



Westchester Institute
for Human Development

<https://www.wihd.org>

Welcome!

Community Support Network Transition Institute 2022



THE FIVE MOST IMPORTANT THINGS A PARENT NEEDS TO KNOW ABOUT TRANSITION

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TRANSITION COORDINATOR

WHAT IS THE FOCUS OF THIS SESSION?

- Introduction to transition
- Share strategies on how to successfully navigate the transition process



WHO AM I?

What have I learned as a Transition
Coordinator?

What have parents taught me?



WHAT HAVE PARENTS SAID ABOUT THEIR CHILDREN'S TRANSITION TO THE ADULT WORLD?

“ I wish I had known more about transition services when my child was in school. I didn't realize how difficult it would be. It's true when they say the Yellow School Bus doesn't come anymore.”

Mother of 25-year-old

WHAT ELSE HAVE PARENTS SAID?

“ I wish I had talked to my son more about what he had wanted to do. It’s his life and not mine.

I wish I had stressed more about self-care and independent skills. He is really struggling now as an adult.”

Mother of 30-year-old.

WHAT DID THIS DAD WISH HE HAD DONE?

“I wish I had set goals early to teach the value of money and work and encouraged independent life skills (for example, laundry, food preparation, taking public transportation) by age 13 .”

Dad of 39-year-old

WHAT ELSE HAVE PARENTS SAID?

“ I wish she had had more opportunities to volunteer and be part of the community at an early age. I sheltered him too much – I guess I was afraid”

Mother of 25-year-old year old

“ I didn't realize that I went from a system of entitlement to a system of eligibility”

Mother of 22-year-old

WHICH QUOTE RESONATES WITH YOU?

In the chat room write down the quote that resonates with you and you want to remember as you begin the transition process.

The background is a gradient of blue, darker at the bottom. In the corners, there are decorative white and light blue lines that resemble circuit traces or a network diagram, with small circles at the end of the lines.

WHAT ARE THE FIVE MOST
IMPORTANT THINGS A PARENT
CAN DO?

1. WORKING COLLABORATIVELY WITH YOUR SCHOOL.

Being able to work **collaboratively** with the school in identifying

Your child's strengths and needs

Future goals for your child

Needed prevocational skills

Which adult service agencies would be appropriate

START EARLY

2. HELPING YOUR CHILD DEVELOP SELF-ADVOCACY SKILLS

Students need help in developing these skills as they mature:

- Self-Awareness – understanding their strengths/interests
- Making a plan and carrying it out
- Reflecting on Results and Adapting
- Understanding their own IEP goals
- Participating in CSE Meetings – Student Directed IEP Meetings

3. TAKING A PROACTIVE ROLE IN DRIVING THE TRANSITION PROCESS

Understanding school's responsibilities

Understanding your child's IEP and diploma options

Ensuring that transition is discussed at every annual review meeting

Having a "point person" to work with in the school



LET'S LOOK AT THE TIMELINE TOGETHER

Where is your child in this process?

Let's discuss the various important steps in the transition process.

Questions?



| Who? | Age | Agency/Action | Description of Service |
|--|--------------------|---|---|
| H I G H E R N E E D S U P P O R T S | 12 | School District | Level one Assessment to determine interests of student |
| | 12 and up | Register with OPWDD/DCMH If appropriate | Requirements for OPWDD (Office for People With Developmental Disabilities) are that the student must have an Generally, IQ below 60 and/or a substantial limitation in functional skills (below 70 on Adaptive Scale). |
| | 12 and up | Attend Front Door Orientation If appropriate | OPWDD has developed a training that provide an overview of accessing services through OPWDD as well as training on self-direction. Education sessions occur monthly. Registration to attend a front door session is required. Register: http://www.opwdd.ny.gov/welcome-front-door/information_sessions |
| | 12 and up | Attend Front Door Needs Assessment If appropriate | An assessment is to take place with a front door facilitator from the local Westchester OPWDD office. |
| | At age 18 or older | Guardianship If appropriate | If a parent is concerned that their child will have difficulty making everyday decisions related to food, health, finances, etc., legal guardianship should be considered. Shared Decision Making should be considered |
| | Before 18 | Supplemental Needs Trust If appropriate | If parents are choosing to apply for SSI, they should consider opening a Supplemental Needs Trust, so the student's money is protected and not seen as "savings" in order to meet the \$2,000 minimum. |
| | 18 | If appropriate SSI Application | If appropriate, once the student turns 18 they are able to apply for Supplemental Security Income. SSI makes monthly payments to individuals with disabilities who have less than \$2,000 in savings. When a student receives SSI, he/she will also receive Medicaid which is needed for all adult services |
| | 18 (or earlier) | Apply for Care Coordination Organizations | For those students who are OPWDD eligible, parents must select a Care Coordination Organizations. CCOs are provided by OPWDD to assist persons with developmental disabilities and intellectual disabilities in gaining access to necessary services and supports appropriate to the needs of the individual. |
| | 20-21 | Tour Adult Service Agencies If appropriate | If appropriate visit various agencies. Adult Service Agencies' mission is to empower adults with developmental disabilities to achieve their potential based on personal choices, abilities and interests. There are a variety of programs throughout Westchester County. |
| | 18 and up | If appropriate ACCES-VR | ACCES-VR (Adult Career and Continuing Education Services- Vocational Rehabilitation) offers financial assistance based on economic need for students attending college or a post-secondary training program. They also help with finding/maintaining employment. |
| | 18 | Non-Drivers ID Card/ Para Transit Application If appropriate | Department of Motor Vehicle Westchester County Office for People With Disabilities |

4. HOW CAN WE REALISTICALLY SET GOALS FOR OUR CHILD POST HIGH SCHOOL?

- Encourage volunteer activities in community
- Get input from all the adults your child interacts with
- Results from transition assessments

5. LEARNING ABOUT ADULT SERVICE SYSTEMS

- ACCES-VR = Adult Career and Continuing Education Services – Vocational Rehabilitation
- OPWDD- Office for People with Developmental Disabilities
- OMH – Office of Mental Health
- College Disability Services – Think College
- ILC – Independent Living Centers

LET'S LOOK AT THE HANDOUT- NAVIGATING ADULT SERVICES

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Transition Timelines

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