

TRANSITION OUT OF HIGH SCHOOL

BOOK

2

» *Preparing your Child for after High School*



AUTISM PROGRAMS
School Support Program



Autism Programs and Services
Toronto Catholic District School Board

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Introduction

Transitions require planning, preparation, and support. Some of the changes associated with entering high school and any postsecondary environment will involve increased expectations and independence. Also, some services that your child once received will not continue after age 18 and new adult services will begin. It will be helpful to become knowledgeable about the services for adults, and supports your child and family will require as early as possible.

As parents you may need to develop a whole new set of activities, supports, and services that are in line with your child's strengths, interests, and postsecondary goals. Therefore, early planning and developing a pathway/vision for your child is crucial and will impact future goals.

A network of supports is necessary despite the transition point or pathway of interest. Supports can include family members, community agencies and/or government programs. Strong support can assist with your child's goals, interests and desires while preparing them to participate meaningfully in community life.

About this Guide

This guide is among the many resources developed by the TCDSB, Autism Transition Team, to support successful transitions for students with ASD. It is one of two guides created for parents whose children will be entering grade nine and also for those that are planning the transition out of high school.

BOOK ONE contains tips and information to help parents and their children prepare for high school.

BOOK TWO focuses on topics related to the transition out of high school. It contains specific information for each of the following pathways; College/ University, work, and community based services. Book two also has a section that focuses on topics related to additional planning considerations as children and parents age, such as financial and estate planning.

The appendix contains planning checklists to further assist with transition planning.

We hope that this guide will help you to:

- plan and prepare for entering high school,
- plan and prepare for graduating high school, and
- feel more prepared for your child's transition to adulthood.
-

Transition Planning

Research shows a positive correlation between student involvement and future success. It would be very beneficial for students to be involved in their IEP and transition meetings.

INVOLVE YOUR CHILD IN THEIR TRANSITION PLANNING TO:

- promote school completion,
- provide opportunities to make important decisions about their life,
- promote attendance and success in postsecondary settings,
- encourage family involvement,
- teach lifelong skills such as goal setting, and
- encourage independence.

TRANSITION PLANNING TIPS

The principles below are important for positive transition outcomes.

START EARLY

- Whether planning for secondary school or postsecondary options, the planning should start early.
- Feedback from parents indicates that planning for secondary school should start in grade 7.
- Postsecondary planning can start by age 14.
- Actions and activities that are planned early in secondary school can impact postsecondary activities.
- It's never too early to start planning!

CREATE A TRANSITION TEAM

- As much as possible make your child a key player on the transition team and attend meetings.
- Multi-discipline support and teamwork among parents, school staff and any other member of a community agency is very important.
- Team members should have set responsibilities with time lines and goals.

USE A PERSON-CENTERED APPROACH

- It's best when your child can be an active participant in all decisions and activities.
- Transition planning should focus on individual strengths, abilities, interests and long-term goals for quality of life.

SET GOALS

- Set annual, measurable goals that are meaningful to your child's long-term success.

USE FUNCTIONAL ASSESSMENTS TO SUPPORT SKILL DEVELOPMENT

- Your child's school may have already completed or have access to informal assessments related to education, employment and independent living.
- Results from these assessments can help create meaningful goals.

COMMUNICATE AND WORK AS A TEAM

- As you know parents are key to communicate the needs, interests and strengths of their child – you do know them best!
- All team members, especially your child, will benefit from positive and open communication.
- Encourage your child to be involved in their transition planning.

HOW TO INVOLVE YOUR CHILD IN THEIR TRANSITION PLANNING

- Invite them to attend meetings that discuss their IEP's.
- Review the IEP with your child and discuss items that relate to transition planning.
- Ask them if there are any items they want addressed.
- Encourage and support them to prepare something to share at the meeting (examples of support include role playing, use of visuals, modeling).
- Encourage and support them to develop attainable goals and action plans.
- Review the purpose of the meeting.
- If an agenda is available, review it with your child and let them know who may be present.

Helpful Tips for Parents Managing Services

Transitions and accessing services can be overwhelming. These tips may help you to speed up the process, be more prepared, and lessen your stress.

KEEP A SERVICE FILE WITH ALL RELEVANT INFORMATION IN ONE PLACE

- Examples include a binder, accordian file etc.
- Bring information with you whenever you are meeting with anyone about your child.
- Consider using dividers and labelling categories such as:
 - ▷ history (birth history, milestones, sleep patterns, behaviour logs, etc.),
 - ▷ assessments/reports,
 - ▷ medical,
 - ▷ financial,
 - ▷ school, and
 - ▷ other.

KEEP ORIGINAL DOCUMENTS

- Many agencies request copies of assessments and reports. It may be useful and quicker to give a copy rather than having agencies request them from their original source.
- Make sure the date is on all reports.
- Make photocopies of all assessments, reports and recommendations.
- You may need to sign consents for professionals to share information.

KEEP A LOG OF ALL CONTACT INFORMATION AND AGENCIES THAT YOU ARE INVOLVED WITH

- Include all correspondence (phone, email, face to face).
- Include who you spoke with, date and time and what you talked about.

WAIT LIST SUGGESTIONS

- Note the date the referral was made.
- Call occasionally to check the status.
- Contact the agency if there's a change with your situation, such as a move, a stressful event, etc.

USING PRIVATE SERVICES

- This means you need to pay out of your own pocket.
- Research your options, you can visit and interview staff to help you make your decision.
- Charitable foundations may support funding.
- Workplace benefits/insurance policies may also provide some coverage for private services.

WHEN APPLYING FOR SERVICES, INVESTIGATE THE FOLLOWING

- Does this service have an application deadline?
- Is there certain criteria needed to apply/enroll?
- Is a referral necessary? (i.e. doctor referral)

KEEP ANY RECEIPTS FOR ITEMS DIRECTLY RELATED TO YOUR CHILD'S NEEDS

- You may be able to use receipts for certain grants, government funding options, taxes and insurance purposes.

Sometimes plans take longer than originally planned or take a different direction, and that's ok. It's important to know that there may be various ways to achieve goals. For instance, it may take six rather than four years to complete a high school diploma. Think about alternative ways goals can be achieved. If there's a plan that incorporates strengths, interests and abilities and includes the steps to get there then it may be achievable.

SECTION I:

Preparing my Child for after High School: Transition out of High School

During high school you, along with your child, teachers and school staff have been preparing and planning for the transition out of high school. Some of the decisions you are dealing with include, whether your child will stay in school until they are 21, which pathway they will pursue, and what supports may be necessary post high school.

Planning and preparing for the transition out of high school will vary depending on the pathway your child is pursuing. A transition plan specific to your child's needs, strengths and interests would help ensure a successful transition leading toward your child's goals. Your child's school will have a transition plan prepared for your child by grade 10.

As you probably know, there are 3 pathways that can be taken once your son/daughter graduates from high school (college/university, employment, or community based services). Transition activities and planning should be tailored to the most appropriate pathway for your child and should take into account your child's needs, strengths, goals, and interests.

There are different supports and services available outside of school to a person over the age of 18 for e.g. the Ontario Disability Support Program (ODSP) and Adult Services. Your child must qualify to access adult services. To find out if your child is eligible contact Developmental Services Ontario—Toronto Region (DSO) when your child turns 16 years of age.

Planning for Postsecondary Pathways

High School Diploma and Certificate Requirements

In high school your child can work towards achieving:

- Ontario Secondary School Diploma (OSSD),
- Ontario Secondary School Certificate (OSSC),
- Certificate of Accomplishment (COA).

The following requirements are based on Ontario's Ministry of Education guidelines.

REQUIREMENTS FOR OSSD	REQUIREMENTS FOR OSSC	REQUIREMENTS FOR COA
▶ 30 credits required. ▶ 18 compulsory courses (4 English credits, 1 French credit, 3 math credits, 2 science credits, 1 history credit, 1 geography credit, 1 arts credit, 1 physical education credit, ▶ 12 credits are optional courses the student gets to choose from, ▶ complete 40 volunteer hours, and ▶ successfully complete the provincial secondary school literacy test.	▶ minimum of 14 credits have been earned, ▶ 7 credits are compulsory (2 English credits, 1 geography or history credit, 1 math credit, 1 science credit, 1 health and physical education credit, 1 arts or technological credit, and ▶ 7 credits selected by the student from available courses.	▶ any number of non-credit earning courses, and ▶ students who leave school before fulfilling the requirements for the OSSD or the OSSC.

Pathways

When planning for postsecondary options it would be helpful to be aware of the high school graduation requirements for the pathway they will pursue.

PATHWAY	PATHWAY DESCRIPTION AND POSSIBLE HIGH SCHOOL REQUIREMENTS
College/ University	▶ Refers to typical College/University programs. ▶ The student that takes this pathway is a credit earning student and would graduate with an OSSD. Universities require students take academic level courses in high school.
Employment, “Real Work for Real Pay”	▶ Refers to a variety of competitive employment options, such as supported employment, customized employment and self-employment. ▶ Students that take this pathway can be credit earning or not, and would have varying abilities. They could graduate with an OSSD, OSSC, or COA.
Community Based Services	▶ Refers to community based services, such as Developmental Services Ontario (DSO), community participation (day programs), and leisure/recreational based activities. ▶ The student that takes this pathway usually takes non-credit earning courses (k-coded) or a combination of non-credit and credit earning courses not exceeding 14 credits. They may be in an ME classroom and graduate with a COA.

Grade 12, the fourth year of high school, is when many students graduate. Depending on your child's needs there is an option of remaining in school until June of the year that he/she turns age 21.

College/University Pathway

Your involvement and expectations play an important role throughout your child's life. However, once your child enrolls in a postsecondary institution, parental involvement will change. Written permission is required from your child in order for you to have any involvement with their postsecondary education. At this point, students are considered adults, it is expected that they are as independent as possible. Your child must now advocate for his/herself for e.g., set their own appointments and discuss necessary accommodations with their teachers/professors.

Before You're Accepted

CHOOSING THE BEST FIT FOR YOUR CHILD

You and your child should investigate the postsecondary setting early on in order to find the one that best suits their needs, strengths, and goals.

FACTORS TO CONSIDER:

- population, large or small student body,
- size of campus,
- campus layout,
- size of typical classes,
- travel needs,
- availability of high interest program/courses,
- available supports from accessibility/disability services, and
- some programs offer some online course work. This may be a good fit for students with ASD who learn well independently.
- **BEFORE YOU APPLY/ENROLL ENSURE:**
- your child is enrolling in a setting that matches their desired outcome and his / her current academic ability (college, vocational, technical, university etc.),
- all pre-requisite courses/criteria are met,
- options are researched,
- you take a campus tour and visit the disability/accessibility services office,
- you ask if the College/University offers modified admissions and what the deadline is.

Modified admissions candidates must still meet minimum requirements for entrance into that program however certain considerations may be given. Contact the College/University for details.

Resources for College/University Pathway

NAME OF WEBSITE	DESCRIPTION	LINK
eINFO	Information about university programs and prerequisites.	www.electronicinfo.ca
Ontario Universities	Information and Online Application.	www.ouac.on.ca
Ontario School Counsellors' Association	Student and parent information on apprenticeships, colleges, universities	www.osca.ca/en.html
OSAP website	Online application, school search.	osap.gov.on.ca
Ontario Universities Fair	Held at the end of September	www.ouf.ca
Ontario Colleges	Information and online application.	www.ontariocolleges.ca
School Finder	List of schools—college, university, and career colleges	www.schoolfinder.com

Accessibility/Disability Services Offices

There will be much less direct support for your child in College/University; however postsecondary institutions do have accessibility/disability offices. It is suggested that you and your child visit the accessibility/disability services office of the College/University before applying and after acceptance. These offices provide services specifically for students who have self-identified as having a disability and who have submitted supporting documentation. Services may include; assisting students with navigating the school, promoting self-advocacy, developing more effective learning and coping strategies, disability-related counselling, and determining and arranging appropriate academic accommodations.

After You're Accepted

TIPS: ONCE YOU'RE ACCEPTED

- discuss the disability/accessibility services that are available with your child,
- contact disability/accessibility services to arrange an appointment as soon as you're accepted,
- ensure all necessary documents reach the office in time, and
- practice skills your child may need e.g. set up "check in" appointments with your child (similar to disability/accessibility services in College/University) etc.

Transition Programs

Most Colleges and Universities in Ontario have Summer Transition Programs for new students. These programs provide orientation to the University/College transition, as well as support strategies for success. It is highly recommended that your child attend if it is offered. Contact accessibility/disability services for information on transition programs.

Suggested Transition Activities

- enroll in a summer school course on campus,
- enroll in postsecondary transition programs,
- visit the campus as frequently as needed,
- search for quiet and comfortable locations on campus,
- find class locations and have an idea about seating locations that seem comfortable,
- review College/University website, policy/procedures, maps, courses offered,
- review course outline, and
- practice travel to and from the campus and explore the surrounding area.

Self-Disclosure and Self-Advocacy

Self-disclosure is the intentional sharing of personal information about oneself. Disclosure may include sharing a diagnosis, areas of need, and necessary accommodations. Your child will need to make choices about what to share and with whom to share it. Disclosure is necessary if your child is going to receive supports from accessibility/disability services.

It's more important that your child communicate their learning style and accommodations rather than just stating that they have a diagnosis. Although accessibility/disability services will know of your child's diagnosis, the professor and other staff likely won't. Your child should be prepared to discuss their needs and strengths effectively. For e.g. It is better to say "I have an accommodation for extended time" rather than "I have Autism"

Accessing Supports in College/University

Ensure your child:

- will have knowledge about themselves, their diagnosis and learning style to advocate for themselves,
- discloses their disability to accessibility/disability services,
- understands and agrees to the extent of parental involvement,
- provides written permission for parental involvement,
- knows who to contact should they require assistance,

- understands the services that are available to them, and
- understands they need to actively seek help, and make and keep appointments with disability/accessibility services.

Accommodations in College/University

While your child will be able to access accommodations, do not assume that they will be entitled to the same accommodations that were given in high school. Your child will be required to complete the same work as their peers. There are no modifications to coursework, only accommodations. The specific types of accommodations your child may access will vary depending on the institution, program, and professor. Common accommodations include additional time, use of a separate space, and the use of a computer. It is imperative that your child seeks out the accommodations they need.

Skill Development for College/University

Independence, organization, self-advocacy and social skills are key areas of development in this pathway. These are skills that may need to be explicitly taught. This can be done through role playing, modeling, and explaining the information in a visual way.

Skills your child may need assistance with

- time management and prioritizing tasks, with limited supervision,
- using visual supports such as an agenda, checklists, reminders, smart phones, graphic organizers, or colour coded systems to assist with organizational skills,
- social skills (involvement in extracurricular activities that increase opportunities to connect with others with similar interests),
- strategies for studying,
- setting up and keeping appointments (similar to how they would use accessibility/disability services)
- stress reduction, knowing where to go, who to talk to, what to say, and what activities will help, and
- how to break down large tasks.

Tips: Once your Child is Enrolled

- if the program allows, consider taking a reduced course load, especially in the first year,
- consider what supports would be necessary if your child will be living on residence,
- develop a plan for extracurricular activities to foster social relationships,
- discuss and clearly list registrar deadlines. For e.g. deadlines for choosing classes and dropping classes without penalty,

- review the courses and number of credits required to graduate, and
- review Resource Guide for Students with Disabilities Transition to Post-Secondary Education at <http://www.transitionresourceguide.ca/> <http://www.transitionresourceguide.ca/resources>

Bursary for Student with Disabilities

This is a government bursary to assist students with disability related educational needs. These needs are assessed on an individual basis. Bursaries may assist with: tutoring, assistive technology, digital voice recorders, software, counselling, and psycho-educational assessment.

To access this bursary, your child must be eligible for the Ontario Student Assistance Program (apply online <http://osap.gov.on.ca>). Your child must have documentation recommending the disability-related educational expenditures and it must be determined that it is an appropriate accommodation.

Employment Pathway

The literature reveals that individuals that can master the tasks of the job often report that the “other” parts of the job become difficult. Parents and educators need to consider the social aspects of a workplace and help individuals understand sensory, communication, social and behavioural needs as important aspects for a good job match.

Job finding skills may need to be explicitly taught and rehearsed repeatedly, such as resume writing, phone contact with potential employers and interview skills before leaving secondary school.

Choosing the Best Fit: Job Matching is Essential for Success

Look for jobs that;

- build upon technical skills or special interests,
- match your child’s social skills,
- follow clearly defined routines,
- provide adequate time for learning new tasks,
- consider sensory needs, and
- have flexible work schedules.

How to Gain Employment Experience

Work experience while in high school is valuable and an indicator of future success.

- encourage opportunities for work experience and/or co-op while still in high school,
- use preferred interests to help decide where to look for employment options,
- seek out employment services that are suited to helping individuals with a disability find employment,
- look for an employer that has a good Social Inclusion and Diversity Policy, and
- consider volunteer work.

Transition Activities

To help with job finding skills and prepare for work settings there are a variety of activities that can be done,

- create a portfolio of work, this should show potential employers capabilities rather than relying solely on interview skills,
- practice situations that will be necessary for employment such as mock interviews,
- discuss appropriate clothing and hygiene,
- consider using and adjusting the visual and technological supports that are necessary in school/home for the work environment,
- consider ways of making visual supports more discreet and appropriate for the work environment e.g. Using an app vs. calendar,
- discuss the “soft skills” needed in a workplace, such as small talk, importance of greetings, explaining idioms, workplace mannerisms, dress code, etc., and
- practice job finding skills, such as resume writing, phone contact, and interview skills.

Self-Advocacy/Disclosure

It is not necessary to disclose a disability to an employer or to colleagues. It is an individual choice. It may be considered useful to do so if the individual feels that they may need some accommodations in the workplace. Accommodations such as a quieter space for work, using headphones while at a desk, a partition for a cubby, written instructions vs. verbal instructions, a change in lighting, white noise, etc. can be discussed. Pros and cons of disclosure should be carefully considered. In order to be an effective self-advocate, it is essential to understand one’s own diagnosis and learning style.

Community Based Services Pathway

By the time your child graduates he/she would have likely spent up to seven years in their high school. Your child has learned many new routines and has acquired many new skills. To continue developing skills with your child, ensure they are active participants in the community. Active participation means to be meaningfully involved, not just present. It empowers individuals in activities and relationships of everyday life and leads to increased independence.

Some things you can do to prepare for community based services are:

- establish exit year with the school (the year the student turns 21),
- attend parent support groups/workshops when offered,
- create a portfolio that can include work samples, job interests,
- address vocational opportunities, housing options, daytime opportunities, social/recreational and respite needs,
- investigate the option of private vs. funded programs,
- set specific goals that are attainable,
- register with adult services (Developmental Services Ontario- DSO), and
- unfortunately part of preparing for this pathway involves waiting for services, make sure there are activities and opportunities for your child during the wait.

Adult Services- Developmental Services Ontario (DSO)

To ensure that your child takes part in Ministry funded adult services, you should contact and register with DSO once your child turns 16. Although adult services don't begin until your child turns 18 years of age, the process of eligibility can be lengthy and it is better to apply early. It will be important to have your child participate in as many environments and activities as possible.

DSO Toronto – Surrey Place Centre

2 Surrey Place, Toronto, ON M5S 2C2

<http://www.dsotoronto.com/home/>

Local Information and Access Line: 416-925-4930

Toll free number: 1-855-372-3858 (1 855 DS-ADULT)

Email: DSOTR@surreyplace.on.ca

Planning Activities while Waiting for Services

After high school there will likely be a period of waiting for services. An option while you're waiting for ministry funded services is to investigate fee for service programs. These are services you would have to pay for yourself. You can also, involve your child in the community to maintain and develop skills.

Suggestions include;

- church,
- recreation centre's,
- libraries,
- shopping mall,
- grocery store,
- chores and functional activities at home,
- network with other families, organize activities/outings together, and
- involvement in activities of high interest areas and hobbies.

Independence Skills

Take all opportunities to foster independence; your child's level of independence can make a difference when applying to and being accepted to various programs.

Ways to Foster Independence

- have your child be an active participant in decisions and activities,
- allow your child to express their needs without always anticipating what they need,
- develop a way for your child to indicate their needs,
- TTC training,
- independent toileting routine, and
- practice skills in real settings where the skills are most likely to be used.

Skills for the Community. Prepare them for Active Participation

To help you determine what skills would be most essential for your child to learn, think "If my child doesn't learn the skill, will someone else have to do it for them?" Regular practice is key in acquiring and maintaining skills. For e.g., if the goal is to make a purchase at the grocery store then this should be practiced once a day not once a week.

Tips:

- ask about work experience placements for your child in high school,
- practice skills in community living (transportation, shopping for groceries, clothing, etc.),
- practice skills in self-care (hygiene, grooming, eating, health, etc.),
- practice skills in independent living skills (home maintenance),
- practice skills in social skills (greetings, etc.), and
- focus on your child's strengths, interests, goals and appropriate supports that need to be put in place for quality of life.

Preparing for the New Environment

To familiarize your child with new people, places and routines it may be important to:

- encourage and support your child to try new things, in new environments, with new people,
- visit potential settings, and
- meet people that may be in their new environment

Self-Advocacy

Everyone has the right to communicate their needs. Self-advocacy is important for everyone despite their strengths and needs. An important component of self-advocacy is choice making. There are many opportunities to make choices throughout the day (sequence of events, what to wear, what to eat etc.) and a variety of ways to make these choices (e.g. Verbal, pointing, using visuals etc.).

Ways to advocate and to promote self-advocacy:

- offer a choice (do you want water or milk? etc.),
- ask your child for input regarding daily activities (help them plan their day using a daily calendar and visuals),
- carefully observe your child's interactions to take note of their wants and desires,
- include high interest items/activities in their daily routine, and
- give them the opportunity to shine by utilizing their strengths.

SECTION 2:

Long Term Planning

As a parent, there are many things to consider as you plan for your child's future. This involves long-term planning to address your child's changing needs as they age. There are adult services to assist with your adult child's needs.

The following are some helpful suggestions for you to consider:

- ensure your child is registered with Developmental Services Ontario (DSO),
- access The Community Resource Directory on the Surrey Place Centre website, see Resources and Publications. (The Community Resource Directory is a comprehensive listing of agencies in Toronto that provide a variety of services to children, adolescents and adults with autism and their families),
- obtain a case manager,
- encourage social inclusion of your adult child,
- stay connected to friends, extended family members and community members,
- take account of your personal needs as you get older,
- explore housing and community participation support (day programs) options through DSO or other independent, creative means, and
- apply to funding sources to support respite and special programs.

Respite services. Consider flexible breaks from caring. You can access respite services through DSO. This can include overnight breaks in a setting which might become a long-term placement in the future.

Funding Sources for Long Term Planning

Some of these services are government programs that require a formal application process that will determine your eligibility. It is advisable for families to discuss all available financial assistance with someone from DSO or their case manager. These professionals are knowledgeable about funding availability and the procedures that must be followed in order to access financial support.

NAME OF PROGRAM	CONTACT/DESCRIPTION
Passport Funding	▶ Provincial initiative that provides funds for community participation supports (also known as day supports) to people who have a developmental disability. The funding may be used to purchase supports and services, or to access supports and services through community based agencies. Passport funding can be accessed through » Developmental Services Ontario www.dsotoronto.com
Ontario Disability Support Program (ODSP) ▶ Income supports ▶ Employment supports	▶ This program is funded by the Ontario Ministry of Community and Social Services. It provides income as well as employment supports for people with disabilities ▶ Apply up to six months prior to your child's 18th birthday. ▶ Request an application from an ODSP office to determine eligibility to receive a monthly pension. In addition they will receive a Health Card, Drug Benefit Plan, Dental Plan and Vision Care » http://www.mcass.gov.on.ca/en/mcass/programs/social/index.aspx
Canada Pension Plan (CPP) Registered Disability Saving Plan (RDSP)	▶ Service Canada (The Government of Canada) offers a variety of services and financial benefits to assist people with disabilities and their families. » http://www.servicecanada.gc.ca/eng/lifeevents/disability.shtml
Tax Credits and Deductions	▶ Tax credits and deductions are available through Canada Revenue Agency for persons with disabilities, their supporting family members, and their caregivers. » http://www.cra-arc.gc.ca/tx/ndvdl/sgmnts/dsblts/menu-eng.html

Estate Planning

Estate planning can assist in developing a plan for an individual with a disability as they age and preserve their entitlement to government support programs. It is advisable to consult with a lawyer, accountant and other specialists.

Here are a few items to consider investigating:

- Special Needs Planning Group: The “Special Needs” Planning Group is an organization that is made up entirely of parents of people with disabilities. They use a team approach to planning using Planners, Lawyers and Accountants, all of whom are specialists in planning for people with disabilities.
▷ www.specialneedsplanning.ca/index.html
- Henson Trust: Information on how to keep assets for individuals with disabilities without disqualifying them from receiving government funds.
- Office of the Public Guardian and Trustee, Ministry of Attorney General: Can provide assistance and information regarding guardianship, wills, estate planning and power of attorney. Usually involved when there is a need for a substitute decision maker or there is a question of capacity.
▷ <http://www.attorneygeneral.jus.gov.on.ca/english/family/pgt/>
- Trustee Selection and Duties.
- Planning Giving: a set of ways a donor (parent) can leave money or assets to their beneficiary (child) in their will to provide future income
- Look for reference guides that provides information to families on wills, trusts, tax programs, investment programs etc.

Appendix

Applying to College/University

HAS YOUR CHILD?

- | | |
|--------------------------|--|
| ☐ | explored postsecondary programs of interest? |
| ☐ | attended postsecondary open houses? |
| ☐ | examined postsecondary course requirements? |
| ☐ | enrolled in appropriate high school courses? |
| ☐ | completed appropriate high school courses? |
| ☐ | achieved the required grade average? |
| ☐ | visited postsecondary campuses? |
| ☐ | explored tuition requirements? |
| ☐ | investigated financial aid application? |
| ☐ | explored the application process? |
| ☐ | made a decision regarding postsecondary program? |
| ☐ | made a decision regarding postsecondary school? |
| ☐ | registered for a college/university transition program? |
| ☐ | visited the accessibility services office? |
| ☐ | gathered the necessary documents required to qualify for accessibility services? |
| ☐ | registered for accessibility services? |
| ☐ | made a decision regarding living on campus or at home? |

Applying to Apprenticeship Programs

HAS YOUR CHILD?

- ☐ explored apprenticeship programs of interest?
- ☐ spoke to people in the trade?
- ☐ spent time observing the job?
- ☐ reached 16 years of age or older?
- ☐ enrolled as a full time high school student?
- ☐ completed 16 credits towards my OSSD?
- ☐ examined which trade they want to pursue?
- ☐ examined apprenticeship course requirements and expectations?
- ☐ fulfilled the required hours of on the job training to obtain their license?
- ☐ fulfilled the required hours of in school training to obtain their licence?
- ☐ examined which college offers apprenticeship program?
- ☐ enrolled in appropriate high school courses?
- ☐ completed appropriate high school courses?
- ☐ visited apprenticeship college campuses?
- ☐ explored tuition requirements?
- ☐ investigated financial aid applications?
- ☐ investigated financial aid application (OSAP, Ontario Special Needs Bursary, Scholarships)?
- ☐ explored the application process?
- ☐ registered with the Ministry of Training College/University
- ☐ researched the requirements of enrolling in the Ontario College of Trades?
- ☐ made a decision regarding apprenticeship college program?
- ☐ made a decision regarding apprenticeship school?
- ☐ registered for a college transition program?

Note: having a job while in high school is an indicator of the likelihood of being employed post high school.

Applying to Vocational Programs

HAS YOUR CHILD?

- ☐ explored vocational college programs of interest?
- ☐ attended vocational college open houses?
- ☐ spoke to people in the vocational field of interest?
- ☐ spent time observing people in the vocation?
- ☐ examined vocational college course requirements?
- ☐ enrolled in appropriate high school courses?
- ☐ completed appropriate high school courses?
- ☐ visited vocational college campuses?
- ☐ explored tuition requirements?
- ☐ investigated financial aid applications?
- ☐ investigated financial aid application (OSAP, Ontario Special Needs Bursary, Scholarships)?
- ☐ explored the application process?
- ☐ registered with the Ministry of Training College/University
- ☐ made a decision regarding vocational college program?
- ☐ made a decision regarding vocational school?
- ☐ registered for a college transition program?

Planning for Pathway to Community Participation

HAS YOUR CHILD?

- ☐ registered with DSO (once they turn 16)
- ☐ participating in the DSO intake meeting
- ☐ on a "Community Needs List" with DSO for Post -21 placement
- ☐ receiving/or waiting to receive Passport Funding
- ☐ receiving ODSP
- ☐ TTC trained
- ☐ participating in a Work Experience placement at the school level
- ☐ transitioning into the possible post-21 placement
- ☐ in a Day Program, Employment Support Program, Fraser WETP or Humber CICE for Post -21
- ☐ involved in the Community (Extra-Curricular Activities)
- ☐ helping with chores at home
- ☐ creating a Portfolio (file) with assessments, IEP's, report cards, etc.
- ☐ participating in the Graduation Ceremony, Grad Photo, the Prom, etc.
- ☐ practicing life skills at home i.e. Personal hygiene, table setting, grocery shopping, laundry, etc.
- ☐ registered with Parks and Rec programs (if 1:1 assistance is required, please request)
- ☐ visiting possible post-21 placements i.e., Day programs, Employment Support Programs, Colleges (including Fraser, Humber CICE) and Universities)
- ☐ volunteering and or has work experience possibilities in the community
- ☐ socializing with peers (network with other parents to have the young adults socialize together)

God's Promise of Help and Healing

"Remove every obstacle from their path! Build the road and make it ready!"

Book of Isaiah (57.14)



AUTISM PROGRAMS
School Support Program



Autism Programs and Services
Toronto Catholic District School Board

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