

Warren County Transition Guide

This guide was modified from the comprehensive “Toward Successful Transition” created by the Special School District of St. Louis County. The Warren County Transition Team acknowledges the tremendous amount of work it required and we greatly appreciate the ability to use it.

It is our hope that as parents you will always consider yourselves the experts on your child. We hope that as you seek information, help and guidance you will see your child’ in “people first” terms – initially as a baby to love and nurture, then as a child to raise for as independent a life as he or she can attain. Whatever the disability involved, remember it is only a part of your child’s individuality. Build on his or her strengths. High expectations are a keynote in a family’s daring to act bravely and creatively.

You may want to review these recommendations periodically and add to or revise them to fit your specific circumstances.

You may copy this booklet freely and without restriction.

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Transition Planning Checklist

Student Name: _____ Date: _____ SSD# _____

Completed By: _____ Relationship to Student: _____

Directions: Complete on all students age 15 turning 16 prior to next IEP and older. Bring this completed form to the IEP meeting.

Year Column: Record current school year. Use the following code to record what you think this student can do right now: Code: N (No), NS (Needs Support), NA (Not applicable) or Y (yes).

IEP Column: Record an "x" if this transition need should be discussed at the IEP. These items could result in writing an Action Plan or Goal in the IEP.

I. Career/Voc-Ed/Employment (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Demonstrate necessary skills and behavior to succeed in meeting criteria for post-secondary goal?					
Have access to vocational/post-secondary information?					
Need community integration training?					
Need volunteer experience?					
Have a support plan through Warren County Disability Board?					
Perform regular chores/jobs/pre-vocational tasks at home?					
Perform regular chores/jobs/pre-vocational tasks at school?					
Need personal care assistance at work or day program?					
Have a recent Vocational Assessment/interest inventory?					
Have a realistic career/vocational goal?					
Find a job independently?					
Know requirements/demands of preferred career?					
Demonstrate basic understanding of employment options? (full/part time, competitive, supported)					
Maintain employment without support?					
Identify and apply for agency support, if needed?					
Have an updated resume/cover letter?					
Demonstrate general job skills and work attitudes preferred by employers for keeping and/or advancing at a job? (task focus, multi-step directions, task completion, stamina, attendance, etc.)					
Have appropriate attitudes/behaviors for workplace?					
Complete job applications independently?					
Compile information for job applications? (contacts, work experience, etc.)					
Participate appropriately in job interviews?					
Maintain regular school attendance?					
Have work experience in the community?					
Additional information/comments/questions/referrals:					

II. Post-secondary Education (Can/does/will the student/family...)	Year _____	Year _____	Year _____	Year _____	Year _____
Have educational ambitions beyond graduation?					
Need individual supports to access post-secondary education?					
Understand available options in this area (Thrive-Warrensburg/Succeed-UMSL)?					
Have interest in hobby, recreation leisure classes?					
Have interest and/or ability for trade/technical training?					
Understand day program options?					
Know how to apply for programs or services?					
Know where he/she would like to apply?					
Additional information/comments/questions/referrals to outside agencies:					
III. Leisure/Recreation/Socialization (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Investigate/participate in community activities? (i.e. church, temple, YMCA, summer camp, volunteer programs, etc.)					
Participate in school extracurricular activities? (i.e. dances, Special Olympics, team sports, clubs etc.)					
Investigate/use various community services (i.e. museums, movies, retail stores, parks, fast food, garage sales, etc.)					
Participate in agency activities? (socialization, support groups etc)					
Use free time effectively?					
Initiate individual leisure-recreation activities?					
Use public recreation facilities independently?					
Need ongoing assistance?					
Additional information/comments/questions/referrals:					
IV. Transportation (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Practice pedestrian safety? (proximity when walking, buddy system when walking, cross the street, etc.)					
Knows how to plan and schedule public/private transportation appointments when needed? (OATS, EMT, taxi, family, friends etc.)					
Require assistive technology/adaptive devices?					
Drive with a license?					
Pass drivers test?					
Need ongoing support?					
Additional information/comments/referrals:					

V. Medical (Can/does/will the student/family...)	Year _____	Year _____	Year _____	Year _____	Year _____
Have specific physical limitations requiring medical assistance? List:					
Have Medicaid, Medicare or private insurance?					
Require ongoing support for managing medical needs?					
Report significant injuries/illness when needed?					
Develop/follow emergency procedures at school and at home?					
Have orthotics, prosthetics, and/or other disability-specific devices or health needs? List:					
Explain medical history/allergies or medications?					
Perform basic first aid for minor injuries?					
Select over-the-counter medications?					
Reliably take the correct amount of prescribed meds at indicated times on a daily basis?					
Select an appropriate health care giver, dentist and specialist if needed?					
Identify the appropriate medical professional and make an appointment?					
Need counseling/family support?					
Additional information/comments/referrals:					
Medical ID Bracelet:					

VI. Self-Advocacy (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Present personal information when needed?					
Demonstrate appropriate assertiveness with peers?					
Demonstrate appropriate assertiveness with authority figures?					
Attend/make choices in IEP, transition plan?					
Express opinions and needs effectively? (circle primary method: language, line drawings, photos, voice output device, other:					
Express personal interests?					
Ask for help or assistance when needed?					
Self-disclose disability and accommodation needs?					
Self-monitor behavior and conduct?					
Accept responsibility for own actions?					
Make personal choices and decisions regarding routine affairs?					
Make informed choices regarding long-term affairs?					
Carry/wear personal identification?					

VI. Self-Advocacy cont. (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Have a Missouri ID card or U.S. passport?					
Register to vote?					
Register for selective services?					
Does the family or student know how to access agency advocacy supports?					
Need ongoing assistance?					
Additional information/comments/referrals:					

VII. Personal Management (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Get self up in the morning independently?					
Choose appropriate clothing independently?					
Dress self independently?					
Perform/cooperate with personal hygiene and grooming?					
Meet schedules and appointments on time?					
Select and shop for appropriate foods?					
Prepare simple or prepackaged foods independently?					
Find appropriate source for varied consumer goods? (I.e. furniture, groceries, clothing, etc.)					
Manage time effectively (i.e. go to bed, get ready to go out etc.)					
Manage money independently? (i.e. make simple purchases, carry money safely etc.)					
Perform simple household cleaning chores independently?					
Do laundry without prompting or with help?					
Find/use community services? (Post Office, library, etc.)					
Able to use phone effectively, including online & social media?					
Practice personal safety rules in all environments?					
Demonstrate good citizenship? (follow rules, register to vote, etc.)					
Does the family know how to manage finances for student? (personal asset limits, Family Midwest Needs Trust, etc.)					
Know how to access community service providers?					
Need ongoing assistance?					
Additional information/comments/referrals:					

VIII. Social Skills (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Demonstrate friendly behavior/basic courtesy? (I.e. shake hands, eye contact, share, etc.) Actively listen?					
Demonstrate appropriate interactions with peers?					
Use appropriate conversation/communication skills?					
Have skills to get along well with others? (I.e. family, friends, co-workers, authority figures) Cooperate with peers?					
Uses personal and/or public property responsibly?					
Participate appropriately during group activities?					
Demonstrate self-control when faced with a stressful situation?					
Accept redirection and constructive criticism appropriately? Maintain social relationships with non-disabled peers? Differentiate between friends and acquaintances?					
Additional information/comments/referrals:					

IX. Insurance (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
List current insurance providers?					
Maintain Medicaid insurance on his own?					
Have private medical insurance beyond age 21?					
Understand insurance offered by employers?					
Maintain contact with insurance agent(s) for changes due to age, etc.?					
Understand the purpose of household and renters insurance?					
Understand the need and importance of having life insurance?					
File insurance claims, i.e. equipment needs/maintenance?					
Additional information/comments:					

X. Financial Assistance/Income Support (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Receive SSI?					
Know how to obtain SSI or other financial assistance?					
Understand other benefits available (food stamps, ADC, Medicaid)?					
Understand eligibility requirements for adult agency support after age 18 or after graduation?					
Know how to manage a checking account?					
Know how to use a debit card or credit card?					
Have ability to make and maintain a budget?					
Understand how to pay bills on time?					
Fill out all paperwork such as W-4, W-2 forms?					
Fill out or find someone to help them to fill out and file their income tax forms every year?					
Know how to obtain financial assistance for college? (DVR, scholarship, financial aid)					
Additional information/comments/referrals:					

XI. Advocacy/Legal Services (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Have an active file with DMH? (Warren County Developmental Disability Board)					
Need ongoing advocacy or legal services?					
Legal requirements for supported decision making in the areas of medical, financial or other legal matters?					
Understand basic rights and responsibilities of citizenship?					
Know what to do if they are arrested or get into legal trouble?					
Understand what a contract is and what their responsibilities are when they sign one?					
Understand legal implications of Transfer of Parental Rights?					
Understand issue of sexual harassment on the job?					
Understands their rights/ability to request Crisis Intervention Team Officer (CIT)?					
Additional information/comments/referrals:					

XII. Other (Can/does/will the student...)	Year _____	Year _____	Year _____	Year _____	Year _____
Have a Regional Office case manager or BJC case manager? Other:					
Need in-home personal assistance services?					
Need assistive technologies? (for living, work, seeing or hearing)					
Need to be connected with Division of Vocational Rehabilitation?					
Does the family need to attend Transition Planning Workshops?					
Additional information / comments:					

Section 2

For Parents of Children with Developmental Disabilities

From one parent to another: You may be asking why you need to be looking through a guide that focuses on transitioning your child from high school to life after high school now, when your family is just beginning this journey with your child who is at a very young age. It's because there are so many things we can do along this journey to make that transition easier. As a parent of a child with a disability and an advocate, I can't tell you how many times I've said to myself, "If I had only known then what I know now." The Warren County Transition Committee put together this resource to help guide and empower families to reach the goals and outcomes they want for their children, no matter the child's ability. Throughout this booklet we've added parent to parent insights for many of the suggestions made for the various stages. We hope you find this helpful as you journey down the road to a fulfilling life for your child.

Look for my Parent-to-Parent suggestions below.

Karen

Ten Steps to Independence: Promoting Self-Determination in the Home

Step 1. Walk the tightrope between protection and independence. Allow your son or daughter to explore their world.

Step 2. Children need to learn that what they say or do is important and can have influence on others. This involves allowing risk-taking and exploration.

Step 3. Self-worth and self-confidence are critical factors in the development of self-determination. Model your own sense of positive self-esteem for your child.

Step 4. Don't run away from questions from your child about differences related to their disability. Stress that everyone is an individual, encourage your child's unique abilities and help him or her accept unavoidable limitations.

Step 5. Recognize the process of setting goals. Don't just emphasize the outcomes.

Step 6. Schedule opportunities for interactions with children of different ages and backgrounds.

Step 7. Set realistic but ambitious expectations.

Step 8. Allow your child to take responsibility for his or her own actions, both the successes and the failures.

Step 9. Don't leave choice-making opportunities to chance. Find opportunities to develop self-determination.

10. Provide honest, positive feedback. Focus on the behavior or task than needs to be changed.

Source: Davis, S. & Wehmeyer, M.L. (1991) The development of this material was supported by Grant #H158K00046 from the U.S. Department of Education,

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I. WHATEVER YOUR CHILD'S AGE

Parent to Parent – you may not be able connect with formal support groups but if you can find other parents or families who have had similar experiences to chat with or get together with occasionally. Being able to express your frustrations and your joys with someone you don't have to explain everything to is invaluable!

Join a family support group. An invaluable network and source for information and ideas. Talk with other families who have a child with a disability, including those with a child older than yours, as they may have had experiences from which you could benefit. The following organizations have support groups or can assist you to find the support you need.

Resources:

NAMI St. Louis (National Alliance for Mental Illness)
314-962-4670
www.namistl.org

Down Syndrome Association of Greater St. Louis
314-961-3301
www.dsagsl.org

Epworth's Family Support Network
314-918-3301
www.epworth.org/programs-family-support-network-fsn/

MO-FEAT (Missouri Families for Effective Autism Treatment)
636-527-3328
www.mo-feat.org

MPACT (Missouri Parents Act)
800-743-7634
www.ptimpact.org

G-Cat (Children with Autistic Tendencies)
Tammy Duchinsky
636-290-0037

Sharing Our Strengths/Missouri Developmental Disabilities Resource Center
800-444-0821
www.sharingourstrengths.com

St. Louis Learning Disability Association
314-966-3088
www.ldastl.org

Contact the Warren County Developmental Disabilities Board to determine your child's eligibility for services as soon as your child has been identified as "at risk" of having a disability. The Warren County DD Board provides case management to individuals with developmental disabilities and is instrumental in helping plan for the future.

210 E. Boonslick
Warrenton, MO 63383
636-456-4347
www.warrencountyddb.org

When you call to ask about services, be sure to have the following information ready:

- ✓ Your child's name and address

- ✓ Your child's social security number
- ✓ Your child's Medicaid number (if any)
- ✓ Names of doctors, hospitals or clinics that have seen your child
- ✓ The last school your child attended
- ✓ Any vocational training your child has received
- ✓ Whether or not you can be reached by phone

Parent to Parent – If you are not connected with the Warren County Developmental Disabilities Resource Board yet, this is a must! They are the gatekeepers to tons of resources. If your child does not qualify as a child with a developmental disability, they can direct you to other organizations that can help.

Begin therapy/intervention at the earliest age possible.

Parent to Parent – Early intervention has been shown to provide the best possible outcomes for our children. Getting a good evaluation and accurate information is step one. If you don't understand what the evaluation results mean, ask! And keep asking until it is explained to you in a way you can understand it. One way to gain understanding is to ask the question, "What does that look like, what would I see, when working with my child?" Once you understand the meaning of the information it will help you determine what therapies and interventions are best for your child. Never be afraid to ask questions like "What is the purpose or goal of this therapy/intervention?" If the therapy or intervention does not seem to be working, call a meeting to see if something needs to be changed.

Resources:

Missouri First Steps Program

Early intervention services for infants and toddlers, birth to age 3, who have delayed development.
866-583-2392

St. Louis Behavioral Institute

Dr. Dell
16216 Baxter Road, Suite 225
Chesterfield, MO 63017
314-289-9411

Knights of Columbus Developmental Center at Cardinal Glennon

3800 Park Avenue
St. Louis MO 63110
314-577-5609

Mercy Child Development Center

12680 Olive Boulevard
St. Louis, MO 63141
314-872-3345

Apply for MO HealthNet (Medicaid)

Mo HealthNet coverage adds additional health insurance and provides a path for possible additional support services. This coverage does not impact other health insurance that may be in place.
www.dss.mo.gov/mhd/

Crider Health Center

636-332-6000
<http://compasshealthnetwork.org/about-us/crider-health-center/>

Explore school options, both public and private and examine possibilities of inclusive education.

Parent to Parent – When your child turns 3 years old, your local school district provides intervention services. It starts with setting up and evaluation to

make sure your child qualifies and determine what services your child needs. This is your first opportunity to learn about inclusive education and a good time to start working on self-determination skills. If we want our children to be part of our bigger community for the rest of their lives, it starts here. Over 30 years of studies show all children, both with and without disabilities, do better when they are educated side by side in the same environment. Remember that most of your child's therapies, interventions and supports can be provided in the regular education setting from three years old to graduation from high school. By teaching our kids with disabilities in a regular setting, whether that be a private or public school or out in the community at the pool, park or recreational event, we teach them how to navigate the regular world, instead of how to navigate a separate world of just people with disabilities. We also teach our children without disabilities that everyone has different abilities and belongs. Watch this YouTube video on how you can start teaching your child self-determination skills even at this age: <https://www.youtube.com/watch?v=j-C4RXGSeeU>

Resources:

Warren County R-III School District
385 West Veterans Memorial Drive
Warrenton, MO 63383
636-456-4311

Wright City School District
90 Bell Road
Wright City, MO 63390
636-745-7200

Take your child out into the community.

Restaurants, shopping, errands, entertainment, playgrounds, library, church and vacations. This is an excellent way for your child to learn and just to have fun.

Encourage your child to make choices and decisions.

Have him or her participate in community-based instruction.

Resources:

Warren County Handicapped Services
636-456-7518
<http://wchsmo.org>

Apply for Supplemental Security Income.

There are income and eligibility requirements but it may be worthwhile to apply. Under age 18, the child's eligibility is based on the parents' income. Over age 18 is self-eligibility.

Parent to Parent – there are typically additional costs to families who have children with disabilities. This can be draining on the family finances. SSI may be able to help.

Resources:

Social Security Administration
800-772-1213
www.ssa.gov

The SSA Red Book serves as a general reference source about the employment-related provisions of Social Security Disability Insurance and the Supplemental Security Income programs for educators, advocates,

rehabilitation professionals and counselors who serve people with disabilities.

www.socialsecurity.gov/redbook/

Attend workshops on assertiveness and advocacy training as well as transition.

Parents are generally their child's best advocate. There are advocacy agencies in the community available to help with you with particular challenges.

Parent to Parent – As the parent of a child with a disability we represent our child's voice. We know them best. Always make sure to include your child's input when advocating for them. Have them participate in the meetings and help them be their own voice. This can start at a very young age; even in elementary school. This is the start of responsibility and self-determination.

Resources:

Department of Elementary and Secondary Education (DESE)

<https://dese.mo.gov/special-education>

FACT (Family Advocacy and Community Training)

636-949-2425

www.factmo.org

MPACT (Missouri Parents Act)

800-743-7634

www.ptimpact.org

Legal Services of Eastern Missouri

314-534-4200

www.lsem.org

Delta Center for Independent Living

636-926-8761

www.dcil.org

Governor's Council on Disability

800-877-8249

<http://disability.mo.gov/gcd/>

Missouri Protection and Advocacy (MO P&A)

MO P&A is the only legal rights organization in Missouri exclusively for people with disabilities. MO P&A provides nine federally-funded programs to protect the legal rights of persons with disabilities. Due to limited funding in each program, the protection and advocacy system establishes specific service priorities and objective on an annual basis.

800-392-8667

www.moadvocacy.org

Missouri Developmental Disabilities Resource Center

800-444-0821

www.moddrc.org

Missouri Developmental Disabilities Council

www.moddcouncil.org

Institute for Community Inclusion

www.communityinclusion.org

Out-of-State Resources:

Transition Coalition

<http://transitioncoalition.org/transition>

National Center on Secondary Education and Transition

www.ncset.org

Become familiar with your local public library.

Parent to Parent – Your local library has tons of information, activities and

resources. It can provide specific information on what's available in your community.

Scenic Regional Library

912 South Highway 47
Warrenton, MO 63383
636-456-3321

Subscribe to publications. There are a number of publications focusing on specific disabilities.

Parent to Parent – Educating yourself on your child's disability, the latest research, interventions and supports, will help you determine what is right for your child.

ADDitude – Living Well with Attention Deficit

www.additudemag.org

Autism Asperger's Digest

<http://autismdigest.com/>

Autism Spectrum Quarterly

www.asquarterly.com

Exceptional Parent

877-372-7368

www.eparent.com

**Council for Exceptional Children
Parent Division**

703-620-3660

www.cec.sped.org

Mainstream Magazine

www.mainstream-mag.com/

Parenting Special Needs

<http://parentingspecialneeds.org/currentissue>

**The Special Advocate from
Wrightslaw**

www.wrightslaw.com/subscribe.htm

Identify an educational support person.

Go to your child's IEP with your own specific goals tailored to his or her needs. Invite knowledgeable, supportive advocates, such as our Warren County DD Board Service Coordinator, parent advocate, family, friend or student peer.

Educate yourself on IEP planning.

Parent to Parent – This is one of those things where parents tell themselves “If I had only known then what I know now.” Understanding and navigating the laws that surround educating our children with disabilities is overwhelming. The more you understand as a parent, the better you are able to communicate to your school team what your goals, hopes and dreams are for your child. The more you understand your rights and your child's rights, the easier it is for you to be an effective team member in making those decisions for your child's education. And yes, you want to know this information starting when your child turns three, but it's never too late to learn, no matter what your child's age is.

Resources:

MPACT (Missouri Parents Act)

800-743-7634

www.ptimpact.org/Training/Training.aspx

**FACT (Family Advocacy and
Community Training)**

636-949-2425

www.factmo.org

Wrightslaw
www.wrightslaw.com

Warren County R-III School Dist.
385 West Veterans Memorial Dr.
Warrenton, MO 63383
636-456-4311

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90 Bell Road
Wright City, MO 63390
636-745-7200

Begin estate planning.

Parent to Parent – you may need to consider how your child will be physically and financially supported as he/she gets older and/or after you are gone. There are many ways to address these concerns. Make sure the person you choose specializes in this area so you can get the correct information and make the decisions that are right for you.

Keep your will/trust up-to-date. Keep current with related federal and state legislation. Be certain your attorney is aware of current legal precedents impacting persons with disabilities. Do some good basic reading on estate planning prior to visiting your lawyer.

Resources:

Midwest Special Needs Trust
573-256-5055 or 877-239-8055
www.midwestspecialneedstrust.org

Funding a Special Needs Trust
www.pacer.org/publications/possibilities/saving-for-you-childs-future-needs-part1.html

MassMutual Heartland

Todd Gentry
314-548-4825
www.itgentry.com

Help your child explore self-advocacy skills.

It is important to help your child learn to speak for him- or herself, both in school and in the community. Help them learn to make decisions and to solve problems. It is also important that your child understand their own strengths and needs and be able to explain them to others. Students at an early age can attend at least part of their IEP meeting and have input into the plan which will help them gain self-confidence.

Encourage and reinforce your child's friendships and social networks.

Parent to Parent – when encouraging socialization, remember, for full inclusion, consider what your child's peers without disabilities are doing at that age. Soccer, dance, overnights? Allow your child to have the same experiences. For organized activities such as soccer or dance, accommodations can typically be made to allow your child to fully participate. For other family and friend social events, keep that independence and self-determination in mind by allowing your child to take risks and experience both success and failure the same as other children. This is how all children learn.

Explore weekend and summer activities to promote independence. Camp can be a valuable experience. Foster good general health and physical activity

which will develop stamina for the extended work world.

Encourage your child to utilize assistive technology.

Parent to Parent – We are lucky to be living in this day of assistive technology! There are more options out there than you could ever think of. Assistive technology allows our children to be more independent and less reliant on others to meet their needs. I encourage everyone, no matter the severity of the disability, to explore this resource. Trouble being organized? There is an app for that. Difficulty writing things down? There is an app for that. Nonverbal? Yep – your child can have his own voice. The more we can do to help our children be independent and less reliant on others, the better! It improves their self-esteem too!

Each year, more and more assistive devices become available. Computers, cell phone, tablets, communication assistance devices...all can help to make your child more independent.

Resources:

Missouri Assistive Technology

800-647-8557

www.at.mo.gov

The Enabling Mobility Center

314-289-4202

<https://communityparticipation.wustl.edu/EMCHome.html>

Local School Districts

Your school district has certain obligations under federal law to provide assistive technology for your child when

needed to provide a free appropriate public education (FAPE). Each decision must be made on a case-by-case basis based on the educational needs of your child. If your child's IEP team determines that he or she needs some type of assistive technology in order to receive FAPE, the child's IEP must contain a specific statement of such services.

Give an allowance.

Parent to Parent – if money isn't motivating for your child, use something else that is valuable to them. Maybe it's TV time. Tommy gets 10 hours of TV time a week. He needs to determine when he will utilize his "allowed" time. One hour a day during the week and 2 and ½ hours on Saturday and Sunday? If he uses all of his time during the week, he might miss a favorite show on the weekend. Maybe he could do a chore to earn more TV time. All of these tasks develop problem solving skills and lead to self-determination.

Begin banking, budgeting and purchasing experiences. Stress reading, time-telling, money, computer skills and math skills as possible. Make sure you read to your child if he or she cannot yet read.

Be attentive to the needs of your other children as well.

Parent to Parent – "It's not fair!" It's hard to balance the vastly different needs of your children. It's hard for children to understand why their brother gets rewards for something they are expected to do every day. Siblings go through a learning process as well. We, as parents, can feel guilty that we are

giving one child too much attention and the other not enough. We, as parents, may not have the energy to meet all of our children's needs at the same time. We may need to carve out specific time for our other children to meet their needs. Sibling support can be an important part of this process. In the end, we are a family, and we all contribute to the well-being of the family.

Sibling workshops are often helpful.

II. AT AGE 13-15

Begin formal person-centered planning.

Parent to Parent – This would be a good time to attend training and seminars on transition planning. Keep in mind what other children this age are doing. Most kids are earning money informally through babysitting, mowing lawns, etc. Look for opportunities for your child to earn money. This is the start of exploring what interests your child for employment. Make sure your child learns the paycheck he/she earns for their work, provides them rewards of what they want.

Set preliminary goals for post-school outcomes for employment, living arrangements, education, recreation and leisure. Contact your child's Warren County DD Board Service Coordinator.

Be sure your child has begun to learn community access skills such as recreation opportunities, ordering from a menu, locating public restrooms and keeping safe.

Prepare your child for social/sexual development.

Know that your son or daughter will not be a child forever and prepare to give understanding and support.

Continue to talk about career paths and choices for the future.

Communicate the value of work to your child.

Soon the school will be developing a four-year personal plan of study that will prepare your child to meet the post-secondary goals. Spending time now to discover possible goals will provide a better opportunity for success.

Resources:

Warren County Handicapped Services – Camp-We-Can

Ages 6-15

636-456-7518

<http://wchsmo.org>

Prepare for your child's Transition Plan, which will become a part of their IEP at age 16.

Set specific, individual goals of substance. Include community-based instruction in the Transition Plan of the IEP. Look into "natural supports". If none of the existing programs meet your child's needs, consider designing opportunities, volunteer/job training/work experience programs in your community and ask the service provider agencies to implement the plans. Explore local community organizations for experience opportunities.

Resources:

FACT

636-949-2425

www.factmo.org

MPACT

800-743-7634

<http://ptimpact.org>

III. AT AGES 16-17

Look into summer work experience beginning at age 16.

Parent to Parent – just like any other 16 year old, your child can seek part-time employment with supports if needed. You can contact Vocational Rehabilitation to explore this option. Volunteering is another great way to explore what careers may interest your child.

Most summer jobs expect the applicant to have basic job skills. Some offer job skill training.

Talk to your child about various jobs in the community and explore options for part-time employment.

Encourage your child to volunteer in the community.

Consider inviting outside agencies from the Transition Checklist to the IEP meeting.

Understand the family's role in Transition Planning.

Advocate for a curriculum that will prepare your student for work and community inclusion. Include goals for community job training if needed for your child.

Investigate post-secondary education options with your son or daughter. Get information about admissions

requirements, accessibility, adaptations and supports.

Get to know state and local decision-makers/legislators.

Resources:

Vocational Rehabilitation

314-877-1500

<https://dese.mo.gov/adult-learning-rehabilitation-services/vocational-rehabilitation>

Pre-Employment Transition Services

573-882-6610

<https://education.missouri.edu/hook-center/>

Job Center

111 Steinhagen Road
Warrenton, MO 63383
636-456-9467

APSE-MO

(Missouri Chapter of the Association for Persons in Supported Employment)
<http://www.apsemo.org/>

Continue to encourage your young adult in exploring self-advocacy skills to learn how to speak for him or herself, to make decisions, solve problems and contribute to the community.

Parent to Parent – this is what self-determination is all about. Having your child make the decisions with the supports he/she needs to make those decisions. This is a good time to revisit how to encourage those self-determination skills. See the list of resources for self-determination.

Resources:

MPACT

800-743-7634

www.ptimpact.org

People First

636-346-2694

www.factmo.org

Delta Center for Independent Living

636-946-8461

www.dcil.org

Missouri Youth Leadership Forum

<http://disability.mo.gov/gcd/ylf.htm>

Begin to consider the supported decision-making options your young adult will need. These include different guardianship options, conservatorship or appointed advocates/advisors.

Parent to Parent – remember guardianship is not your only option. Please look carefully at all of the options to make sure your child is properly supported once he/she is an adult. Make sure you talk to a lawyer who is well versed in all of the options and explains the pros and cons of each one. Then you can make an informed decision of what is right for your child.

Resources:

Understanding Your Options and Alternatives

<http://moguardianship.com/>

Apply for a Missouri ID or driver's license.

Resources:

Missouri Department of Revenue Driver's Guide

http://dor.mo.gov/forms/Driver_Guide.pdf

Warren County Handicapped Services

July Leadership Camp (ages 16-21)

636-456-7518

<http://wchsmo.org>

Investigate summer volunteer experiences.

Use your imagination to come up with summer volunteer opportunities which are valuable as job training for your teenager. Hospitals, adult day care centers, not-for-profit organizations may have options. Child day care centers are among the possibilities. In some cases a family member or other non-professional may need to "job coach" the young adult to begin or possibly for the entire time.

Check on Health Insurance Coverage

IV. AT AGE 18

Keep in touch with your Warren County DD Service Coordinator and make sure your case is active.

Parent to Parent – this is a busy and overwhelming time. Your service coordinator is the best person to help you navigate all of the new systems you and your now young adult will be involved with. As always – make sure you are getting your child's input or your child is part of the decision making process or is making the decisions.

Invite your service coordinator to the IEP and Transition Plan meetings. Discuss plans for your young adult's

future and gather as much specific information about transition and adult life from your service coordinator as possible.

Apply for Supplemental Security Income (SSI) and Medicaid (MO HealthNet)

Eligibility at age 18 is based on your child's income only.

Resources:

Social Security Administration
800-772-1213
www.ssa.gov

MO HealthNet
855-373-4636
<http://dss.mo.gov/mhd/>

Make education ongoing.

Continue reading to the young adult who can't read. Explore continuing education programs, technical training colleges and college programs with resources to support students with disabilities.

Educate yourself and your young adult about the differences between IEP supports and available accommodations for post-secondary options. How accommodations work changes dramatically after high school.

Resources:

FACT
636-949-2425
www.factmo.org

MPACT
800-743-7634
<http://ptimpact.org>

Make arrangements for your young adult to register to vote.

Make arrangements for your son to register for selective service.

Resource:

Selective Service System
<https://www.sss.gov/Portals/0/PDFs/WhoMustRegisterChart.pdf>

V. AT AGE 20 (or year of leaving school)

Contact Vocational Rehabilitation (VR).

Apply for VR services. School staff can facilitate this process.

Resources:

Vocational Rehabilitation
314-877-1500
<https://dese.mo.gov/adult-learning-rehabilitation-services/vocational-rehabilitation>

Brainstorm for possible job leads.

Use your family, friends, business associates and your child's future planning group. Network with community contacts as you take an active role in job development for your young adult.

Investigate transportation options.

Check with your Warren County DD Service Coordinator for the most recent

developments in transportation options. Consider co-workers, family and friends as possible ride options.

Resource:

MO Rides

844-836-7433

www.morides.org

Talk seriously with your own immediate and extended family about vision, goals and practical steps toward the continuing journey on the road of transition. Make sure to include your young adult in the discussions.

:

Are they currently enrolled in and/ or eligible for Community Based Services?

If yes, start discussion with Community Support Worker to determine appropriate services after graduation. (Child or Adult)

If no, are adult services appropriate?

Section 2

For Parents of Students with Mental Health Needs

Are they currently enrolled in and/ or eligible for Community Based Services?

If yes, start discussion with Community Support Worker to determine appropriate services after graduation.
(Child or Adult)

If no, are adult services appropriate?

Factors to consider in determining appropriate services:

Will there be changes in insurance?

Do they need guardianship?

What is the long-term living arrangement?

What is the employment/ education track?

What sources of income do they have?
(SSI)

Warren County Adult Mental Health Services

Compass Health Network
888.403.1071 – call center
Warrenton Office
19515 Brune Parkway
Warrenton, MO 63383
636.456.1500

Crider Health Center
Open Access Hours in Warrenton
(assessment and scheduling for appropriate services)
Wednesday 1-3
Thursday 9-11
Friday 1-3

Person-Centered Integrated Care

With the assistance of an integrated health specialist, adults with serious behavioral health challenges will build a wellness plan suited to their unique needs. Wellness plans may include goal-oriented skill building, employment and educational supports, linking to natural and community supports, psychiatry, counseling, primary care, and dental services.

Housing Support

Housing assistance is available to adults that currently receive behavioral health services from Compass Health. The goal of our housing programs is to help individuals live in community settings that are suited to their needs and preferences. There are a number of options, however, capacity is limited. For more information, please contact the Administrative Director of Housing at (636) 332-2179 or jthompson@cridercenter.org.

Harmony and Headway Clubhouse (Washington, MO and St. Charles, MO)

Harmony (Washington, MO) and Headway Clubhouses (St. Charles, MO) are organized communities that support individuals living with the effects of mental illness. Clubhouse members are given opportunities tailored to meet their unique needs to rejoin the worlds of friendships, family, important work, employment, education, and health and wellness activities. Harmony Clubhouse in Washington, MO and Headway Clubhouse in St. Charles, MO are restorative environments for people who have had their lives drastically disrupted due to mental illness and need the support of others who believe that recovery from mental illness is possible for all.

Harmony Clubhouse

416 Market Street
Washington, MO 63090
[636-239-1717](tel:636-239-1717)

Headway Clubhouse

322 McDonough
St. Charles, MO 63301
[636-946-6832](tel:636-946-6832)

Counseling

Warrenton, Troy, Wentzville and St. Charles Locations

Psychological Assessment/Testing

Whether you're suffering from anxiety, depression, mood disorders or related mental health problems, our licensed psychologists and counselors are here to help with life's toughest challenges. We will guide you through your situation with professional and compassionate mental health care.

Some situations need clarification in the form of a psychological assessment which is the examination of a patient by a psychologist through interviews, observation of behavior, and/or psychological testing with the goal of possibly determining personality adjustment, learning disability, identifying problems, and helping to diagnose and plan treatment for a mental disorder. We can also help with:

Learning Disability Evaluations assist in identifying whether or not a child (or adult in college or vocational rehabilitation) has a learning disability, and if so, in what area.

Autistic Spectrum Disorder Assessments

are used to identify the presence or absence of a diagnosis that falls on the Autistic Spectrum, including Autism, Asperger's and Pervasive Developmental Disorder. Assessments of this nature will include treatment recommendations and/or referral sources.

Bio- and Neuro-feedback uses equipment to measure biologic and neurological trackers to assist in treatment. It can help doctors and counselors have access to measurable data to provide effective treatment.

Eye Movement Desensitization

Reprocessing or EMDR is particularly effective intervention for those who have experienced trauma, people with distressing memories, anxiety, etc.

Diagnostic Clarification Evaluations help assist in clarifying the diagnosis of an

individual and make recommendations for treatment, for example, ADHD evaluations. These can also be used to assist in the development of IEPs, behavior modification programs and more tailored treatment options.

Parental Capacity Assessments are NOT custody assessments. These only speak to a client's ability to parent their child, including where they struggle and what improvements they can make, as well as what they are doing well.

Virtual Reality Treatment, similar to the bio- and neuro-feedback, provides another tool that yields measurements.

Miscellaneous Evaluations include other types of evaluations as deemed necessary and appropriate. These will need to be approved by the provider of the testing service. This could include complete risk assessments for individuals who are thought to be a danger to themselves or others.

Crisis

St. Louis Region (St. Charles, Warren, Lincoln, and Franklin Counties)

Behavioral Health Response, 24-hour crisis hotline

[314-469-6644](tel:314-469-6644) or [800-811-4760](tel:800-811-4760)

[314-469-3683](tel:314-469-3683), TTY for hearing impaired

Psychiatric/ Medication Management

Medications can be the foundation of treatment for many people struggling with mental health challenges and are often the treatment of choice for persons with serious brain disorders such as severe and persistent mental illness. For adults and children battling depression, attention deficient disorders, anxiety, grief, or addictive disorders, medications may bring relief to some (or all) of the symptoms he or she is experiencing. Every individual seeking medication services needs an assessment by a psychiatrist or psychiatric advanced practice nurse. This is to determine the potential benefit of

psychoactive medications and the management of the medication regimen. Compass Health can provide this assessment along with:

- Education regarding the effects of the medication and its relationship to the person's behavioral health challenge(s)
- Prescription of medications
- Ongoing monitoring of the medication's effects

IPS – Individual Placement and Support

For individuals who wish to be employed. This is in conjunction with Vocational Rehabilitation services

Vocational Rehabilitation

314-877-1500

<https://dese.mo.gov/adult-learning-rehabilitation-services/vocational-rehabilitation>

Substance use Disorders/ Alcohol and Drug Treatment

PSR (psychological rehabilitation) groups

Skill building groups (variety of topics)

Primary Health Care

Dental

Section 4

Self-Determination Skills

Although specific skills training is critical for the soon to be graduate to function as independently as possible during his/her adult life, it is not sufficient to ensure success. It is also important that the school curricular activities allow for teaching self-determination skills – that is teaching the student (to the best of their ability) the skills they will need to take charge of their own lives and speak for themselves. Learning to choose where they live, work, and their friends; to educate support staff and others; to work as a team to obtain common goals, and to achieve the level of independence that they desire.

Goals in self-advocacy cross all transition areas and may be included on the IEP as a means to achieve any goal. The following are important skills for self-determination:

- Choice-making
- Decision-making
- Problem-solving
- Goal setting and attainment
- Self-advocacy
- Self-observation, evaluation, and reinforcement
- Learning to increase control of one's own behavior
- Understanding and evaluating one's own strengths and weaknesses
- Self-awareness
- Self-knowledge
- The ability to be positive about outcomes and work towards those outcomes
- How to participate actively in their own IEP

- How to articulate to teachers, supervisors, and others how he/she learns and works best
- How to state and defend needs, wants, and desires

Promoting Self-Determination in the Home

As the day draws near when your young person is ready to make that transition from school your job as a parent is almost done. You hope that you have taught them the skills they need to make that transition a smooth one.

It will be difficult to sit by and watch your son or daughter make choices and accept the consequences if the choice is not a wise one. As a parent of a young person with a disability it is even more difficult to sit idly by and watch them make these decisions.

However, there are strategies you can begin teaching your young person early in life. It starts when children begin to learn about themselves, their strengths, weaknesses and, so doing begin to value themselves. It ends when, as adults these same children can take control over choices and decisions, which impact their lives and take responsibility for their actions. As parents of a young person with a disability it is even more crucial that you make sure that this process occurs. These children learn many of their self-determination skills by observing their families, teachers, and friends.

These experiences must not be left to chance, as students with disabilities need that extra guidance.

Listed below are some strategies that demonstrate how a family can play a critical role in teaching their young person to be self-determined:

1. **Begin to let your young person experience their world.** As a parent it is very hard to sit back and let them begin to make their own choices. It's natural for parents to want to prevent their children from making mistakes; however this is the way children from making mistakes; however this is the way children learn to have an active voice in their own lives.
2. **Encourage your child to voice their wants and needs.** They need to learn that what they have to say is important and that their opinions matter. Involve them in family decisions.
3. **Self-esteem is essential in building self-determination skills.** They will model what you do. Let them know that they are important by spending time with them. Participate in activities with them.
4. **Do not avoid questions they have about their disability.** Be realistic in your expectations for them and they in turn will do the same. Encourage your child's unique abilities and in turn help them to accept unavoidable limitations.
5. **Help your child to understand the process of how to reach their goals.** They need to have goals but also know how to reach those goals.
6. **Provide opportunities for them to be involved with all different types of people from different backgrounds and also different ages.** They need to learn to get along with all types of people, as this is how the real world works.
7. **Help them to set appropriate yet ambitious goals.** Be familiar with

their reading levels and encourage them to read books that are appropriate for them. Help them to reach these goals by providing opportunities for them at home as well at school.

8. **Make children accept responsibility for their own actions.** At times this will mean that they must experience the natural consequences for making a poor choice. However, this will help them to be more successful in the working world.
9. **Don't leave choice making opportunities to chance.** Allow your young person to make choices such as what to wear or what will be served for dinner or where the family should go for vacation. All though these choices may not always be appropriate or practical make sure that the opportunities they are given are meaningful and also that the choice they make is honored.
10. **Always provide honest, meaningful feedback.** However, be careful how you present your feedback. It should be provided in a manner that the young person does not feel that they are a failure yet in a manner that they can learn from in a positive way. In other words do not make them feel like they are a failure or that the problem lies within themselves.

There is no more important environment than a child with a disability can learn to become self-determined than in the home. By allowing them to make decisions and choices, take chances and take calculated risks in an environment that is safe and nurturing your young person will develop the abilities necessary to reach his or her potential.

(Excerpts taken from 10 Steps to

students prepare for the meeting, so that they can talk about one or more parts of the meeting, to include:

Student-Led IEP Meetings

The annual Individualized Education Program (IEP) meeting, federally mandated by the Individuals with Disabilities Education Act (IDEA) (1990), states that when transition is addressed in the IEP meeting, students age 16 and older, must be invited to attend. Since students are encouraged to attend their IEP meetings, it seems like a logical time for them to lead part, or all of their IEP meeting.

By actively participating in the IEP meeting, students learn and practice crucial self-advocacy skills and initiate the process to gain more control over their education and transition planning, and eventually, over their life.

Student-led IEP meetings provide many benefits to students and should be consistently taught for a variety of reasons. First, students benefit by acquiring necessary self-advocacy skills, such as understanding themselves, knowing their rights and responsibilities, setting personal goals, learning to communicate, negotiate, compromise, and becoming an effective team member (Wehmeyer et al., 2007).

Additionally, many students and parents, concerned about the challenges that will be encountered during the transition from school to adult life, experience a sense of relief when self-advocacy skills are observed by their young adult during the IEP meeting.

Participating in, and/or leading, the IEP meeting creates a positive experience for students with disabilities, and increases the students' life-long ability to self-advocate in a variety of settings (Wehmeyer, Agran & Hughes, 1998).

Leading the IEP meeting occurs when

- Welcome
- Introductions
- Age-appropriate transition assessments
- Likes and dislikes
- Skills and challenges
- Accommodation needs
- Stating disability or telling about their disability
- Reviewing past goals and performance on those goals
- Stating post-secondary goal for Education, Employment and Independent Living
- Action plans for each post-secondary goal
- Course of study for next year
- Summarizing new IEP goals
- The steps to leading the IEP meeting

The following guidelines apply to times during a student's education when expectations to the student-led IEP meeting can be met.

STEPS	Pk-1	2-5	Middle School	High School
Welcome	X	X	X	X
Introduction	X	X	X	X
Assessment Data/ CLS Data		X	X	X
Likes/Dislikes	X	X	X	X
Skills/Challenges		X	X	X
Accommodations		X	X	X
Telling about disability		X	X	X
Review past action plans/IEP goals			X	X
Telling about post- secondary goals/career		X	X	X
Action plans for each post-secondary goal				X
Course of study			X (8th grade)	X
New IEP goals			X	X

Self-Determination Resources

- Virginia's Department of Education Self-Determination Project
www.imdetermined.org
- Student Involvement Templates and Videos
www.imdetermined.org/resources/
- Student-Led IEPs
YouTube – Mapping Out My Life, cac/voices
- A Student's Guide to the IEP
Websearch – NICHCY A Student's Guide to the IEP
- Evidence-Based Practices
www.transitionta.org/evidencepractices
- Center for Parent Information and Resources – IDEA Transition Planning
www.parentcenterhub.org/transitionadult/
- Center for Parent Information and Resources – Student Involvement
www.parentcenterhub.org/student-involvement/
- The Arc Self-Determination Scale
www.thearc.org/document.doc?id=3670
- Wehmeyer, M.L., Agran, M., & Hughes, C. (1998). Teaching self-determination to students with disabilities: Basic skills for successful transition. Baltimore, MD: Paul H. Brookes Publishing Co.
- Wehmeyer, M.L., Agran, M., Hughes, C., Martin, J.E., Mithaug, D.E., & Palmer, S.B., (2007). Promoting self-determination in students with developmental disabilities. New York, NY: The Guilford Press.
- Pre-Employment Transition Services
573-882-6610
<https://education.missouri.edu/hook-center/>
- YouTube:
Parents Teaching Self-Advocacy Skills: Helping Your Child Toward Self-Determination
<https://www.youtube.com/watch?v=j-C4RXGSeeU>
- Why is Self-Determination Important?
<https://www.youtube.com/watch?v=JGRjMNBfI58>
- Self-determination and self-advocacy for people with intellectual and developmental disabilities
<https://www.youtube.com/watch?v=h5-T1fFN5SA>