

## **FAMILY VOICE OF LANARK COUNTY**

*Inspiration ★ Ideas ★ Choices      Planning ★ Opportunities      Community Contribution ★ Success*

**Transition Planning Material for Students, Their Families and Support Teams**  
**PERSON DIRECTED → OUTCOME BASED TRANSITION PLAN HANDBOOK**  
**FOR YOUR**  
**“ LIFE AFTER SCHOOL ”**

**“What YOU do TODAY can improve ALL your TOMORROWS”**

Developed by: **FAMILY VOICE OF LANARK COUNTY (FVLC)** an affiliate of Family Alliance Ontario (FAO) – January 2022

For additional information about our Family Support Network please refer to our website: [familyvoiceoflanarkcounty.com](http://familyvoiceoflanarkcounty.com)

# TABLE OF CONTENTS

Acknowledgements .....	2
Background and History – Family Voice of Lanark County .....	3
Purpose of Handbook .....	4
Key Objectives of Handbook .....	5
<b>SECTION 1: GET READY – Preliminary Information You Should Know</b> .....	6
Ministry of Education Transition Planning Requirements .....	7
Developmental Services Ontario (DSO) Requirements .....	8
Person-Directed Planning .....	9
<b>SECTION 2: WHERE DO I START</b> .....	11
How Do You Know Where to Start? – What is Your Future Going to Look Like? .....	12
Planning for YOUR Future .....	13
<b>SECTION 3: WHY IS IT IMPORTANT TO START PLANNING EARLY?</b> .....	14
Avoid the Big Void .....	15
<b>SECTION 4: ASK THE RIGHT QUESTIONS</b> .....	16
Preparing for Action – Getting Some Ideas From Questions You Ask Yourself .....	17
<b>SECTION 5: TAKING ACTION</b> .....	21
Action # 1 – Building Your Transition Planning Team .....	22
Action # 2 – Creating Your Profile .....	25
Action # 3 – Developing Your Transition Plan .....	29
Action # 4 – Keeping Track – Transition Meeting Notes .....	30
Action # 5 – Identifying Your Initial Transition Goal Priorities .....	32
Action # 6 – Identifying Your Priority Choices .....	34
Action # 7 – Your Concrete Weekly Schedule/Plan for Your Life After School .....	35
<b>SECTION 6: SUPPORT FUNDING \$ ODSP \$ FINANCIAL INFORMATION</b> .....	39
<b>SECTION 7: GETTING IMPORTANT PAPERWORK ORGANIZED</b> .....	43
<b>SECTION 8: YOUR FUTURE – MAKE IT YOUR OWN!</b> .....	45
<b>SECTION 9: KEEP ON LEARNING</b> .....	46
<b>SECTION 10: KEEP GOOD NOTES</b> .....	50

## ACKNOWLEDGEMENTS

The printing of our **Family Voice of Lanark County's** most recent handbook **PERSON DIRECTED → OUTCOME-BASED TRANSITION PLAN FOR YOUR “LIFE AFTER SCHOOL”** has been made possible by a grant received through an application process to **The Ontario Caregiver Association** – *funding provided by the Ministry of Children, Community and Social Services (MCCSS)*. The purpose of the funding is to support, strengthen and expand the critical peer networks of families and caregivers that provide support to adults with developmental disabilities.

**Family Voice of Lanark County** is thankful for the numerous ways we have been supported in past years by organizations in our County. **Lanark County Support Services (LCSS)** is an example of the benefits and progress that can be achieved when individuals and families have support from like-minded organizations in our joint efforts to make connections and create positive change for individuals with developmental disabilities. Building relationships has been essential in our efforts to change attitudes and create lifestyles of choice that promote citizenship values, ongoing growth, safety, sustainability, personal achievement and satisfaction.

LCSS also provides Transition Support Services (TSS). Supports can be in-person, customized to individualized needs with job coaching opportunities. The organization promotes collaboration with individuals, families, personal support networks and school personnel which is an essential component of the transition planning process from school to life in their community. Contact: Leigh-Anne Giardino for more information: [lagiardino@lcss.agency](mailto:lagiardino@lcss.agency).

# BACKGROUND AND HISTORY

## FAMILY VOICE OF LANARK COUNTY

**Family Voice of Lanark County (FVLC)** was officially organized in 2007 by Joyce Rivington & Cora Nolan who live in Lanark County and have sons, currently in their forties, who have developmental disabilities. One of the main purposes of forming the support group was to unite families who shared the common goal of creating a better quality of life for their sons and daughters. Over the years, information sessions, resources, workshops and presentations were provided to individuals, families, organizations and like-minded individuals to promote and raise awareness of “what can be available” and not what was “currently offered” in the county and province. Support was provided by Community Living Association of Lanark County (CLALC). Joyce and Cora were also active members on the Special Education Advisory Committee (SEAC) of the former Lanark County Board of Education (currently Upper Canada District School Board).

Sessions and guest speakers encompassed a wide range of topics, e.g., Inclusion from Pre-School to High School to Life in the Community, Individualized Funding, Disability-Related Taxation Information, RDSPs, Creative Living Options, etc. FVLC is also an affiliate of Family Alliance Ontario ([family-alliance.com](http://family-alliance.com)), a provincial organization that connects Family Networks in Ontario.

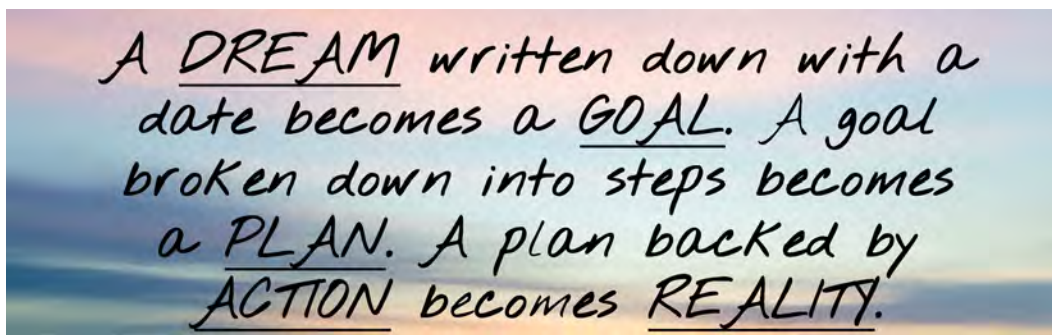
The focus of **Family Voice of Lanark County** is to provide a forum for families to connect with each other, learn, share successes, express concerns and act together to ensure the best possible future outcome for their children of all ages. In 2018, the Ministry of Children and Community Services (MCCSS) offered funding through an application process to Family Support Networks. The co-founders of Family Voice of Lanark County (Joyce Rivington & Cora Nolan) approached the Executive Director of Lanark County Support Services (LCSS) to request support in their funding application. FVLC was successful in receiving funding which assisted greatly in strengthening outreach and also enabled the creation of FVLC's *Person-Directed Home Living Options Handbook for Individuals, Their Families & Support Network* (now available on FVLC website [familyvoiceoflanarkcounty.com](http://familyvoiceoflanarkcounty.com)).

Having opportunities to engage with families consistently and be able to do presentations has raised our own awareness to the great need and desire that exists to have information and knowledge on **HOW** to create a more individualized and inclusive lifestyle for individuals with developmental disabilities in both **HOME** and **COMMUNITY**. What has played a key role in our sons' success is having the support of each other and our own families. We were also well connected with like-minded individuals who provided us with resources, strength, support and encouragement. Early and ongoing access to **TRANSITION PLANNING** during our sons' school years was also a **KEY COMPONENT** which ultimately has resulted in their continued and ongoing **SUCCESS** and quality of life. They benefited greatly from early planning and today enjoy “ordinary, everyday meaningful lives” in their communities and they both have Homes of their Own!

## PURPOSE OF HANDBOOK

The purpose of our **Person Directed → Outcome-Based Transition Plan Handbook “Life After School”** is to provide tools and ideas to promote Self-Determination, Achievement of Personal Goals/Outcomes, Building of Relationships and ongoing/essential Community Connections which results in a **Meaningful and Good Life**.

**A person’s strengths, interests, goals and dreams for their future are unique to them.** This Handbook is designed to ensure that **TRANSITION PLANNING** is **not** based on a “cookie cutter” approach but is individualized and specific to each individuals’ preferred activities, ongoing learning needs, personal **GOALS** and **DREAMS** for their future – in all areas to ensure they have a well balanced lifestyle that continues to evolve during their lives.



It is essential that individuals with developmental disabilities are primary participants in the process: **“Nothing About Me Without Me.”**<sup>1</sup> It is also imperative that planning starts early, is consistent and has concrete outcomes that are measurable. Having a specific person designated as the lead co-ordinator of the plan is essential for success. Keeping records of previous meetings and action items is critical to ensure that a person’s **TRANSITION PLAN** keeps on track → keeps moving forward → resulting in a smooth transition from school life to a fulfilling life in one’s own community.

Parents spend a lot of time with their children and know their children best. It is not uncommon for a family member, a friend or an advocate to take on the role of a **Transition Co-ordinator**. School personnel are overloaded and it is not uncommon for positions to change from year to year. It is essential for the **key role** of co-ordinator to be a person who has the ability to remain in that role for a reasonable time period. Sometimes situations arise which could prevent this from occurring, however, consistent record keeping will ensure the **PLAN is kept on track and continually moves forward, is accountable and successful**.

---

<sup>1</sup> Valerie Billingham, Session at Salzburg Global Semina 1998 (also a rallying cry of shared decision-making advocates, e.g., PEOPLE FIRST)

## KEY OBJECTIVES OF HANDBOOK

The **OBJECTIVES** of the **PERSON DIRECTED → Outcome-Based TRANSITION PLAN HANDBOOK “LIFE AFTER SCHOOL”** are:

1. **TO PROVIDE** concrete practical ideas/information/tools supporting the need and value of **early** and **ongoing** transition planning that leads to meaningful, inclusive adult lives for students who have a developmental disability
2. **TO PROMOTE** Person Directed Planning processes that lead to **better outcomes** and **SUCCESS**
3. **TO SUPPORT & ENCOURAGE** the “*Natural Authority of Families*”<sup>2</sup>
4. **TO PROMOTE & SUPPORT** a collaborative team approach to ensure that individuals with developmental disabilities leave the school system with an **ACTIVE TRANSITION PLAN** in place that will lead them to their own **MEANINGFUL and GOOD LIFE**<sup>3</sup> reflective of personal choice, ongoing opportunities and experiences in their communities and in their lives.
5. **TO PROVIDE** a roadmap to follow for a successful **TRANSITION JOURNEY**
6. **TO RAISE EXPECTATIONS**
7. **TO REALIZE SUCCESS and FULFILLING LIVES**

---

<sup>2</sup> Michael Kendrick - International Consultant in human services/ community work <https://www.leapireland.com/better-life-chances/>

<sup>3</sup> Al Etmanski - Author of *A Good Life: For You and Your Relative with a Disability* <http://aletmanski.com>

**SECTION 1**  
**PRELIMINARY INFORMATION YOU SHOULD KNOW**



## MINISTRY OF EDUCATION TRANSITION PLANNING REQUIREMENTS

Policy Program Memorandum No. 156: *Supporting Transitions from Students With Special Needs (effective Sept 2, 2014)*. The purpose was to provide “school boards new requirements or transition plans for students with special education needs from Kindergarten to Grade 12.” The goals of individuals with disabilities:

- Improve achievement and well-being to students with special education needs
- Increase capacity of schools to effectively meet the needs of all learners
- Support the development and implementation of effective Individualized Education Plans (IEPs)
- Enhance collaboration among ministries, schools, families and community partners
- Improve balance between teaching and learning and required processes and documentation
- Enable transitions of students into, through, and exiting from the system

Additional important information in PPM 156:

“The school principal is responsible for ensuring that student transition plans are developed, implemented and maintained.” A transition plan must be developed for *all students who have an IEP*. **All transition plans must be developed in consultation with the parent(s).** “**For students who have an IEP, the transition plan must be reviewed as part of the review of the IEP. The results of each review should be used to update the transition plan.**” Transition plans include: **Specific Transition Goals; Support Needs; Actions Required to Achieve Goals; Roles/Responsibilities for Actions; and Timelines.** The transition plan must be stored in the Ontario Student Record (OSR) documentation folder.<sup>4</sup> PPM 156 includes a list of “Links to Useful Resources”  
[www.edugains.ca/resourcesSpecEd/PLF/IEP/PPM156\\_PPTwithNotes.pdf](http://www.edugains.ca/resourcesSpecEd/PLF/IEP/PPM156_PPTwithNotes.pdf)

### Additional Beneficial Resources, e.g., Sample Transition Plans/Resources

Additional Resources with beneficial background/information include: **Transition Planning: A Resource Guide 2002** - Provides comprehensive details relating to Ontario School Boards responsibilities. Sample Transition Plans, Forms and Resources are also included in the document. [www.oafccd.com/documents/transitionguide.pdf](http://www.oafccd.com/documents/transitionguide.pdf)

In March 2013, MCSS (now MCCSS) and the Ministry of Education developed “**Transition Planning Protocol and Procedures for Young People with Developmental Disabilities.**” The Protocol comes into effect when a young person age 14 has been identified for transition planning or when a young person or person acting on their behalf requests transition planning supports. The focus of the protocol is to support a “**planned and coordinated transition from childhood to adulthood**” in regard to young people who have developmental disabilities...

---

<sup>4</sup> Ministry of Education Policy/Program (PPM) 156: Supporting Transitions or Students with Special Education Needs



## DEVELOPMENTAL SERVICES ONTARIO (DSO) REQUIREMENTS

DSOs were introduced in July 2011. Visit the DSO Homepage [www.dsontario.ca](http://www.dsontario.ca)

The DSOs are the access point to Adult Developmental Services “**ELIGIBILITY**” to enable individuals to acquire/receive **PASSPORT FUNDING, SUPPORTS and SERVICES**.

The following is a “brief” summary of the process. For additional specific information, please visit the DSO Homepage.

Along with the **APPLICATION**, eligibility documents must be submitted:

- Proof of a developmental disability, i.e. written psychological assessment. If you do not have the psychological assessment, contact your Regional DSO office to inquire about possible options
- Proof you are a resident of Ontario, e.g., a piece of mail with your name and address on it
- Proof of age, e.g., passport or birth certificate

If you are eligible to receive MCCSS funded supports/services, you will receive a “**Letter Confirming Eligibility**” from the DSO. The minimum amount of Passport Funding that an individual could receive is \$5,000.00. Additional funding requires an Assessment to be completed by a DSO Assessor. The assessment may require up to two meetings. It is important to bring one or two support people with you on the day(s) the assessment occurs. In order to determine an individual’s specific needs, the Assessor utilizes the **Passport Program Mapping Tool** which is based on **scores** from the “**Support Intensity Scale**” – also referred to as the “SIS.” It identifies (with input from the individual and support people) the **type, frequency and intensity** of the support required by the individual. An example of the support areas covered are:

**PART 1 – Community Participation Supports:** personal care, home living activities, social/community activities, employment (paid/volunteer), health/safety, medical/behavioural support needs.

**PART 2 – Respite Supports:** based on the level of support needs score from Part 1, current government-funded/formal supports received, caregiver concerns and caregiver status (single primary caregiver or more than one primary caregiver).

There is a “**funding grid**” for each of **Part 1 and Part 2**. An important thing to keep in mind is that even if a person hasn’t had the opportunity to participate in a specific activity identified in each of the SIS categories, consideration needs to be given to the **type/level/frequency** of support that would be required if they had the opportunity to engage in the activity and/or experience.

## PERSON- DIRECTED PLANNING



*seekcreative, 2006*

Image by: [mcss.gov.on.ca](http://mcss.gov.on.ca)

## A GUIDE ON PERSON-DIRECTED PLANNING - CREATING A GOOD LIFE IN COMMUNITY

The Person-Directed Planning Guide was designed by the Individualized Funding Coalition of Ontario [individualizedfunding.ca](http://individualizedfunding.ca)

The Guide was written by Charlotte Dingwall, Kristi Kemp and Barbara Fowke and funded by the Ontario Ministry of Community and Social Services (MCSS), now Ontario Ministry of Children, Community and Social Services (MCCSS).

[www.mcscs.gov.on.ca/en/mcscs/publications/developmentalServices/personDirectedPlanning/whatIs.aspx](http://www.mcscs.gov.on.ca/en/mcscs/publications/developmentalServices/personDirectedPlanning/whatIs.aspx)

Person Directed Planning can help you figure out what you would like to do each day when you complete school. **WHO** you would like to spend time with. **WHERE** you would like to spend time. **WHAT** your hopes and dreams are for your future. **WHAT** your **VISION** is for your life and home in your future. By acquiring information from different people who know you, you will have more information and choices to think about -- you will be able to expand your possibilities!

Planning should not just start when you are in your final year of school. If you already have a Transition Plan in place when you leave elementary school, it will provide you with a good start to continue to build on when you have completed high school. Some activities, e.g., recreational or social may already be in place.

Individuals with Developmental Disabilities will be eligible for **PASSPORT FUNDING** which will be able to pay for **SUPPORTS** for various activities of your choice. You will also be eligible for the **ONTARIO DISABILITY SUPPORT (ODSP) COST OF LIVING EXPENSES**, e.g., necessities (food/shelter/clothing).

## SECTION 2

### WHERE DO I START



## HOW DO YOU KNOW WHERE TO START?

Sometimes it is hard to know where to start when a change is happening. That is why it is important to **START EARLY** and have time to **PLAN**.

## WHAT IS YOUR FUTURE GOING TO LOOK LIKE?

The purpose of our *Person Directed → Outcome-Based Transition Plan Handbook* is to assist **YOU** and **YOUR SUPPORT TEAM** to take the **NECESSARY STEPS** to **DESIGN** your own unique and individualized:

### PERSON-DIRECTED PLAN

and

put **YOUR TRANSITION PLAN** into **ACTION**

“**LIFE AFTER SCHOOL**” Handbook provides **IDEAS** →

and the **FUEL** you need to **START**.....



## YOUR LIFE JOURNEY

*Adapted from Windsor- Essex Family Network “Networking for Work” Manual//Workshop Session # 3*

## PLANNING FOR YOUR FUTURE

**PLANNING** for the future is similar to taking a great vacation. If you want to make sure your trip is fun and successful, there are **IMPORTANT STEPS** that must be taken to make sure you have your own **IDEAS** and **VISION of WHERE** you are going and **WHAT** you are going to do when you get there.....

<b>PLANNING for a GREAT VACATION</b>	<b>PLANNING for a GREAT FUTURE</b>
You need a <b>MAP</b> to guide you in the right direction.	You need a <b>PLAN</b> that is <b>MAPPED</b> out – created from your <b>IDEAS</b> and <b>INTERESTS</b> .
You often <b>TALK</b> to <b>OTHER PEOPLE – FAMILY</b> or <b>FRIENDS</b> who may have <b>GREAT IDEAS</b> about what you may want to see or do on your vacation.	<b>TALK</b> to <b>PEOPLE WHO KNOW YOU WELL – FAMILY, FRIENDS, TEACHERS</b> etc. to get <b>HELP</b> and <b>GREAT IDEAS</b> about things you could do in <b>YOUR FUTURE</b> .
The <b>ACTIVITIES</b> and things you do on your trip are geared to your <b>INTERESTS</b> and things <b>YOU LIKE</b> . For example, if you don't like to visit museums, you won't plan to visit one in every town you pass through.	Make sure your <b>FUTURE</b> is keeping you busy with <b>ACTIVITIES</b> that you <b>ENJOY</b> and are of <b>INTEREST</b> – that you are good at doing <b>OR</b> could be good at doing if you had opportunities to try new things and learn new things!
You often ask for <b>EXPERT ADVICE</b> from a travel agent because they know a great deal about vacation <b>PLANNING</b> .	You could ask for <b>ASSISTANCE</b> and <b>ADVICE</b> from people you know, e.g., your teachers and/or community organizations, colleges or agencies to help you develop your <b>VISION</b> for your <b>FUTURE</b> . They may have <b>IDEAS</b> that you didn't know or hadn't thought about.
If you were to become lost on your trip, you could ask for <b>HELP</b> and <b>DIRECTIONS</b> from a police officer or a tourist information centre to get yourself back on the right road.	If you do not know how to do some of the things you want to do, you should not hesitate to obtain help from a person who understands <b>PERSON-DIRECTED PLANNING, JOB COACHING, FACILITATING FRIENDSHIPS – CREATING OPPORTUNITIES, CONNECTIONS</b> , etc.
If you <b>PLAN</b> very carefully, you should have a <b>GREAT VACATION!</b>	If you <b>PLAN</b> very carefully, you should have a <b>GREAT FUTURE</b> .

“Never give up on what you want to do. The person with big dreams is more powerful than one with all the facts.” From Life's Little Instruction Book by H. Jackson Brown Jr

Adapted from Windsor- Essex Family Network “Networking for Work” Manual//Workshop Session # 3

## SECTION 3

### WHY IS IT IMPORTANT TO START PLANNING EARLY?



## AVOID THE BIG VOID

When you have graduated from High School, there will be a **BIG VOID** or **EMPTY SPACES** in your life that you will need to **FILL** – if you haven't started to **PLAN** for your future.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A.M.		?	?	?	?	?	
NOON		?	?	?	?	?	
P.M.		?	?	?	?	?	
EVENING							

For most of your life, school has taken up a **HUGE** amount of your **TIME**. You were **LEARNING** new things; **SOCIALIZING** with other students, teachers, people in your community; **INVOLVED** in **ACTIVITIES**, e.g., **ONGOING LEARNING, PHYSICAL EDUCATION, MUSIC, ART**, and other varied events related to **YOUR SCHOOL LIFE**.

**HOW do YOU, with help from YOUR SUPPORT TEAM, PLAN to fill the ? TIME ?**

***“It’s your life – but only if you make it so.”***

– Eleanor Roosevelt, *You Learn by Living: Eleven Keys for a More Fulfilling Life*



## SECTION 4

### ASK THE RIGHT QUESTIONS



*“Our lives are shaped by the questions we ask. Good questions lead to good outcomes.....”*

– Michael Hyatt, Living Forward *“A proven Plan to Stop Drifting and get the Life You Want”*

*“SUCCESS: Asking the right questions gives people the answers they need to move forward in LIFE”*

– Inga Stasiullonyte, Olympian Athlete [Onbotraining.com](http://Onbotraining.com)

## PREPARING FOR ACTION – GETTING SOME IDEAS FROM QUESTIONS YOU ASK YOURSELF

*Asking yourself some questions can help you to identify some goals and dreams – they may change over time but going through this process will help you focus and will also provide a roadmap as to the direction you would like **YOUR LIFE PATH** to take. It also helps your **SUPPORT TEAM** get to know you better, and build **YOUR PLAN** on your own ideas and preferences.*

### WHAT GOALS AND DREAMS DO YOU HAVE?

Some areas that will provide you with a **START** may include:

#### CONTINUED EDUCATION

Would you like to continue with some type of Post Secondary Education – Courses, College, Training Program, etc.?

**IDENTIFY GOAL(S):**

#### ONGOING LEARNING/SKILL DEVELOPMENT

What type of ongoing learning and/or skills would you like to pursue? (e.g., Communication, Reading, Computer, Basic Math, Money Management, Using a Bank Card, Shopping, Cooking, Safety, Independence, etc.)

**IDENTIFY GOAL(S):**

#### CONTINUE WITH A CO-OP JOB /FIND DIFFERENT JOBS/WORK EXPERIENCE/PAID EMPLOYMENT

Do you have a specific workplace or type of job that you were able to try when you were in high school, enjoyed it and would like to continue? Is there other types of job experiences that you have an interest in trying? Would you like to acquire paid employment?

**IDENTIFY GOAL(S):**

## **COMMUNITY INVOLVEMENT**

Would you like to volunteer, join a bowling league, a fitness centre or dance class, drama club, church, learn how to plan events you enjoy or any community opportunity you think you would enjoy?

**IDENTIFY GOAL(S):**

## **GIFTS & TALENTS**

Do you enjoy music, singing, scrapbooking, taking pictures, building things, art, etc.

Would you enjoy developing your gifts and talents further?

**IDENTIFY GOAL(S)**

## **DEVELOPING FRIENDSHIPS**

Would you like to meet people your age and have opportunities to socialize with them?

**IDENTIFY GOAL(S)**

## **RECREATIONAL/SOCIAL EXPERIENCES**

Do you enjoy sports, going to shows, concerts, theatre, museums, swimming, golfing, fishing, skiing, etc.

**IDENTIFY GOAL(S)**

## TRANSPORTATION

How do you get from place to place now? What type of transportation will you require to be able to participate in daily and weekend activities of your preference when you have completed school? Will you require someone to accompany you when you are going from place to place now?

**IDENTIFY GOAL(S)**

## TRAVEL

Would you enjoy travelling to places outside your own community – different places in Canada or in the United States? Have you ever been on a trip that you really enjoyed? What did you like about it? What is your favourite memory?

**IDENTIFY GOAL(S)**

## HAVING YOUR OWN APARTMENT, OWN HOME, LIVE WITH A ROOMMATE?

You may think that this goal is still a long way off in the future. It is a good idea to think of things that would be important for you to have in your own home. Would you need accessibility modifications? Are there things that your parents have in their home that you would like in your home? What type of supports would you require for grocery shopping, cooking, cleaning, etc. If you start to think about it now, when the time comes, it won't be as overwhelming.

For additional information, the following resources will be helpful:

[www.dsontario.ca/resources/housing/a-guide-to-the-dso-housing-toolkit](http://www.dsontario.ca/resources/housing/a-guide-to-the-dso-housing-toolkit)

[familyvoiceoflanarkcounty.com](http://familyvoiceoflanarkcounty.com)

**IDENTIFY GOAL(S)**

## WHAT OTHER THINGS ARE IMPORTANT AND ESSENTIAL IN YOUR LIFE?

What are your most important possessions? (Ipad, phone, computer, specific items you have had for a long time) etc., things you use daily and can't do without?

**Identify:**

Do you have a pet now or would you like to have a pet in the future? What kind of pet(s) do you prefer?

**Identify:**

Do you have physical and/or health issues?

**Identify:**

Do you have regular medical appointments that are necessary for your health and ongoing well-being?

**Identify:**

What other things about you and your life are important for people to know in order to provide you with ideas and opportunities that will help you plan for your future?

**Identify:**

Who are the people in your life now that you want to continue to have in your life in the future?

**Identify:**

## SECTION 5: TAKING ACTION



Your “**Transition Plan**” will be unique to you. The **ACTION STEPS** outlined will help guide you in your transition to adult life.

*“It’s your LIFE – Make it GREAT!”*

## **A C T I O N # 1: Building Your Transition Planning Team**

**YOUR TEAM** should include people who know you well and are committed to supporting you to achieve your goals, hopes, dreams, and acquire the support you need in your community to make them happen!

A recommended number of members is anywhere from 2 to 8 people. Examples of individuals who you may feel would be beneficial participants on **YOUR TEAM** are:

- family members, extended family, friends
- school personnel, social service agency personnel for adults
- community members and any other person who could provide valuable input

The best members to choose for **YOUR TEAM** would be people **WHO**:

- KNOW YOU **BEST**
- YOU **TRUST** and **FEEL COMFORTABLE AROUND**
- YOU GO TO FOR **ADVICE** and **SUPPORT**
- CAN MAKE A **CONSISTENT COMMITMENT** TO HELP YOU WITH **YOUR TRANSITION**

***“Consistency is one of the biggest factors to accomplishment and SUCCESS”***

– Byron Pulsifer, *Canadian Author*

## **ROLES and RESPONSIBILITIES of YOU and YOUR TRANSITION SUPPORT TEAM**

- \* **YOUR** role and responsibility is to share your **PROFILE – STRENGTHS, INTEREST AND GOALS**
- \* **ASK QUESTIONS** that will help provide direction to your **TEAM** members

**TRANSITION PLAN CO-ORDINATOR** – a co-ordinator would assume the role of organizing meetings, managing paper work (example collect assessment reports, record your Transition Plan meetings and record progress and provide updates. This role can be filled by a variety of individuals, including you and/or your parent or guardian. It is essential to appoint a co-ordinator to ensure **PROGRESS** of **YOUR PLAN** is kept on track and to ensure there is an **ONGOING PROGRESS** and **EVOLUTION** of **YOUR PLAN**. By the time you are ready to leave high school, you should have your daily routine and schedule ready to start **YOUR LIFE → in YOUR COMMUNITY**.

**FAMILY/EXTENDED FAMILY/FRIENDS** – can help you share information that your other **TEAM MEMBERS** need to know to help **YOU** develop **YOUR TRANSITION PLAN**.

**SCHOOL PERSONNEL** – can provide information about your education history, provide information from your individual education plans, learning strategies that work, educational goals you have achieved and what type of ongoing learning skills would help you in the future, etc.

**COMMUNITY MEMBERS** – depending on members of your team, information can be provided about possible ongoing learning opportunities, resources and/or courses that may be of interest, opportunities to continue and/or increase connections with community jobs/resources to develop an expanded group of friendships, and/or social/recreational opportunities of interest.

**OTHER PARTICIPANTS** – An individual who has been involved in your life and who you believe can contribute to what type of support you will need to be successful in the future would be a valuable contributor.

**Note:** It is important to make sure that **YOU** or a family member has a copy of all meetings and documentation relating to your **TRANSITION PLAN JOURNEY** to make sure you are always **→ MOVING FORWARD!**



**WHO DID YOU CHOOSE TO BE ON YOUR TEAM?**

\_\_\_\_\_ TRANSITION SUPPORT TEAM  
 (Your Name)

#	NAME	CONNECTION	ROLE/RESPONSIBILITY	ADDITIONAL INFORMATION Contact info, etc.
1				
2				
3				
4				
5				
6				
7				
8				

## **A C T I O N # 2: Creating Your Profile**

### **GATHERING INFORMATION**

Gathering information about **YOU** – **your goals, your strengths and your support needs is extremely important!** Make sure **YOUR PLAN** creates the future **YOU WANT**. **This step helps people get to know all about you and to understand how they can help you** move forward with

### ***YOUR PLAN for YOUR FUTURE***

**TRANSITION PLANNING TOOLS** – can be used to help gather information about your preferences, goals, talents, skills, community connections, communication style, health and medical needs. Sharing information with **YOUR TEAM** will help them better understand you and assist in providing a variety of ideas and suggestions that can be used to move **YOUR PLAN** forward.

Some tools that are helpful for team members to investigate are MAPS (Making Action Plans) and/or Planning Alternative Tomorrows with Hope. These tools provide assistance to help determine what you want to achieve in your life (Inclusion.com website, [www.inclusion.com](http://www.inclusion.com)). The Ministry of Community & Social Services also has a document *Person Directed Planning Guide and Facilitation* which has beneficial ideas - PDF document.

[www.mcsc.gov.on.ca/documents/en/mcss/publications/developmental/Person\\_DirectedPlanning.pdf](http://www.mcsc.gov.on.ca/documents/en/mcss/publications/developmental/Person_DirectedPlanning.pdf)

**CREATING YOUR PROFILE** – it describes:

**WHO** you are

**WHERE** you are at now in your life – **YOUR CURRENT SITUATION**

**WHAT** your interests, abilities, talents, likes, dislikes and achievements are

**WHAT** your goals and dreams are for the future

**WHAT** type of support you will need to help you continue to learn, grow and reach your potential

The following charts will assist you and your **TEAM** to create **YOUR PROFILE**.

\_\_\_\_\_ 's PROFILE

(Your Name)

(Your Family and/or people who know you well can assist - include Your Picture if you wish) – Use Additional sheets as required to ensure all your information is included

## **IMPORTANT BACKGROUND INFORMATION**

## **CURRENT SITUATION – WHERE YOU ARE NOW IN YOUR LIFE**

## **YOUR DREAM(S) – WHAT YOU WOULD LOVE TO DO IF YOU HAD THE OPPORTUNITY**

(It doesn't matter if you or others think it is an impossible dream – write it down anyway)

*“DREAM as BIG as you can DREAM, and anything is possible”*

– Michael Phelps

**YOUR STRENGTHS, GIFTS and TALENTS**



**WHAT TYPE OF SUPPORT DO YOU NEED TO BE SUCCESSFUL NOW AND IN YOUR FUTURE?**



**DO YOU HAVE HEALTH/PHYSICAL AND/OR MEDICAL NEEDS that are IMPORTANT to IDENTIFY?**



## ACTION # 3: Developing Your Transition Plan

The **MOST IMPORTANT GOAL** of having an effective **TRANSITION PLAN** is to make sure when you have completed school that you will have a **LIFE** that is unique to **YOU**. It will enable **YOU** to continue to have **HEALTH** and ongoing **SUCCESS** in your life. It will provide you with a **ROADMAP** and **PATH** that you can continue to follow – one that enables you to **ACCOMPLISH** new things and continue to have **NEW EXPERIENCES** to look forward to in **YOUR FUTURE**.

Your written **TRANSITION PLAN** will include information you have recorded on pages 26, 27 and 28.

- **YOUR PERSONAL PROFILE** – Your Background, Current Situation, **DREAMS**
- **YOUR STRENGTHS, GIFTS, TALENTS** – beneficial to what you want to accomplish
- **WHAT TYPE** of **SKILLS, SUPPORT, STRATEGIES, RESOURCES** are needed to help you move forward and be **SUCCESSFUL**
- **ACTION** that needs to be taken to help you accomplish your **GOALS** and **DREAMS**
- **WHO** will be responsible for helping you accomplish the **ACTION** that needs to occur
- **SPECIFIC TIME LINES** – the number of days, weeks, months that is required to complete the **ACTION**
- Provides a **FOLLOW-UP DATE** for **YOU** and your **TEAM** to review **ACTION STEPS** and move **YOUR PLAN** and your **LIFE** forward

### Sample of Person-Directed – Outcome-Based ACTION Plan

#	CATEGORY	GOALS DREAMS	CURRENT SITUATION <i>Strengths, Gifts, Talents</i>	WHAT is NEEDED <i>Support, Skills, Strategies, Resources</i>	ACTION To Be Taken	WHO is Responsible	SPECIFIC Timelines	Date Achieved	Follow-Up Date
1	Job Opportunity	Work in a place that has sporting items	Motivated to have a job Enjoys hockey, golfing, baseball, football	Needs ongoing support in work environment to facilitate repetition of routines/job skills Needs check-off list and step by step instruction until skill requirement is maintained	Investigate possible opportunities in community, e.g., Canadian Tire, Home Depot, Walmart	School Designated Resource Transition Support Worker (paid with Passport funding) Parent Student	Sept 30/21 Oct 30/21 to locate a job opportunity of interest	Oct 22/21 Canadian Tire Job Placement	Dec 15/21 Follow-up Transition Meeting Progress Report Adjustments as identified and required

## **A C T I O N # 4 : KEEPING TRACK - TRANSITION MEETING NOTES**

It is important to keep track of discussions and accomplishments you are making.

Keep all your information together in **YOUR TRANSITION BINDER**. Make sure you keep a copy for yourself.

### **Keeping Track – Keeps everyone on track**

Your transition notes will:

- Prevent repetition of discussions – keep you moving forward
- With every team member knowing their own responsibilities, the whole team can fully focus on their designated responsibilities
- It will serve as a reference for members who were not able to be present at a meeting – no one will be left behind – everyone is on the same page
- Great meeting minutes will help drive a **PLAN** into **ACTION**

The following page provides an example form that can be used for your Transition Meetings:

## TRANSITION MEETING NOTES

\_\_\_\_\_ 's TRANSITION MEETING # \_\_\_\_\_

DATE: \_\_\_\_\_

(Your Name)

### TRANSITION TEAM MEMBERS PRESENT:

Name	Role	Responsibility	Email

Discussion Areas:

- 1.
- 2.
- 3.
- 4.

▼ *add additional discussions as required*

### ACTION AREAS:

	Action To Be Taken	Team Member Responsible	Timeline of Completion
1			
2			
3			
4			
5			



## ACTION # 5: Identifying Your Initial Transition Goal Priorities

Review the Category Areas listed in the following table. Choose five or six as your top priority to **START** your **TRANSITION PLAN**. If you do not see one of your own priorities in the list 1 - 17, replace the examples with your own.

#	CATEGORY	GOALS DREAMS	CURRENT SITUATION	WHAT is NEEDED. <i>Support, Skills, Strategies, Resources</i>	ACTION To Be Taken	WHO is Responsible	SPECIFIC Timelines	Date Achieved	Follow-Up Date
1	Continued Education								
2	Ongoing Learning/Skill Development								
3	Co-op Job Training								
4	Community Involvement								
5	Further Develop Talents/Gifts								
6	Expand Friendships								
7	Recreational								
8	Travel								

#	CATEGORY	GOALS DREAMS	CURRENT SITUATION	WHAT is NEEDED. <i>Support, Skills, Strategies, Resources</i>	ACTION To Be Taken	WHO is Responsible	SPECIFIC Timelines	Date Achieved	Follow-Up Date
9	Future Living "Home"								
10	Transportation								
11	Financial SUPPORT FUNDING								
12	Financial Security INCOME ODSP								
13	Financial Security PAID EMPLOYMENT								
14	Financial Security RDSP, DISC. TRUST								
15	IMPORTANT DOCUMENTS & INFO								
16	OTHER WHAT IS "IMPORTANT"								
17	YOUR DREAM & VISION								

## ACTION # 6: Identifying Your Priority CHOICES for Your Transition Goals

\_\_\_\_\_ – Priority Goals to Start Your Transition Plan – Start with at least 5 areas, additional can be added.  
 (Your Name)

The previous categories in ACTION # 4 can be used as examples. Your choices can include Ongoing Learning Courses; Work Experience (Co-op, Volunteer Community Opportunities/Paid Employment); Social/Recreational Experiences; and Health/Fitness Activities, etc. You can move forward with things you are already doing and want to continue to improve, try something new, increase your independence skills, etc. Customize your choices to fit your interests and **YOUR LIFE**.

#	CATEGORY	GOALS DREAMS	CURRENT SITUATION	WHAT is NEEDED. <i>Support, Skills, Strategies, Resources</i>	ACTION To Be Taken	WHO is Responsible	SPECIFIC Timelines	Date Achieved	Follow-Up Date
1									
2									
3									
4									
5									

## **A C T I O N # 7: Your Concrete Weekly Schedule/Plan for Your Life After School**

**ACTIONS 1 to 6** should have provided **YOU** and **YOUR TEAM** with concrete information to be able to move **YOUR PLAN** forward.

Filling in areas of interest e.g., **Continued Learning** (courses, computer skills, post secondary opportunities, reading, money management, banking, budgeting, etc.); **Jobs/Employment Learning** (volunteer/paid); **Physical Fitness/Health** (joining a gym/dance/yoga/boxing/martial arts, swimming, etc.); **Cooking/Meal Preparation/Shopping** (cooking class, learning new recipes, shopping for specific items, etc.); **Social Opportunities/Experiences** (developing friendships, going out with friends to movies, bingo, hockey games, plays, weekend overnight getaways, planning for vacations/trips, etc.).

The areas identified represent examples of a well-balanced lifestyle – a “**Meaningful, Everyday, Ordinary Life.**” Everyone has different things that they prefer to do. **YOUR PLAN** should be unique to you!

## What Does Your Weekly Schedule Look Like Now?

## Weekly Schedule

\_\_\_\_\_ (Your Name)

Identifying what your schedule looks like now will give you a starting point to build on

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning							
Lunch							
Afternoon							
Evening							

*“If you don’t know where you are going, you’ll end up someplace else”*

– Yogi Berra

## What You Would Like Your Weekly Schedule to Look Like – When You Finish School

### Weekly Schedule

\_\_\_\_\_ (Your Name)

Identify anything you have ever wished or hoped to be able to. Visualize your life having a routine and a variety of daily activities that you can look forward to participating in every day.

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning							
Lunch							
Afternoon							
Evening							

What Does Your **DREAM** Weekly Schedule Look Like → **Keep It Growing!**

\_\_\_\_\_ **Weekly Schedule**

(Your Name)

*“Every morning you have two choices: Continue to sleep with your dreams. Or wake up and chase them.”*

– John C. Maxwell

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning							
Lunch							
Afternoon							
Evening							

*“Momentum builds Success”*

– Suzy Kassen. *Rise up and Salute the Sun*

## SECTION 6

### SUPPORT FUNDING \$ ODSP \$ FINANCIAL INFORMATION \$



www.logos.co



## FINANCIAL SECURITY – FUNDING to provide SUPPORT you require to be SUCCESSFUL

What type of MCCSS FUNDING do you currently have?

1. If you are under 18:

- ACSD** – ASSISTANCE for CHILDREN WITH SEVERE DISABILITIES
- SSAH** – SPECIAL SERVICES AT HOME FUNDING (MCSS)

2. If you have turned 18 or are older and have a developmental disability and have not submitted an **“INTAKE APPLICATION”** to Developmental Services Ontario (DSO) with proof of age, residency and a psychological assessment which provides evidence of a developmental disability – you should do it immediately! The information will be reviewed by the DSO to determine **“ELIGIBILITY”** for **PASSPORT FUNDING** as well as Developmental Supports and Services. Once you have been deemed eligible, you can proceed to have a **DSO ASSESSMENT**. The minimum amount of Passport Funding that a person can receive is \$5,000.00 in each fiscal year (April 1<sup>st</sup> to March 31<sup>st</sup> of each calendar year). In order to acquire additional funding over the \$5,000.00, a full DSO Assessment must be completed. If your situation changes at any time and you require additional support, you can request a **“CHANGE OF CIRCUMSTANCE”** be considered by the DSO. A written update should be provided. Contact your local DSO Agency if you have any questions or concerns.

**Note:** It is important not to wait until your 18<sup>th</sup> birthday to complete the DSO application. The process can be started at 16 or 17 years of age. **A DSO INTAKE FORM** should be submitted to your Regional DSO in order to start the process to confirm eligibility.

Passport Funding can be used for:

- PASSPORT FUNDING – COMMUNITY PARTICIPATION SUPPORT (CPS)**
- PASSPORT FUNDING – PASSPORT RESPITE**

Passport Funding can be **“self-directed”** by the youth, parent/guardian or funding can be administered by a developmental service agency. The agency will charge an administration fee. Individuals and their families can choose the developmental service agency that administers the funding. They can also choose the agency that is their **“Case Manager.”**

**SELF-DIRECTED SUPPORT** – Many individuals choose to direct their own funding and supports. They have been able to create a **“Meaningful Life”** in their communities by designing their own individualized schedules, activities and supports. Their daily lives include components of an ordinary, everyday lifestyle and include: jobs, community participation/involvement, volunteer opportunities, personal health & fitness activities, ongoing learning, socialization, and/or recreational/social activities etc.

## **FINANCIAL SECURITY- INCOME – For Necessities of Life - Food, Shelter and Clothing**

**Ontario Disability Support Program (ODSP) – Note:** Eligibility age 18. Forms must be completed by your family physician. ODSP offices are located in each Region in Ontario. In Lanark County the office is located in Smiths Falls A7-91 Cornelia St. W. 613-283-1165. Contact the office to set up an appointment PRIOR TO 18<sup>th</sup> birthday.

- Ontario Disability Support Program (ODSP)**<sup>5</sup> [www.mcass.gov.on.ca/en/mcass/programs/social/odsp](http://www.mcass.gov.on.ca/en/mcass/programs/social/odsp)

**Note:** An individual can make up to \$200.00 per month without it affecting their ODSP allowance

## **FINANCIAL SECURITY – EMPLOYMENT INCOME (from acquiring a paid job)**

- YOUTH JOB CONNECTION**<sup>6</sup> (Support for Youth 15 - 29 who are seeking employment) [www.tcu.gov.on.ca/eng/eopg/programs/yjc.html](http://www.tcu.gov.on.ca/eng/eopg/programs/yjc.html)
- ONTARIO WORKS**<sup>7</sup> (Employment Assistance Activities) [www.mcass.gov.on.ca/en/mcass/programs/social/ow](http://www.mcass.gov.on.ca/en/mcass/programs/social/ow)
- ONTRAC**<sup>8</sup> (Employment Resource Services, Smiths Falls - surrounding areas) [www.getontrac.ca](http://www.getontrac.ca)

---

<sup>5</sup> ONTARIO DISABILITY SUPPORT PROGRAM (ODSP) – e.g., cost of living expenses rent (shelter) food, prescriptions, special medical/diet, medical transportation

<sup>6</sup> Youth Job Connection: [ontario.ca/YouthJobConnection](http://ontario.ca/YouthJobConnection) or call 1-800-387-5656

<sup>7</sup> ONTARIO Ministry of Community & Social Services – must sign a Participation Agreement to participate in employment activities and improve employment skills

<sup>8</sup> ONTRAC – Ontario Employment Services – Comprehensive employment and job search services; Financial Assistance for Employers

## FINANCIAL SECURITY – DISABILITY SUPPORT FUNDING – Passport Guidelines at MCSS - PDF document

[www.mcass.gov.on.ca/documents/en/mcass/developmental/Passport\\_Guidelines\\_September\\_2021-EN.pdf](http://www.mcass.gov.on.ca/documents/en/mcass/developmental/Passport_Guidelines_September_2021-EN.pdf)

- ❑ **PASSPORT FUNDING<sup>9</sup>** – can be used to hire a worker to provide support in a workplace. Sometimes, individuals may require more hands-on intensive types of support and need more time to learn the job skills.

For some individuals, this is a preferred option and can be more self-directed and available on the person's preferred schedule. Passport Funding can be used to support a variety of supports and activities.

## FINANCIAL SECURITY – SAVINGS/INCOME TAX BENEFITS/FUTURE SECURITY

- ❑ **ONTARIO REGISTERED DISABILITY SAVINGS PLAN (RDSP)<sup>10</sup>**  
[www.mcass.gov.on.ca/en/mcass/programs/social/what/rdsp.aspx](http://www.mcass.gov.on.ca/en/mcass/programs/social/what/rdsp.aspx)
- ❑ **INFORMATION ON WILLS/TRUSTS**, e.g., Financial Planning, Trusts/Discretionary Trusts, etc.<sup>11</sup>  
[communitylivingontario.ca/en/estate-guide](http://communitylivingontario.ca/en/estate-guide) and [www.specialneedsplanning.ca](http://www.specialneedsplanning.ca)
- ❑ **DECISION MAKING RIGHTS WHEN AN INDIVIDUAL TURNS 18<sup>12</sup>**  
[supporteddecisions.org/about-supported-decision-making](http://supporteddecisions.org/about-supported-decision-making)
- ❑ **DISABILITY TAX CREDIT (REVENUE CANADA)<sup>13</sup>**  
[www.canada.ca/en/revenue-agency/services/tax/individuals/segments/tax-credits-deductions-persons-disabilities/disability-tax-credit.html](http://www.canada.ca/en/revenue-agency/services/tax/individuals/segments/tax-credits-deductions-persons-disabilities/disability-tax-credit.html)

---

<sup>9</sup> Passport Guidelines – Developmental Services Ontario – list of Passport Funding Eligible Expenses must sign a Participation form

<sup>10</sup> RDSP – Registered Disability Savings Plan provides grants and will match contribution to maximum of \$3,500.00 – info available from Banks/Investment Co.

<sup>11</sup> Estate Planning for Wills/Trusts – resource material available from Lawyers/Financial Planners and Community Living Ontario (CLO) relating to Tax Benefits, Trusts and Wills Toolkit for Ontarions with Disabilities

<sup>12</sup> Decision Making – Resource information

<sup>13</sup> Tax credits and deductions available for persons with disabilities, their supporting family members, and their caregivers

## SECTION 7

### GETTING IMPORTANT PAPERWORK ORGANIZED



## DO YOU HAVE IMPORTANT DOCUMENTS/INFORMATION TO ASSIST WITH YOUR PLAN?

- SIGNED CONSENT FORM(S) FOR INVOLVEMENT/RELEASE OF INFORMATION
- BIRTH CERTIFICATE
- HEALTH CARD
- SOCIAL INSURANCE NUMBER (SIN #)
- ONTARIO PHOTO CARD I.D.
- CANADIAN PASSPORT
- DEVELOPMENTAL SERVICES ONTARIO (DSO) INTAKE APPLICATION/INFORMATION
- ACCESS 2 CARD [access2card.ca](https://www.access2card.ca) (Assists with support worker costs e.g. cinema, museums etc.)
- INDIVIDUAL EDUCATION PLANS and IPRC DOCUMENTS
- PSYCHO-EDUCATIONAL ASSESSMENTS or PSYCHOLOGICAL ASSESSMENT
- ONTARIO DISABILITY SUPPORT PROGRAM (ODSP) INFORMATION

## SECTION 8

### YOUR FUTURE – MAKE IT YOUR OWN



*“Those who keep learning will keep rising in life”*

– Charlie Munger

## SECTION 9

# KEEP ON LEARNING

There are many strong advocates – which include individuals with developmental disabilities, their family members, organizations and speakers who also have provided valuable information, resources and ongoing support to enable individuals to continue to learn, grow to become successful, reach their potential, and make their future **DREAMS** a **REALITY**.

“**KNOWLEDGE is POWER**”<sup>14</sup> but without **ACTION** it has no power to fuel your **GOALS** and **DREAMS**. Knowledge is like a plane – it is a huge vehicle of possibilities that can soar to amazing heights and fly to distant places **BUT** it must have fuel in its tank, a pilot to make it fly and specific flight directions before it can get off the ground or go anywhere!

The following **RESOURCES & INFORMATION** will assist in providing you with ongoing momentum:

**AL ETMANSKI** – a leading advocate and speaker on disabilities issues in Canada.

“**This future planning guide includes will and estate planning, supported decision-making, developing a circle of support and alternatives to legal guardianship.**” Additional books are also available at [planinstitute.ca/learning-centre/publications/a-good-life](http://planinstitute.ca/learning-centre/publications/a-good-life)



---

<sup>14</sup> Francis Bacon

**COMMUNITY LIVING ONTARIO: CLO-A – Full-Life-ENG. (PDF Document)**

Building a Full Life + a Home of One's Own in the Community

([communitylivingontario.ca/en/building-a-full-life-report/](http://communitylivingontario.ca/en/building-a-full-life-report/)) is a new report from Community Living Ontario that offers recommendations on individualized funding, housing, and community inclusion for people who have an intellectual disability. The report provides detailed guidance and insights, and will hopefully serve as a platform for meaningful discussion as the province moves forward with developmental service reform.



**DARCY ELKS:** [www.darcyelks.com](http://www.darcyelks.com)

**NOW IS THE TIME FOR VISION**

“Families, people with disabilities, and human service workers have learned that an essential tool in bringing about a full, meaningful, included life is having a well defined and articulated vision to focus, guide, and inspire action in the face of attitudinal obstacles and other set-backs. This workshop will help participants to clearly conceptualize their vision and encourage everyone to **‘keep their eyes on the prize’** and not acquiesce to prevailing standards of what is **‘realistic.’** The personal experiences of individuals and families will be shared, barriers identified, and successful strategies for overcoming them will be brain-stormed.”

**FAMILY ALLIANCE ONTARIO:** [family-alliance.com](http://family-alliance.com)

“...an autonomous alliance of citizens who offer knowledge, tools, and networking opportunities to individuals with disabilities, their families and friends. Our mission is to assist people in realizing a vision that includes valued relationships, choice and control over their lives, and enables inclusion through meaningful contribution and participation in community.”

**GENIA STEPHENS Podcasts:** [genia@goodthingsinlife.org](mailto:genia@goodthingsinlife.org)

Genia provides a wide range of speakers of relevant topics on her podcasts, e.g., *“Inclusivity in the classroom,” “Friends for everyone,” “Change is not easy,” “You Belong in the Inner Circle,” “Supported Decision Making,” “Building Friendships that Last,” and “Helping Parents and Educators Support Kids with Disabilities to Build Inclusive Communities.”*

It is a great opportunity to connect with other individuals and families, learn from each other, ask questions and have support!

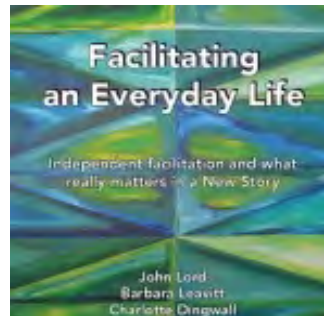


**INCLUSION PRESS:** [www.inclusion.com](http://www.inclusion.com)

A great source of information/resources, e.g., workshops, videos, reading material etc. - on Facebook, YouTube, Twitter

**JOHN LORD:** [www.johnlord.net](http://www.johnlord.net)

“As a community researcher, author and facilitator, John Lord has extensive experience with social inclusion. John has coined the phrase ‘*New Story*’ to describe the values, principles, and strategies that are guiding new approaches to supporting vulnerable citizens in community.”



**MCCSS - Developmental Services Reform Framework: “*JOURNEY TO BELONGING CHOICE AND INCLUSION*”** - PDF file  
[www.mcass.gov.on.ca/documents/en/mcass/developmental/DS\\_Reform\\_Plain\\_Language-en.pdf](http://www.mcass.gov.on.ca/documents/en/mcass/developmental/DS_Reform_Plain_Language-en.pdf)

**DR. MICHAEL KENDRICK:** [www.kendrickconsulting.org](http://www.kendrickconsulting.org)

Speaker, consultant and author in values based leadership, service design and reflective practice in the community services sector for over 30 years. He recently participated in Genia Stephens podcast “Supported Decision Making.” His recent book “*Letting in the Light*” is available on his website.

**PARTNERS FOR PLANNING** – P4P Planning Network: [www.partnersforplanning.ca](http://www.partnersforplanning.ca)

“The P4P Planning Network provides a wealth of practical strategies, creative tools and sustainable solutions designed to help families and caregivers take charge of the future, today. We are always adding fresh content....”

Registration for information sessions is required.

**PEOPLE FIRST:** [peoplefirstontario.com](http://peoplefirstontario.com)

People First of Ontario is the provincial organization representing people with intellectual disabilities.

People First of Ontario is the provincial voice for people who have been labelled with an intellectual disability. We are about rights – human rights, citizenship rights, accommodations rights and language rights. The right to freedom, choice and equality for all.”

**PLAN LIFETIME ADVOCACY NETWORK**

Planning and Advocacy – Planned Lifetime Advocacy [plan.ca/what-we-do/planning](http://plan.ca/what-we-do/planning)

With nearly 30 years of experience, PLAN offers customized planning and advocacy to help families navigate the many complex parts of securing the future for loved ones with disabilities

# SECTION 10

## KEEP GOOD NOTES



*"I go through dozens of notebooks every year and write down everything that occurs to me each day, an idea not written down is an idea lost. When inspiration calls, you've got to capture it." – Richard Branson*

---

---

---

---

---

---

---

---

---

---

YOUR PERSON DIRECTED → Outcome-Based TRANSITION PLAN HANDBOOK  
FOR YOUR  
“LIFE AFTER SCHOOL”  
SHOULD LEAD YOU TO FUTURE ACHIEVEMENT & SUCCESS

**S U C C E S S** = BIG **D R E A M S**  
SET **G O A L S**  
TAKE **A C T I O N**  
BE **C O N S I S T E N T**

**Family Voice of Lanark County** hopes that our Handbook will provide you with momentum and a pattern of **SUCCESS** that will enable you to continue to grow, change, learn and accomplish new things in **YOUR LIFE!** The ultimate goal is to assist and facilitate in creating a “**NEW STORY**” of **INCLUSION**<sup>1</sup> in all aspects of **COMMUNITY** and **HOME** – a **FULFILLING, EVERYDAY, MEANINGFUL LIFESTYLE** in keeping with **YOUR** own unique Choices, Interests, Talents and **DREAMS!**

“If you don’t design your own life plan,  
Chances are you’ll fall into someone else’s plan...”

– Jim Rohn

---

<sup>1</sup> John Lord – Author of Pathways to Inclusion: Building a New Story with People and Communities