

# TRANSITION PLAN

STUDENT NAME:

DATE:

**Specific Goal(s) for Transition to Postsecondary Activities (postsecondary education, work, and/or community living)**

- \_\_\_\_\_ is planning for independent living in an adult-living residence for the Deafblind, supported with intervention
- Build upon independent living skills
- Explore and participate in a variety of co-op work placements in the community, with intervention
- Investigate existing adult-living options and determine the type of adult setting he/she prefers and that meets his/her needs
- Determine which agency/person will administer his/her adult program
- Assist the agency to apply for and secure funding for adult intervention
- \_\_\_\_\_ is scheduled to graduate in June 200\_

Actions Required	Person(s) Responsible for Actions	Timelines
<ul style="list-style-type: none"> <li>• Meet with Executive Director of the Canadian Deafblind Association (CDBA) to discuss future adult-living options and funding for adult intervention; future planning</li> </ul>	CDBA Executive Director Parents Student Community Liaison Worker Principal Teacher	Annually – Case Review Meeting ( <i>age 14 and over</i> )
<ul style="list-style-type: none"> <li>• Participate in a Transitional Needs Assessment to identify specific needs and the type and level of services required in an adult program</li> </ul>	Student Parent CDBA – Adult Transition Assessment Team Principal Community Liaison Worker Teacher	Age 21
<ul style="list-style-type: none"> <li>• Submit name to WRMS &amp; CDBA for inclusion in Five-Year Funding Forecast to Ministry of Community and Social Services (funding for intervention)</li> </ul>	Parent Student Community Liaison Worker CDBA Principal	Five years prior to graduation
<ul style="list-style-type: none"> <li>• Visit a variety of adult-living programs for individuals who are deafblind</li> </ul>	Parents CDBA Community Liaison Worker Student	During the final 3 – 4 years at WRMS

<ul style="list-style-type: none"> <li>Decide upon which agency/person will administer the adult program and funds</li> </ul>	Parents Student	Fall of the school year in which the student graduates
<ul style="list-style-type: none"> <li>Develop a proposal for funding for adult intervention</li> </ul>	Selected Agency CDBA Executive Director Parents Student	Six months prior to graduation
<ul style="list-style-type: none"> <li>Apply for and obtain a CNIB card</li> </ul>	Parent Student	At any time – parents to contact local CNIB office in student's home area
<ul style="list-style-type: none"> <li>Apply for and obtain a Social Insurance Number</li> </ul>	Parent Student Community Liaison Worker	At 18 years of age, or younger if ward of CAS
<ul style="list-style-type: none"> <li>Apply for and obtain Ontario Disability Support Pension (ODSP)</li> </ul>	Parent Student Community Liaison Worker	Start process one year prior to 18 <sup>th</sup> birthday (approval of application may take up to six months)
<ul style="list-style-type: none"> <li>Obtain recent audiological and ophthalmological assessments</li> </ul>	Parent Student	During last year at school
<ul style="list-style-type: none"> <li>Participate in the Deafblind Residence Apartment or MacHouse Transition Program during the last one-two years at the W. Ross Macdonald School</li> </ul>	Principal Residence Manager Student Community Liaison Worker	Final one-two years at WRMS
<ul style="list-style-type: none"> <li>Participate in annual co-operative work placements in the school and/or community during the school year</li> </ul>	Teacher Student Community Liaison Worker	Annually, starting at age 18, until graduation
<ul style="list-style-type: none"> <li>Develop a portfolio of co-operative work placement experiences to use as a resume for future job opportunities</li> </ul>	Teacher Student Community Liaison Worker	Update annually <i>(portfolio should start with first community co-op placement)</i>

<ul style="list-style-type: none"> <li>• If applicable, student will attend Career Day at WRMS each November to investigate potential job options and post secondary educational options</li> <li>• Compile an Individual Information Package and create a personal video to demonstrate functional abilities in each developmental area and communication techniques, which will be forwarded to the adult agency by the parent/student and used as a training resource for staff who will be working with the student in the future</li> </ul>	<p>Student Teacher</p> <p>Community Liaison Worker Teacher Student Parent</p>	<p>Annually each November <i>(if appropriate)</i></p> <p>During final year at WRMS</p>
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