

THINKING ABOUT
TRANSITIONS?

ADULTHOOD

IT'S NEVER TOO EARLY

TO START PLANNING

TRANSITION IS AN ONGOING PROCESS.

**AS ACADEMIC, LIVING AND SOCIAL SKILLS ARE DEVELOPED,
GOALS ARE ACHIEVED AND A PERSON MOVES
FROM ONE STAGE OF LIFE TO ANOTHER.**

**THE STRATEGIES OR ACTIVITIES LISTED WITHIN
SHOULD BE INCLUDED IN YOUR
TRANSITION PLAN.**



Name: _____

Date: _____

In the school system, planning for transition to adulthood is part of Individual Education Plan (IEP) and should actively begin as early as age 12.

Age 12 through adulthood	In progress & date	Achieved & date	Person Responsible	N/A
Apply for the Disability Tax Credit Certificate (Federal Form T2201) with Canada Revenue Agency. You may be eligible for a significant rebate by re-filing previous years' tax returns once your Certificate is on file.	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Ensure transition is a regular part of school discussions and is included in the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Plan ahead, be creative, network with other families by reaching out to support groups or by attending information and education sessions.	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Connect with community agencies that can support camp experiences, social groups, respite and skill building activities.	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Ensure that a psychological assessment has been done during the school years. Understand the student's learning style and strengths. The assessment will also have information on "Cognitive" and "Adaptive Functioning". [<i>This will be needed by DSO*, see over, age 16-18</i>]	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Develop and update a plan that addresses any sensory sensitivity that may exist. Outline what may trigger the sensitivity. Include any adaptations and most helpful strategies.	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Use technology and visual supports to aid independence, communication, socialization, organization and planning.	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Develop independence and life skills in home living activities, the use of public transit and in community recreation and leisure activities.	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Build supports beyond family and school. Consider how to develop a life outside of the immediate family, highlighting strengths, interests and dreams.	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>

Age 12 through adulthood	In progress & date	Achieved & date	Person Responsible	N/A
Ensure all government identification has been applied for, i.e. Social Insurance Number (SIN)	<input type="checkbox"/> <hr/>	<input type="checkbox"/> <hr/>	<hr/>	<input type="checkbox"/>
Open a bank account and practise money management skills.	<input type="checkbox"/> <hr/>	<input type="checkbox"/> <hr/>	<hr/>	<input type="checkbox"/>
Open and contribute to a Registered Disability Savings Plan (RDSP). The Government of Canada contributes through matching grants and bonds.	<input type="checkbox"/> <hr/>	<input type="checkbox"/> <hr/>	<hr/>	<input type="checkbox"/>
Develop a vision for the future beyond high school with an action plan that includes key members from school and the community.	<input type="checkbox"/> <hr/>	<input type="checkbox"/> <hr/>	<hr/>	<input type="checkbox"/>

Notes: _____

Between the ages of 14 - 16	In progress & date	Achieved & date	Person Responsible	N/A
Talk to the Special Education staff at the school about work experience. Consider how a preferred routine or intense interest could be an asset in a job placement.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>
Between the ages of 16 - 18	In progress & date	Achieved & date	Person Responsible	N/A
Apply to Developmental Services Ontario (DSO*) for ministry funded supports and services for adults with a developmental disability. www.dsontario.ca • DSO Central East Region 1-855-277-2121	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>
Apply for Passport funding to support community participation and caregiver respite.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>
Consider requesting a copy of the Application Package completed by the DSO for additional information on current support needs.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>
Learn about services for adults in your community. For example, your doctor or dentist may only serve children.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>
Consider applying to ODSP Employment supports for permanent part time work. www.mcass.gov.on.ca/en/mcass/programs/social/odsp/contacts/#central-east	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>
Apply for an Ontario Photo Card. This government-issued identification is for people who do not have a driver's license. The card makes travel or opening a bank account easier.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>
Apply for ODSP income supports <u>six months prior</u> to the 18 th birthday. Date: _____ www.mcass.gov.on.ca/en/mcass/programs/social/odsp/contacts/#central-east	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>

Notes: _____

Between the ages of 18 - 21	In progress & date	Achieved & date	Person Responsible	N/A
Choose which of the following pathways will be part of the transition planning <ul style="list-style-type: none"> • Post Secondary education • Employment, Supported employment, Volunteering options • Community Day Program options / Residential supports 	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>
Your planning team should meet more frequently as the end of high school approaches.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>
Consider banking the board and lodging portion of ODSP. Use these funds toward the cost of living after high school.	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____	<input type="checkbox"/>

Notes:

ADDITIONAL RESOURCES

CanChild-Keeping it Together <http://www.canchild.ca/en/canchildresources/kityouthkit.asp>

How to run a meeting <http://www.mindtools.com/CommSkill/RunningMeetings.htm>

Bloorview timetable http://www.hollandbloorview.ca/resourcecentre/growing_up/growing_up_timetable.php

Connections Manual <https://www.yssn.ca/resources-publications/>

For other resources:

<http://www.yorkasdpartnership.org>

QUESTIONS?

If you have any questions about transition to adulthood contact any of the following agencies:

Children's Treatment Network Simcoe York - Ages 6-18 years (not yet diagnosed with ASD)

1-866-377-0286

Kerry's Place Autism Services - Ages 6-18 (diagnosed with ASD)

1-905-713-6808 Ext. 350

Developmental Services Ontario - Central East Region - Ages 18+

1-855-277-2121

