

Getting Ready: Life After High School



**CHAPEL HAVEN
SCHLEIFER CENTER**
GROW THRIVE BELONG

Presentation to WIHD
Community Support
Conference 2022





Agenda:

Housekeeping Notes

Introductions

Telling My Story: personal accounts

Home/School Based Tips

Considering the Range of Program Options

Thank you for attending!

Housekeeping Notes

Use the chat! –

Questions will be answered as we go along or at the end.

Please note –

This session is being recorded.

Thank you to our panelists!



Catherine Sullivan-DeCarlo, VP,
Admissions/Marketing



Mary Acquarulo,
consulting
director of
education



Kimber Marchesi,
community member



Jacob Pearson,
community member



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Cheney Ravitz,
1st year student,
ASAT



Jack Spahr
1st year student,
ASAT



About Chapel Haven Schleifer Center:

Award-winning nonprofit, empowering adults to live independent and self-determined lives since 1972

Located in Westville section, serving 250 adults of varying abilities

www.chapelhaven.org



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My story- Kimber

Kimber is from Darien, CT. She came right to CHSC from high school.

"I was excited and curious. I had gone to other schools and fell asleep at one!"

When arrived, she started learning a lot of new skills:

Cooking was new, doing laundry, taking the bus, managing money, how to manage a schedule, apartment maintenance



My story- Kimber's life today

**Kimber lives in her own apartment,
close to our campus**

- She follows her daily schedule
- Participates in Chapel Haven UARTS
- Manages her apartment but...no dishwasher!
- In her spare time, she competes in pageants and often wins!
- On the weekends, she likes to go to the movies, to the mall and to restaurants. She and her friends make their own social plans



My story - Jack's story

Jack is from Darien and is first year student in ASAT (Asperger Syndrome Adult Transition)

High school tip: One thing that really helped prepare him for transition: Attended Camp Soar (North Carolina) – 3 years – may return as a counselor

Skills he learned at camp:

- Working together as a group to pick hiking trails
- Learning how to filter water from river
- Setting up and disassembling tents
- Learning to get along with a group of peers

“It was a mix of independence and fun.”



My story - Jack's life today

Coming to CHSC, Jack has worked hard on:

- Getting things done without repeated prompts; staff wants me to be independent
- Chore chart on refrigerator – take turns with dishwasher and other apartment tasks
- Cooking is a passion: made brownies with staff, likes to make homemade pizza
- Aspiring to pasta chicken alfredo- makes homemade pizza
- “I really want to get into computer repair”
- Interning as our social media intern



A
photo
by Jack



My story: Cheney's story

First year student, ASAT (Asperger Syndrome Adult Transition) from Tacoma Park, MD

High school tip: Job experience while in high school is important!

Cheney had experience with a weavery and working farm – learned how to communicate with others

Being in a high school specifically for special needs was a good experience.



My story: Cheney's life today

At CHSC, he is learning a lot of new life skills:

Learning how to grocery shop with Instacart and follow his budget

No cafeteria so learning to cook and is almost independent; learning how to do portions, the cost of food

Taking classes in social communication; perspective taking important!

Helping with landscaping and operations at CHSC and will join PAVE

Making friends



My story: Jacob's story

Jacob graduated the REACH program and lives in his own apartment in our Supported Living community

Grew up in NYC

- Started at Parkside (age 10)
- Lowell Middle and High School
- Before coming to CHSC, went to two day camps to get experience of a day camp
- 2004 – Camp Ramah – I wasn't used to being away but went back
- **High school tip: Also did JCC Manhattan for classes while in high school – cooking**



My story: Jacob's life now

Went through the REACH program, learned how to be more independent!

Graduated in 2011, moved right into my own apartment

Do my own laundry and cook on the George Foreman

Work experience at the Wave – 6 years

Take bus to work - learned the bus routes

Has a group of friends to do stuff on the weekends



School Based Tips

Planning for transition
with your PPT

Student: _____
Last Name, First Name

DOB: _____
mm/dd/yyyy

District: _____

Meeting Date: _____
mm/dd/yyyy

TRANSITION PLANNING

1. Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.
- This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.
2. Student Preferences/Interests – document the following:
- a) Was the student invited to attend her/his Planning and Placement Team (PPT) meeting? Yes No
- b) Did the student attend? Yes No
- c) How were the student's preferences/interests, as they relate to planning for transition services, determined?
- Personal Interviews Comments at Meeting Functional Vocational Evaluations Age appropriate transition assessments Other _____
- d) Summarize student preferences/interests as they relate to planning for transition services: _____

3. Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered) _____

4. Agency Participation:

- a) Were any outside agencies invited to attend the PPT meeting? Yes with written consent No (If No, MUST specify reason as listed in the IEP Manual) _____
- b) If yes, did the agency's representative attend? Yes No
- c) Has any participating agency agreed to provide or pay for services/linkages? Yes No (if Yes, specify) _____

5. Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP

a) Post-School Outcome Goal Statement - Postsecondary Education or Training: _____

Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP

b) Post-School Outcome Goal Statement – Employment: _____

Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP

c) Post-School Outcome Goal Statement - Independent Living Skills (if appropriate): _____

Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)

6. Please select ONLY one:

The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities):

Student has completed academic requirements; no academic course of study is required – student's IEP includes only transition goals and services.

7. At least one year prior to reaching the age of 18, the student must be informed of her/his rights under IDEA which will transfer at age 18.

NA (Student will not be 17 within one year) The student has been informed of her/his rights under IDEA which will transfer at age 18 No IDEA rights will transfer

8. For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before: (specify date) _____

Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) transfer to students at the age of 18, unless legal guardianship has been obtained.

Student: _____ Last Name, First Name
DOB: _____ mm/dd/yyyy
District: _____
Meeting Date: _____ mm/dd/yyyy

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

- For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:
 NA A behavioral intervention plan has been developed. IEP Goals and Objectives have been developed to address the behavior. Other (specify): _____
- For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:
 NA Recommendation: (specify) _____
- For students who are blind/visually impaired (VI): NA Instruction in braille or use of braille is being provided, as required. The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.
- For students with print-related disabilities (such as SLD/Dyslexia, blind/VI, physical limitations or organic dysfunction): NA The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on page 8 of the IEP-- if so which format/accommodation utilized: Large Print Digital Text Audio Other (specify): _____
- For students who are deaf or hard of hearing: NA See attached required *Language and Communication Plan* (Form ED638) -- The PPT has determined (after considering the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology.

PROGRESS REPORTING

- A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:
 Quarterly Consistent with grade level report cards Other (specify): _____

EXIT CRITERIA

- Exit Criteria: Student will be exited from Special Education upon: (Check One) Ability to succeed in Regular Education without Special Education support Graduation Age 21 Other: (specify) _____

INFORMATION ON IEPs and SECONDARY TRANSITION

- Parents, including Surrogate Parents and the student if 18 or older have been provided (electronically or in hard copy) with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter: *Building a Bridge* *Parent's Guide to Special Education* *IEP Manual* OTHER: _____
- The *Parent's Transition Bill of Rights* has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services: *Parent's Transition Bill of Rights*: is available on the school district website; is enclosed with this document; was already provided, reviewed and discussed this school year (date) _____



Transition Bill of Rights

For Parents of Students Receiving Special Education Services

A student with an individualized education program (IEP) has certain rights under both federal and state laws. This *Transition Bill of Rights* for parents of students receiving special education will help parents and students understand a student's rights related to getting an education and other important issues regarding the transition to life after high school. School districts will provide this document annually at a planning and placement team (PPT) meeting to all parents, guardians, and surrogate parents of students who are receiving special education services in Grades 6-12 as well as to students who are 18 years of age or older.

Students, parents, guardians, and surrogate parents are important members of the PPT. Parents, guardians, surrogate parents, and students 18 years of age or older have the right to receive a copy of *Procedural Safeguards in Special Education* which explains the rights and responsibilities in the federal law called the Individuals with Disabilities Education Act (IDEA). These procedural safeguards are provided at least annually at a PPT meeting by each school district. This publication describes a student's right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through specialized instruction and related services in a student's IEP.

Students with an IEP have a right to:

1. Receive secondary transition services through their IEP starting at least at age 16, or younger if desired and recommended by the student's PPT.
2. Receive appropriate individualized education services through the end of the school year in which they turn 21 OR until graduation with a regular high school diploma. The school year is defined as July 1 through June 30. This decision is typically recommended by a student's PPT.
3. Attend all PPT meetings, including those related to transition planning, to represent their education/training, employment, and independent living interests, preferences, and strengths.
4. Assist in the development of their IEP with accommodations and modifications designed to meet their unique needs.
5. Develop realistic and specific post-school outcome goal statements (PSOGS) that are measurable, based on their individualized needs and interests, and reviewed annually as part of their IEP.
6. Receive secondary transition services and related supports to help them prepare to meet their post-school goals in postsecondary education/training AND employment, and independent living skills if appropriate.
7. Assist in developing annual goals and objectives to include but not be limited to those areas in the *Connecticut CORE Transition Skills*, such as health care, transportation, self-determination, and social skills.
8. Identify, explore, and connect with outside agencies as appropriate, including but not limited to the following adult service agencies: Department of Developmental Services (DDS), Department of Mental Health and Addiction Services (DMHAS), Department of Public Health (DPH), and the Department of Rehabilitation Services (DORS), which includes the Bureau of Education and Services for the Blind (BESB) and Bureau of Rehabilitation Services (BRS) (see *Easing into Secondary Transition*).
9. Be informed on or before their 17th birthday that all parental rights will transition to the student when he or she reaches the age of 18. Under Connecticut law, students may notify the school district (in writing) that their parents, guardian, or surrogate parent shall continue to have the right to make educational decisions with the students when they turn 18.

10. Request consideration for receiving transition-only services between the ages of 18 and 21 if all transition goals and objectives have not been met during their previous years in high school. The following conditions are required:

- a. Students have met all academic requirements for graduation.
- b. PPT makes the recommendation for transition-only services that must be reviewed at least annually.
- c. Transition-only services must be a coordinated set of individualized activities but do not need to be a specialized “program.”
- d. Transition-only services must provide students with the opportunity to spend at least 80 percent of their time with nondisabled peers.
- e. Students are entitled to participate in graduation activities upon completion of academic requirements or at the conclusion of transition-only services - this is a decision to be made by the student, parents, and/or guardians or surrogate and the PPT.
- f. If students participate in transition-only services, the date on their diploma or certificate will be the date that they exit high school (either aging out at 21 or with a diploma or certificate).

In addition, the following should also be considered:

- g. Transition-only services are typically discussed during the senior year of high school.
 - h. Transition-only services are not needed for graduation but may include academic, vocational, and independent living activities that will help students meet their post-school goals.
 - i. Transition-only services should be based in the local community to the greatest extent possible in order to prepare students for life after high school.
11. Actively participate in the development and revision of their Student Success Plans, which are required for all students in grades 6–12 to address career, academic, and social/emotional/behavioral skills to prepare for life after high school.
12. Receive, along with their parents, guardians, and surrogate parent transition resources and other information regarding IEPs developed by the Connecticut State Department of Education (CSDE) and their school such as:

Connecticut Core Transition Skills

To the maximum extent possible, **each student** with a disability will be able to:

- A. Explain his/her disability including individual strengths, needs, preferences and interests.
- B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
- C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
- D. Assist with the development of his/her Individualized Education Program (IEP).
- E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
- F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
- G. Describe his/her rights and responsibilities under disability legislation.
- H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
- I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
- J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
- K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
- L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
- M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
- N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/ or employment settings.
- O. Demonstrate skills needed to access appropriate transportation (both public and private).
- P. Demonstrate the ability to use technology to enhance employment, learning and community involvement.

Questions?

School Based Tips

Preparing for life after high school

Preparing for transition: more tips and
ideas for the high school years & beyond!

Life Skills

- **Cooking:** make own breakfast or lunch – everyday!
- **Grocery Shopping:** assist with locating a few items from the family list
- **Apartment Maintenance:** assign & complete chores with a regular schedule & set expectations
- **Community Safety:** know how to seek help



Life Skills

- **Mobility:** independently walk around the neighborhood or browse in a store with parent check-in
- **Budget:** make cash & debit purchases
- **Leisure Time Management:** be at home without constant adult input or supervision
- **Time Away From Home:** attend a sleep away camp



Social Communication

- **Perspective Taking:** read *Socially Curious & Curiously Social* by Michelle Garcia Winner
- **Compromise:** plan an outing
- **Social Etiquette:** practice best use of phone, texting & social media
- **Problem Solving:** use in the moment teaching
- **Social Skills:** attend a skills group, make plans with peers using scaffolded planning sheets or scripts



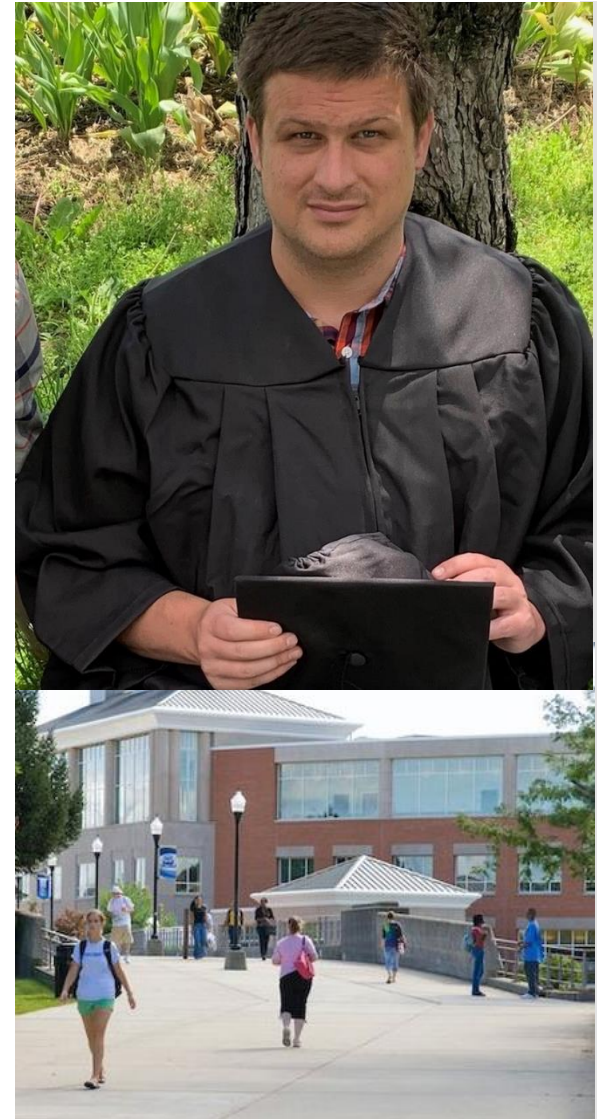
Readiness for Work

- **Volunteering:** provides repeated experiences to practice meeting expectations & offers varied opportunities to explore interests
- **Interest & Skills Surveys** – check out careeronestop.org, great resource for career exploration and job tips
- **Realistic Expectations:** define underlying interests & use that to map out career possibilities



College Supports

- **Time Management**
- **Executive Functioning**
- **Increase Understanding:** learn the difference between modifications (HS) vs. accommodations (college)
- **Self-Advocacy**
- **Browse Options:** look at catalogues, visit campuses, discuss pros & cons



Questions?

Home Based Tips

Considering Programs

Understanding the range
of options

Day Programs

potential DDS funding

- CHSC Community Life Program
- Kennedy Center
- SARAH Inc.



A Spectrum of Independence

Vocational Rehab

potential DDS funding

- DORS



A Spectrum of Independence

Non-Residential College with Supports

- Gateway Community College
- Norwalk Community College



A Spectrum of Independence

Post-Secondary Residential with 24/7 Supports

- Chapel Haven Schleifer Center
- Franklin Academy



A Spectrum of Independence

Residential College with Peer Supports

- Thames Program at Mitchell College
- REACH Program at College of Charleston



A Spectrum of Independence

Program Focus & Outcomes

What is your goal? What is this preparing for? Where does this lead?



Considering Programs

Measuring Success

How will progress be monitored?



Considering Programs

Peer Group

Will there be opportunities for lasting friendships?



Considering Programs

Questions?

Considering the Range of Program Options

Thank you for joining us!

Have specific questions about Chapel Haven or want to learn more about our programs? Email:

- cdecarlo@chapelhaven.org
- admission@chapelhaven.org

Thank you to our wonderful panelists!



www.chapelhaven.org