Transition Planning
Charting the LifeCourse

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Person Centered vs Systems Centered Planning

System Centered
- Puts the professional in control
- Distances people by emphasizing differences
- Budgets are structured to maintain investments in programs, building and property
- Focuses on deficits and labels
- Plans usually include ‘placement’ in a program
- Inflexible, offering a limited number of programs options

Person Centered
- Supports individuals in making decisions
- Brings people together by discovering common experience
- Budgets structured to provide individualized packages to support people
- Flexible, finding new possibilities unique to each person
- Focuses on capacities, goals, strengths & preferences
Meet Chris

- Verbal IQ = 51
- Performance IQ = 48
- Full Scale IQ = 45

Communication (Equivalent) = 4.9
Living Skill (Age Equivalent) = 6.0
Motor Skills (Age Equivalent) = 3.8

Classification: Intellectual Disability
Overall Adaptive Level: Low
Additional: Prone to Behavioral Outbursts
Moderate to Severe Hearing Impairment
Limited Verbal and/or Manual Expressive Skills
Limited Receptive Skills

Recommendations: Remain in Life Skills contained classroom until age 22 to further develop daily living skills and pre-vocational skills

Post-school Outcome: Acceptance and attendance in (the local) day habilitation day treatment program
What is important to Chris

- Being around people who appreciate him
- Having a deep connection to family, his church and to people he considers to be his friends
- Enjoys helping others and seeks out opportunities to do this
- Has a strong work ethic and is quick to learn jobs
- Sensitive to the feelings and needs of others
- Loves animals

What people know and admire about Chris

Great sense of humor
Joyful and extremely likeable
He is very social
A hard worker

How to best support Chris

- Provide opportunities to use his talents and varied interests
- He likes to keep busy and prefers to do things that allow him to be physically active
- Prefers to be with people who do not have disabilities
- Respecting his decisions and choices as he clearly makes his needs known
Trajectory towards Good Life

Friends, family, self-determination, community living, social capital and economic sufficiency

Vision of What I Don’t Want

Trajectory towards Outcomes

Trajectory towards things unwanted
**Life Trajectory Worksheet:**

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don’t want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

**VISION for a GOOD LIFE**

- Leave School with a job that provides opportunities in working with people and/or with animals in a job that includes physical activity
- Have more community connections and friends outside of school

**What I DON’T Want**

- A job where I sit and find boring
- People who do not listen to me
- Being part of a large group of people with disabilities
- Being isolated

Walking his dog  
Doing chores  
Helping Neighbors  
Attending Church  
Self advocacy class  
Self contained special ed classes  
People who have low expectations for me
The Star: Integrating Supports

- **Personal Strengths & Assets**: Person or family resources, abilities, strengths, characteristics
- **Relationship-Based**: Family, friends, neighbors, coworkers, community members, church members
- **Community-Based**: School, businesses, Church/faith based, public transportation, Parks and recreation
- **Eligibility-Based**: Disability Services, Special Education, Medicaid, Housing, Food Stamps, Vocational rehab
- **Technology-Based**: i-pad/smart phone apps, remote monitoring, cognitive accessibility, adaptive equipment

Integrated Supports
Chris
Age 18

Strengths
Social
A hard worker
Likes to help others
Great sense of humor
Loves animals
Quick to learn

Relationships
Mom and Dad
Brother
Grandparents
His dog
Friends at school
People from church

Supports and Services
School Support- IEP, job coach, travel training
Eligible for DDS Services
Family Support, companion, flexible funds

Technology
Cell phone
Banking App
App for reminders
UBER App

Community
Local YMCA
Family Church
Local Youth Programs
Favorite pizza shop
Horse stable
Chris’ Outcomes

- Chris became a member of the local YMCA where he plays basketball, swims, lifts weights, etc.
- Chris established connections with critical adult service providers to plan needed services.
- Three part-time jobs:
  - Assistant sexton in his church
  - General staff member at a local Pizza Hut restaurant
  - Host in a neighborhood diner
- Chris began exchanging stable hand services at a local horse stable in lieu of riding lessons.
- Chris opened a bank account and began to learn basic principles of money management.