful in planning my (son's or daughter's) future as a member of our community.

Sample Telephone Script for a parent's conversation about community programming (for example - through Parks and Recreation):

"Hello, this is _____. I am a parent of a youth who is interested in a recreational program.

My child is _____(their age) and I am trying to find programs to help connect them to the community.

Do you have any ideas about how your organization might help meet a need such as: (Describe a "specific problem or need" that you might have, for example: youth has a developmental disability and needs to learn how to swim or needs to make a connection to their community).

Could you tell me who in your organization I should talk to about this?

Please tell me about your available programs.

Do you have a website or any written materials with course descriptions that you could direct me to?

If you have written materials, could you please send them to me _____ (your name) at _____ (your address).

Are there special eligibility or admission requirements?

How does one apply?

What are the costs involved in participating in your organization's programs?

If so, how much are they?

Do you have flexible rates?

If personal support is required to participate, do you provide it?

Could you refer me to some other people, agencies, or organizations that might offer some services to meet this need?

Thank you for speaking with me today. This information is very helpful in enabling my (son or daughter) to participate as a member of the community.

TOOL 4: TIMELINE OF ACTIVITIES

Section 7 contained a timeline chart listing the activities that were specific to parents. This chart provides a more comprehensive listing of activities for both parents and children.

Age 0-2

- ✓ Encourage language and communication. Assist your child in learning some means of communication – the more vocabulary that is understood and expressed the better.
- ✓ Obtain a birth certificate and/or proof of citizenship.
- ✓ Begin financial planning. Set aside money to assist your child when he or she makes the transition to adult living.
- ✓ Apply for the Canada Child Tax Benefit and the Universal Child Care Benefit.
- ✓ Apply for other federal benefits for children with disabilities, as appropriate based on eligibility requirements.
- ✓ Start a file for records. Start keeping track of records related to your child and add to the file as they progress through the various stages of their lives – things like medical records, assessments, report cards, community certificates, records of completion, etc.
- ✓ Apply for your child's Social Insurance Number (SIN). Parents and legal guardians can apply for a SIN for children under the age of majority. SINs may be needed to receive benefits and services from government programs.

Age 3-6

- ✓ Involve your child in social activities. Enroll them in preschool, religious education, co-operative play groups, and/or day care so that the child gets experience socializing with others – those with and without disabilities.
- ✓ Have your child participate in leisure activities so they can begin to understand their likes and dislikes.

- ✓ Invite families with children your child's age to your home to play.
- ✓ Teach your child everyday skills like brushing their teeth.
- ✓ Teach your child about their disability. Teach them self care skills related to their special needs.
- ✓ Make sure your child has an effective communication system (words, pictures, gestures or sign language).
- ✓ Give your child household chores that match their abilities.
- ✓ Begin giving your child choices so they can learn to make decisions. Teach your child the consequences of their behaviours and their choices.
- ✓ Seek inclusion. Consider very carefully what type of schooling your child will receive. Make sure that he or she is included as much as possible in the typical school program. Regular kindergarten in your neighborhood school should be the first option to explore.
- ✓ Talk with parents of children with and without disabilities. Begin developing a network of friends and supports early.
- ✓ Apply for Special Services at Home through the Ministry of Community and Social Services.

Age 7-11

- ✓ Assign your child regular chores as part of the family's activities. Provide them with an allowance.
- ✓ Allow your child to choose how to spend some or all of their allowance.
- ✓ Let your child make mistakes.
- ✓ Teach your child to speak up for themselves.
- ✓ Involve your child in neighborhood and community activities, such as scouts, swimming lessons, story hour at the library etc. Wherever possible, allow them to participate without you.

- ✓ Consider a summer camp program for your child to attend.
- ✓ Encourage hobbies based on your child's interests and strengths.
- ✓ Teach your child life skills, such as money management, shopping skills. Make your child responsible for good grooming and allow them to choose which clothes to wear. Teach your child to make simple meals.
- ✓ Allow your child to complete homework assignments as independently as possible. Let them tell you when they need your assistance.
- ✓ Explore communication systems that support language and literacy
- ✓ Teach your child their personal information such as address, phone number, etc.
- ✓ Introduce your child to the public transit system.
- ✓ Begin sex education. As your child grows and matures, help him or her to understand human reproduction and sexual development as a normal part of growing up.
- ✓ Begin asking your child what they want to be when they grow up.
- ✓ Develop a vision for your child for life after high school.
- ✓ Help your child talk directly with doctors and other service providers.
- ✓ Network with others who have recently experienced transition planning.

Age 12-16

- ✓ Have your child advocate for themselves.
- ✓ Encourage your child to join teams and clubs at school.
- ✓ Have your child continue their involvement in activities outside of school as well.
- ✓ Encourage your child to hang out with friends.

- ✓ As appropriate, encourage gradual moves toward greater personal independence and self-care.
- ✓ Discuss sexuality with your teen.
- ✓ Allow your child to help in the preparation and cooking of meals.
- ✓ Open a bank account for your child, if you haven't already done so.
- ✓ Encourage your child to get to places in the community on his/her own by using the public transit system, walking, making arrangements with friends.
- ✓ Include your child in meetings about their education through the IEP process and transition planning.
- ✓ Continue to talk about career interests that are consistent with your child's interests and strengths.
- ✓ Consider carefully your child's options for high school education. Encourage community based job training and life skills if these are appropriate activities for your child. Involve your child in all decision-making.
- ✓ Check out the Best Buddies website to find a chapter in your community www.bestbuddies.ca/Home/tabid/36/Default.aspx
- ✓ Take a look at the Ontario Skills Passport website for helpful information on developing employment skills at: <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp>
- ✓ Find out more about the Passport Mentoring program available to students with a developmental disability who are 14-21 years old.
- ✓ Have your child do volunteer or paid work in the home, neighborhood or community. Assist your child in developing good work habits.
- ✓ Look into the Assistive Devices Program for support with communication technology
- ✓ If you have not already done so, make sure you have applied for your child's SIN card.

Age 17-21

- ✓ By age 17, obtain a diagnosis of disability in preparing for the Ontario Disability Support Program (ODSP) application. Surrey Place or your child's pediatrician can be helpful sources.
- ✓ Encourage your child to find a job in the community or to pursue post-secondary education or training.
- ✓ Have your child become a mentor for younger children just entering high school.
- ✓ Find out about community programs for adults that match your child's leisure or athletic interests.
- ✓ Apply for the Passport Program.
- ✓ Support your child in establishing an appropriate living arrangement such as attendant services and supported living options.
- ✓ Have your child prepare meals for the family.
- ✓ Encourage your child to practice budgeting and banking skills.
- ✓ Contact the Office for Students with Disabilities on campus of a college or university your child is interested in pursuing.
- ✓ Contact Ontario Disability Support Program (ODSP) for Income Support before age 18.
- ✓ Contact ODSP Employment Supports for help with job search and training.
- ✓ Contact your local service agency for resources and training opportunities.
- ✓ Take on the role of coach on the sidelines and let your child become the decision maker.

TOOL 5: CREATING MY VISION

Use this form to develop a vision for your child. To the extent possible, have your child answer the questions themselves or have another family member or friend help them with their answers. You should review this periodically as your child's preferences, interests, likes, dislikes and abilities are bound to change from one year to the next

My name is:	
My age is:	
What I like to do and what I can do...	
At home:	
At school:	
In the community (e.g. at work or volunteering)	
For fun (hobbies and interests):	
What I would like to do or learn to do...	
At home:	
At school:	
In the community (e.g. at work or volunteering)	

What I don't like to do.....	
At home, school or in the community	
Summary...	
My strengths/gifts are...	
My interests are...	
Some things I need support with are...	
The kind of support that works for me is....	
In my vision for the future, I would like to...	

TOOL 6: YOUR TRANSITION TEAM

This form provides examples of the types of individuals you may want to include on your transition team. By no means do you need to include someone from each category. Once you have picked your team, revise the form so it reflects your transition team.

TEAM MEMBERS NAMES	E-MAIL ADDRESS PHONE NUMBER	COMMENTS
ME	Email:	
	Tel:	
TRANSITION COORDINATOR	Email:	
	Tel:	
FAMILY MEMBER(s)	Email:	
	Tel:	
FRIEND(s)	Email:	
	Tel:	
COMMUNITY MEMBER(s)	Email:	
	Tel:	
SCHOOL PERSONNEL	Email:	
	Tel:	
SOCIAL WORKER(s)	Email:	
	Tel:	
SERVICE PROVIDER(s)	Email:	
	Tel:	

TOOL 7: YOUR CHILD'S PROFILE

These two tables can be used to help build your child's profile

To the extent possible, have your child complete Tools 7a and 7b. The questions are written as if speaking to your child. List as many points as you can think of in the boxes on the right. Your child can complete this profile alone if possible, but it is helpful to also ask a family member or other important person these questions to find out how they see things. The information from the vision exercise may be helpful to use here as well.

Tool 7a: Characteristics and Qualities

QUESTIONS	YOUR ANSWERS
What are your strengths?	
What are your interests?	
What do you like?	
What do you dislike?	
How do you communicate with people? (Example: quiet, talkative, use a communication device?)	
What are your accomplishments?	
Do you have any special considerations? (Include anything not covered by the above)	
What are some words that describe you? (Example: outgoing, positive, picky, good reader, shy, funny, patient, etc.)	

Tool 7b: Services and Supports

On this table, list the supports you use now and those that you will need in the future.

QUESTIONS	ANSWERS
What services and/or supports do you currently use?	
What additional services and supports do you need now?	
What services and supports do you anticipate needing when you leave high school?	

TOOL 8: YOUR FAMILY PROFILE

You may choose to use this worksheet to identify the services and supports you will need as your child transitions to adulthood.

QUESTIONS	SERVICES AND SUPPORTS
What services and/or supports does your son or daughter currently use?	
What additional services and supports does your family need now?	
What services and supports does your family anticipate needing when our son or daughter leaves high school?	
What activities can you provide that will help your son/daughter prepare for adult life?	
What financial resources do you have and what will be required to help support your child when they leave high school?	
Additional considerations	

TOOL 9: SETTING YOUR GOALS

To help you set your goals, 12 goal categories are listed in the following table. Beside the categories that are important to you, write down your short-term goals (six months to one year) and your long-term goals (one to five years). It may be helpful to work with your parent(s) or guardian(s) in setting your goals as they may have suggestions and insights.

GOAL CATEGORY	MY SHORT-TERM GOALS (over 6 months to 1 year)	MY LONG-TERM GOALS (over 1 to 5 years)
Health/Fitness (Example: I will take my medication at the right time, without anyone reminding me to do so.)		
Daily Living (Example: I will be able to plan and prepare all of my meals.)		
Housing/Living Arrangements (Example: I will live in my own apartment.)		
Finances/Money (Example: I will deposit my allowance and any other money I earn into a bank account using an ATM bank machine.)		

GOAL CATEGORY	MY SHORT-TERM GOALS (over 6 months to 1 year)	MY LONG-TERM GOALS (over 1 to 5 years)
Friendships/Social Life (Example: I will get together with my friends to have fun once a week.)		
Support Circles (Example: I will join or establish a circle of support to surround myself with help and friendship.)		
Transportation (Example: I will take a public bus to school.)		
Post-Secondary Education/Training (Example: I will go to college to become a _____.)		
Employment (Example: I will have a job working as a _____.)		
Recreation (Example: I will participate in an art class.)		
Community Involvement (Example: I will volunteer at the SPCA.)		
Legal/Self Advocacy (Example: I will learn how to speak up for myself.)		

TOOL 10: TRANSITION PLAN TEMPLATES

Use this form to bring the information from the previous exercises together to establish your transition plan. Tool 10a is a more detailed version of the transition plan and Tool 10b is a simpler format. Use the form that makes most sense for you and your child.

Tool 10a: Detailed Transition Plan

Name:		
Date:		
Birth Date:		
School:		
Profile:		
Strengths:		
Child's Vision:		
Goal #1	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Post-Secondary Education / Training		
Skills and Abilities related to Post-Secondary Education/Training Goals:		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1.		
2.		
3.		

Goal #2	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Employment/Volunteer		
Skills and Abilities Related to Employment/Volunteer:		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1.		
2.		
3.		

Goal #3	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Living in the Community		
Skills and Abilities Related to Living in the Community:		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1.		
2.		
3.		

Goal #4	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Recreational/Social Activities		
Skills and Abilities Related to Recreational/Social Activities:		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1.		
2.		
3.		

Goal #5	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Other		
Skills and Abilities Related to Other:		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1.		
2.		
3.		

Tool 10b: Basic Format Transition Plan

This template has a basic format that lets you pick the goal categories that best suit your child.

Name:
Date:
Birth Date:
School:
Profile:
Strengths:
Child's Vision:
Goal #1
Short-term (over 6 months to 1 year):
Long-term (over 1 to 5 years):
Tasks to be Completed to Achieve Goal
1.
2.
3.

Goal #2
Short-term (over 6 months to 1 year):
Long-term (over 1 to 5 years):
Tasks to be Completed to Achieve Goal
1.
2.
3.

Goal #3
Short-term (over 6 months to 1 year):
Long-term (over 1 to 5 years):
Tasks to be Completed to Achieve Goal
1.
2.
3.

Goal #4
Short-term (over 6 months to 1 year):
Long-term (over 1 to 5 years):
Tasks to be Completed to Achieve Goal
1.
2.
3.

TOOL 11: AN ACTION PLAN

Use this form to summarize the actions identified in transition planning meetings. This list can then be used at the next meeting to make sure your activities are moving along as planned and you are accomplishing the tasks you need to as you move forward. Make copies of this chart to fill out, for each of your goals.

Date and place of today's meeting:

Goal # ____:

What needs to be done to achieve this?	Who is responsible for achieving this?	When will this be achieved?	How will we know when we have succeeded?	Status (not started, in progress, or complete)
1.				
2.				
3.				

When and where will the next meeting take place?

TOOL 12: SAMPLE TRANSITION PLANS

For a Youth with High Needs

Name: Donna Date: Birth Date: School:

Profile:

Donna is a very petite young woman, the oldest in her family, with three younger brothers. Healthy and responsive to her environment, Donna was diagnosed at birth with microcephaly, epilepsy, and very high muscle tone. She is dependent on others for all aspects of daily living. Donna has custom seating in a manual wheelchair to accommodate and discourage further scoliosis. Donna has a wealth of family, friends and acquaintances who contribute to her feeling of being valued and loved. Her support network meets to review, dream and continue to develop a shared vision with Donna, offering ideas from their varied perspectives. The members include her parents, brothers, aunts and uncle, neighbours and former SSAH support workers, her own and family friends. Some current support personnel are also invited to participate in ensuring the richness of Donna's life in the community.

Strengths:

Life Skills: Donna is easy going and co-operative. She enjoys almost all foods offered to her, and can reach for objects, manipulating them between her hands.

Health /Physical Management: Donna is healthy and strong and is developing improved seizure control. She co-operates with someone assisting her with transfers, and dressing.

Social Connections: Donna enjoys peer interaction, has a circle of acquaintances, in many familiar settings, which continues to grow.

Emotional Well-being: Donna is patient and trusting, undemanding yet determined, and affectionate, Donna has a sense of humour, is adaptable and resilient. She knows she is loved.

Psychological Aptitude: Donna recognizes voices, situations and faces. She recognizes patterns of events, and understands cause and effect.

Communication Ability: Donna is a good listener, and is responsive to conversation, She expresses her likes/dislikes, uses instruments to convey a message, recognizes own name, certain words and short phrases.

Leisure Identity: Donna enjoys being out-of-doors in all seasons, and loves to ride in vehicles. She goes skating in her wheelchair, and swimming where she also uses the whirlpool.

Shared Vision: Donna will be acknowledged as an adult capable of and deserving an interesting and valued life.

Donna will receive individualized funding to support her life.

She will be supported to expand her network of relationships, and to nurture those relationships.

Donna will be encouraged to continue developing her communications skills through sound and gesture. Her communications will be respected.

She will maintain her health and flexibility.

Donna will receive her own invitations from family and friends to attend or be a guest.

She will participate in a range of activities of interest and benefit to herself and others, which include recreation, sensory stimulation, therapy and community service.

Goal #1	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Learning/ Opportunities	Seek out continuing education opportunities	
Skills and Abilities Related to Post-Secondary Education / Training Goals: Donna is non-judgemental, patient and trusting, undemanding yet determined, funny, adaptable and resilient.		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1. Explore with college personnel the possibility for auditing a course	Family	Early Fall
2. Explore Board of Education general interest night courses	1:1 support staff	Early Fall

Goal #2	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Relationships Recreational and Social Activities	Donna will nurture acquaintances, and make new friends.	Donna will expand her network of relationships
Skills and Abilities Related to Relationships: Donna is non-judgemental, patient and trusting, undemanding yet determined, funny, adaptable and resilient.		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1. Invitations to visit Donna and socialize in her home	Family member or friend to host; 1:1 support staff offer hospitality	Network meeting
2. Celebrate occasions and seasons	Family and support staff	ongoing
3. Gather her support network together	Family	
4. Encourage the interest of people Donna meets and exchange names/ contact info	Everyone	ongoing
5. Keep an up-to-date address book	Family/support workers	Network meeting

Goal #3	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Life in the Community - Volunteer Roles Recreation/Social Life	Donna will discover welcoming places, and be able to establish a community presence	Donna will have the support to be a citizen- participating and contributing
Skills and Abilities Related to Life in the Community: Donna is responsive to conversation She is a good listener, expresses her likes/dislikes, recognizes voices, situations and faces She recognizes patterns of events.		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1. Attend community events	Family/1:1 support staff	ongoing
2. Explore local community recreation and neighbourhood consumer opportunities	Everyone	summer
3. Be an active member of her church community/ continue to volunteer Out of Cold program	Family on weekends/ support staff on Tuesdays in winter	October
4. Make dates for movies, concerts - invite a guest	Staff support and family	Network meeting
5. Seek out new volunteer opportunities	1:1 support staff and family with help from Volunteer Centre Toronto	September
6. Explore out of home sleepover opportunities.	Family/supporters	

Goal #4	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Physical Fitness	Increased flexibility/ decreased muscle tone	Continue to be healthy and strong
Skills and Abilities Related to Physical Fitness: Donna is healthy and strong. She loves a variety of positions, and the physical intimacy that is required to support her.		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1. Spend time in activities which offer chances for stretching, movement, and weight bearing (outdoors and indoors)	Support staff and family	ongoing
2. Weekly swim at local community centre whirlpool	1-1 support staff	ongoing

Goal #5	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Communication	Help others to understand and communicate effectively with Donna	same
Skills and Abilities Related to Communication: Donna is a good listener, expresses her likes/dislikes, uses instruments to convey a message, recognizes own name, certain words, short phrases and perhaps more.		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1. Model posture, tone of voice, patience and expectation of a response when communicating with Donna.	Everyone	ongoing

Goal #6	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Health	Pursue optimal seizure control	Donna will not require medication for seizures
Skills and Abilities Related to Health: Donna is developing improved seizure control.		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1. Work towards minimum or no amount of medication	Family and support staff in co-operation with medical team	Every 6 months

For a Youth with Moderate Needs

Name: Steve Date: October 2006 Birth Date: School:

Profile:

Steve is a student with a moderate developmental disability who is seeking supported employment and an independent community living opportunity at an appropriate time after high school. The student's teacher-adviser is serving as the leader of the transition planning team. A representative from the local Association for Community Living has agreed to participate on the student's transition planning team.

Strengths:

Steve enjoys math and is good at counting and sorting. He has a good understanding of the concept of money and can identify the value of all coins and paper currency. Steve enjoys geography and using maps. He can locate each of the provinces on a map of Canada. Steve is active and enjoys participating in outdoor activities. Steve is particularly interested in gardening. Steve also enjoys listening to music and has a strong circle of friends. Steve is an easy going individual and makes friends easily.

Student's Vision:

Steve would like a supported employment position somewhere close to home. If possible, he would like to work at a gardening centre. He would like to continue living at home in the immediate future and then possibly living with another young adult with special needs in a supported placement at an appropriate time.

Goal #1	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Employment	Steve will work in part-time jobs until the end of high school.	Steve will find a full-time job with support.
Skills and Abilities Related to Employment Goals: Steve enjoys working and has had some good placement opportunities in the co-operative education program. One of his placements was at the local grocery store stocking shelves. He has a good understanding of the concept of money. Steve gets along well with other people both socially and in a work environment. He loves gardening and would like to work in a gardening centre when he finishes high school.		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1. Expand work Semester experience through continued participation in co-operative education program.	Steve, educational assistant, monitoring of co-operative education teacher and input of special education teacher	Semester II 2006-07
2. Do additional work placements of increasing duration (if available)	Co-operative education teacher and special education teacher	Semester II 2007-08
3. Investigate summer work placement programs	Parents, community living representative	Spring 2008

Goal #2	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Independent Living	Steve will continue to live at home with his family until the transition to supported employment is well established.	Steve will live with a roommate in an appropriate community living housing arrangement with supports.
Skills and Abilities Related to Independent Living: Steve is becoming better at managing his own personal care. He is a sociable individual and he makes friends easily.		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1. Personal care course at school	Steve, special education teacher and teaching assistant	Annually in September IEP review
2. Explore possible options for adult services and programs - visit some if possible	Steve, parents, community living representative	January 2006
3. Register for any wait-listed programs or services that are likely to be needed after leaving school.	Steve, parents, community living representative	January 2006
4. Identify learning expectations that will facilitate transition to these programs	Steve, parents, community living representative, special education teacher	January 2006
5. Have student visit supermarket weekly with educational assistant to select snacks for coming week and to gain further familiarity with money and payment.	Educational assistant, special education teacher and Steve	Annually in September IEP review
6. Review status of community living programs	Steve, parents, community living representative, special education teacher	Annually in September IEP review

Goal #3	Short-term: (over 6 months to 1 year)	Long-term: (over 1 to 5 years)
Recreational/ Social Activities	Increase opportunities to meet friends in a social setting.	Continue to promote activities that are consistent with Steve's interests while expanding his circle of supports.
Skills and Abilities Related to Recreation/Social Activities: Steve is comfortable in a range of social settings. He has an easy going personality and enjoys participating in outdoor activities. He likes using maps and would enjoy planning trips for his family. Steve has a good circle of supports including good friends and a supportive family.		
Tasks to be Completed to achieve Goal	Who is Responsible for Implementation	Date to Review
1. Find a youth group that Steve can join	Family, church members	January 2006
2. Weekly family swim at local community centre	Parent to accompany Steve	January 2006
3. Weekly swimming lessons at community centre	Parent to accompany Steve	Fall 2006
4. Formalize the support network	Parents, Steve	January 2006
5. Meet with support network every other month	Family, Steve, support network	Ongoing
6. Allow Steve to map out a family outing in the community	Steve, parents	Summer 2006
7. Allow Steve to plan and map out a family holiday	Steve, parents, family members	Summer 2007
8. Make dates for movies, concerts – invite a guest	Steve, family	Ongoing

2. RESOURCES

A. TRANSITION PLANNING RESOURCES

- **Person-Directed Planning Tools**

MAPS and PATH

www.inclusion.com

Persons with Developmental Disabilities Central Alberta Community Board

Person Centered Planning in Central Alberta is an initiative of the Persons with Developmental Disabilities Central Alberta Community Board that is intended to ensure that all supports and services provided to individuals with developmental disabilities are based on, and contribute to, each person's interests and desires. A number of documents, resources and tools have been developed for use by individuals, families, and support staff and are identified specifically below or through the following link: www.pdd.org/Central/resources/personcp.shtml

Person Centred Planning Guidebook. January 2004.
www.pdd.org/docs/cent/PCP%20Guidebook_Jan2004.pdf

My Person Centred Plan.
www.pdd.org/docs/cent/PCP_811_Jan19.pdf

Self Advocacy My Life Workbook. Prepared by the Persons with Developmental Disabilities Central Alberta Community Board. October 2003.
www.pdd.org/docs/cent/SA%20CET%20WORKBOOK%20-%20Oct%20201.pdf

Person Centred Planning Approaches. A Literature Review. May 2001.
www.pdd.org/docs/cent/PCP_Lit_Review.pdf

The Individualized Funding Coalition for Ontario

Creating a Good Life in Community: A Guide on Person-Directed Planning

This group supports the self-determination of persons with disabilities. Members include self advocates, parents, individuals and organizations working together to make individualized funding in Ontario a reality. A Guide on Person-Directed Planning has been written to assist families and people with developmental disabilities to plan for their future. This guide provides some steps in which to approach person-directed planning. A detailed version and a plain language version are available on-line.

Creating a Good Life in Community: A Guide on Person-Directed Planning

Detailed version:

www.individualizedfunding.ca/Guide%20on%20Person-directed%20Planning.pdf

Plain Language Version

www.individualizedfunding.ca/Plain%20Language%20Guide%20on%20Person-Directed%20Planing.pdf

Casey Life Skills

Easy to use tools are available to help young people prepare for adulthood.

www.caseylifeskills.org

• Transition Planning Guides in Canada

British Columbia

Your Future Now. A Transition Planning & Resource Guide for Youth with Special Needs and Their Families. BC Ministry of Children and Family Development.

www.mcf.gov.bc.ca/spec_needs/pdf/your_future_now.pdf

Transition Planning for Youth with Special Needs. A Community Support Guide. BC Ministry of Children and Family Development.

www.mcf.gov.bc.ca/spec_needs/pdf/support_guide.pdf

Alberta

A Parents Guide to Transitional Planning. Persons with Developmental Disabilities Central Alberta Community Board.

www.pdd.org/Central/resources/transplanning.shtml

Saskatchewan

School to Life Transition Handbook. Five Steps to Successful Planning.

Rita McLeod for the Saskatchewan Association for Community Living.

www.mcleod-educational.com/misc/to_work.pdf

New Brunswick

Building Bridges: A Parent Guide on Transition from School to Work, Adult Life and Community Participation for Youth with Intellectual Disabilities (1997).

New Brunswick Association for Community Living, Fredericton, NB.

A training module link for Building Bridges is available at:

<http://cnbb.org/nbacl-anbic/module1e/module1a.html>

• Transition Planning Guides in the United States

California

A Guide for Parent and Families to Prepare Students with Special Needs to Enter Post-Secondary Environments. WorkAbility I and the Family Transition Network.
www.everhart.leon.k12.fl.us/waguide.htm#whatis

Best Practices for Transition Services from School to Adult Life from the Consumer/Family Viewpoint. California School to Work Interagency Transition Partnership (SWIPT).
www.everhart.leon.k12.fl.us/ts_bestprac.htm#1

Washington

Transition Guide for Washington State. The Center for Change in Transition Services, Seattle University.
www.seattleu.edu/ccts/Default.aspx?id=34096 – then click on the PDF link under “Transition Guide for Washington State”.

North Dakota

Transition in North Dakota
www.dpi.state.nd.us/transitn/publicatns.shtm

• Other Transition Planning Resources

Council for Exceptional Children (CEC)

Since its founding, CEC has advocated for exceptional students - those with disabilities and special challenges, and those with gifts and talents. CEC is committed to those who work with special students - educators, support personnel and parents - recognizing that these dedicated people need the resources, tools and professional opportunities to perform their jobs well.
www.cec.sped.org/Content/NavigationMenu/AboutCEC/Communities/Canada/default.htm

EnableLink

Linking people with disabilities to a world of resources. Based in Toronto, the Canadian Abilities Foundation and EnableLink provides information for people with disabilities on a range of topics from around the world – links to the Abilities Magazine, community information, chat and message boards, information for families, youth, women, seniors, on a variety of issues including housing, health, employment, education etc.
www.abilities.ca/technology/2005/01/28/enablelink/

Disability Ontario Online Resource (DOOR) for transition 2 adulthood

This site opens the DOOR 2 Adulthood which helps adolescents with disabilities think about leading their own life. Get information and learn from other people through “Tips and Tricks”, “Blogs” and “Stories”. Check it out at: www.bloorview.ca/door2adulthood/default.htm

Mazemaster – Youth@bilities

Mazemaster is an online employment and training resource sponsored by the Toronto Catholic District School Board (TCDSB) and funded by Employment Ontario. Mazemaster connects youth between the ages of 14-39 to information that will help them make the transition to furthering their education or from unemployment to employment. The mandate of this program is to create connections between diverse communities and achieve positive results through innovative employment techniques and activities including the creation and implementation of workshops and employment events.

For more information about Mazemaster / Youth@bilities, visit the website at www.mazemaster.on.ca and click on Youth@bilities.

Bloorview Kids Rehab

Bloorview Kids Rehab is Canada’s largest children’s rehabilitation hospital. They are known the world over for care, research and education that give children with disabilities the tools to get where they want to go.

Tips on transition planning can be found in the PDF documents available on line. Check it out at www.bloorview.ca/index.php

National Dissemination Centre for Children with Disabilities (NICHCY)

NICHCY is based in Washington D.C. and serves as a central source of information in the United States on:

- disabilities in infants, toddlers, children, and youth;
 - IDEA, which is the law authorizing special education;
 - No Child Left Behind (as it relates to children with disabilities); and
 - research-based information on effective educational practices.
- www.nichcy.org/index.html

NICHCY Transition Planning Resources

NICHCY's Transition Summary series focuses on preparing youth with disabilities to move from high school to the adult world.

www.nichcy.org/transitn.asp

This article provides an overview on transition planning.

Transition Planning: A Team Effort

www.nichcy.org/pubs/transum/ts10.pdf

National Center on Secondary Education and Transition (NCSET)

NCSET coordinates national resources in United States, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

www.ncset.org

NCSET Parent Briefs

This series of articles promotes effective parent involvement in secondary education and transition.

www.ncset.org/publications/default.asp#parent

Dr. Paula Kohler

Dr. Kohler is an Associate Professor in the Department of Educational Studies at Western Michigan University and is recognized for her research regarding effective transition practices for youth with disabilities.

<http://homepages.wmich.edu/~kohlerp>

• Education Planning Documents

Ontario Ministry of Education

Special Education Information

www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html

The Individual Education Plan (IEP). A Resource Guide 2004

www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html

Transition Planning. A Resource Guide 2002

www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html

York Region District School Board

Special Education Information

www.yrdsb.edu.on.ca/page.cfm?id=LSE000001

Special Education Documents

www.yrdsb.edu.on.ca/page.cfm?id=LSE000002

IEP Guide for Parents

www.yrdsb.edu.on.ca/pdfs/w/schools/speced/SpecEdPlan-E-IEPGuide.pdf

IEP Template

www.yrdsb.edu.on.ca/pdfs/w/schools/speced/SpecEdPlan-E-IEPTemplate.pdf

York Catholic District School Board

Special Education Information

www.ycdsb.ca/departments/InstructionalServices/StudentServices/default.htm

Special Education Plan

www.ycdsb.ca/departments/InstructionalServices/StudentServices/SpecEdPlan.htm

Parent's Guide to Special Education

www.ycdsb.ca/departments/InstructionalServices/StudentServices/ParentsGuide.htm

Individual Education Plan Brochure for Parents/Guardians

www.ycdsb.ca/departments/InstructionalServices/StudentServices/documents/IEP_InfoParents.pdf

Transition Planning

www.ycdsb.ca/departments/InstructionalServices/StudentServices/Transition.htm

Toronto District School Board

Special Education Information

www.tdsb.on.ca/_site/ViewItem.asp?siteid=10428&menuid=23220&pageid=20126

Parents Guide to Special Education

www.tdsb.on.ca/_site/ViewItem.asp?siteid=10428&menuid=23539&pageid=20406

Special Education Plan

www.tdsb.on.ca/_site/ViewItem.asp?siteid=10428&menuid=23230&pageid=20136

Individual Education Plans

www.tdsb.on.ca/_site/ViewItem.asp?siteid=10428&menuid=23231&pageid=20137

Transition Planning

www.tdsb.on.ca/_site/ViewItem.asp?siteid=10428&menuid=23232&pageid=20138

Toronto Catholic District School Board

Special Education Information

www.tcdsb.org/curriculum/special%20education/default.htm

Parents Guide to Special Education

www.tcdsb.org/curriculum/special%20education/FINAL%20PARENT%20GUIDE%202009%20-%20Dec%20%202009.pdf

Special Education Plan

www.tcdsb.org/curriculum/special%20education/FINAL%20Sp.%20Ed.%20Plan%20NOV%202005.pdf

Special Education Advisory Committee

www.tcdsb.org/curriculum/special%20education/default.htm#SEAC

Simcoe County District School Board

Special Education Plan

www.scdsb.on.ca/media/files/programs-and-services/specialeducation/Special%20Ed%20%20Plan%20FINAL.pdf

Individual Education Plan Brochure

www.scdsb.on.ca/media/files/about-us/publications/IEPbroch_0903.pdf

Parents Guide to Special Education

www.scdsb.on.ca/media/files/programs-and-services/specialeducation/Microsoft%20Word%20-%20ParentGuideSpecEd0809.pdf

Simcoe Muskoka Catholic District School Board

Special Education Programs and Services

<http://www.smcdsb.on.ca/cms/One.aspx?portalId=36&pageId=703>

Individual Education Plan

<http://www.smcdsb.on.ca/cms/One.aspx?portalId=36&pageId=3266>

Kawartha Pine Ridge District School Board

Special Education

www.kprschools.ca/programs/special_education.php

Special Education Plan – includes information on the IEP Process

www.kprschools.ca/admin/eZeditor/files/f_200_Spec_Ed_Plan_Document_revised_2009.pdf

Peterborough Victoria Northumberland and Clarington Catholic District School Board

Special Education

www.pvnccdsb.on.ca/departments/specialed/index.asp

Special Education Plan

www.pvnccdsb.on.ca/library/Special%20Education/SpecialEducationPlan2009.doc

Special Education – A Guide for Parents

www.pvnccdsb.on.ca/library/Special%20Education/parentguide.pdf

Trillium Lakelands District School Board

Special Education

www.tldsb.on.ca/programs_spec_ed.htm

Special Education Plan

www.tldsb.on.ca/pdfs/tldsb_specedplan_2009.pdf

Durham District School Board

Special Education Plan

http://ddsb.durham.edu.on.ca/Pdf/Spec_Ed_Plan/Special_Education_Plan_Oct_2009.pdf

Parents Guide to Special Education

http://ddsb.durham.edu.on.ca/Pdf/Spec_Ed_Plan/parent_guide_2009.pdf

Durham Catholic District School Board

Special Education: Information for Parents

[www.dcdsb.ca/web/durhamrc.nsf/0/f85e3010f9405eea852575c80071a84b?OpenDocument&Click=85256E2700584AA9.c3eb98d7aefebf5085256d2e004bed1f/\\$Body/0.3316](http://www.dcdsb.ca/web/durhamrc.nsf/0/f85e3010f9405eea852575c80071a84b?OpenDocument&Click=85256E2700584AA9.c3eb98d7aefebf5085256d2e004bed1f/$Body/0.3316)

Special Education: Transition Planning for Students with Special Needs

www.dcdsb.ca/Web/DurhamRC.nsf/0/D88E08291FF9ECC78525771C005776B5

B. FINANCIAL RESOURCES

This section provides information of various financial resources available to individuals with a developmental disability and/or families with children with developmental disabilities.

The Children's Treatment Network of Simcoe York has information available on their website about various financial issues. Visit their website at: www.ctn-simcoeyork.ca/ctnfamily/

• Ontario Disability Support Program

Once your child reaches the age of 18, he or she may be eligible for the Ontario Disability Support Program (ODSP). This program provides income support and employment supports for people with disabilities and is funded through the Ministry of Community and Social Services.

To assist with the transition to independence, a person can apply to ODSP up to six months prior to their 18th birthday. Applicants should go to the local Ontario Works or ODSP office, and request an application to determine financial eligibility. Applicants who are financially eligible are given a Disability Determination Package. The package must be completed by an approved health professional and submitted to the Disability Adjudication Unit (DAU) at the Ministry of Community and Social Services. Further information on ODSP can be accessed at:

www.mcsc.gov.on.ca/en/mcsc/programs/social/odsp/

• Assistance for Children with Severe Disabilities

The Assistance for Children with Severe Disabilities (ACSD) program, formerly known as the Handicapped Children's Benefit (HCB), provides help to parents to assist with some of the extra costs of caring for a child who has a disability. The purpose of the benefit is to help children who have disabilities live as normal a life as possible at home and in the community.

To be eligible the child must be under 18 years of age and live at home with a parent or a legal guardian. Also the income of a family will be evaluated to determine qualification, the child must have a severe disability that results in a functional loss and extraordinary costs must be present which are incurred directly as a result of the disability. Financial assistance ranges from \$25 to \$440 per month and the amount received depends on the family's income, the severity of the disability, the kind of difficulties the child has and the extraordinary costs related to the disability.

Application forms are available from Ministry Regional Offices and any questions can be directed to the Regional Office or the Ontario Disability Support Program Office. Further information on the ACSD program can be found at:

<http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/disabilities/index.aspx>

• **Special Services at Home**

The Special Services at Home (SSAH) program helps children with developmental or physical disabilities and adults with a developmental disability to live at home with their families by providing funding on a time-limited basis to address individual needs. With this funding, families can purchase supports and services which they could not normally provide themselves and are not available elsewhere in the community.

SSAH funding includes individuals who are not living at home with their families and are not residing in ministry-funded residential accommodation.

This policy change has been made to support children with a physical disability and/or a developmental disability or adults with a developmental disability when they:

- move from their families' homes and receive no residential staff support from a community agency or an outside paid resource;
- currently live in accommodation outside the family home with no residential staff support from a community agency or outside paid resource;
- need to live away from home temporarily, due to family illness or other emergency; or
- are making the transition from their families' home to a group home, Familyhome program, or some other supported accommodation that is provided by a community agency. Individuals may be eligible to receive supports on a time-limited basis to help assist them to move to a new home.

The SSAH program does not fund supports for activities that are already provided by (or available from) a community agency.

Primary caregivers can use their SSAH funding to compensate some family members to provide respite and/or personal development and growth. This will help families with cultural and language differences and/or those living in rural or remote communities who are not able to use their full allocation of SSAH funding because it is difficult to find and retain support workers. Primary caregivers can now use their SSAH funding to compensate other eligible family members over the age of 18 who provide services for respite or personal development growth, with the exception of a child under the age of 18 and a spouse of the individual who has a developmental disability, regardless of residence. Families may still apply for SSAH funding on behalf of their family members, regardless of where that person resides. Applicants to the SSAH program may also apply on their own, or with the help from their case manager/coordinator or adult protective services worker.

To apply for this program, you will need to complete an application form, which can be obtained through your local Ministry of Children and Youth Services Regional Office. You will also need a medical statement or psychological assessment clearly confirming the diagnosis of your family member's disability. It is important that this document indicates the nature of the disability and supports your request for service.

Further information on the SSAH program can be accessed at:

www.children.gov.on.ca/htdocs/English/topics/specialneeds/specialservices/index.aspx

• **Passport**

Passport is funded by the Ministry of Community and Social Services. It provides community participation supports for young people who have a developmental disability. Passport is for individuals who are no longer eligible for school supports and would benefit from community participation supports or for those who have been waiting for day support services and are not eligible for Ontario Disability Support Program Employment Supports.

Applicants may be living at home with their families or in other living arrangements including group homes, supported independent living or with a Family Home provider. The supports that are eligible for Passport funding include work or volunteer activities, activities that develop skills in utilizing community infrastructure such as transportation services, shopping and libraries, activities of daily living that enhance social skills, independent living and personal management, and employment preparation activities where the individual does not meet the criteria for funding through the Ontario Disability Support Program Employment Supports.

Passport provides individuals and families the option of receiving their Passport Support directly and/or making their own arrangements to purchase supports and services or choosing to access services through ministry-funded agencies.

Application forms are available from any of the ministry funded agencies that provide support services to individuals with a developmental disability, from your local school board Special Education divisions. Also general information about Passport is posted on the Ministry of Community and Social Services website at:

www.mcsc.gov.on.ca/en/mcsc/programs/developmental/servicesAndSupport/passport.aspx

An individual who is still in school may apply for Passport, however; the application will not be processed until the individual leaves school and has reached the age of at least 18 years.

For more information about Passport in your community contact:

In Toronto:

Family Services Association (FSA). Visit the FSA website for more information at:

www.fsatoronto.com/programs/passport.html

In York:

York Support Services Network. Applications should be mailed to the attention of the Passport Coordinator at:

York Support Services Network
102 Main Street South, Unit #3
Newmarket, ON L3Y 3Y7

For more information visit the YSSN website at:

www.yssn.ca/page.asp?pageid=49

In Simcoe County:

Catulpa Community Support Services
Passport Coordinator
165 Ferris Lane
Barrie, ON L4N 2Y1
For more information visit the Catulpa website at:
<http://www.catulpa.on.ca/s/programs/passport.aspx>

In HKPR:

Tri-County Community Support Services
349A George St. N.
Suite 302
Peterborough ON K9H 3P9
For more information visit the Tri-County Community Support Services website at:
www.tccss.ca/passport.html

In Durham Region:

The Regional Municipality of Durham
339 Westney Rd. South
Suite 103
Ajax ON L1S 7J6
For more information visit the Durham Region website at:
www.centraleast.info/Docs/Passports%20Info%20Durham.pdf or:
contact the Passport Coordinator at 905-683-3451 ext 230.

• Tax Benefits, Credits, Deductions, & Rebate Information

The provincial and federal governments recognize that individuals with disabilities and their families often incur extraordinary expenses. Thus, provision is made in some cases for allowing certain designated expenses to be claimed on one's income tax. The information below describes some of the tax benefits, credits, deductions, and rebates people with disabilities may be able to receive or claim. Information changes over time so consult the websites listed below for further detail.

For information on Federal benefits review the Guide to government of Canada Services for People with Disabilities available online at:
www.pwd-online.ca/pwdcontent.jsp?&lang=en&fontsize=0&contentid=14

The Special Needs Planning Group of York Region has an extensive list of information and tips on various tax issues as well. For more information, visit their website at: www.specialneedsplanning.ca/tax.html

Disability Supports Deduction:

If your child is working and has an impairment in physical or mental functions, they may be able to deduct disability supports expenses incurred in the year to enable them to work, go to school, or do research. Amounts claimed as a medical expense and amounts that are reimbursed by a non-taxable payment, such as insurance, cannot be claimed.

Disability Tax Credit:

The Disability Tax Credit reduces the income tax that a person with a disability has to pay. If you don't need to use some or all of the tax credit because you have little or no income, you may be able to transfer all or part of it to your spouse, common-law partner or other supporting person.

To get the credit, you must complete a Disability Tax Credit Certificate (Form T2201), have it signed by a qualified medical doctor, optometrist, audiologist, occupational therapist, psychologist or speech language pathologist, and return it to the Canada Revenue Agency.

If your children are under 18 and qualify for the Disability Tax Credit, they may be eligible for the Child Disability Benefit which is a supplement to the Canada Child Tax Benefit and Children's Special Allowances payments. It helps low and modest-income families who care for a child with a severe and prolonged mental or physical impairment. To apply, families must obtain a signed Disability Tax Credit Certificate and the Canada Child Tax Benefit application form (RC66) for the child.

Caregiver Amount (Caregiver Tax Credit):

If, at any time in the year, you maintained a dwelling where you and a dependant lived, you may be able to claim this amount. The caregiver tax credit is the same dollar amount as the Disability Tax Credit Supplement. The dependant must be 18 years or older when they lived with you and must be dependent on you due to a mental or physical infirmity. This credit cannot be claimed for a person who was only visiting you. It cannot also be claimed if you claim the "Infirm Dependant Credit", an amount of similar value to "The Caregiver Tax Credit".

Working Income Tax Benefit – Disability Supplement.

The Working Income Tax Benefit (WITB) is a refundable tax credit for eligible low-income individuals and families. This benefit is available to people who qualify for the Disability Tax Credit and who have employment income in the year. The maximum WITB for 2009 is \$925 for single individuals with no eligible dependants, or \$1,680 for individuals with an eligible spouse or at least one eligible dependant. A supplemental benefit of \$462 is also available for individuals who qualify for the Disability Tax Credit. These amounts may be adjusted depending on where you live in Canada and on your family income levels. Visit the CRA website for further information about the WITB at:

www.cra-arc.gc.ca/E/pub/tg/rc4227/rc4227-e.html#P2

Medical Expense Tax Credit:

The Medical Expense Tax Credit allows the following:

- Disability-related expenses are often claimable, at least in part, as medical expenses on the income tax return.
- Expenses for part-time attendant care are claimable when unrelated to employment.
- Air conditioning for those with muscular dystrophy or multiple sclerosis may also be tax deductible.

Other eligible expenses include:

- Specially trained service animals that assist individuals who have a severe and prolonged impairment which markedly restricts the use of their arms or legs;
- Modifications to the home in order to enable a person with a severe and permanent mobility restriction to gain access to the home or rooms within – this extends only to persons who use a wheelchair for mobility; and,
- Incontinence products such as catheters, catheter trays and tubing required by reason of a physical disability.

All receipts for these expenses must be submitted in support of medical expense claims on a tax return.

Gasoline Rebate:

1.5 cents (Federal Excise Tax) per litre is available (up to \$200) every six months for fuel costs associated with transporting a person to and from medical appointments. For an application, visit the website at: www.cra-arc.gc.ca/E/pbg/ef/xe8/xe8-09b.pdf

Provincial Sales Tax (7%) on Motor Vehicle:

This can be reimbursed on the cost of a motor vehicle purchased to transport a permanently disabled person. (Applicant should be a person with a permanent physical disability who purchases a motor vehicle for his or her own use or a qualifying family member of the disabled person who purchases the vehicle to transport the disabled person.) It is allowable to go back seven years for this rebate. Application forms may be obtained from the Ministry of Finance, Retail Sales Tax Branch by phoning 416-222-3226.

Sales Tax Rebate:

Individuals 16 years and older are encouraged to get a Social Insurance Number in order to file an Income Tax Return, to be entitled to a \$100 rebate for sales tax.

GST Rebate:

At age 19, one is eligible for the GST rebate. One must file an income tax return. Those who have never done this can simply attach a note to the Income Tax return, explaining that they have never filed before and Revenue Canada will calculate how much GST rebate they are entitled to.

Canada Pension Plan:

A lump sum payment of the Canada Pension Plan can be awarded to some qualifying individuals. Those on Social Assistance should be aware that, in their cases, these payments may first go to pay back Ontario Works or the Ontario Disability Support Program for funds already received. Also, available through the CPP are Orphan's and Widows Benefits paid to surviving children or spouse, whose deceased parent or spouse contributed to CPP.

For more information about federal tax benefits, credits and rebates visit the following website: www.cra.gc.ca/disability

- **Registered Disability Savings Plan (RDSP)**

A registered disability savings plan (RDSP) is a savings plan that is intended to help parents and others save for the long-term financial security of a person who is eligible for the Disability Tax Credit – they need not actually be taking advantage of the Disability Tax Credit but need only qualify for it. This was announced by the federal government as part of the 2007 Budget Initiatives. There is no annual limit on amounts that can be contributed to an RDSP of a particular beneficiary in a given year. However, the overall lifetime limit for a particular beneficiary is \$200,000. Contributions are permitted until the end of the year in which the beneficiary turns 59 years of age.

A Canada Disability Savings Grant (CDSG) is an amount that the government of Canada contributes to an RDSP. The government will pay matching grants of 300, 200, or 100 percent, depending on the beneficiary's family income and the amount contributed. An RDSP can receive a maximum of \$3,500 in matching grants in one year, and up to \$70,000 over the beneficiary's lifetime. A grant can be paid into an RDSP on contributions made to the beneficiary's RDSP until December 31 of the year the beneficiary turns 49 years old.

A Canada Disability Savings Bond (CDSB) is an amount paid by the government of Canada directly into an RDSP. The government will pay income-tested bonds of up to \$1,000 a year to low-income Canadians with disabilities, regardless of the amount contributed. The lifetime bond limit is \$20,000. A bond can be paid into an RDSP until the year in which the beneficiary turns 49 years old.

Contributions to an RDSP are not tax deductible and can be made until the end of the year in which the beneficiary turns 59 years of age. Contributions that are withdrawn are not to be included as income for the beneficiary when paid out of a RDSP. However, the CDSG, CDSB and investment income earned in the plan will be included in the beneficiary's income for tax purposes when paid out of the RDSP. For more information about the RDSP, visit the CRA website at:
www.cra-arc.gc.ca/tx/ndvdl/tpcs/rdsp-reei/menu-eng.html

• Registered Education Savings Plans

A Registered Education Savings Plan (RESP) is a special savings plan that can help you, your family, or your friends save for education after high school. RESPs are registered by the Government of Canada to allow savings for education to grow tax-free until the person named in the RESP enrolls in education after high school.

The Government of Canada has special grant programs to help you save by increasing the amount you put aside for a child's education with:

- a Canada Education Savings Grant that is 20% - 30% - or 40% added to the money you put into an RESP – depending on your family net income; and
- a Canada Learning Bond, an additional grant worth up to \$2,000 to help modest-income families start saving for the education after high school of children born on or after January 1, 2004.

For more information about taxes and RESPs call 1-800-959-8281 or visit the CRA website at:

www.cra-arc.gc.ca/tx/ndvdl/tpcs/resp-reee/menu-eng.html

C. RESOURCES FOR SELF-ADVOCATES AND FAMILIES

The following information identifies self-advocacy and family groups that may be helpful as you go through the transition process. A note about terminology – self-advocacy is knowing your rights and speaking for yourself to get what you need or want and a self-advocate is someone who knows his or her rights and speaks for herself or himself.

• Toronto Region

Agency	Group Name	Telephone
Community Living Toronto	Self Advocate Council (S)	416-968-0650 ext 2218
	NY Parent Group (F)	416-225-7166 ext 249
Geneva Centre	The Autism Group (F)	416-322-7877 ext 242
	Geneva Advisory Committee (S & F)	416-322-7877 ext 296
	Peer Support Group (S)	416-322-7877 ext 242
	Activity Based Group (S)	416-322-7877 ext 242
	Community Outing Group (S)	416-322-7877 ext 242
	Asperger Group (S)	416-322-7877 ext 242
Extend-A-Family	Safe & Secure Futures Networks (F)	416-484-1317
Family Service Toronto	Self-Advocate Mentor Group (S)	416-971-6326 ext 222
	Support Group for Spanish Speaking Mothers (F)	416-971-6326 ext 239
Surrey Place Centre	Self-Advocacy Council (S)	416-925-5141 ext 2287 or 2288
PLAN Toronto	Network Services (F)	416-232-9444
Danforth Parent Support Group and Self-Advocate Support Group	Parent Outreach Program (F)	416-645-6000 ext 1311
Safe Haven	Parent Support Group (F)	416-535-8525
Abilities Church	Toronto – Main Campus (F)	647-393-5721

(F) = Family Group (S) = Self-Advocacy Group

• **York Region**

Some families may feel that the services and programs currently available do not meet the specific needs of their son or daughter. There are Parent Groups in various communities that have set up their own programs for this reason. For an overview of Parent Groups available throughout Ontario and the supports provided to families, call York Resource Family Network at 905-478-2888. The York Resource Family Network is an example of one agency providing supports to parents.

York Support Services Network provides case management and service navigation for the developmental services system. Call 1-888-695-0070 to make a referral or make service inquiries or visit the website at: www.yssn.ca/page.asp?pageid=33

There are a number of private fee-for-service day options throughout York Region. For a full list of options please contact the Passport Coordinator in York Region at 1-866-257-9776 ext. 444.

Parent Self-Financed Cooperatives

Community Living York South assists families in creating “Parent Self-Financed Cooperatives”. These are small groups of parents who pool their resources, hire a support staff and work together to develop a daytime schedule based on the unique needs and goals of their adult children.

For assistance with the creation of Parent Self-Financed Cooperatives, contact Cheryl Rennick:

Markham: 905-889-5239, ext. 254

Richmond Hill: 905-884-9110, ext. 254

Vaughan: 905-771-0011, ext. 254

Email address: crennick@communitylivingyorksouth.ca

Website: www.communitylivingyorksouth.ca

Families for a Secure Future

Families for a Secure Future is committed to reaching out to and supporting individuals with developmental disabilities and their families by establishing a network of local family groups across Ontario. These mutual support groups come together to learn and to support one another to take the next step toward imagining and creating a better future for their sons/daughters. Families for a Secure Future is based on the fundamental principle that individuals and their families can define and prioritize their own needs.

It is believed that individuals can make choices and direct their lives with support. To this end, Families for a Secure Future is governed by families and individuals themselves. Further information on Families for a Secure Future is available at 905-770-2819 or through the website at: www.familiesforasecurefuture.com/index.html

Extend-A-Family

The mission of Extend-A-Family is to ensure that people with disabilities develop meaningful relationships and participate fully in the community. Having a disability often creates barriers that lead to isolation. Extend-A-Family works to break down the barriers by helping to create friendships and promote inclusion in the community. The staff play the role of "asker" – someone who will ask other ordinary families, individuals, children, groups and organizations in the community to get to know and welcome a child or person with a disability. Further information on Extend-A-Family is available at (416) 484-1317 or through the website at: www.extendafamily.ca

Safe and Secure Futures Networks

Safe and Secure Futures Networks, sponsored by Extend-A-Family, aim to empower families to develop and nurture a support circle with their family member who has a disability. A support circle is a group of people, primarily family and friends, who are invited to come together regularly, listen to hopes and dreams, consider possibilities, and plan with the individual. Circle members are intent on supporting the person to have choice and control in his/her life and to experience a variety of meaningful relationships, participating in and contributing to community life. Further information on Safe and Secure Futures Networks is available at Extend-A-Family.

Networks and Circles of Support

Networking is the art of connecting to other people. It's about getting yourself out there and meeting different types of people. It's about building relationships with others based on common interests, hobbies or skills.

Sometimes networking is not easy, and for some people it can be difficult. Very often, people labeled intellectually disabled live isolated lives and because of this, need some help getting connected to other people in their

community. Oftentimes, people with intellectual disabilities have a limited number of relationships which are often artificial and hinder their ability to connect to the rest of their community. There are lots of reasons for this but sometimes people need a little help getting to know other people. That help might be going with someone to a new place, or it might be finding out what is going on in the neighbourhood.

In the end, networking allows a person to share their gifts and participate with others while getting to know different types of people who also have something to share.

A circle of support is a group of people who agree to meet on a regular basis to assist the focus person to accomplish personal visions or goals. The members of a circle of support are usually friends, family members, co-workers, neighbours, congregation members and sometimes service providers. The majority of people in a circle of support are not paid to participate. They are involved because they care about the person and have made a commitment to work together to make the person's life better.

No one builds their lives or finds friends on their own. Most depend on the natural support networks of family, friends and work colleagues to help make connections and open doors. Sometimes, support networks are also used as mentors, skill developers or advocates.

For further information on circles of support and relationships, visit the Family Service Association of Toronto website at www.fsatoronto.com or call Louise Bailey at 416-971-6326, ext. 323.

In York Region, information on Circles of Support is available by contacting Community Living York South at 1-877-737-3475.

As mentioned above, Extend-A-Family also offers these same supports as well.

As an additional resource, the New Brunswick Association for Community Living has developed a manual called, *CIRCLES OF FRIENDS: An Instruction Manual for Facilitating Circles of Friends*. To order a copy, visit their www.nbacl.nb.ca/english/resources/books_videos.html

Family Support Network

The Family Support Network is an association of families and friends of people with special needs that provides information on the developmental services sector and support to families in an effort to advocate for children

and adults with developmental disabilities. For more information, email: saz61652@yahoo.ca or go to the website at: www.clnad.com.

• **Haliburton Kawartha Pine Ridge**

Adults with Aspergers Support Group

Adults with Aspergers Support Group have weekly meetings at Tri-County Community Support Services. The contact is Clar Hayes at clarhayes@hotmail.com for more information.

FASD Peterborough

FASD Peterborough is a committee comprised of agencies from Peterborough County, in addition to several Kawartha Lakes and Northumberland County agencies. The committee works to increase education and awareness of Fetal Alcohol Spectrum Disorder (FASD), and provide supports to families, caregivers, and individuals affected by the disorder.

FASD Peterborough offers the following:

- resource-lending library;
- community-based training opportunities for families and community professionals working with those affected by the disorder;
- caregiver support groups;
- support groups for individuals affected by FASD; and
- Speaker's Bureau.

Caregiver Support Group Meetings

Caregivers of those affected by FASD are invited to attend monthly support group meetings. Meetings are held on the first Monday night of each month at Five Counties Children's Centre from 6:30-8:30. Child care and snacks are provided. For more information or to register please contact Tammie Hyde at fasdpeterborough@cogeco.net or (705) 876-9245 #251.

New Support Group format for Individuals Affected by FASD

For a number of years FASD Peterborough has provided evening support groups for those affected by FASD. As of March 2009, FASD Peterborough will facilitate a daytime support group for adults affected by FASD on a monthly basis.

For more information please contact Tammie Hyde at fasdpeterborough@cogeco.net or (705) 876-9245 #251.

Tri-County Community Support Services

Tri-County Community Support Service has a lending library, informational resources and training opportunities for families, caregivers and professionals. Listed on our website under Library and Educational Opportunities, families, caregivers and respite workers have access to free training and workshops.

For more information please contact Tri-County Community Support Services at (705) 876-9245 or visit our website at www.tccss.ca.

People First – Peterborough Chapter

People First is a Self Advocacy Group involving people with an intellectual disability. Members help each other speak up for their rights, their choices, their citizenship. Members teach the community about the rights, abilities, and strengths of people who have been negatively labelled with an intellectual disability. Members provide educational and professional development opportunities for students and volunteers. Members advocate on behalf of people who have been labelled.

People First Promotes:

- Equality for All
- Self Advocacy
- Group and Individual Work
- Removing Negative Labels
- Growth Groups

Contact Information:

People First Peterborough Chapter Office
Peterborough Square; Lower Level
(705) 743-2412 Ex. 536
President: Peter Bascan

Peterborough Chapter of Autism Ontario

The Peterborough Chapter offers support, information, and advocacy to families and individuals with Autism Spectrum Disorders.

For more information, email at peterborough@autismontario.com or call (705) 748-0910, Clar Hayes: President

Peterborough Self Advocates Group

The Self Advocates group is an informal group of adults on ODSP. They meet monthly to discuss issues affecting their quality of living and to plan social activities and fundraisers. When required, the group holds letter writing campaigns with the intention of creating necessary, positive change that benefits the community

If you are interested in attending a Self Advocates meeting, contact at Adult Protective Services, (705) 749-6681 extension 233

Families Matter Coop

Families Matter Coop (FMC) is a grassroots autonomous network, empowering families and individuals with developmental disabilities. FMC goals are achieved through: A "Virtual Resource Centre", newsletters, social gatherings and information sessions – developing a cohesive "Family Voice". For more information visit the website at: www.familiesmattercoop.ca

Strong Healthy Community

Through personal testimonials, consultation regarding how to navigate “the system,” and facilitation of “Discovery: the Process of Uncovering the Authentic Self,” this group supports individuals and family members to feel less isolated, more empowered, and better able to take control of and live their best lives. Their intent is to have an impact on society’s ability to recognize and utilize each person’s strengths, gifts and talents. Families who are well-supported are able to dream big and envision a future beyond anything they’ve ever experienced. Communities are strong and healthy when every person connects meaningfully and reciprocally with others who have similar interests. For more information visit the website at: www.stronghealthycommunity.com/

New Canadians Centre Peterborough and Peterborough Partnership Council on Immigrant Integration

The New Canadians Centre is dedicated to supporting immigrants, refugees, and other newcomers. Please feel free to contact the group. Everyone is welcome! For more information visit the website at: www.nccpeterborough.ca

• Durham Region

Durham Family Network

The Durham Family Network exists to bring families together to support one another in a variety of ways. The Network has as its vision that families can grow in their capacity to plan for a desirable future for their family member who is labelled with a disability. This can be achieved through sharing information and resources, learning together and hearing each other's stories of the joys and rewards as well as the struggles of everyday life. Call Durham Family Network to speak to a family member like yourself.

Address:	Unit 20-850 King Street West, Oshawa, ON L1J 8N5
Phone :	905-436-2500 ext. 2222 or toll free 1-800-500-2850 ext. 2222
Fax:	905-436-3587
E-mail:	hdionne@dafns.com
Hours:	8:30 am – 4:30 pm Monday to Friday
Service Area:	Durham Region
Languages Spoken:	English
Accessibility:	Fully Accessible

Families for a Secure Future

Families for a Secure Future is committed to reaching out to and supporting individuals with developmental disabilities and their families by establishing a network of local family groups across Ontario. These mutual support groups come together to learn and to support one another to take the next step toward imagining and creating a better future for their sons/daughters. Families for a Secure Future is based on the fundamental principle that individuals and their families can define and prioritize their own needs.

It is believed that individuals can make choices and direct their lives with support. To this end, Families for a Secure Future is governed by families and individuals themselves. Further information on Families for a Secure Future is available at 647-344-0103 or through the website at:
www.familiesforasecurefuture.com/index.html

D. POST-SECONDARY

For more information on Ontario Colleges visit the Ministry of Training, Colleges and Universities website at: www.edu.gov.on.ca/eng/general/postsec/college.html

Institution	Website	Telephone
Humber College	www.humber.ca ext 5180 or ext 3265	416-675-6622
Seneca College	www.senecac.on.ca/students/disabilityservices.html	416-491-5050
George Brown College	www.gbrownc.on.ca	416-415-5000 ext 4654
Centennial College - Early Childhood Education Assistant	www.centennialcollege.ca	416-289-5000
Participation House for Adult Literacy Program and on line support for post secondary education.	www.participationhouse.net	905-294-0944
Uplands Literacy Program		905-731-9557
Community Living York South: • Richmond Hill • Markham • Vaughn	www.communitylivingyorksouth.ca/	905-884-9110 905-294-4971 905-264-7262
The Learning Centre for Georgina	www.lcgeorgina.org	905-476-9900
Literacy Councils • Thornhill • Newmarket • Seneca College • Humber College	www.lcys.ca	905-771-7323 905-853-6279 416-491-5050 416-675-6622
Other Literacy Programs in York Region can be found in York Link.	www.region.york.on.ca or www.region.york.on.ca/NR/yorklink/search.asp	
Georgian College	www.georgianc.ca	705-722-1511

Institution	Website	Telephone
Simcoe County District School Board Adult Learning Directory • Alliston • Barrie • Bradford • Collingwood • Midland • Orillia	http://scdsb.on.ca/schools/adult-learning-centres-directory/	705-435-7778 705-725-8360 905-775-4432 705-445-9019 705-526-8936 705-325-9279
Literacy Councils • Barrie • Orillia • Alliston	www.nald.ca/smln	705-728-7323 705-327-1253 705-435-5624
Fleming College • Peterborough • Lindsay, Cobourg, Haliburton	www.flemingc.on.ca/index.cfm/go/service/sub/disability.cfm	705-749-5527 or toll free 866-353-6464 ext 1527 705-324-9144 ext 3232 or toll free 866-353-6464 ext 3232 TTY for all locations 705-749-5521
Trent University	www.trentu.ca/disabilityservices/	705-748-1281
Centre for Students with Disabilities at Durham College and University of Ontario Institute of Technology	www.durhamcollege.ca/EN/index.php – then from the menu choices along the top of the webpage, click on “student experience” and then “Academic resources” along the side menu.	905-721-3121 TTY: 905-721-3187

Another resource document available on the ErinoakKids website is a document titled “Ontario Post Secondary School Supports for Students with a Disability”. The Ontario Post Secondary School Supports for Students with Disabilities is a reference tool for individuals planning for the transition of students with a disability into Ontario Colleges and Universities. This guide includes specific contact information and services provided by the Ontario post secondary institutions Disability Support Centers. Services such as accommodation guidelines, available assistive technologies, support programs and staff contacts are supported by web page references for additional information. Find this document at the following website: www.erinoakkids.ca/admin/upload/files/Colleges%20and%20Universities%20Ontario.pdf

E. ESTATE PLANNING

Special Needs Planning Group

An estate planning guide for families of people with a disability, titled “Removing the Mystery”, was developed by the founder of the Special Needs Planning Group. Since 1997, the Special Needs Planning Group's sole purpose has been to assist families in establishing plans which will provide their family members with a disability with a decent quality of life for their entire lifetime while at the same time, preserving their entitlement to government support programs. The Special Needs Planning Group provides information on wills, trusts, tax programs, and investment vehicles, to name a few, that is specific to families caring for a child with a disability.

This guide provides an in depth look at planning issues which commonly affect families who have family members with disabilities. This guide can be used by families, lawyers, accountants and/or planners. “Removing the Mystery” explores such topics as:

- Selecting an Estate Planning Professional;
- ODSP Benefits and Entitlements;
- Wills and Trusts;
- Henson Trusts;
- Trustee Selection and Duties;
- Planning Giving; and
- Probate Fees.

It is designed to benefit all families regardless of the disability of their family member. It can be previewed on the Ontario Federation for Cerebral Palsy's website at: www.ofcp.on.ca/pub.html. In addition, it can be purchased in CD-ROM format from the OFCP for \$9.95 or in paper format for \$29.95.

For more information on the Special Needs Planning Group visit the website at: www.specialneedsplanning.ca/index.html

Bloorview Kids Rehab

Bloorview Kids Rehab provides general information on estate planning in a tip sheet called “Tips on Estate Planning for Special Needs Families.” It can be accessed at:

www.bloorview.ca/resourcecentre/familyresources/estateplanning.php

Office of the Public Guardian and Trustee

In addition, The Office of the Public Guardian and Trustee can provide assistance and information regarding guardianship, wills, estate planning, power of attorney, and substitute decision making by calling 1-800-366-0335 or at:

www.attorneygeneral.jus.gov.on.ca/english/family/pgt/

F. SERVICE RESOURCES

The following section provides contact information for access agencies in both Toronto Region and Central East Region. Refer to Part 1 section 5 for a description of how to access adult services in each region.

In addition, links to other organizations are provided that are an excellent source for transition related information and services. These organizations offer lots of information on many other topics as well and are a good overall resource to families with children with developmental disabilities.

• **Toronto Access Agencies**

Agency	Website	Telephone
Addus	www.addus.org	416-544-8847
Bob Rumball Centre for the Deaf	www.bobrumball.org	416-449-9651 voice 416-449-2728 TTY
Christian Horizons	www.christian-horizons.org	416-630-3646
Common Ground Co-op	www.commongroundco-op.ca/	416-421-7117
Community Living Toronto	www.communitylivingtoronto.ca	416-968-0650
Corbrook	www.corbrook.net	416-245-5565
C.O.R.E.	www.core-toronto.ca	416-340-7929
COTA Health	www.cotahealth.ca/	416-785-9230 or Toll free 1-888-785-2779
Family Services Association	www.fsatoronto.com	416-971-6326
Geneva Centre for Autism	www.autism.net	416-322-7877
Griffin Centre	www.griffin-centre.org	416-222-1153
Harmony Place Support Services	www.harmonyplace.on.ca/	416-510-3114
JVS Toronto	www.jvstoronto.org	416-782-3976 ext 201
Kerry's Place Autism Services	www.kerrysplace.org/	416-537-2000
L'Arche Toronto	www.larchetoronto.org	416-406-2869
Mary Centre	www.marycentre.com	416-630-5533
Meta Centre	www.metacentre.ca	416-736-0199
Montage Support Services	www.montagesupport.ca	416-780-9630
Muki Baum Association	www.mukibaum.com	416-630-2222

• **Toronto Access Agencies continued**

Agency	Website	Telephone
New Leaf: Living and Learning Together	www.newleaf.ca	905-478-1418
New Visions Toronto	www.newvisionstoronto.com/index.cfm	416-868-1493
Operation Springboard	www.operationspringboard.on.ca	416-977-0089
Participation House Toronto	www.ofcp.on.ca/phtpa.html	416-439-3226
Pegasus Community Project for Adults with Special Needs	www.pegasustoronto.ca	416-691-6835
Reena	www.reena.org	905-889-6484
Safehaven Project for Community Living	www.safehavenproj.org	416-535-8525
St. Vincent de Paul	www.svdptoronto.org	416-364-5577
Salvation Army	www.salvationarmy.ca/	416-425-1052
Surex Community Services		416-469-4109
Surrey Place Centre	www.surreyplace.on.ca	416-925-5141
Vita Community Living	www.villacharities.com/main.asp?View=Vita	416-749-6234
Woodgreen Community Centre	www.woodgreen.org	416-645-6000
York Community Services	www.ycservices.com	416-653-5400

• **York Access Agencies**

Agency	Website	Telephone
Behaviour Management Services of York & Simcoe	www.yorkcentral.on.ca	905-773-2369
Christian Horizons	www.christian-horizons.org	416-630-3646 905-775-4406
Community Living Newmarket and Aurora District	www.clnad.com	905-898-3000
Community Living Georgina	www.communitylivinggeorgina.com	905-722-8947
Independent Living Residences for the DeafBlind	www.deafblindontario.com/index.html	905-853-2862
Kerry's Place Autism Services	www.kerrysplace.org/	905-713-6808
L'Arche Daybreak	www.larche.ca/en/communities/on/daybreak_richmond_hill	905-884-3454
Mary Centre	www.marycentre.com	416-630-5533
Meta Centre	www.metacentre.ca	416-736-0199
MukiBaum Association	www.mukibaum.com	416-630-2222
New Leaf: Living and Learning Together	www.newleaf.ca	1-888-742-3391 or 905-478-1418
Participation House	www.participationhouse.net	905-294-7834
Reena	www.reena.org	905-889-6484
Safehaven Project for Community Living	www.safehavenproj.org/index.html	905-775-4406
Vita Community Living Services	www.villacharities.com/main.asp?View=Vita	416-749-6234

• **York Access Agencies continued**

Agency	Website	Telephone
Community Living York South Richmond Hill Markham Vaughn	www.communitylivingyorksouth.ca	905-884-9110 905-294-4971 905-771-0011
York Support Services Network • Intake • Community Crisis Line	www.yssn.ca/	1-800-887-3679 1-888-695-0070 310-COPE

• **Simcoe County Access Agencies**

Agency	Website	Telephone
Simcoe County One-Stop Access	www.simcoedevdevelopmentalservices.ca/	1-800-247-8880
Behaviour Management Services of York and Simcoe		705-728-9143
Camphill Communities of Ontario	www.camphill.on.ca	705-424-5363
Catulpa Community Support Services	www.catulpa.on.ca	705-733-3227 ext 2232
Christian Horizons	www.christian-horizons.org	705-789-1725
Community Living Association for South Simcoe	www.class.on.ca	705-435-4792
Community Living Huronia	www.clhmidland.on.ca	705-526-4253
E3 Community Services	http://www1.e3.ca/	705-445-6351

• **Simcoe County Access Agencies continued**

Agency	Website	Telephone
Mental Health Centre Penetanguishene, Bayview Dual Diagnosis Program	www.mhcp.on.ca	705-549-3181
Simcoe Community Services –Barrie	www.simcoecommunityservices.ca	705-726-9082
Simcoe Community Services – Orillia	www.simcoecommunityservices.ca	705-327-5391
CHAP Program – Community Helpers for Active Participation	www.respiteservices.com	Orillia, Midland, Alliston, Collingwood and areas: 705-733-3227 ext 235 Barrie and Bradford and areas: 705-726-9082 ext 259

• **Haliburton Kawartha Pine Ridge Access Agencies**

Agency	Website	Telephone
	PETERBOROUGH COUNTY	
Adult Protective Services	www.tccss.ca	705-749-6681
Alternatives Community Program Services (Ptb.) Inc	www.alternativescommunityprogramservices.ca	705-742-0806
Canadian Mental Health Association	www.peterborough.cmha.on.ca	705-748-6711
Christian Horizons Central East District Office	www.christian-horizons.org	705-741-1977
Community Living Peterborough	www.communitylivingpeterborough.ca	705-743-2411

• **Haliburton Kawartha Pine Ridge Access Agencies**

Agency	Website	Telephone
	PETERBOROUGH COUNTY Continued	
Peterborough Communication Support Systems	www.pcsonline.ca	705-741-1977 (voice and TTY)
Tri-County Community Support Services	www.tccss.ca	705-876-9245
	CITY OF KAWARTHA LAKES	
Adult Protective Services	www.tccss.ca	705-328-1055
Community Living Kawartha Lakes	www.communitylivingkl.ca	705-328-0464
Tri-County Family Home Program	www.communitylivingkl.ca	705-328-0464
	HALIBURTON COUNTY	
Adult Protective Services	www.tccss.ca	705-457-4548
Community Living Haliburton	www.communitylivinghaliburtoncounty.com	705-457-2626
	NORTHUMBERLAND COUNTY	
Access Community Services Inc.	www.accesscommunity.ca	905-885-6358
Community Advocacy Services Cobourg	www.accesscommunity.ca	905-372-4822 and Campbellford 705-653-4244
Community Living Campbellford/Brighton	www.communitylivingcampbellford.com	705-653-1821

Agency	Website	Telephone
	NORTHUMBERLAND COUNTY Continued	
Community Living West Northumberland	www.communitylivingwestnorthumberland.ca	905-372-4455
Northumberland Family Respite Services	www.eagle.ca/~nfrs	905-885-6671
Tri-County Community Support Services	www.tccss.ca	705-876-9245

• **Durham Region Access Agencies**

Agency	Website	Telephone
Christian Horizons	www.christian-horizons.org	416-630-3647, Ext. 254
Community Living Ajax, Pickering and Whitby	www.cl-apw.org	905-427-3300
Community Living Durham North	www.communitylivingdurhamnorth.ca	905-985-8511
Community Living Oshawa/Clarington	www.communitylivingoc.ca	905-576-3261
Durham Association For Family Respite Services	www.dafsr.com	905-436-2500
Kerry's Place Autism Services	www.kerrysplace.org	905-579-2720 Ext. 21
Lake Ridge Community Support Services	www.lrcss.com	905-666-9688
Participation House Project (Durham Region)	www.phdurham.com	905-579-5267
The Regional Municipality of Durham, Adult Community Support Services	www.durham.ca	1-866-840-6697

• Other Durham Region Organizations

Organization	Website or email	Telephone
Transportation • Durham Region Transit • Pickering, Ajax, Whitby, Oshawa or Clarington • North Durham (Uxbridge, Brock, Scugog)	www.durhamregiontransit.com	1-866-247-0055 1-800-263-1916 1-800-263-1916
Specialized Services • Community Care Durham • Ajax/Pickering • Brock • Clarington • Oshawa • Scugog • Uxbridge • Whitby	www.communitycaredurham.on.ca	905-837-0015 705-432-2900 905-263-2261 905-434-1691 905-985-8461 905-852-7445 905-668-6223
Community Information • Ajax • Brock • Clarington • Oshawa • Pickering • Scugog • Uxbridge • Whitby	www.townofajax.com www.townshipofbrock.ca www.clarington.net www.city.oshawa.on.ca www.cityofpickering.com www.township.scugog.on.ca www.town.uxbridge.on.ca www.town.whitby.on.ca	905-619-2529 1-866-223-7668 1-800-563-1195 1-800-667-4292 1-866-683-2760 905-985-7346 905-852-9181 905-668-5803
Recreation & Leisure • Special Olympics Ontario • Durham West Special Sports • Ontario Camping Association • Challenge League Sports • Recreation Access Membership Program • Durham Dragons Special Hockey	www.osoinc.com www.ontariocamps.ca email: challengeleague@rogers.com www.oshawa.ca www.durhamdragonsspecialhockey.com	1-888-333-5515 905-686-2538 416-485-0425 905-571-3379 1-800-667-4292 905-436-7825

• **Other Durham Region Organizations continued**

Organization	Website or email	Telephone
Other Supports & Services		
• Autism Ontario – Durham Region Chapter	www.autismontario.com/Durham	1-866-495-4680
• John Howard	www.jhsturham.on.ca	
• Ajax/Pickering		905-427-8165
• Bowmanville		905-623-6814
• Oshawa		905-579-8482
• Whitby		905-666-8847
• Tania's Place	www.taniasplace.com	905-686-9532
• Sunrise Youth Group	www.sunriseyouthgroup.ca	905-438-9910

• Other Organizations/Resources

The following organizations are a good source of information for families with children with developmental disabilities related to transition planning as well as providing general information on issues encountered in everyday life.

DisAbility Doorway – Your “One-Stop” Accessibility Website

This website is designed to assist persons with disabilities and/or their families by providing information on resources and services that can help improve the quality of life for everyone involved.

DisAbility Doorway provides you with information on what is available in the Durham community; however, not everyone will qualify for all services and some services may not meet your needs or be available to you immediately for a variety of reasons.

Even if you live outside Durham Region, have a look through the site as many services and resources extend beyond the Durham boundaries to other areas.

For more information visit the website at: www.disabilitydoorway.com

Surrey Place

Surrey Place Centre has developed an extensive list of links related to developmental disabilities. Contact and other information on resources available in the Toronto area and beyond is provided. This information can be accessed on the Surrey Place website at:
www.surreyplace.on.ca/Resources/Pages/External-Links.aspx

CITYKIDS

CITYKIDS is a network of agencies working together to provide single point access, coordinated intake and service delivery to children with special needs and their families. CITYKIDS serves children from birth to 6 years of age, and children from 6 to 12 years of age attending child care, who reside within the Greater Toronto Area.

Finding an appropriate program for your child or a child you support can be difficult since resources are limited. CITYKIDS addresses these challenges by:

- Helping families find an early childhood program that will meet the developmental needs of their child
- Working with families and early childhood staff to develop and carry out programs at home and in early childhood settings

Children and families supported within CITYKIDS may receive a range of specialized services from partner agencies that may include any or all of the following:

- Resource and Consultative support to Child Care and Early Childhood Programs
- Speech and Language Services
- Occupational Therapy
- Behaviour Consultation
- Access to Infant Development Programs
- Referral to specialized programs (Geneva Centre, Adventure Place, etc)
- Family Counselling
- Information and Referral for Developmental Assessments

For more information or to make a referral please contact the Service Navigators:

Service Navigator, CITYKIDS
32 Heath Street West
Toronto, ON, M4V 1T3
Tel: 416-920-6543
Fax: 416-920-1543
email: citykids@mothercraft.org
www.mothercraft.ca/index.php?q=citykids

Bloorview Kids Rehab

Bloorview Kids Rehab (Bloorview) is Canada's largest children's rehabilitation hospital. Its vision is to create a world of possibility for kids with disability. Bloorview pioneers treatments, technologies, therapies and real-world programs that give children with disabilities the tools to participate fully in life.

Bloorview serves about 7,000 children each year, with about 600 inpatient admissions and 52,000 outpatient visits. Bloorview is a world-class teaching hospital fully affiliated with the University of Toronto. The Bloorview Research Institute is located onsite, allowing them to integrate cutting-edge research and teaching with frontline care to improve children's quality of life.

The state-of-the-art building has been recognized by the International Academy for Design and Health as "an inspirational building...which speaks to a child's right to participate in our society."

Bloorview sees children with cerebral palsy, acquired brain injury, muscular dystrophy, amputation, epilepsy, spina bifida, arthritis, cleft-lip and palate, autism and other developmental disabilities.

Bloorview has a Family Resource Centre that provides families with an extensive list of external website links. This can be accessed through the following website:

www.bloorview.ca/resourcecentre/externallinks/index.php

The Resource Centre offers a number of publications as well. These provide information on a variety of topics including Autism, Cerebral Palsy, Family Education Tip Sheets (including information on estate planning, income taxes, wills etc.) and Teasing and Bullying. To view these resources, visit their website at:

www.bloorview.ca/resourcecentre/communityresources/publications.php

ErinoakKids

ErinoakKids is a Children's Treatment Centre, not a hospital. A Children's Treatment Centre is part of children's health care but the conditions treated aren't the sort of thing that go away after medicine or surgery. ErinoakKids serves families in Halton, Peel and Dufferin counties, and for some programs some children live in Wellington and Waterloo. They work from six sites spread throughout the area. They have strong partnerships with SickKids Hospital and Bloorview Kids Rehab in Toronto, as well as local hospitals, schools and other partner agencies.

ErinoakKids has an extensive list of Resource Links. These links include such topics as camps and respite, tax information, colleges and universities, estate planning, support groups etc. To view the full list, visit the website at: www.erinoakkids.ca/index.cfm?pgID=54

There is also a list of publications and documents to provide parents with helpful resources on various topics including how to apply for ODSP, an equipment funding guide, how to apply for an accessible parking permit and taxation information. To view the full list, visit the website at: www.erinoakkids.ca/index.cfm?pgID=36

Community Living Ontario

Community Living Ontario is a non-profit, provincial association that advocates for people who have an intellectual disability to be fully included in all aspects of community life. The goal of Community Living Ontario is that all persons live in a state of dignity, share in all elements of living in the community, and have the opportunity to participate effectively.

As a provincial association Community Living Ontario:

- has over 12,000 members across the province; and
- represents 117 local Community Living associations across Ontario.

The Community Living Ontario website has information on a variety of topics including planning, funding and services, wills and trusts, education, parent supports, advocacy and many others. For more information visit the website at:

www.communitylivingontario.ca/about-us/links-and-resources

respiteservices.com

Respite care provides a range of support and service options designed to assist families and caregivers in caring for a family member with a disability. Respite options reflect the needs and preferences of individuals both in the community and family home. Respite creates greater opportunities for all family members to live actively and participate in community activities and allows parents/guardians time for themselves.

respiteservices.com coordinates a network of agencies, located across the province of Ontario, funded by the Ministry of Community and Social Services and the Ministry of Children and Youth Services to provide respite services to families and individuals with disabilities. Host agencies are collaborating to develop a coherent process to ease access to services and information for both children and adults in local communities and across Ontario.

The objectives of respiteservices.com are:

- to develop a comprehensive respite system;
- to develop and maintain a coherent access process for families of children and adults requiring respite options;
- to facilitate respite options for individuals that matches their identified needs; and
- to work closely to advocate for appropriate service options to meet the needs identified.

respiteservices.com website provides families, individuals and professionals with information and links to respite services in local communities across Ontario. Each local site provides information specific to the community, including a list of resources. To find out more about your local community, visit the website at: www.respiteservices.com/ or,

- In Toronto, visit:
www.respiteservices.com/Toronto/index.aspx?lang=en-CA
- In York Region, visit:
www.respiteservices.com/York/index.aspx?lang=en-CA
- In Simcoe County, the website link is:
www.respiteservices.com/Simcoe/index_e.aspx
- In HKPR County, the website link is:
<http://www.respiteservices.com/HaliburtonKawarthaPeterboroughNorthumberland/index.aspx?lang=en-CA>
- In Durham Region, the website link is:
<http://www.respiteservices.com/Durham/index.aspx?lang=en-CA>

Autism Ontario

Autism Ontario (formerly Autism Society Ontario) is the leading source of information and referral on autism and one of the largest collective voices representing the autism community. Members are connected through a volunteer network of 30 Chapters throughout the Province of Ontario.

They are guided by a Board of Directors, composed primarily of parents of individuals with autism, plus a host of volunteers and respected professionals who provide expertise and guidance to the Society on a volunteer basis.

Autism Ontario is dedicated to increasing public awareness about autism and the day-to-day issues faced by individuals with autism, their families, and the professionals with whom they interact. The association and its chapters share common goals of providing information and education, supporting research, and advocating for programs and services for the autism community. More information on Autism Ontario can be found at their web-site: www.autismontario.com/

Ministry of Community and Social Services

The Ministry of Community and Social Services (MCSS) funds a number of services and supports for adults with a developmental disability and their families to allow them to live, work and participate in a wide range of activities within their communities, thereby improving the quality of their lives.

For further information on programs and services provided by MCSS visit the website at: www.mcsc.gov.on.ca/mcss/english/pillars/developmental/

Ministry of Children and Youth Services

The Ministry of Children and Youth Services (MCYS) funds a variety of services and supports to children and youth under the age of 18 with developmental disabilities and their families, primarily through a network of community-based, board-operated and non-profit transfer payment agencies. The web page is intended to assist parents and caregivers seeking information about services funded and/or provided by the Ontario government for children with physical, intellectual and/or developmental disabilities, mental health disorders, medical problems or those who need specialized services to participate in daily living activities.

For information about these services, visit the website at:
www.children.gov.on.ca/htdocs/English/topics/specialneeds/index.aspx



connections