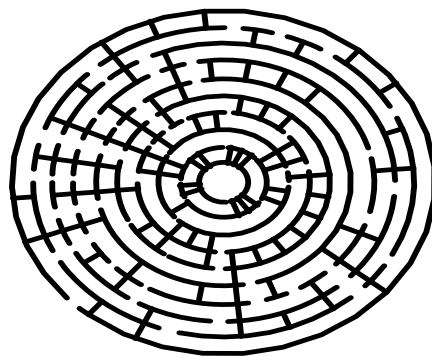


Transition

To download other “topics” or the entire Who Pays document go to:

<http://www.health.state.mn.us/mcysn>

Who Pays?



Taking the *MAZE* Out of Funding

Minnesota Children & Youth
with Special Health Needs



651-201-3650 OR 1-800-728-5420
www.health.state.mn.us/mcysn

Transition

Ready to Manage Your Own Health

Things You Need to Know About Transition

Suggested Skills for Transition

SILS (Semi-Independent Living Services)

Transition Resources

READY TO MANAGE YOUR OWN HEALTH CARE

Name _____

Date _____

This health care check list can be used to set goals for building independence.

	Able to do independently	Can do partially	Needs practice	Needs Assistance
I understand and can describe chronic illness or disability				
I understand how my chronic illness or disability affects my daily life				
I prepare for and ask questions of doctors, nurses and therapists				
I know what medications I take, what they're for and possible side-effects				
I take my own medication				
I can do my own treatments				
I am able to get a prescription filled or refilled				
I know who my primary doctor is and who my specialty doctors are				
I have a health care summary, and participate in updating and reviewing it on a regular basis with my primary doctor and my parent				
I carry my health care summary and list of medications with me				
I know my height/weight, birthdate or carry the information with me				
I know how to keep a calendar of important dates and when I have been to the doctor				
I know how to use and read a thermometer				
I know how to use, maintain and troubleshoot my own equipment				
I know when I am sick, and when and how to see my doctor				
I know when and how to take non prescription medication when I am sick				
I know about medical insurance coverage and how to use it				
I know where my medical records are kept				
I know about my physical changes in becoming an adult (such as puberty, sexuality, pregnancy and sexually transmitted disease)				
I know the importance of general health maintenance-exercise, healthy diet				
I know about how smoking, drinking and drugs affect my health				
I know what community advocacy organizations there are and how to contact them				
I know how to look for an adult health care provider				
I know how to interview an adult care provider				
I know if I need a personal care attendant, how to hire and manage one				
I know how to get transportation when needed				

THINGS YOU NEED TO KNOW ABOUT TRANSITION

Individualized Education Plans (IEP): When students reach the age of 14, the IEP must tell what the student needs to make the transition from school to work or community life. When the student is 14 or older, his/her input is especially important. This is the age when the team needs to know what the student is interested in. If the student isn't there, the team has to find another way to get information about what the student needs and wants. If the student is 18 years old not on guardianship, s/he should come to the IEP meeting. Starting at least one year before the student turns 18, the IEP must tell the student what rights s/he has once s/he reaches 18. For more information, see the fact sheet developed by the Minnesota Disability Law Center titled, **Special Education Transition Planning**.
http://www.mnddc.org/resources/factsheets/Transition_Planning.pdf

Medical Care: If a youth hasn't already switched to a primary care physician who sees adults, now is the time to do it. Having a doctor who sees a person for all of their health needs is important. If the youth is still seeing a pediatrician, get his or her recommendations for an adult primary physician and, if appropriate, specialists who sees adults.

Records: It's a good idea for youth to start keeping a file of medical reports, where they need to make appointments, and other medical information. He/she may be asked to supply this information for medical appointments, employment or other programs. Some of the information they need to know includes:

- ❑ Their diagnosis;
- ❑ What prescriptions they take
- ❑ Treatments they've had, including surgeries
- ❑ Transition Care Plans: The Boston Tool was expanded and adapted by the Lexington Hospital to reflect the potential needs of younger and older adolescents. These two care plans facilitate transition planning for early/mid teen years and later teen years. Topics include plans for health condition management, health insurance, functional independence, school to work, independent living and community inclusion. Examples of care plans can be found on the Health and Ready to Work website http://www.hrtw.org/tools/check_care.html

Health insurance coverage of dependents – disabled adult child

Effective October 2010, because of National Health Care Reform legislation, children up to the age of 26 must be allowed to stay on a family insurance policy unless they are eligible for their own employer based health coverage. For many families, this change will not become effective until their insurance carriers next open enrollment period (typically January 1, 2011). While MN had a similar provision that became effective in 2008, it excluded self-insured groups. National Health Care Reform applies to all insurance groups. Children up to the age of 26 regardless of whether they are married, students, or dependent on parents must be allowed to remain covered or become covered if they had previously lost eligibility for the family policy. The only exception would be for children who have access to their own employer based health coverage. Dependent children over the age of 26 who are disabled may be able to remain on a family policy and parents should call their insurance provider to see what their specific policy allows.

If a young person can't be on his/her parents' insurance he/she may be eligible for one of the Minnesota's public programs in order to pay medical bills. More information on each of the programs is included in this packet and can also be found on the Department of Human Services (DHS) website at: www.dhs.state.mn.us Contact your county human services department to apply for these programs.

The Minnesota Health Care Programs include:

- ❑ **Medical Assistance (MA)**; Under some circumstances, MA eligibility can go back for up to three months prior to application. You can have MA in addition to other private or employer offered health insurance. MA may even pay your other health insurance premiums if you meet certain criteria. There are several “doors” into MA, including:
 - ◇ MA for pregnant women and families with children (“children” defined as up to age 21).
 - ◇ Another basis for eligibility for MA includes persons who are blind or disabled.
 - ◇ **PASS (Plan for Achieving Self Support)** allows persons (ages 15 and older) with a disability, to exclude some income and/or resources which would otherwise be counted when determining income eligibility for MA (blind or disabled basis). The PASS money you exclude must be used for a work goal and some occupational objective, i.e. self support. A PASS can be used for anything that can be specifically tied to achieving an occupational objective, (such as assistive technology, laptop computer, tuition and books, child care, tutoring or testing fees. A PASS proposal written for MA is submitted to and approved by the county Department of Human Services.
 - ◇ If you get SSI, you may qualify for Medical Assistance (MA)
 - ◇ If you are an Emancipated Minor (by marriage or by court decision), you may qualify for MA, or continue MA due to income or disability status.
 - ◇ **Medical Assistance for Employed Persons with Disabilities (MA-EPD)** allows working people (ages 16 to 65) with disabilities to qualify for MA – see fact sheet included in this packet.
 - ◇ **Emergency Medical Assistance (EMA)** for non-citizens with a qualifying medical emergency, who are not eligible for regular MA because of their immigration status. EMA does not cover all of the items covered by regular MA.

- ❑ **Minnesota Care** is a state-subsidized program for persons who do not have health insurance. There are eligibility restrictions related to access to employer offered insurance (there are exceptions). MinnesotaCare has six different benefit sets, depending on who you are (i.e. child, pregnant woman, parent, or adult without children) and your income. Some persons may be eligible for either Minnesota Care or MA, but cannot have coverage from both programs at the same time (there are some exceptions).

Other Options To Buy Private Health Care Insurance:

- ❑ **College** – student plan;
- ❑ **Employed** – group plan;
- ❑ **Self-pay** – single plan;
- ❑ **Ticket to work** – Worker can opt to buy-in and receive MA;
- ❑ **COBRA** (Consolidated Omnibus Budget Reconciliation Act) – option for employees who can’t continue buying their employer offered insurance (they’ve left their job or decreased work hours);
- ❑ **State High Risk Pools** – In Minnesota this is called Minnesota Comprehensive Health Association (MCHA) insurance.

A 35 page booklet titled “Youth With Disabilities in Transition: Health Insurance Options and Obstacles” is available at the **Healthy and Ready to Work** website located at: www.hrtw.org/tools/documents/HealthInsuranceOpportunities_Obstacles.doc

Supplemental Security Income (SSI): SSI is a Federal program giving people extra monthly income, if they qualify by income and with a disability. If you get SSI, you may qualify for Medical Assistance (MA) for payment of your medical bills.

Some children under age 18 did not qualify for SSI due to family income. However, at age 18 a person may now qualify for SSI because they would be considered a single adult head of household. SSI will only count the youth's income, not the parent's income, even if the youth is living in his/her parent's home.

For persons on SSI before age 18, a redetermination is made at 18, looking only at the youth's income (not parent or spouse income). SSI will also look again to see if the youth still meets the SSI disability criteria. If the youth is found ineligible during redetermination, they may continue to receive SSI benefits IF they began receiving state vocational rehabilitation agency services before their 18th birthday. Section 301 allows young adults to retain benefits (SSI and MA) while he/she participates in approved vocational rehabilitation program. [For more information on Section 301 go to Healthy and Ready to Work www.hrtw.org/healthcare/sect_301.html]

Applying For A Job: Be sure you let an employer know about your disability or health problem. When applying, consider things like: Does the job fit your disability or health problem? (Examples: If you are on medications that make you sleepy, you don't want to be working with dangerous equipment; or, is there a specialist in "ergonomics" at the work site who can make sure your work area is meeting your physical needs?) See the **Accommodations Categories Chart** from PACER CENTER, located in this packet.

If you are getting a job, asking about health insurance coverage is important. Some questions to ask:

- Is health insurance offered?
- When does it go into effect (How long do I have to work to get insurance?)
- Will it cover my pre-existing condition?
- Can I keep my health care providers or do I have to switch?
- Does the insurance cover the equipment or supplies I need?

Driver's License/Handicapped Parking Permit: Do you have a disability that interferes with driving or do you need special adaptations to a car to allow you to drive? First, you need to check with your doctor to make sure you will be able to drive. If driving is possible, Courage Center has a program for assessing people's ability to drive, provides lessons, and helps plan adaptations to cars. The phone number to call is 763-520-0325. If you need a handicapped parking permit contact your local Department of Motor Vehicles. Your doctor needs to sign the application to show you need a handicapped parking permit.

Reduced Metro Bus Fares: If you have a mobility disability and can't drive because of your disability, contact the Metro Transit Company (612-373-3333) and press **3** to be connected with **Customer Relations**. You can request a limited mobility form. Take this to your doctor to complete and return to Metro Transit. You can then apply for a MN non-driver ID to be eligible for .50 bus fares.

HELPING YOUTH TRANSITION FROM OUT-OF-HOME CARE TO ADULTHOOD: BEST PRACTICES GUIDE

This Best Practices Guide was developed by the Minnesota Department of Human Services, Child Safety and Permanency Division, October, 2006. It was specifically developed for social workers, however, other providers and parents will find it extremely valuable. This resource provides practice recommendations, sample goals and objectives and outlines skills/behaviors. The content of this Best Practices Guide includes:

- Guidance on assessing youth's independent living skills using an on-line assessment tool

- Guidance on developing a complete and meaningful Independent Living plan
- Resources for each section of the Independent Living Plan
- Information on teaching youth life skills and where to find curriculum
- An explanation of the Support for Emancipations and Living Functionally (SELF) program, which provides counties with funding to help prepare youth for adulthood
- Information on how caregivers and other significant adults can help prepare youth for adulthood.

**The easiest way to access this document is by simply going to Google and typing in the following:
Best Practices Guide: Helping Youth Transition From Out-of-Home Care to Adulthood.**

Legal Requirements for Transition Planning for Older Youth in Foster Care

DHS Bulletin 09-68-01 dated April 22, 2009

Minnesota law was strengthened in 2008 to provide greater judicial oversight of county social service agency efforts to prepare youth for discharge from foster care. The annual court review hearing for youth age 16 and older will include a review of actual plans for each item of a youth's required independent living plan. If the youth is within six months of his/her 18th birthday, the court will also determine whether the county social service agency has advised them, their parents or legal guardian, and foster parents of the availability of foster care benefits up to age 21. If the youth indicates a desire to remain in foster care and receive services beyond age 18, the county agency has an affirmative obligation to develop a plan with that youth to remain in foster care. Persons between the ages of 18 and 21 who had been under state guardianship may request these services and benefits at any time regardless of whether they left care or continued in care at age 18.

Education and Training Voucher (ETV)

To get DHS information on ETV Google "Education and training voucher dhs mn"

This program is federally funded through the Chafee Foster Care Independence Act, which was enacted to help provide opportunities for youth who age out of the foster care system to attend post-secondary education and training programs. ETV awards can be up to \$5,000 per school year to pay for tuition, fees, books housing, transportation and other school-related costs.

All ETV applicants must be both:

- Under 21 at the time of the application deadline
- Accepted into an accredited post-secondary or training program (college, vocational, technical or trade school)

In addition, applicants **must meet at least one** of the following:

- In foster care on or after 16th birthday, and continue to be in foster care up to or beyond 18th birthday
- Adopted from foster care after 16th birthday
- In foster care on or after 16th birthday when a relative/kin accepted a transfer of permanent legal and physical custody through a juvenile court order
- Are or were under state guardianship (also know as "state wards")

MINNESTOA REHABILITATION SERVICES-VOCATIONAL REHABILITATION PROGRAM (VR) PROGRAM

VR Transition Services - VR can help students make a plan for employment while they're in high school and help them complete that plan when they leave school. A VR counselor is assigned to

each secondary school system in the State of Minnesota. VR counselors can work closely with school districts as well as families, to help in transition planning for youth with disabilities. Transition experts advise parents and youth to invite VR counselors to Individualized Education Program (IEP) meetings at least two years before the student exits school. VR counselors know about community employment. They can also discuss the student's occupational goals and what skills he or she must have to reach them.

One goal of VR is to maintain an online list of transition counselors and the schools to which they are assigned. To access this list, go to: www.deed.state.mn.us/rehab/transition/ or call Minnesota VR at (651) 296-5619 or (800) 328-9095. Also, VR is located in all of Minnesota's Workforce Centers.

There are two levels of VR Services: Core Services and Intensive Services

VR Core Services include meeting with any interested student with a disability, regardless of having applied for VR intensive services, to help with basic/short-term career planning questions. This also includes education students on both Workforce Center and VR services as well as referring them to other services that could meet their needs.

VR Intensive Services are for those students who face substantial barriers to employment beyond what could be addressed through WorkForce Center and VR Core Services. A student needs to qualify for these services (based on a documented disability and information which supports known or possible barriers to employment).

PROJECT C3 – CONNECTING YOUTH TO COMMUNITIES AND CAREERS

Project C3 is a partnership between PACER Center, Pathways to Employment, the Minnesota Department of Employment and Economic Development (DEED), the Minnesota Department of Education, and other state and local organizations. The goal of the project is to improve employment and postsecondary outcomes for youth with disabilities. www.c3online.org

Project Pride - (PACER's Rehabilitation Act Information and Disability Education) provides information and training about the Rehabilitation Act for youth with disabilities, their families and professionals. PACER's transition staff helps families explore options for postsecondary education and careers that will fit their youth's interests and skills. PACER's transition staff can be reached at (952) 838-9000 or (800) 537-2237 or www.pacer.org

MinnesotaHelp.info – Youth Corner

The MinnesotaHelp.info has a new interactive website that is designed to help Minnesota's youth, their families, youth workers, and others locate needed services in their own neighborhood. You can use the Youth Resources Navigator to help create a transition plan for yourself or someone else. <http://youth.minnesotahelp.info>

College Planning for Students with Disabilities

As a student with disabilities, you face unique considerations as you plan for college. To help you address these issues, the University of Nebraska-Lincoln Project NETS and EducationQuest Foundation have developed a handbook titled, *College Planning for Student with Disabilities – a supplement to the College Prep Handbook*. You can order a free copy of this handbook by going to the following website. <http://www.educationquest.org/>

The importance of self-advocacy - Becoming a self-advocate in high school will help you succeed in college. At the college level, **you** will be responsible for identifying and requesting support services. Parents aren't automatically involved with your college education, and most colleges prefer working directly with the student.

What is a self-advocate? Self-advocates are those who:

- make choices based on their preferences, beliefs, and abilities
- take control and make decisions that impact the quality of their lives
- take risks and assume responsibility for their actions
- advocate on behalf of themselves and others

As a "self-advocate" you communicate your needs with logical and positive language. To be an effective self-advocate, you must understand your disability, know how it impacts your learning, and become comfortable with describing your disability and academic-related needs to others.

These practices will help you become a self-advocate: **Review your case file** with your parents and Individual Education Plan (IEP) team to better understand your disability and its effect on your learning. Ask for copies of your IEP and other assessment reports. Ask these questions:

- What is my disability?
- How does it affect how I learn?
- What are my academic strengths?
- How do I learn best?
- What strategies can I use to help me learn?

Consider meeting with the doctor or school psychologist who performed your assessment (testing) for the terms needed to explain your disability.

Take an active part in the discussions at your IEP meetings. Understanding your learning strengths and weaknesses gives you valuable knowledge that can influence your IEP planning and the services you may request in college.

Before each IEP meeting:

- Understand the purpose of the meeting.
- Know who will be there and their role at the meeting.
- Review the report from your last IEP meeting. Understand the goals listed on the report.
- Practice saying how you accomplished the goals.
- Establish new goals and be prepared to state them.

At the IEP meeting:

- Summarize your past goals and accomplishments.
- State your new goals.
- Ask for ideas and feedback from other members.
- Know what support and help you will need to accomplish your goals — and ask for it.
- Ask questions if you don't understand.

Exploring career options - Follow these steps in high school to help determine a course of study when you get to college.

Step 1: Ask your guidance counselor or school transition specialist about career interest inventories and a vocational assessment to help you explore and identify your career interests. Ask how your learning needs may influence these career areas.

Step 2: Discuss career options with your parents, friends, and people working in jobs that interest you. Look into job shadowing, attend local career fairs and explore volunteer opportunities in your areas of interest.

Step 3: Become involved in extracurricular activities. Volunteer and paid work can teach responsibility, reliability and teamwork. A part-time job is also a good way to earn money for college.

Preparing for college entrance and placement exams

ACT/SAT entrance exams - You typically take the ACT and/or SAT entrance exams in the spring of your junior year and again in the fall of your senior year. When you schedule your exams, you may need to request accommodations. When requesting accommodations, you must provide documentation of your disability. For details, visit www.act.org/aap/disab/index.html and

ASSET and COMPASS - Test-taking accommodations also apply to the ASSET (Assessment of Skills for Successful Entry and Transfer) or COMPASS (Computer Adaptive Placement Assessment and Support System) tests - a series of short placement exams often required by community colleges. These exams are designed to help identify your strengths and needs. For more information, visit www.act.org/compass or www.act.org/asset/index.html.

Accommodations for the SAT, ACT, ASSET and COMPASS may include:

- Individual administration of the test
- Audiocassette tape or large print test editions
- Special answer sheets
- Extended testing time and breaks
- Interpreter
- Braille editions

Selecting a college - Finding a college that meets your needs will require research, campus visits and asking the right questions. See our [Guided Tour for High School Students and Parents](#) for steps to follow.

Another resource is *Educational Opportunities Beyond High School in Nebraska* at <http://edweblab.unl.edu/edopportunities/intro.html> which provides options for postsecondary education in Nebraska. It contains information for students with disabilities including accommodations and support services.

The disability services coordinator - Most colleges have an office that provides services to students with disabilities. If not, the school will have a person who coordinates these services. The office or disability services coordinator is usually located in the college's counseling center or in student services.

Once you narrow your college choices, it's important that you meet with the disability services coordinator at each college to determine services and accommodations that may be available. This may help determine the college that will best meet your needs. To review a list of questions to ask the disabilities services coordinator, go to the following website.

<http://www.educationquest.org/swdquestions.asp>

Applying for admission and financial aid - As you visit or correspond with colleges that interest you, ask about deadlines and the process for applying for admission, financial aid and college-based scholarships. Ask about scholarships that may be available for students with disabilities.

How disability-related expenses may affect financial aid - As a student with a disability, you may face expenses that other students do not encounter. When you apply for financial aid, inform the financial aid administrator of your disability-related expenses keeping in mind that financial aid will not cover expenses already covered by assisting agencies.

Possible disability-related expenses include:

- services for personal care attendants
- special education equipment related to your disability and its maintenance
- special transportation
- medical expenses relating directly to your disability not covered by insurance

Seek help - The financial aid process can be overwhelming and frustrating at times so ask for help. EducationQuest Foundation and the college financial aid staff will answer your questions and help you complete this process.

Steps to follow once you're accepted to college - Once you select a college, it's important to take certain steps to ensure a successful start to your college career. Keep in mind that *you will receive services related to a disability only if you:*

- contact the coordinator of disability services
- provide the required documentation
- request services each term or semester

Step 1: Gather required documentation

All colleges require documentation of a student's disability to determine eligibility for services and specific services that are needed. To ensure you have the most recent documentation:

- **Request a copy of your high school IEP before you graduate.** If you had an IEP in high school, that means you were tested by the school psychologist or a medical doctor. A copy of that assessment may be sufficient documentation of your disability.
- **Update your tests.** Some colleges have a three-year time limit on accepting certain documentation, particularly if you have a learning disability or Attention Deficit Disorder (ADD). If you received testing in high school, work with your school to have your tests updated the last year you receive special education services. Disability testing after high school graduation can be expensive.

Step 2: Meet with the disability services coordinator

Meet with the disability services coordinator at your college to review the documentation and discuss accommodations. After meeting with you and evaluating your documentation, the disability services

coordinator will understand how your disability impacts your learning and can determine possible accommodations. The law does NOT state that all students with a disability must receive ALL accommodations.

Step 3: Request accommodations

Partner with the disability services coordinator and the course instructor to find **accommodations that work best for you**. Although the college may not always agree to your request for a specific accommodation, they are required by law to provide an effective accommodation. Determining effective accommodations may involve experimenting and making adjustments.

You must request services from the disability services office each term or semester. You will not receive services unless you make the request.

Step 4: Become familiar with the campus environment

Register for campus orientation. The disability services coordinator may also provide a special campus orientation.

Determine where to go and who to contact in case of an emergency. If you have special needs (especially medical needs) inform appropriate college personnel of any advance preparation that should be in place.

Ask the admissions office if a summer transition program is offered.

Obtain a copy of your class schedule and visit all buildings where your classes will be held to become familiar with locations and layout.

If you are commuting and will drive yourself, become familiar with parking facilities and procedures.

Consider signing a release of information so the school has permission to share information with your parents.

Your legal rights and responsibilities

By understanding your rights and responsibilities, you will know what you need to do, and what the college is required to do, for you to have an equal opportunity for success.

Federal laws – The following is a description of laws and how they pertain to you as a college student with a disability.

Section 504 of the Rehabilitation Act - This civil rights statute is designed to prevent discrimination against persons with disabilities, as amended in 1990. It provides that:

No **otherwise qualified** individual with disabilities in the United States shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. This law requires that postsecondary schools be prepared to make **appropriate accommodations** and **reasonable modifications** to their college's procedures and practices, so that you can fully participate in the same programs and activities that are available to students without disabilities.

The Americans with Disabilities Act - The Americans with Disabilities Act (ADA) is also a civil rights law. It helps to implement and enforce Section 504, and also outlines additional protections. While Section 504 of the Rehabilitation Act states that public institutions cannot discriminate on the basis of disability if they receive federal funds, the Americans with Disabilities Act (ADA) of 1990 states that with or without federal funds, public institutions cannot discriminate on the basis of disability. Private colleges and universities are covered under the ADA, unless they are completely owned and operated by religious organizations.

Discrimination complaints - Some individual instructors are not familiar with ADA or Section 504 requirements, or with the purpose of accommodating students with disabilities. The disability services coordinator can serve as a liaison between you and the instructor, and can advocate for reasonable accommodations.

Some colleges have an appeals committee that conducts informal hearings related to alleged violations of student rights.

If you cannot resolve your situation informally, follow the school's internal grievance procedure. All colleges are required to have complaint or grievance procedures related to discrimination. The procedures are formal steps outlined to resolve the issue.

- The formal process usually begins with the faculty or staff member most directly involved, the student and a mediator. If satisfactory resolution is not reached, the process may continue with the person's supervisor, then the department head, a Dean, and possibly members of the college's Board of Education.
- All colleges are required by law to designate at least one staff person to coordinate compliance with Section 504 and the ADA. That person may be located in the Disability Services Office. If not, inquire there to find out who to contact. If you believe you were discriminated against on the basis of disability, you can receive help from the Section 504/ADA compliance coordinator. You also have the right to file a complaint with the U.S. Department of Education's Office of Civil Rights for investigation. You must submit the complaint within 180 days of the alleged discrimination.

SUGGESTED SKILLS FOR TRANSITION

EMPLOYMENT

(Developing employment skills and good work habits, opportunities for community work experiences, and vocational training)

Approximate target age: 9-11 years

- ◆ Demonstrates on task behavior in the classroom
- ◆ Can write own signature
- ◆ Independently follows one step directions
- ◆ Categorizes everyday objects
- ◆ Can verbalize likes and dislikes

Approximate target age: 12-14 years

- ◆ Has volunteered in the community
- ◆ Employment at home (i.e., baby-sitting, lawn mowing, shoveling)
- ◆ Can follow school schedule independently
- ◆ Attends class prepared
- ◆ Follows two or more step directions independently

Approximate target age: 15-18 years

- ◆ Advocates for self to peers/adults
- ◆ Accepts feedback (both positive and constructive)
- ◆ Self-directed
- ◆ Dresses appropriately for activity/weather
- ◆ Has completed a job application
- ◆ Has prepared a resume and cover letter
- ◆ Employment in the community
- ◆ Can name 2-3 career interest areas (identify jobs in those areas)
- ◆ Connect with appropriate county agencies (i.e., Social Services, Rehabilitation Services)

Approximate target age: 18-21 years

- ◆ Advocates for self to peers/adults
- ◆ Accepts feedback (both positive and constructive)
- ◆ Self-directed
- ◆ Dresses appropriately for activity-weather
- ◆ Has completed a job application
- ◆ Has prepared a resume and cover letter
- ◆ Employment in the community
- ◆ Can name 2-3 career interest areas (identify jobs in those areas)

RECREATION AND LEISURE

(Everyone needs recreational activities on a regular basis to maintain and health existence. Learners identify what activities they like to do and can plan to be involved in social and free time activities: movies, plays sports, listening to music, spending time with other people, hobbies.)

Approximate target age: 9-11 years

- ◆ Communicates what he/she likes to do for fun

- ◆ Has activities he/she likes to do independently
- ◆ Has participated in at least one school activity
- ◆ School activities/clubs
- ◆ Can list 2-3 hobbies/clubs that he/she may participate in

Approximate target age: 12-14 years

- ◆ Participate in after school activities
- ◆ Plans activities with others
- ◆ Communicates what he/she likes to do for fun
- ◆ Has activities he/she likes to do independently
- ◆ Has participated in at least one school activity

Approximate target age: 15-18 years

- ◆ Participate in after school activities
- ◆ Plans activities with others
- ◆ Communicates she he/she likes to do independently
- ◆ Has activities he/she likes to do independently
- ◆ Has activities he/she likes to do with a group
- ◆ Has participated in at least one school activity
- ◆ Can list 2-3 hobbies/clubs that he/she may participate in

Approximate target age: 18-21 years

- ◆ Participate in after school activities
- ◆ Plans activities with others
- ◆ Communicates what he/she likes to do for fun
- ◆ Has activities he/she likes to d independently
- ◆ Has activities he/she likes to do with a group
- ◆ Has participated in at least one school activity
- ◆ Can list 2-3 hobbies/clubs that he/she may participate in

HOME/DAILY LIVING

(Learner has or is in the process of developing the skills necessary to live as independently as possible. Learner will need personal management skills which include clothing care, housing, security, and household management. They will need to become more responsible for their personal budgets. Some learners will need supported living arrangements while others need the skills required to obtain apartments, live in a college dormitory, or own their home.)

Approximate target age: 9-11 years

- ◆ Money skills (add/subtract sums up to \$20)
- ◆ Independently completes chores with less than 2 cues
- ◆ Uses calendar "to do" list for organization
- ◆ Can read time (analog hour, ½ hour, ¼ hour)
- ◆ Reading skill – labels, signs, warnings, etc.
- ◆ Can independently get beverages at home
- ◆ Can independently prepare snacks

Approximate target age: 12-14 years

- ◆ Measurement (solid, liquid, distance)
- ◆ Plans and cooks simple meals/snacks
- ◆ Can budget weekly/monthly

- ◆ Comparison-shops for best buys at food stores
- ◆ Cleans their own room
- ◆ Can make simple home repairs (change a light bulb)

Approximate target age: 15-18 years

- ◆ Measurement (solid, liquid, distance)
- ◆ Plans and cooks simple meals
- ◆ Can budget weekly/monthly
- ◆ Comparison-shops for best buys at food stores
- ◆ Cleans their own room
- ◆ Can make simple home repairs (change a light bulb)

Approximate target age: 18-21 years

- ◆ Measurement (solid, liquid, distance)
- ◆ Plans and cooks simple meals
- ◆ Can budget weekly/monthly
- ◆ Comparison-shops for best buys at food stores
- ◆ Cleans their own room
- ◆ Can make simple home repairs (change a light bulb)
- ◆ Consider living options

COMMUNITY PARTICIPATION

(Developing skills to interact and access the community, develops knowledge base for problem solving and decision making for adult life)

Approximate target age: 9-11 years

- ◆ Independent telephone use (answer and take short message)
- ◆ Able to read a menu and place food order
- ◆ Walks/bikes around neighborhood independently

Approximate target age: 12-18 years

- ◆ Can make his/her own doctor/dental appointments
- ◆ Learn about insurance (auto, medical, etc.)
- ◆ Driver's permit
- ◆ Driver's license
- ◆ Demonstrates consumer/comparison skills
- ◆ Independently gets around the community
- ◆ Know how to access advocacy and assistance agencies
- ◆ Independently demonstrates how to use a savings/checking account
- ◆ Independently demonstrates where to go in the community to meet his/her needs (groceries, gas, bank, library, and pharmacy).
- ◆ Has belonged to community support groups
- ◆ Participates in community activities (i.e., Scouts, 4H)
- ◆ Address Guardianship/Conservatorship

Approximate target age: 18-21 years

- ◆ Make own appointments (i.e., medical, hair, etc.)
- ◆ Familiar with independent access to transportation available in the community
- ◆ Participates in community activities
- ◆ Accesses community (i.e., groceries, bank, library, etc.)

- ◆ Gain knowledge about insurance (i.e., auto, medical, etc.)

POST-SECONDARY EDUCATION/TRAINING

(Develop skills to access life-long learning opportunities: e.g., preparation for and application to technical, vocational, community colleges, or universities, adult education and community education)

Approximate target age: 9-11 years

- ◆ What are their favorite classes
- ◆ Written language skills (sentence and paragraph formation, essay writing, etc.)
- ◆ Works well in groups (large versus small)
- ◆ Uses a computer keyboard

Approximate target age: 12-14 years

- ◆ What interesting careers do they talk about what they'd like to try
- ◆ Can edit and create written assignments on computer independently
- ◆ Attends classes prepared (appropriate assignments and materials)
- ◆ Works well in small groups
- ◆ Works well in large groups

Approximate target age: 15-18 years

- ◆ What educational requirements do their career interest areas have
- ◆ What classes have they taken that have helped them explore their career interest areas
- ◆ Have the requirements for their school diploma been set and met
- ◆ What classes should they take in high school to prepare for their post-secondary level
- ◆ Attends classes prepared (appropriate assignments and materials)
- ◆ Works well in small groups
- ◆ Works well in large groups
- ◆ Assist with college application process

Approximate target age: 18-21 years

- ◆ What educational requirements do their career interest areas have
- ◆ What classes have they taken that have helped them explore their career interest areas
- ◆ Have the requirements for their school diploma
- ◆ Attends classes prepared (appropriate assignments and materials)
- ◆ Works well in small groups
- ◆ Works well in large groups
- ◆ Assist with college application process

SILS Program (Semi-independent Living Services)

What is SILS? It is a DHS (Department of Human Services) program for adults with Developmental Disabilities. SILS helps people successfully live in their community, by supporting them in ways that help them achieve personally desired outcomes and lead self-directed lives. [NOTE: Persons using Home & Community Based Services (the “Waivers”) are **not** eligible for SILS.]

Who is eligible? Persons must meet **all four criteria**:

1. Be age 18 years or older;
2. Have a Developmental Disability (dd) or a Related Condition (rc), with the eligibility determination made by a county-based screening team. [NOTE: “Certified” disabled level is not required].
3. Can function and live independently if they have SILS. [SILS is only for highly functional adults with developmental disabilities.]
4. **NOT** at risk of placement in an ICF/MR (Intermediate Care Facility for Persons With Mental Retardation).

What services are covered under SILS? SILS includes training and assistance for:

- Activities making it possible for an adult with dd/rc to live in the community;
- Social, recreation and transportation skills, including appropriate social behavior;
- Learning and exercising the rights and responsibilities of community living;
- Self-administering medication;
- Maintaining personal appearance and hygiene;
- Managing money, prepare meals and shop;
- Obtaining and maintaining a home;
- Performing first aid and obtaining help in an emergency;
- Using the phone and other utilities.

A one time housing allowance of up to \$1,500 can be provided to cover some of the costs related to damage or security deposits for housing rentals, utility deposits and connection costs, household furnishings and other items necessary to enable participant to secure a home in which to receive SILS.

The methods, materials and settings used to provide SILS must be designed to:

1. Increase independence by teaching skills so tasks and activities may be performed without dependence on caregivers;
2. Increase opportunities to interact with people without disabilities who are not paid caregivers;
3. Provide daily schedules, routines, environments and interactions similar to those of people of the chronological same age without disabilities;
4. Provide skill training in an environment where the skill will be used; and
5. Support development of decision making skills and informed choices in all aspects of daily living including selection of service providers, goals and methods, location and decor of residence, roommates, daily routines, leisure activities and personal possessions.

How are SILS services paid? Counties may pay agencies or SILS workers directly, or issue vouchers or cash grants to enable a person to pay providers for their services. If a person on SILS identifies a friend or neighbor from whom they wish to receive SILS, and the county is satisfied with the prospective provider’s capability, the friend or neighbor could be paid to deliver the services without being licensed.

For more information: Contact your county Dept. of Human Services. [There may be waiting lists.]

Transition Resources

The MCYSHN transition website at

<http://www.health.state.mn.us/divs/fh/mcshn/transition.htm> contains a variety of resources. Some additional transition web resources are listed below.

National Resources:

www.disabilityinfo.gov

Website of the federal government that is a starting point for all government services and information sites.

www.nichcy.org

National Dissemination Center for Children with Disabilities (new name – focus especially on educational issues). State pages of resources at <http://www.nichcy.org/states.htm>

<http://www.hrtw.org/>

Healthy and Ready to Work (HRTW). Information and connections to health and transition expertise nationwide – from those in the know, doing the work and living it.

<http://das.kucrl.org/iam/resources.html>

Web resources for assisting college students with disabilities.

Education:

<http://www.rrfcnwork.org/content/view/117/172/>

North Central Regional Resource Center

These individuals are assigned primary responsibility for assisting state and local education agencies with secondary education and transition services.

<http://ici.umn.edu/>

Institute for Community Integration, University of Minnesota. Part of a national network of similar programs in major universities and teaching hospitals across the country.

<http://www.hhs.gov/ocr/>

Your Rights Under Section 504. Office for Civil Rights (OCR) Responsible for enforcing the nondiscrimination requirements involving health care and human service providers and institutions.

<http://www.ndpc-sd.org>

National Dropout Prevention Center for Students with Disabilities

Health and Health Care:

<http://www.survivorshipguidelines.org/>

Resource for clinicians who provide ongoing healthcare to survivors of pediatric malignancies. A basic knowledge of ongoing issues related to the long-term, follow-up needs of this patient population is assumed.

<http://www.shrinershq.org/hospitals/TwinCities/>

Comprehensive care for children with orthopaedic conditions, including care coordination and transition services

<http://www.gillettechildrens.org/default.cfm?pid=1.3.8.3#Transition%20Services>

A variety of transition handouts and resources for transition planning are available on this website.

<http://depts.washington.edu/healthtr/>

Adolescent Health Transition Project. Designed to help smooth the transition from pediatric to adult health care for adolescents with special health care needs. This site is a resource for information, materials, and links. Checklists that can be downloaded.

www.strengthofus.org

NAMI launched this web site designed to empower young adults through resource sharing and peer support and to build connections for navigating the unique challenges and opportunities in the transition-age years.

Financial:

www.dhs.state.mn.us Type keyword "MA-EPD" in the advanced search.

MA-EPD allows working people with disabilities to qualify for MA under higher income and asset limits than regular MA. For more information contact your county human services department or call the Department of Human Services at 651-431-2400 or 800-747-5484.

<http://www.ssa.gov/>

Social Security Administration's main web page.

Employment:

<http://www.mnwfc.org>

Minnesota Workforce Center (Vocational Rehabilitation)

Minnesota WorkForce Centers (WFCs) provide the tools, resources and services needed for job search, career planning and training needs

Independent Living:

<http://www.macil.org>

Minnesota Association of Centers for Independent Living

Eight Centers for Independent Living in Minnesota provide information about independent living services and advocate for people with disabilities so they can live independently in communities of their choice.

<http://www.fosteringconnections.org/>

FosterClub's Transition Toolkit includes an overview of the skills, knowledge and resources needed for young people leaving foster care and preparing for life on their own as young adults.

www.c3online.org

On this web site there are various programs and services available to teens and young adults in their community.

Advocacy and Legal Rights:

<http://www.minnesotaguardianship.org>

Minnesota Association for Guardianship and Conservatorship
Information on guardianship

<http://www.mndlc.org>

Disability Law Center

Serves the unique legal needs of persons with disabilities

<http://www.pacer.org/publications/index.asp>

Pacer Center

Variety of publications, books and videos on transition issues for parents, youth and professionals.

<http://www.thearcofminnesota.org/>

Arc offers a workshop GetSet! for Transition that helps parents understand the special education transition process and outlines the process for developing their child's transition Individualized Education Plan (IEP). The Guardianship Overview explores substitute decision-making for individuals who need assistance in meeting their needs.

<http://www.mylegalaid.org/wp-content/uploads/2009/01/399061705%20-%20Transition.pdf>

Minnesota Disability Law Center Fact Sheet on Transition