Transitions:
Support During Change

Bureau of Children’s Services
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Goals For This Session

• Learn to embrace the new opportunities transition can bring.
• Introduce key concepts to support thoughtful planning of transitions.
• Share strategies to increase your capacity and abilities to guide the transition process.
• Learn ways to partner with new programs.
What is Transition?

• Formal transitions
• Everyday transitions
Key Concepts to Guide Transition

• Look toward the future
• Parents and youth need a voice during transition planning
• Transition takes time
  – Time to plan and adjust
  – Steps to complete
Key Concepts to Guide Transition

• Relationships guide and influence process
• Support provided needs to be individualized
• Preparing the child so they flourish
Look Toward the Future

• Parents have hopes and dreams for their children.
• Parents can help with planning in many ways.
• Parents can help their children develop their interests and goals for the future.
• Service professionals can also help with planning.
Parents Need a Voice

• Start with worries, excitement, nervousness, questions, concerns, expectations, and priorities.
• Ask if help is needed sharing concerns with others, such as a local educational agency (LEA).
• Share wishes and concerns with team.
• Help identify informal supports.
Parents Need a Voice, continued

• Share communication method that works best (for example, email, phone, or handouts).
• Request support around advocacy skills.
• Inform of help needed to explore and connect to needed resources.
• Assure understanding of the process and rights.
Transition Takes Time

• One discussion is not enough.
• Required steps take time to:
  – Decide which, when, how, and so on.
  – Execute.
• It’s never too early to start.
Transition Takes Time, continued

• Importance of documentation
  – Write down questions.
  – Document steps or actions to complete.
  – Document when items are completed.

• Value of self-care
Relationships Guide and Influence the Process

Relationships between:

- Family and current program or agency staff
- Current program and other resources
- Family and other resources they want to pursue
Relationships Guide and Influence the Process, continued

• The world is full of helpers.
• How is this concept promoted or discouraged?
• How do we build relationships needed for smooth transitions?
Supports Need to be Individualized

• Although steps are the “same” for all families, how they are completed can and should differ.

• Each child has different transition needs based upon his or her development.
Supports Need to be Individualized, continued

- Each family has different transition needs based upon their strengths, concerns, priorities and resources.
- Time can change things (time to think, situations).
Supports Need to be Individualized, continued

• Every family benefits from reminders of options and next steps.
• Various steps are needed to support the family and child (new people, settings, processes).
• Resources need to be personalized and differ from community to community and from family to family.
Preparing Children and Youth to Flourish

• Include children and youth in planning.
• Access supports and services.
• Identify steps to support children and youth in new environment (new people, new location, and so on).
Transition Planning

Transition steps or plan:
• Develop written plan of offered supports and services.
• Individualize the steps based upon child and family needs.
• Complete with the family and other resources.
• Update steps as necessary.
Transition Planning, continued

Formal transition:
• Birth to 3 Program
• Children’s Long-Term Support Program
• Special education through schools
Birth to 3 Program Transition Planning

Required steps:
• Transition plan
• LEA notification
• Referral to the LEA
• Transition planning conference
More About Birth to 3 Program
Transitions

Children and parents can help with planning.

• Be sure the individualized family service plan reflects the child’s goals for their future.

• Be sure the plan for achieving those goals is included.
More About Birth to 3 Program Transitions, continued

For children with an Individualized Education Program (IEP) at age 3:

• Attend all IEP meetings.
• Encourage school to include transition elements in IEP.
School Transition Planning

• Academic and Career Planning (ACP) starts in sixth grade.
• Students with Individualized Education Programs (IEPs) develop Postsecondary Transition Plans (PTPs) starting at age 14.
More About School Transitions

• Children and parents are an important part of the planning team.
• Children with an IEP are an important part of the planning team.
• Use all the great planning done for other areas of transition.
Planning for Employment

- Planning starts when children are young.
  - What are their interests?
  - What do they enjoy doing?
- Encouragement from parents makes all the difference.
- Children are up to five times more likely to work in the community as an adult if their parents expect that they will work. (Carter, Austin, and Trainor, 2012)
More on Employment Planning

Division of Vocational Rehabilitation (DVR)

• DVR helps people with disabilities who want to work.
• Specific services are available for youth to help prepare for employment.
More on Employment Planning, continued

- Schools and case managers can help families connect with DVR at least two years before leaving school.
- More information is available on the DVR website: https://dwd.wisconsin.gov/dvr/jobseek.htm
Children’s Long-Term Support (CLTS) Transition Planning

- CLTS service coordinators refer youth to an aging and disability resource center (ADRC).
- CLTS service coordinators assist with the transition to adult services.
More about CLTS Transition

CLTS helps with other transition planning considerations, including:

• Decision-making when youth turns 18 years old.
• Social Security.
• Benefits counseling.
• Overall systems-level coordination.
Resources

Transition Action Guide (TAG)
- Guide to transition from school to work
- Planning tool for youth, families, and service professionals
- Information about DPI, DVR, and DHS programs and services
More Resources

Information and resources are available through many sources.

- Service coordinators and case managers
- Special education teachers
- Community resources
More Resources, continued

Department of Health Services

• Youth in Transition webpage: https://www.dhs.wisconsin.gov/clts/waiver/transition/index.htm

• Birth to 3 Program Transition webpage: https://www.dhs.wisconsin.gov/birthto3/index.htm
More Resources, continued

Department of Public Instruction’s Opening Doors Series on transition planning available from the following website:
https://dpi.wi.gov/sped/topics/transition
Questions and Contact Information

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Reference