

# ***TRANSITIONING TO ADULTHOOD PLANNING GUIDE***

*for Youth and  
their Families who  
Live in Revelstoke*



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# INTRODUCTION

## Your Transition to Adulthood

Moving into adulthood is both exciting and challenging for many youth. As you explore new opportunities, places and relationships you will be in **transition**, meaning you will experience changes in your life, and be adjusting to being an adult. You and your family will need to make many decisions about your future, including choices about where you are going to live, what kind of job you will have and what you will do with your free time.

Decisions about your future can be tough to make, but planning ahead will help. The transition planning process can begin when you are as young as 14 years of age. Starting early allows time to create a transition plan that will help you face the challenges of becoming an adult and make your dreams come true.



The Revelstoke *Transitioning to Adulthood* team adapted the MCFD guide “YOUR FUTURE NOW” to meet the needs of Revelstoke families (July 2010).

# YOUR TRANSITION

## What is Transition Planning?

Transition planning involves looking ahead and planning for your future. While you are still in school you can prepare for the opportunities and experiences of being an adult.

Transition planning involves you, your family, your local service providers, school personnel and government staff who support youth transitioning to adulthood.

When you build your plan, you will list your goals and dreams. Then you will decide how you will reach them. Developing a transition plan can be fun and exciting, but it also requires many meetings with your team. Your partnership with your team will help you get ready for the challenges and privileges of being an adult, and make your transition a success.

## Why is Transition Planning Important?

Transition planning can help you find a job, find a place to live, get involved in your community and possibly continue your education. Transition planning gives you a chance to review your accomplishments and to create a vision for your future. As you prepare to leave high school, your transition plan will guide you and help you to be successful in your life as an adult.

## Why Should I be Involved in Transition Planning?

You know yourself better than anyone else – including your friends and family members. If you are at the centre of the transition planning process, you can make sure your transition plan reflects who you are and what you want to achieve in your life.

This approach is called **person-centred planning** because it places you in a respected leadership position. Person-centred planning encourages you and your family to actively participate in planning for your future. Your involvement in building your Transition Plan will make your plan a success and may also help you learn valuable skills, such as how to advocate for yourself and direct your life.

In British Columbia, the school system supports youth involvement in future life planning. School graduation requirements include the successful completion of the *Grade 10 Planning* course and a *Graduation Transitions*. These requirements help students plan for their future education and careers. They also introduce financial planning skills and decision-making skills for making informed choices on issues such as health.

In addition, *Individualized Education Plans* (IEPs) are required for all students identified as having a special need. This means you can use your IEP and your *Graduation Transitions* to assist in planning for your transition to adult life.

A ***Transition Planning Workbook*** with sample transition plans is included in the back of this guide (pages 17-37) to help you shape your goals and develop your own unique plan. You can use the planning workbook to assist you and your family in preparing for your transition to adult life.

The Resource Guide will give you more information on housing, funding supports and recreation.

The next step is to start putting your transition plan together!



You  
know  
yourself  
better  
than  
anyone.

# SIX STEPS TO A SUCCESSFUL TRANSITION PLAN

Here are six steps to help you develop a successful transition plan. This plan will guide your transition to adult life.

Your plan will be unique to you. Actively participating in the discussions and decisions will make sure that it reflects who you are and what you want for your future. This also means you are responsible for completing the steps and achieving the goals you've set in your transition plan.



## STEP 1: Build Your Transition Planning Team

Building your transition planning team is the first step in achieving your future dreams. People who can support you in setting your goals and planning for your future may include your parent(s) or guardian(s), other members of your family, teachers, school support staff, social workers, and your friends. Sharing your goals, hopes and needs with these people is essential to the success of your plan.

Your team will help you develop goals, identify problems, create solutions and establish links with agency and community resources. You and your family are responsible to pick the most appropriate people to be on your transition planning team. Remember you can include friends, classmates and extended family.

## Who can be on my planning team?

Your planning team should consist of a minimum of two members and it is suggested that there be no more than eight members. Any more than eight members can make the group overwhelming for some youth and their families.

Some key participants in planning for your future may include:

- You
- Your family
- School personnel
- Social workers
- Service agencies for adults
- Current service providers
- Community members
- Your friends
- Community Living BC (CLBC) Facilitator

You can answer the questions below to help you decide who can be the best members for your planning team, and what roles they can play.

- Who knows me the best?
- Who do I trust and feel comfortable around?
- Who do I go to for advice and support?
- Who would I like to help me with my transition from school to adulthood?
- How can these people best help me?

## What do my team members do?

Assigning roles and responsibilities to your team members is an important part of making your team successful.

**You** play a key role on the team and you are responsible for sharing your interests and goals with the team, asking questions of them and working towards your goals.

**School personnel** and other community members (example: social workers, therapists) can assist you in planning for your transition. They can give you feedback on your school and work performance. They can also tell you about possible training opportunities and other resources that may interest you. Contact your school or school district to find out who can best help you with your transition plan.

You and your team will want to choose one person who will act as your **transition coordinator**. This role can be filled by a variety of individuals, including you or your parent or guardian. The transition coordinator will organize meetings, manage the paper work (example: collect assessment reports, record your transition plan) and monitor the progress of your transition plan.

If you are preparing a transition plan using the IEP process at school, a school-based employee usually takes on the role of transition coordinator. Remember, you and your family are still encouraged to actively participate throughout the planning process.

You may also choose to develop a transition plan outside of school. In this case you, a member of your family, or another member of your transition team can act as the transition coordinator.

## EXERCISE

In the back of this booklet there is a **Transition Planning Workbook**. Go to *Worksheet 1, Building Your Transition Team*, and use the questions on page 5 to list the members of your transition team, including your transition coordinator (see pages 17-18).



## 2

## STEP 2: Gather Information

Gathering information about your goals, your strengths and your needs makes sure your plan creates the future you want. This step helps people get to know you and understand your dreams.

### Transition Planning Tools

A variety of tools can help you gather information about your preferences, goals, hopes, skills, community connections, communication style and your health and medical needs. This information can be shared with your transition team to help them understand you. In turn, team members will share any information from completed assessments with you and your family to help you prepare your transition plan.

The **Functional Inventory** planning tool will show you where you are already independent. It will also help to identify what kinds of assistance you will require as an adult, areas of your life you are not satisfied with and what you want to work on.

You and your family may choose to use the planning tool *Planning Alternative Tomorrows with Hope* (PATH) to identify your preferences, experiences, skills, support needs, and goals.

PATH is a planning tool that first helps you envision your future and then works backwards to the beginning steps that must be taken in order to make your dream come true.

PATH can be accessed online at [www.inclusion.com](http://www.inclusion.com). When you get to this website, click on 'inclusion press'. You will find PATH in the left hand table of contents for that page.

*These tools can help you better understand yourself, define your life goals and make choices and decisions. They will also provide the transition planning team with a stronger sense of what you want to achieve in your life.*

## Create Your Profile

***Your Profile and Functional Inventory*** describes who you are. It includes your interests, abilities, likes, dislikes, achievements, and needs.

We encourage you to speak with your parent(s) or guardian(s) when you are creating your profile. You know yourself best, but your parents and other family members may have some insight about your strengths and areas where you could grow further.

You can ask yourself and people who know you questions like:

- What are my strengths and interests?
- What are my likes and dislikes?
- What are my accomplishments?
- How do I communicate with people?
- What services and/or supports do I currently use?
- What services and/or supports do I need?

### EXERCISE

To build a self-profile that describes who you are, go to *Worksheet 2, Your Profile and Functional Inventory* (see pages 19-30). You can develop a self-profile on your own although it is recommended that you complete the table with a family member as they often have valuable insights.

## Create Your Family Profile

A **Family Profile** describes both what a family needs and what they have to contribute during the time their son or daughter makes the transition to adulthood.

It may be helpful for your family to consider what services and supports they will need during this time and what they can do to help you successfully create and complete your transition plan.

Your parent(s) or guardian(s) can ask themselves these questions:

- What can I do to help our son or daughter prepare for adult life?
- What support can I offer that will help our son or daughter make this transition?
- What services and supports does our son or daughter currently need and use?
- What services and supports do we need to assist us as a family during our son or daughter's transition to adult life (example: home renovations, respite)?

### EXERCISE

To create a family profile, go to *Worksheet 3, Your Family Profile*. On this worksheet your family can record their own thoughts about what services and supports they may need to help you transition to adulthood (see page 31).

## Identify Your Goals

Once you and your family have created profiles, you can start to discuss your hopes and dreams for the future with them.

Here are a few questions to guide your discussion:

- What will my health and medical needs be? How will I live a healthy lifestyle?
- What about daily living? Will I need help to care for myself? Will I need help with shopping and/or meal preparation?
- Where will I be living? Will I be living at home, in a supported living arrangement, in a group home, or in my own apartment?
- What about money? What will be my source of income? Will I require assistance with banking? If so, who will help me?
- What will my social life look like?
- What will my transportation needs look like? Do I need to use adapted transit?
- What will I do after school is finished? Will I get a job? Will I go to a day program?
- Will I further my education? Will I go to a university or college? Will I take a training course?
- What will I do for recreation? Will I join a sports team? Will I take an art class?
- What will I do during my spare time? Will I volunteer? What about spiritual and cultural activities?
- What will my legal needs be? Who will help me stand up for my rights?

## How do I set goals?

A goal is something specific that you want to accomplish within a certain period of time. Talking about your goals with your family may help you better understand what is important to you in your transition to adult life. Your family may also suggest goals they think you could reach and that you may want to consider.

Writing your goals down will help you be clear and specific. It is also useful to think of what learning is important for achieving your goals and skills.

## EXAMPLES

**Goal:**

Joe will be a member of the Revelstoke Aquaducks.

**Skills and Learning:**

What's to be done	Responsible Team Member	Date to be completed
Take Level 3 swimming course	Parents	April
Volunteer at a team swim meet	Coach	May

## EXERCISE

Record your goals using *Worksheet 4, Setting Your Goals* (see pages 32-33). It may be helpful to work with your parent(s) or guardians(s) as you go through the worksheet, as they may be able to offer suggestions.



## STEP 3: Develop Your Transition Plan

Developing your transition plan involves talking with your team and doing some creative thinking before writing your plan down. Your written transition plan will outline the tasks that must be completed to reach your goals. It will also state who is responsible for completing each task and when it should be done.

Your plan can also list the services and supports you use now and those you will need to make your transition to adulthood successful.

**First**, identify what services and supports are available in the following areas:

- health (medical needs and healthy lifestyle choices)
- daily living (self-care, shopping, meal preparation)
- housing/living arrangements
- finances and money management
- friendship and socialization
- transportation
- post-secondary education/training
- employment
- recreation
- community involvement (volunteer, spiritual and cultural organizations)
- legal and advocacy needs

To find out more about possible services and supports, go to the *Revelstoke Transitioning to Adulthood Resource Guide*.

Your team should consider how the available services in each of these areas can support your goals. When thinking about these services and supports, have your team consider the following five questions:

1. What are your goals?
2. What skills or behaviours do you need to learn to reach your goals?
3. What local programs, services and supports are available to support your goals?
4. What responsibilities must you, the school, adult services, cultural and community agencies, and your family assume in order for you to reach your goals?
5. What are the gaps or barriers within current programs and services that must be addressed?

**Second**, identify the steps that must be taken to achieve your goals. For your transition plan to succeed, the team must identify the specific tasks to be done. The team should also assign these tasks to people on your team to make sure they are completed by the agreed upon time.

**Third**, go over your plan and check that it is consistent with your vision. Look back at your results from the PATH tool and compare them to your list of tasks in order to make sure the steps your team has listed support your dreams.

Answering the following questions can also help you and your team check that your plan is heading in the right direction:

- Will the stated goals move you towards your dreams?
- Will reaching these goals assist you in leading a healthy and successful adult life?

If the answer to these questions is no, or if there is uncertainty, your team should discuss and possibly reconsider the identified tasks and look at your goals again.

# 4

## STEP 4: Put Your Transition Plan Into Action

To put your transition plan into action you and your team need to decide who will do each task, how they will do them and by when they should be done. Each team member will be assigned certain tasks and will be responsible for carrying them out on time.

One person on your team should be in charge of making sure everyone follows through on their assigned tasks. This could be done by you, the transition coordinator, or by your parent or guardian.

With everyone on your team working together, your Transition Plan will roll into action, moving you closer and closer to your life as an adult.

### EXERCISE

To help you and your transition coordinator track the team's progress complete *Worksheet 5, Your Progress* (see pages 34-35).

NOTE: Your transition planning team may develop their own format to record your plan and to list and monitor tasks, in order to keep your Transition Plan on track.



## 5

### STEP 5: Update Your Transition Plan

As you and your team work on your plan, it is important to keep track of how everyone is doing and to adjust the plan if anything changes. Your transition coordinator is responsible for scheduling follow-up meetings and updating your plan as needed. To check the progress of your plan, you, or other team members can directly check with the person responsible for a specific task, or you can ask the transition coordinator to set up a meeting to review and update your plan.

## 6

### STEP 6: Hold an Exit Meeting

The transition coordinator will arrange an exit meeting, which is your team's final planning session. This should happen around the time you are 18 years old. At this meeting the transition plan is finalized and the tasks that have been completed are checked off. If any of your goals have not been met, then your team will talk about them and about what to do next.

By this time you will be well on your way to making the adult life you have dreamed of a reality.

## MOVING TOWARDS SUCCESS

### EXERCISE

As you prepare to leave high school, there are a number of actions you can take to make the transition to adult life as smooth as possible. *Worksheet 6, Your Checklist*, lists these tasks (see pages 36-37).

***Your Checklist*** can help you keep on track with your plan as you get older and make the transition to adult life. As you move towards your life as an adult, certain tasks can be done at different times. Some can be done when you are as young as 14 years of age, others can wait until you are older. ***Your Checklist*** (Worksheet 6) lists some of these and suggests at what age you might want to do them. Some of the tasks may not apply to you, but many of them will. This list includes tasks that will help you plan for your transition, participate in your planning sessions, access various programs and services and put your plan into action.

# YOUR TRANSITION PLANNING WORKBOOK

## WORKSHEET 1

### Build Your Transition Planning Team

Building your transition planning team is the first step in achieving your future dreams. People who can support you in setting your goals and planning for your future may include your parent(s) or guardian(s), other members of your family, teachers, school support staff, social workers and your friends.

On the next page, fill in the names of the people you have chosen beside their role or title. Remember, your planning team should consist of a minimum of two members and it is suggested that there be no more than eight members. Any more than eight members can make the group more difficult to manage than a smaller group of key people.

Choose one member of your team to be your transition coordinator. This role can be filled by either you, your parent or guardian, or another family member. If you have an IEP, a school employee often takes on the role of transition coordinator.

## YOUR TRANSITION TEAM

TEAM MEMBERS	NAME / PHONE NUMBER	COMMENTS
<b>Your Name</b>		
	Tel:	
<b>Transition Coordinator</b>		
	Tel:	
<b>Family Member</b>		
	Tel:	
<b>School Personnel</b>		
	Tel:	
<b>Service Provider</b>		
	Tel:	
<b>Community Member</b>		
	Tel:	
<b>Friend</b>		
	Tel:	
<b>Other</b>		
	Tel:	

# WORKSHEET 2

## Your Profile and Functional Inventory

**Your Profile** describes who you are, including your interests, abilities, likes, dislikes, achievements, and needs.

Your **Functional Inventory** provides important insight and information needed for planning.

### TABLE 1 – CHARACTERISTICS AND QUALITIES

List as many points as you can think of in the boxes on the right. You can develop your profile on your own, but it is helpful to also ask a family member these questions to find out how they see you.

QUESTIONS	MY CHARACTERISTICS AND QUALITIES
What are my strengths?	
What are my interests?	
What are my likes?	

**Table 1 (continued)**

<b>What are my dislikes?</b>	
<b>How do I communicate with people? (Example: quiet, talkative, use a communication device)</b>	
<b>What are my accomplishments?</b>	
<b>Do I have any special considerations? (Include anything not covered by the above topics.)</b>	
<b>What are some words that describe myself? (Example: outgoing, positive, picky, good reader, shy, funny, patients, etc.)</b>	

## Functional Inventory

Completion of the **Functional Inventory** will provide important insight and information needed for planning. This can be completed on your own, or with the help of you teacher, parent, or person who knows you well.

I am able to do the following activities:

### 1

## Personal Hygiene and Self-Care

Independently	With support	
		Getting on, off or sitting on toilet
		Being continent of bladder and bowel
		Cleaning self after using toilet
		Getting in and out of the bathtub
		Standing in the shower
		Reaching up and down to wash body and/or applying creams all over body
		Shaving, brushing teeth, hair and washing face
		Remembering or having the motivation to do at least basic hygiene daily
		Getting dressed and undressed (including buttons, zippers, laces)
		Trimming fingernails and toenails
		Sitting, getting in and out of a chair
		Sleeping, getting in and out of bed

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 2

## Preparing and Eating Meals

Independently	With support	
		Working at the sink, counter and stove
		Moving food from shelves and fridge to counters to stoves, ovens and table
		Chopping, peelings, mixing or stirring food
		Opening cans and jars, opening and resealing bags
		Understanding recipes and labels
		Remembering to take food off the stove or out of the oven, and turn stove off
		Remembering to throw out expired or food
		Chewing and swallowing
		Remembering to eat regular meals and healthy foods
		Using utensils to eat
		Sitting at the table in a regular chair

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### 3 Taking Medications

Independently	With support	
		Remembering to take the right medications, and the right doses at the right time
		Getting prescriptions filled and remembering to get them refilled
		Understanding what medications are for

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 4 Keeping the Home Clean

Independently	With support	
		Doing dishes and putting them away, cleaning counters and sinks, washing floors
		Cleaning the bathtub, toilet, bathroom sink and floor
		Vacuuming, dusting, cleaning windows, sweeping
		Carrying, doing and folding the laundry and putting it away
		Remembering or having motivation to keep the home clean

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 5

## Shopping for Personal Needs

Independently	With support	
		Reading labels and comparing costs
		Walking around stores, making good choices from the shelves and managing cash register line-ups
		Picking out items from shelves, loading them in the basket, taking them out of the basket and putting them onto the cashier's desk
		Taking the groceries home (carrying them to the bus, on the bus, to my home, or loading them into and out of my car)
		Not getting anxious, scared, frustrated or angry in stores because of crowds, the light, sound and motion or long line-ups
		Paying for items, including giving correct amount, receiving correct change
		Using a debit card, credit card, or personal cheque

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 6

## Moving About Indoors and Outdoors

### Indoors

Independently	With support	
		Going up and down stairs, using ramps, elevators or escalators
		Getting in and out of furniture including bed, sofa, toilet
		Opening and closing doors and drawers
		Moving from room to room
		Picking things off the floor
		Kneeling and getting up from a kneeling position
		Accessing all areas of home
		Accessing all areas of the homes of friends and family

### Outdoors

Independently	With support	
		Walking on flat ground
		Walking on uneven ground
		Going up or down stairs or ramps
		Going out without being anxious or scared
		Going out in rainy or snowy weather

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 7

## Using Public or Personal Transportation

Independently	With support	
		Getting to and waiting at the bus stop
		Getting on and off the bus or train
		Standing, getting in and out of my seat and remembering to get off at my stop
		Understanding bus schedules
		Getting in and out of a car
		Driving a car
		Reading a map

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 8

## Managing Personal Finances

Independently	With support	
		Understanding bills and remembering to pay them on time including the rent
		Budgeting for groceries and other things I need
		Stopping myself from buying things I don't need
		Saving money for important big purchases
		Balancing a chequing account
		Accessing a bank teller and bank machine

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 9

## Communication

Independently	With support	
		Easily understood when speaking or writing by others close to me
		Easily understood when speaking or writing by those who do not know me
		Easily understood by others when speaking on the phone
		Understanding what others say
		Understanding what has been read
		Hearing what others say to me in person or on the phone

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 10

## Essential Skills

Independently	With support	
		Identifying time of day/night on a digital clock
		Identifying time of day/night on a analog clock
		Telling time in minutes and hours on a digital clock
		Telling time in minutes and hours on a analog clock
		Reading small words and symbols
		Counting to 100
		Adding and subtracting basic facts

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11

Other

Independently	With support	
		Making decisions and planning ahead
		Doing the most important things first and finishing tasks
		Making rational (good) choices
		Remembering information and remembering appointments
		Socializing without becoming anxious and scared
		Interacting with friends, family, and/or my partner
		Establishing and maintaining relationships with people
		Asking for help when I need it
		Dealing with unexpected situations

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Now, summarize the **Inventory** results on the chart provided over the page...

## Present Level of Functioning

	Major Assist	Minor Assist	Independent	N/A	Assistive Devices used	Level of Satisfaction	
						Satisfied	Unsatisfied
<b>1. Personal hygiene and self care</b>							
<b>2. Preparing and eating meals</b>							
<b>3. Taking medications</b>							
<b>4. Keeping the home clean</b>							
<b>5. Shopping for personal needs</b>							
<b>6. Moving about indoors / outdoors</b>							
<b>7. Using public transportation</b>							
<b>8. Managing personal finances</b>							
<b>9. Communication</b>							
<b>10. Essential Skills</b>							
<b>11. Other</b>							

## TABLE 2 – SERVICES AND SUPPORTS

On this table, list the supports you use now and those that you will need in the future.

QUESTIONS	SERVICES AND SUPPORTS
<b>What services and/or supports do I currently use?</b>	
<b>What additional services and supports do I need now?</b>	
<b>What services and supports do I anticipate needing when I leave high school?</b>	



# WORKSHEET 3

## Your Family Profile

Parent(s) or guardian(s) may choose to use this worksheet to identify the services and supports they will need as their son or daughter transitions to adulthood.

### SERVICES, SUPPORTS AND ACTIVITIES

QUESTIONS	SERVICES AND SUPPORTS
What services and/ or supports does my son or daughter currently use?	
What additional services and supports does our family need now?	
What services and supports does our family anticipate needing when our son or daughter leaves high school?	
What activities can I provide that will help my son/daughter prepare for adult life?	
Special considerations (Include anything not covered by the above topics.)	

# WORKSHEET 4

## Setting Your Goals

To help you set your goals, three **goal categories** are listed in the following table. Beside the categories that are important to you, write down your short-term goals (six months to one year) and your long-term goals (one to five years). It may be helpful to work with your parent(s) or guardian(s) in setting your goals as they may have suggestions and insights.

Independent Living	My Short-Term Goals	My long-term goals
<b>HEALTH</b> (Example: I will take my medication at the right time, without anyone reminding me to do so.)		
<b>DAILY LIVING</b> (Example: I will be able to plan and prepare all of my meals.)		
<b>HOUSING / LIVING ARRANGEMENTS</b> (Example: I will live in my own apartment.)		
<b>FINANCES / MONEY</b> (Example: I will deposit my allowance and any other money I earn into a bank account using an ATM bank machine.)		
<b>TRANSPORTATION</b> (Example: I will take a public bus to school.)		
<b>LEGAL / ADVOCACY</b> (Example: I will learn how to advocate for myself.)		

<b>Employment /Education</b>	<b>My Short-Term Goals</b>	<b>My long-term goals</b>
<b>POST-SECONDARY EDUCATION / TRAINING</b> (Example: I will go to college to become a ..... .)		
<b>EMPLOYMENT</b> (Example: I will have a job working as a ..... .)		

<b>Social / Recreational</b>	<b>My Short-Term Goals</b>	<b>My long-term goals</b>
<b>FRIENDSHIPS / SOCIAL LIFE</b> (Example: I will get together with my friends to socialize once a week.)		
<b>RECREATION</b> (Example: I will participate in an art class.)		
<b>COMMUNITY INVOLVEMENT</b> (Example: I will volunteer at the SPCA.)		

# WORKSHEET 5

## Your Progress

You can use this worksheet to track the progress of your transition plan by identifying specific tasks that need to be done in order to reach each of your goals.

First, write down your goals in the space provided at the tops of the following three tables. Then list the tasks required to reach each goal in the “What’s to be done” column. Write down the responsible team member for each task and the date it is to be completed by. Then mark whether each task is *not started*, *in progress* or *complete* in the status column.

### Independent Living Goals:

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What’s to be done	Responsible Team Member	Date to be completed	Status (not started, in progress or completed)

## Employment / Education Goals:

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What's to be done	Responsible Team Member	Date to be completed	Status (not started, in progress or completed)

## Social / Recreational Goals:

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What's to be done	Responsible Team Member	Date to be completed	Status (not started, in progress or completed)

# WORKSHEET 6

## Your Checklist

This checklist includes some tasks that may not be included in your transition plan but may help make your transition to adulthood easier. Look these tasks over and decide which ones apply to you. Then work with your family and your transition coordinator to track your progress by checking each task off when it is done.

TASK CHECKLIST	DATE STARTED	CHECK WHEN DONE
<b>Develop a Transition Plan: Age 14-15 (Grade 9 &amp; 10)</b>		
Apply for a social insurance number		
Obtain a birth certificate and/or proof of citizenship		
Learn about person-centred planning, transition planning and related supports and services		
Learn about long term financial planning needs (e.g. Will & Estate planning)		
Learn about, and apply for, financial tools (e.g. Registered Disability Savings Plan, Registered Education Savings Plan, trust funds)		
Explore income tax implications		

TASK CHECKLIST	DATE STARTED	CHECK WHEN DONE
<b>Continue Transition Planning: Age 16</b>		
Develop a vision for your life after high school		
Research adult supports and services		
Plan for post-secondary education/training, vocational skills/employment preparation, and community inclusion supports		
Complete required assessments		
Begin applications for adult supports and services (e.g. CLBC)		
Learn about scholarships, grants, bursaries & employment-related funding opportunities		
Obtain a bank account		
Begin PATH or similar planning tool		

TASK CHECKLIST	DATE STARTED	CHECK WHEN DONE
<b>Continue Transition Planning: Age 17-18</b>		
Apply for post-secondary education / vocational skills training and adult special education programs		
Apply for scholarships, grants and bursaries		
Complete applications for adult supports and services (e.g. Income Assistance Programs for Persons with Disabilities at age 17 ½ , Mental Health and Addictions, Home and Community Care and home living options)		
Learn about legal agreements & tools to be in place when the youth turns 19 (e.g. Representation Agreement)		

TASK CHECKLIST	DATE STARTED	CHECK WHEN DONE
<b>Continue Transition Planning: Age 18 and beyond</b>		
Enroll in post-secondary school courses/programs		
Secure employment		
Access adult supports and services		
Plan recreational opportunities		
Apply for financial assistance if not qualified for PWD, including medical benefits		