

Transition to Adulthood

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Why we do what we do....

People with disabilities have the right to choose a path toward education and employment. However, while freedom of choice is given, the right to work is earned. Earning the right to work is dependent upon the student's preparation.

- Simon, Stephen, ADA Quarterly. Fall 1998



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Transition Overview



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What is Transition?

- The move from high school services to adult life after graduation or at age 21 (or older in some states) under IDEA Part B (secondary transition)

Transition is...

- Transition is a lifelong process, not an event
- Multifaceted, active process
- Involves the medical, psychosocial, educational, and vocational needs
- Targets adolescents as they move from child-oriented to adult-oriented lifestyles and systems
- The adolescent and family must be involved in the decision process
- Families look toward independence
- Coordination of services and providers is essential

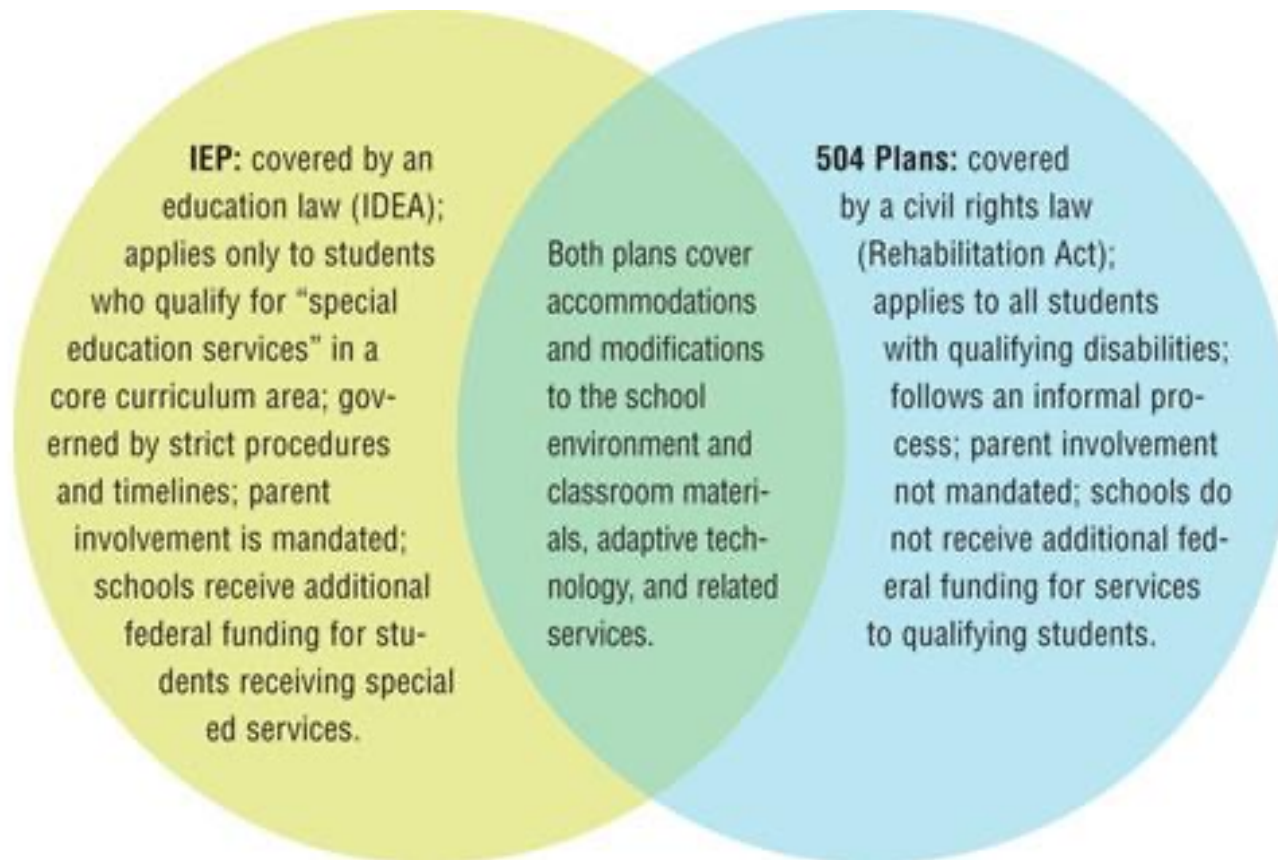
High School Journey



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IEP or 504 Plan



School accommodations

- Extended time (homework/tests)
- Use of laptop-text to speech
- Preferential seating
- Note taking
- Frequent check ins
- Modified workload
- Decreased written demands
- Sample of finished work
- Visual aids, organizational outlines

What should you be discussing?

- Self Advocacy
- Independence
- Medical care issues
- Diploma Deferral
- Work-study/life skills
- Employment
- Tours (colleges, vocational programs)
- Referrals
- Volunteer

Defer diploma

- Can receive services until they reach age 22 as long as the students have the required high school credits
- They can "walk through" graduation with the rest of their class but defer receiving their diploma until they complete **transition classes, job training programs or vocational school**. This should be part of the IEP transition plan.
- The advantage to the student is the continued support for a free appropriate public education, special education and related services. These protections will not be provided after graduation. The decision is made by the IEP Team.

****Requirements differ from state to state.**

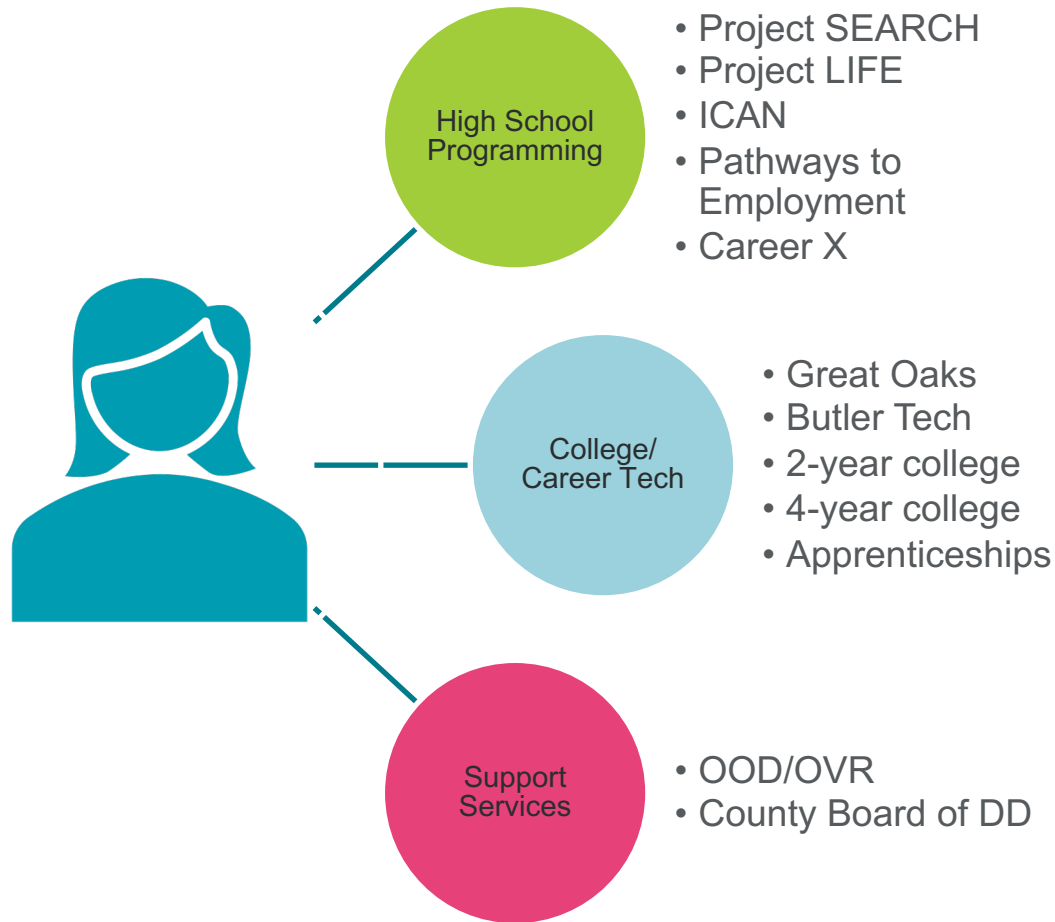


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Example Scenario:

Patient from Cincinnati



Psychological/Neuropsychological Testing

- *Used for an underlying medical/neurological condition that would impact cognition and learning...for instance, Spina Bifida, hydrocephalus, genetic conditions, seizures, TBI, neurofibromatosis, sickle cell, cochlear implants, severe prematurity, and exposure to substances in utero.*
- Traditional cognitive or psychological testing can be helpful in looking at overall cognitive functioning (IQ) and psychosocial difficulties. Neuropsychological testing is used to assess memory, attention, visual perception, sensory, and *Executive Functioning*
 - All higher-order processing tasks
 - Initiation
 - Judgment
 - Inhibition
 - Self-monitoring

Organizational skills are often critical for academic success

Executive skills, in general, become more important as children progress; less important in earlier grades as teacher provides needed structure and support.



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Executive Functioning

- Practice executive and daily life skills at home to build independence.
 - Add structure (e.g., visual checklists, family calendar) and encourage them to participate (e.g., having him check off tasks when completed and add his appointments to the calendar).
 - Use reminders and cues to help them remember learned skills and increase safe participation in daily life skills (e.g., visual checklists or instructions).
 - Coach them in strategies to support executive skills (e.g., breaking tasks into smaller parts, using a calendar, planner, and/or phone reminders).
 - With appropriate supervision and guidance, have them practice daily life skills (e.g., cooking, laundry, managing small amounts of money). Start by setting small, achievable goals and focusing on an area where he is most likely to be successful.
 - Give feedback (especially positive) quickly and say exactly what you are responding to (e.g., “thank you for hanging up your coat” right after he does so). This will help them to link the feedback to his actions.
 - Allow them opportunities to earn privileges by setting and working towards their goals. Setting small, achievable goals will help, as it will give them more opportunities to be successful.
 - **Gradually**, as they meets goals and builds skills, reduce the amount of support.

Post Secondary



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Post Secondary Education

- What is the desired goal? 2 year or 4 year college? Is this a goal for the student?
- Is the goal realistic based on the student's ability and skill level?
- Has this been discussed with the IEP team/medical professional?
- Certificates vs. degree options
- Level of support
- Resources

Accessibility Resources-College

- Accessibility Resources is dedicated to empowering students with disabilities through the delivery of reasonable accommodations and support services while educating the community to see beyond disabilities to the richness of inclusion.
- Students with disabilities who need academic accommodations or other specialized services while attending a university receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues.



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Accessibility Services in College

- Accessibility services offer accommodations to any student who has a documented disability. Included, but not limited to:
 - Visual impairments
 - Hearing Impairments
 - Mobility Impairments
 - Psychiatric Disabilities
 - Learning Disabilities
- Documentation must be:
 - Reflective of the current level of functioning
 - From a qualified professional (doctor, psychologist, IEP, MFE, 504)
 - Contain a description of the nature and extent of the disability
 - Provide explanation of the functional impact of the disability, especially as it relates to the academic environment
 - Specific recommendations for reasonable accommodations.

Self Advocacy

- Know your rights under the ADA/Section 504
- Advocate!
- Know how to ask for help!
- Learn how your disability may impact your ability in a particular course.
- Become comfortable talking about your disability.
- Approach instructors to request accommodations.
- Utilize accommodations at least once so you know what works/doesn't work for you!

Employment



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Customized Employment

- “Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the strengths, needs, and interests of the person with a disability and is also designed to meet the employer's specific needs. It may include employment developed through job carving, self-employment or entrepreneurial initiatives, or other job development or restructuring strategies that result in job responsibilities customization and individually negotiated to fit the needs of individuals with a disability.” (p. 43156).
1. Discovery
 2. Job Search Planning
 3. Job Negotiation
 4. Ongoing Supports

Employment First



- Aim is to remove barriers to competitive, integrated community-based employment
- Employmentfirstohio.org
 - Lots of Great Resources to facilitate employment for individuals, families, businesses, and supported employment agencies
 - [Agency Navigation Tool](#) for Families (Ohio)
 - [Career Discovery Tools](#) (Discovery Profile)
- Lots of Resources!



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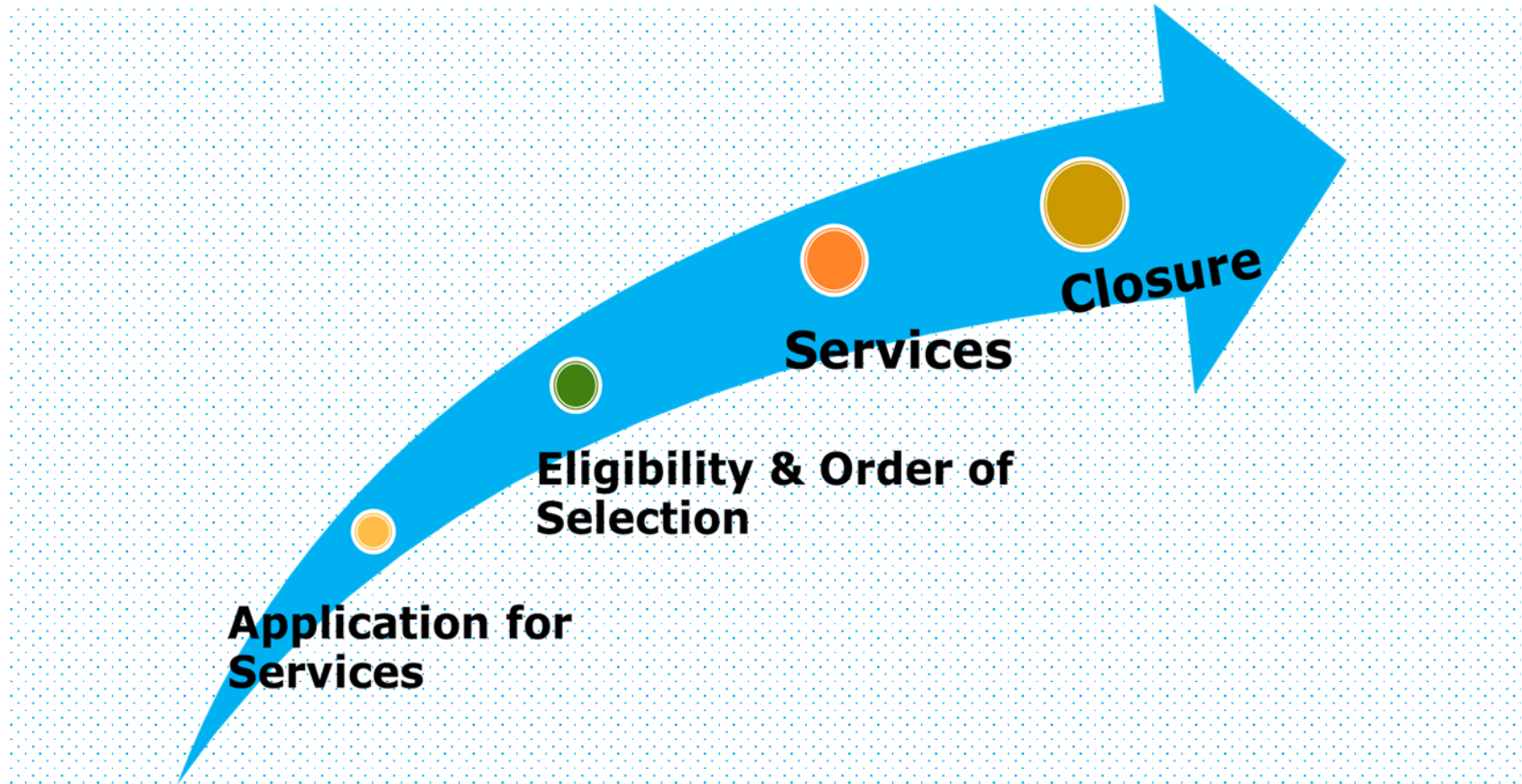




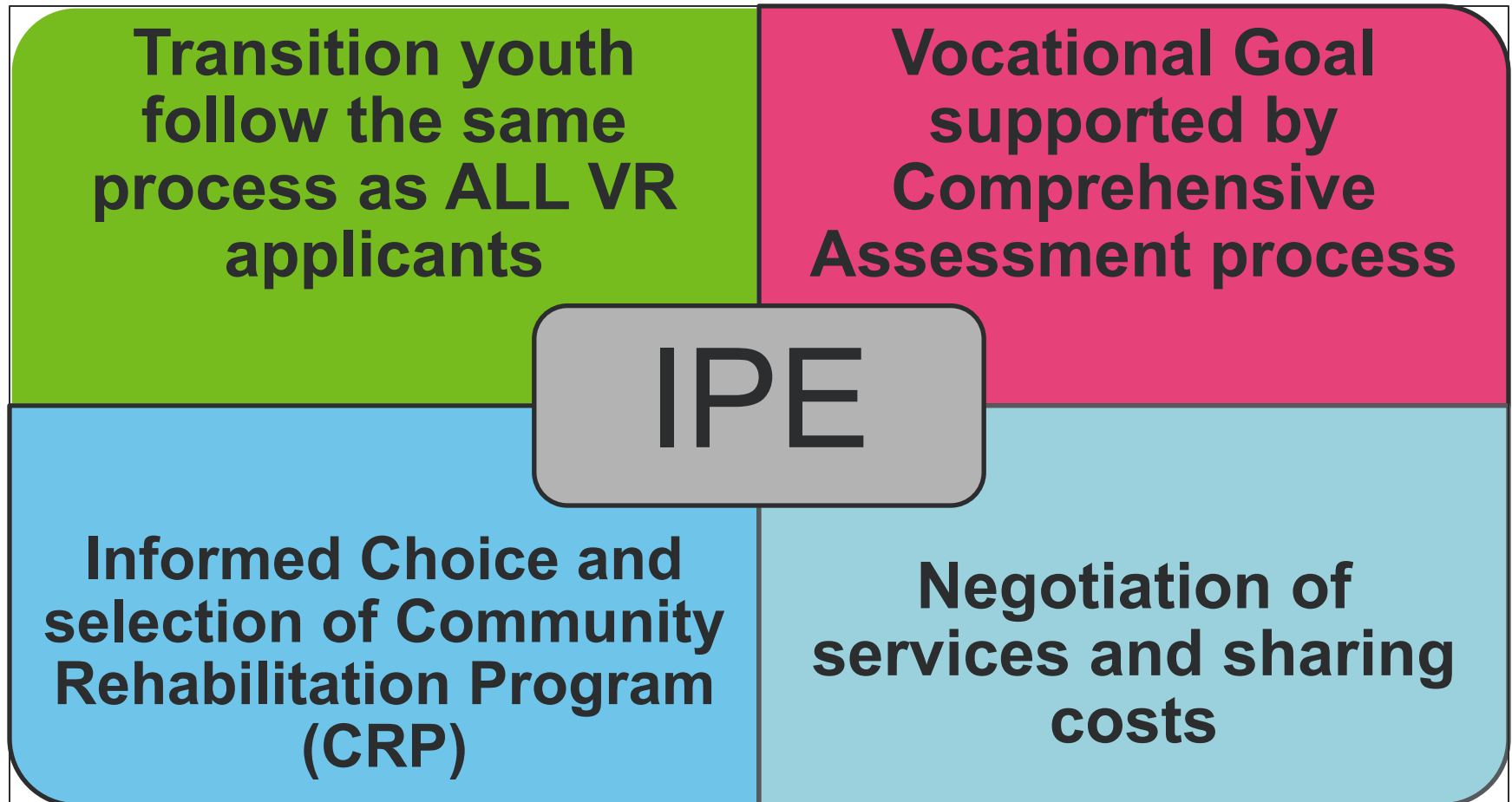
Bureau of Vocational Rehabilitation – BVR
Bureau of Services for the Visually Impaired –
BSVI
Department of Disability Determination – DDD

*name varies from state to state

Vocational Rehabilitation Process



Individualized Plan for Employment



Transition Services

- Pre-Employment Transition Services (Self-Advocacy, Work Readiness, Job Exploration Counseling)
- Summer Youth Work Experience (3-5 weeks)
- Job placement assistance
- On the job supports
- Assistive technology (low to high tech)
- Training
- Low vision services-BSVI

Long term supports



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SSI vs SSDI-what is the difference

- The difference between SSDI and SSI – YouTube
- SSI consultant- Debi Schwartz
getssahelp@gmail.com
- Disability Advocates Group

Developmental Disability Services



DDS formally MR/DD)

name varies from county to county and state to state

What services can they provide?

- Life-long services
- Service coordination
- Independent living/Supportive living
- Job follow along services
- Funding/Medicaid waivers
- Some workshops available
- Day Program/Volunteer
- Varies by state



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Waivers in Ohio



HOME- AND COMMUNITY-BASED WAIVERS THAT MAY BE APPROPRIATE FOR OHIOANS WITH DEVELOPMENTAL DISABILITIES

Waiver	Level One	Individual Options (IO)	Self-Empowered Life Funding (SELF)	Ohio Home Care
Eligibility	All Ages Specific Financial Criteria ICF/IID Level of Care *Cost limitations are \$30,000/year for children and \$45,000/year for adults.	All Ages Specific Financial Criteria ICF/IID Level of Care	All Ages Specific Financial Criteria ICF/IID Level of Care *Cost limitations are \$30,000/year for children and \$45,000/year for adults.	Birth thru age 59 Specific Financial Criteria Nursing Facility Level of Care
Services	-Adult Day Supports -Assistive Technology -Career Planning -Clinical/Therapeutic Intervention -Environmental Accessibility & Adaptations -Functional Behavioral Assessment -Group Employment Support -Homemaker/Personal Care -Home-delivered Meals -Individual Employment Support -Informal Respite -Money Management -Non-medical Transportation -Participant-directed Homemaker/Personal Care -Participant-directed Goods & Services -Participant/Family Stability Assistance -Remote Supports -Respite (residential & community) -Self-directed Transportation -Specialized Medical Equipment & Supplies -Transportation -Vocational Habilitation -Waiver Nursing Delegation	-Adult Day Supports -Assistive Technology -Career Planning -Community Transition -Environmental Accessibility Adaptations -Group Employment Support -Homemaker/Personal Care -Home-delivered Meals -Individual Employment Support -Interpreter -Money Management -Non-medical Transportation -Nutrition -Participant-directed Homemaker/Personal Care -Remote Supports -Respite (residential & community) -Self-directed Transportation -Shared Living -Specialized Medical Equipment & Supplies -Social Work -Transportation -Vocational Habilitation -Waiver Nursing Delegation -Waiver Nursing	-Adult Day Supports -Assistive Technology -Career Planning -Clinical/Therapeutic Intervention -Functional Behavioral Assessment -Group Employment Support -Home-delivered Meals -Individual Employment Support -Non-medical Transportation -Participant-directed Homemaker/Personal care -Participant-directed Goods & Services -Participant/Family Stability Assistance -Remote Supports -Respite (residential & community) -Support Brokerage -Transportation -Vocational Habilitation -Waiver Nursing Delegation	-Adult Day Health -Emergency Response -Home Care Attendant -Home-delivered Meals -Home Modification -Out-of-Home Respite -Personal Care Aide -Supplemental Adaptive & Assistive Devices -Supplemental Transportation -Waiver Nursing
Administered by	Ohio Department of DD	Ohio Department of DD	Ohio Department of DD	Ohio Department of Medicaid
Where to apply	Local County Board of DD	Local County Board of DD	Local County Board of DD	Local CDJFS or Ohio Benefits Long-Term Services & Supports (OBLTSS) 844/644-6582

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Resources

- Documents
 - [Career Discovery Tool](#)
 - [Transition to Employment Agency Navigation Tool](#)
- Websites
 - www.ood.ohio.gov
 - <https://www.cincinnatichildrens.org/patients/child/special-needs>

Questions?



Contact Us

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