

# Transitions: Support During Change

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# Goals For This Session

- Learn to embrace the new opportunities transition can bring.
- Introduce key concepts to support thoughtful planning of transitions.
- Share strategies to increase your capacity and abilities to guide the transition process.
- Learn ways to partner with new programs.

# What is Transition?

- Formal transitions
- Everyday transitions

# Key Concepts to Guide Transition

- Look toward the future
- Parents and youth need a voice during transition planning
- Transition takes time
  - Time to plan and adjust
  - Steps to complete

# Key Concepts to Guide Transition

- Relationships guide and influence process
- Support provided needs to be individualized
- Preparing the child so they flourish

# Look Toward the Future

- Parents have hopes and dreams for their children.
- Parents can help with planning in many ways.
- Parents can help their children develop their interests and goals for the future.
- Service professionals can also help with planning.

# Parents Need a Voice

- Start with worries, excitement, nervousness, questions, concerns, expectations, and priorities.
- Ask if help is needed sharing concerns with others, such as a local educational agency (LEA).
- Share wishes and concerns with team.
- Help identify informal supports.

# Parents Need a Voice, continued

- Share communication method that works best (for example, email, phone, or handouts).
- Request support around advocacy skills.
- Inform of help needed to explore and connect to needed resources.
- Assure understanding of the process and rights.



# Transition Takes Time

- One discussion is not enough.
- Required steps take time to:
  - Decide which, when, how, and so on.
  - Execute.
- It's never too early to start.

# Transition Takes Time, continued

- Importance of documentation
  - Write down questions.
  - Document steps or actions to complete.
  - Document when items are completed.
- Value of self-care

# Relationships Guide and Influence the Process

Relationships between:

- Family and current program or agency staff
- Current program and other resources
- Family and other resources they want to pursue

# Relationships Guide and Influence the Process, continued

- The world is full of helpers.
- How is this concept promoted or discouraged?
- How do we build relationships needed for smooth transitions?

# Supports Need to be Individualized

- Although steps are the “same” for all families, how they are completed can and should differ.
- Each child has different transition needs based upon his or her development.

# Supports Need to be Individualized, continued

- Each family has different transition needs based upon their strengths, concerns, priorities and resources.
- Time can change things (time to think, situations).

# Supports Need to be Individualized, continued

- Every family benefits from reminders of options and next steps.
- Various steps are needed to support the family and child (new people, settings, processes).
- Resources need to be personalized and differ from community to community and from family to family.

# Preparing Children and Youth to Flourish

- Include children and youth in planning.
- Access supports and services.
- Identify steps to support children and youth in new environment (new people, new location, and so on).



# Transition Planning

Transition steps or plan:

- Develop written plan of offered supports and services.
- Individualize the steps based upon child and family needs.
- Complete with the family and other resources.
- Update steps as necessary.

# Transition Planning, continued

Formal transition:

- Birth to 3 Program
- Children's Long-Term Support Program
- Special education through schools

# Birth to 3 Program Transition Planning

Required steps:

- Transition plan
- LEA notification
- Referral to the LEA
- Transition planning conference

# More About Birth to 3 Program Transitions

Children and parents can help with planning.

- Be sure the individualized family service plan reflects the child's goals for their future.
- Be sure the plan for achieving those goals is included.

# More About Birth to 3 Program Transitions, continued

For children with an Individualized Education Program (IEP) at age 3:

- Attend all IEP meetings.
- Encourage school to include transition elements in IEP.

# School Transition Planning

- Academic and Career Planning (ACP) starts in sixth grade.
- Students with Individualized Education Programs (IEPs) develop Postsecondary Transition Plans (PTPs) starting at age 14.

# More About School Transitions

- Children and parents are an important part of the planning team.
- Children with an IEP are an important part of the planning team.
- Use all the great planning done for other areas of transition.

# Planning for Employment

- Planning starts when children are young.
  - What are their interests?
  - What do they enjoy doing?
- Encouragement from parents makes all the difference.
- Children are up to five times more likely to work in the community as an adult if their parents expect that they will work.  
(Carter, Austin, and Trainor, 2012)



# More on Employment Planning

## Division of Vocational Rehabilitation (DVR)

- DVR helps people with disabilities who want to work.
- Specific services are available for youth to help prepare for employment.

# More on Employment Planning, continued

- Schools and case managers can help families connect with DVR at least two years before leaving school.
- More information is available on the DVR website:  
<https://dwd.wisconsin.gov/dvr/job-seekers/>

# Children's Long-Term Support (CLTS) Transition Planning

- CLTS service coordinators refer youth to an aging and disability resource center (ADRC).
- CLTS service coordinators assist with the transition to adult services.

# More about CLTS Transition

CLTS helps with other transition planning considerations, including:

- Decision-making when youth turns 18 years old.
- Social Security.
- Benefits counseling.
- Overall systems-level coordination.

# Resources

## Transition Action Guide (TAG)

- Guide to transition from school to work
- Planning tool for youth, families, and service professionals
- Information about DPI, DVR, and DHS programs and services
- <https://dwd.wisconsin.gov/dvr/policy-guidance/toolkits-guides-manuals/tag.pdf>

# More Resources

Information and resources are available through many sources.

- Service coordinators and case managers
- Special education teachers
- Community resources

# More Resources, continued

## Department of Health Services

- Youth in Transition webpage:  
<https://www.dhs.wisconsin.gov/clts/waiver/transition/index.htm>
- Birth to 3 Program Transition webpage:  
<https://www.dhs.wisconsin.gov/birthto3/index.htm>

# More Resources, continued

Department of Public Instruction's  
Opening Doors Series on transition  
planning available from the following  
website:

<https://dpi.wi.gov/sped/topics/transition>



# Questions and Contact Information

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# Reference

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