Turning Individualized Transition Plans into Successful Outcomes

Presented by:
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Introduction

- The development of Orchard Academy
- The varying needs of students
- Individualization of all Transition Plans
Varying Needs of Students

► Students’ needs within the various domains of transition fall along a continuum
► No two students are alike
Best Practices in Transition Planning


- Student self-determination
- Family involvement
- Interagency collaboration
- Secondary / Post-Secondary Education and/or Training
- Career Exploration
- Supporting Independent living
- Community-based work experience
- Knowledge of adult services and issues
- Support systems
Domains of Transition

- Identifying needs within the domains and developing skills for success in transition

- Domains:
  - Training and/or Education
  - Employment
  - Community Participation
  - Independent Living
Training / Education

► Examples of Training services falling into this domain
  ▪ Certificate Programs
  ▪ Vocational Training
  ▪ On-The-Job Training (OJT)

► Examples of Educational services
  ▪ Post-secondary degree program (2 - 4 year college or university)
  ▪ Continuing education courses
Training and / or Education

► How do training and education impact transition
  ▪ Aptitudes → interests → skill development

► How does Orchard Academy help identify needs and outcomes in Training / Education
  ▪ assessments, internship training sites, classes, career exploration, community experiences
Training / Education

How do Training and Education fit on our continuum of services?

Certificate programs, degree programs, continuing education, OJT’s

- Graphic Design Program
- C.N.A. Certificate
- Food Handling Certificate
Employment

- Employment services offered
  - Pre-vocational classes, job retention seminars
  - Job search techniques, resumes and cover letters
  - Interview skill development and preparation
  - Assistance in finding employment in the community
  - Technical assistance in job accommodations
  - Assistance in defining individual’s career goals
  - Community resource coordination

- These services are funded through DRS, CMH, CILA

- Terms:
  - Competitive employment
  - Supported employment
  - Internships
  - Enclaves
  - Workshops / Day Programs / Sheltered Workshops

- How employment looks for students during the Transition process (support fades away)
Employment

How do employment sites fit onto our continuum?

Independent

1

Competitive Employment

2

Supported Employment

3

Supported

Sheltered Workshops
Community Participation

- Mobility / Transportation
- Social groups
- Recreational activities
- Volunteerism
- Accessing community businesses and public services (library, city hall, parks)
Community Participation

- Programs available through Regional Transit Authority for individuals with disabilities
  - Circuit Breaker
  - ADA Paratransit

http://www.rtachicago.com/accessibility/accessibility.html
Community Participation

► How do mobility needs fit onto our continuum?

1. Drive own car
2. Independently use bus, train, walking routes, taxi
3. Using Circuit Breaker card to access public transit

Paratransit Program

Supported
Independent Living

- Benefits and Entitlements
- Health / Psychological / Psychiatric care
- Living arrangements
- Financial literacy
- Meal preparation
- Safety
An Integrated Transition Plan for Students

My Life/
My School

Community Center for Integrated Life
Skills, Vocational Skills, Career
Development & Job Placement

My Home/
Household

My Health/
Medical, RX

My Wealth/
Finances

My Work,
Skills &
Career

My Friends/
Social Life

My Safety

Living and Working in the Community
Benefits vs Entitlements

- Benefits are programs that individuals have paid into or worked towards
  - Example: Unemployment, SSDI, insurance
- Entitlements are government programs that individuals will automatically qualify for because of their situation or disability
  - Example: CILA, SSI, Medicaid Waiver Program
Independent Living

- **Living arrangements through DHS and PUNS Programs**
  - Home-based services offer support in the individual’s family or own home
    - Waivers are payments to providers that are made through the Department of Human Services
  - Intermittent CILA (Community Integrated Living Arrangement)
    - Individuals live independently in their own dwellings
    - Community Advocates work with individuals for up to 15 hours per week on areas such as: budgeting, grocery shopping, medical appointments, etc...
  - 24 Hour Residential CILA
    - Individuals live in group homes with 4-8 others supervised 24 hours by Direct Support Staff
    - Staff assist oversee basic needs and functioning: food, shelter, medical, transportation, recreational, etc...
Independent Living

▶ Continuum of Living Arrangements

1. Home-Based Services
2. Intermittent CILA
3. 24 Hour Residential CILA

1 2 3

Independent Supported
IEP Transition Plan

- **Domains on the IEP Transition Plan**
  - Instruction
  - Related Services
  - Community Experiences
  - Employment / Post-School Adult Living
  - Daily Living Skills and/or Vocational Evaluation
  - Linkages to After-Graduation Support and Services

- **Domains discussed today**
  - Training / Education
  - Community Participation
  - Employment
  - Independent Living
Case Examples – Maria*

► 20 year old female, brought to US without proper documentation during childhood, severe mental illness

✦ Transition Outcomes

► Worked with community agencies to help Maria on path to citizenship, to provide additional mental health services and psychiatric monitoring at low or no cost

► Researched and practiced transportation routes to access mental health services

► Provided intensive therapeutic supports

► Provided work experiences on-site and in the community

✦ *Names used for the Case Examples have been changed to protect students’ identities
Maria’s Needs

Level of Support Needed = 9 out of 12
Case Example – Manny*

20 year old male with severe mental illness, single-parent and unstable home, poor medication compliance

- Transition Outcomes
  - Provided vocational training, job shadowing opportunities, internships
  - Intensive therapeutic supports
  - Collaboration with case managers from social service agency, assistance with making appointments, calling pharmacy, conflict resolution with parent

*Names used for the Case Examples have been changed to protect students’ identities
Manny’s Needs

Level of Support Needed = 10 out of 12
Case Example – Mark*

► 21 year old male with severe cognitive deficits and epilepsy

  ▪ Transition Outcomes
    ► Training for future job placement
    ► Collaboration with parents and 24 hour group home for smooth transition
    ► Living Skills (chores, meal preparation, financial literacy) taught to the level he would be using at his future living arrangement

*Names used for the Case Examples have been changed to protect students’ identities
Mark’s Needs

Level of Support Needed = 12 out of 12

Training / Education

Community Participation

Employment

Independent Living

Independent 1 2 3

Supported

3.0

3.0

3.0
Case Example – Andy*

- 21 year old male, cognitive disability, emotional disability, living in residential facilities throughout adolescence and transitioning into adult residential services

  - Transition Outcomes
    - Vocational training, internship opportunities, on-going job support in multiple competitive work sites
    - Collaboration with residential facilities to ensure smooth transitions and CILA services

*Names used for the Case Examples have been changed to protect students’ identities
Andy’s Needs

► Level of Support Needed = 7.5 out of 12
Case Example – Luke*

- 20 year old male, ASD spectrum (high functioning), supportive parents, strong academics but poor social skills
  - Transition Outcomes
    - Provided job training and internship opportunities, competitive employment with some job coaching
    - Mobility training, communication / social skills training

*Names used for the Case Examples have been changed to protect students’ identities
Luke’s Needs

Level of Support Needed = 6 out of 12
Level of Support Scale

► 1.0 – 3.0 = Minimal level of support needed
► 3.1 – 6.0 = Mild level of supports needed
► 6.1 – 9.0 = Moderate supports needed
► 9.1 – 12.0 = High level of support needed
Questions?
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