



Planning for Positive Futures



Planning Handbook for Transitions from
Secondary School to the Community for
Students with Diverse Abilities

Acknowledgements

Thank you to the Life After School Transition Committee (LAST), SD42 Learning Services staff, the SD42 Inclusive Education Committee, support teachers, and parents for their input, feedback, and consultation. Thank you to the North Vancouver, Coquitlam and Vancouver school districts for their generosity in sharing resources that have been adapted in this handbook.

We would also like to acknowledge: Harry Dhillon for his support in enabling this document to become a reality; Dennis Lacroix for the relationships and partnerships that have been built and sustained within the Maple Ridge - Pitt Meadows community for over fifteen years with the LAST Committee; and we dedicate this document to Laurie Meston for her lifetime commitment to improving the quality of all students' lives and for her pioneering vision for inclusive education in School District 42.

Elena Di Giovanni and Laurie Smith, 2017

Overview of Handbook

Part 1 – Introduction to Transition Planning

Part 2 – Transition Steps and Government Services

Part 3 – Planning Practices and Working Documents

working checklists, appendices, direct links to resources, and examples of frameworks to gather information and write transition plans.

(Cover - original artwork by Lauryn Leong, Grade 11 Westview Secondary)

Look to put joy in every day of teaching.

Change takes time and you need to nurture and support growth.

Every student/person needs to be valued, have value, give value.

Try it, fly it, fix it

What if labels were only on cans and not on our children; that would be banned. And instead of identifying all of their faults, we'd look for their greatness and strengths to exalt.

-Laurie Meston

Positive Transitions Lead to Positive Futures

*There is
nothing like a
dream to
create the
future*

-VICTOR HUGO

Transition to adulthood is a complex and ongoing process that involves many stages and phases of change and development throughout a person's life. While this process is complicated at best for any person, individuals with diverse abilities face unique challenges that require specialized considerations. These transitions almost always involve changes in locations, expectations, rules, services, peer groups, staff, jurisdiction, and life-style.

The purpose of this document is to provide information for families, students and educators in School District No. 42 (SD42) to support a positive transition to adulthood.



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Part 1 – Introduction to Transition Planning

What is Transition Planning?

Transitioning to adulthood is a challenge for many young people. A youth with diverse abilities and his or her family must make some **important decisions about the future**. Such decisions include **making choices** around future living arrangements, education and employment, finances, and community and social involvement. These are often complex issues that benefit from proper planning.

Let us make
our future
now and our
dreams
tomorrow's
reality

-Malala Yousefzai

Transition planning is a partnership involving the individual with diverse abilities, their family, local service providers, school personnel and government staff who support youth transitioning to adulthood. Transition planning is an interactive, dynamic process that requires a number of meetings to prepare, plan and implement a successful transition for a youth with diverse abilities.

The purpose of transition planning for youth with diverse abilities is to **identify opportunities and experiences** during their school years that will help them better prepare for life as an adult (Johnson, et al., 2000). Transition planning can assist the youth in securing employment, pursuing post-secondary education and experiencing a meaningful community life.

Why is Transition Planning Important?

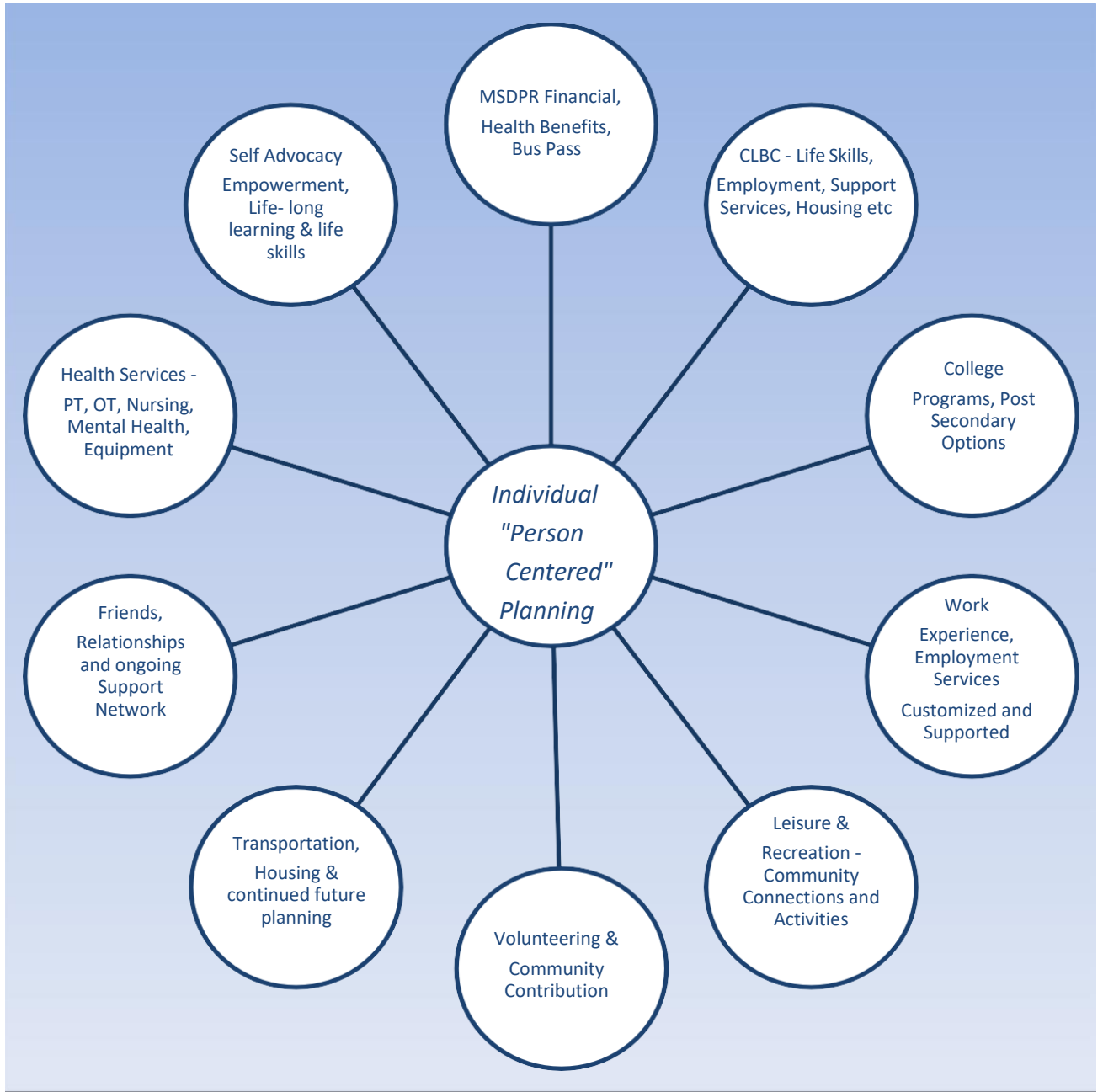
Transition planning is essential as it provides an opportunity to review **personal accomplishments** and create an **individualized vision** for the future. This in turn prepares the youth for new and exciting challenges and opportunities.

It is critical that the transition planning process begins as early as possible – in some cases the youth may be **as young as 14 years of age**. Starting early allows time to adequately prepare and implement a Transition Plan that will address the challenges of preparing for adulthood.

(Taken from: *Transition Planning for Youth with Special Needs*, MCFD, 2009).

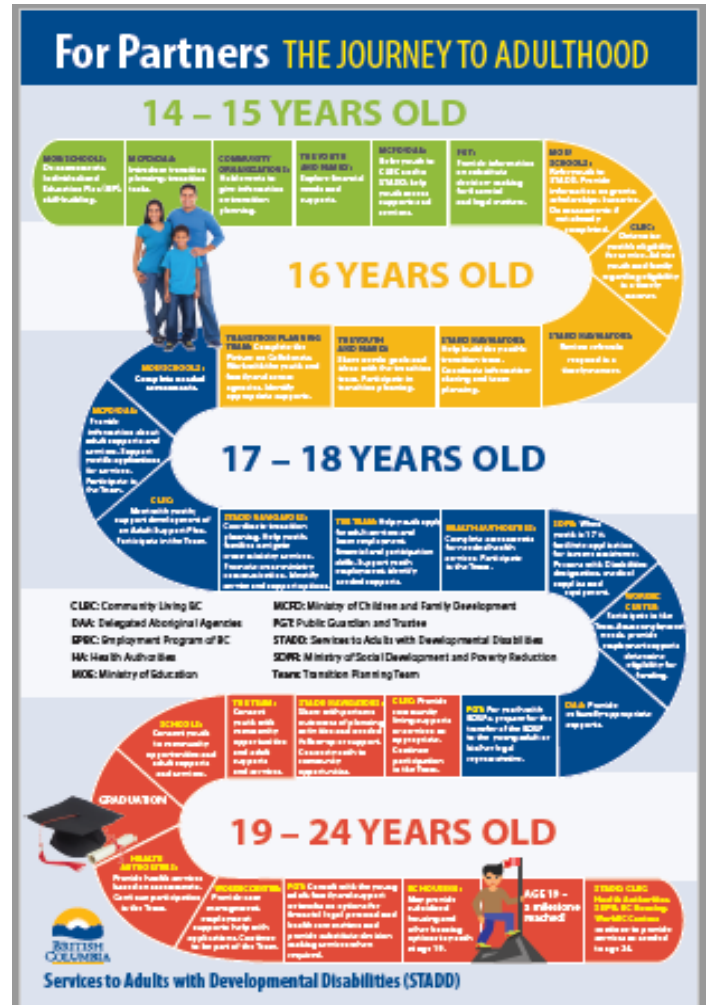
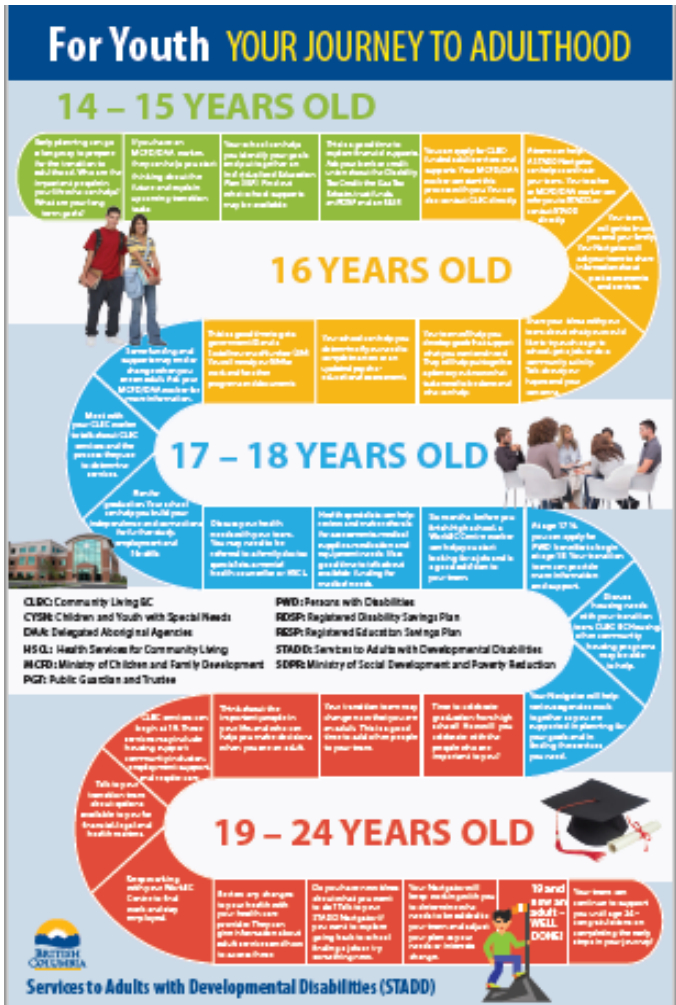
Who and What is Involved in Transition Planning?

There are many areas to consider in planning and building a new life – a good life – for a young adult after high school. The best transition planning is started early, is one that builds a team and support network around the individual and their family, and is **Person-Centered**, specific to the **unique hopes, dreams, strengths, interests and support needs of the individual**.



Source: Simon Fraser Society for Community Living, 2016

Part 2 – Transition Steps and Government Agencies



Please refer to back of handbook for reproducible copy; above image is for visual reference only.

- The above transition timelines are provided by the Ministry of Social Development and Poverty Reduction (MSDPR) – Services to Adults with Developmental Disabilities (STADD). These journey ladders are helpful in providing indicators for action plans and identifying all the partners that can support in the transition visioning and planning. Please refer to the appendices for reproducible images or visit the Learning Services SD 42 website for downloadable PDFs.

Transition Timelines – When to Take Step

Transitions occur throughout a student’s life, and each must be carefully planned.

In Maple Ridge-Pitt Meadows, there are formal procedures in place for the home to school transition in kindergarten, and for the Grade 7 - Grade 8 transition to secondary school.

The future depends on what you do today

-MAHATMA GANDHI

For the transition from school to the community, planning begins at age 14 or before and includes parents, the school and many community partners.

Successful planning must involve **individual transition goal development** and **long-range planning**. Following are some excellent resources to guide the timeline and steps to take on the journey.

Online transition timelines include:

1. *Cross-Ministry Transition Protocol Timeline (revised 2012)*

A transition timeline developed in collaboration with 9 ministries and community agencies can be found at: <https://www2.gov.bc.ca/gov/content/family-social-supports/youth-and-family-services/special-needs-supports-for-families/supporting-transitions/special-needs-entering-adulthood>

2. *The Family Support Institute BC*

The Family Support Institute has developed an online Transitions Timeline tool for families to support transitions from birth to age 25. This comprehensive interactive map will guide you through every stage of the transition journey. <http://findsupportbc.com/timeline/>

3. *Services to Adults with Developmental Disabilities (STADD)*

Your Journey to Adulthood is a comprehensive graphic overview of all the steps and agencies involved and is a good guide to keep on hand.

www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/transition-planning-for-youth-young-adults

Transition Timeline Brief Checklist

Prepare & Plan Age 14 - 16	Accessing & Applying Age 17	Putting the Plan in Place Age 18	Ongoing Planning Age 19 & Beyond
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a vision for life after high school <input type="checkbox"/> Network with others who have recently experienced transition or are currently in transition planning <input type="checkbox"/> Learn and gather information <input type="checkbox"/> Team building – make community connections. <input type="checkbox"/> Apply for Social Insurance Number at your nearest Service Canada centre or www.canada.ca/en/employment-social-development/services/sin.html <input type="checkbox"/> Birth Certificate/Proof of Citizenship <input type="checkbox"/> Discuss with the school the inclusion of transition goals in the IEP (Individual Education Plan), and be sure to review these goals annually 	<ul style="list-style-type: none"> <input type="checkbox"/> Contact Learning Support Services (SD42) for information about a Psychological Assessment which may be required to prove eligibility for Community Living Services <input type="checkbox"/> Clarify college options and other post-secondary education entry requirements and eligibility criteria <input type="checkbox"/> Visit Community Living service agencies in your community (day programs, supported employment, or volunteer programs - see Resource Guide) <input type="checkbox"/> Apply for BC I.D. card www.icbc.com/driver-licensing/getting-licensed/Pages/Apply-for-an-enhanced-licence-ID-or-BCID.aspx?step=1 <input type="checkbox"/> At age 17 1/2 - apply for Persons with a Disability (PWD) benefits with Ministry Social Development and Poverty Reduction, page 11 of Resource Guide <input type="checkbox"/> Open a bank account for Persons with a Disability (PWD) benefits deposits <input type="checkbox"/> Contact a Facilitator from Community Living BC (CLBC) at your local CLBC office to discuss planning options for life after high school. Identify and include requests for CLBC Community Living supports and services as well as community resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> One month before child’s 18th birthday, Ministry of Social Development and Poverty Reduction will confirm Disability Benefit eligibility, followed by an intake meeting <input type="checkbox"/> At Home Program medical coverage ends <input type="checkbox"/> Persons with a Disability (PWD) benefits medical coverage begins <input type="checkbox"/> Celebrate school graduation <input type="checkbox"/> If eligible, connect with Ministry of Health, re: CSIL Program for respite and home support <input type="checkbox"/> Build community connections: volunteering, working, social network, leisure and recreation <input type="checkbox"/> Develop a personal portfolio/resume on work and volunteer experience <input type="checkbox"/> Apply for bus pass for persons with disabilities by calling 1-866-866-0800 <input type="checkbox"/> Consider whether to prepare a “Representation Agreement” (When children turn 19, parents are no longer their legal guardians). Call the Resource Centre at 604-408-7414, or visit their website at www.nidus.ca 	<ul style="list-style-type: none"> <input type="checkbox"/> Celebrate beginning of new adult life <input type="checkbox"/> At Home Program respite ends at 19 <input type="checkbox"/> If eligible, CLBC Program for respite and home support takes effect <input type="checkbox"/> Continue to build social networks; pursue hobbies and opportunities for leisure and recreation <input type="checkbox"/> Explore self advocacy opportunities <input type="checkbox"/> Will and estate planning (page 4, Resource Guide) <input type="checkbox"/> Future Steps (housing) <input type="checkbox"/> Continue to develop a life plan

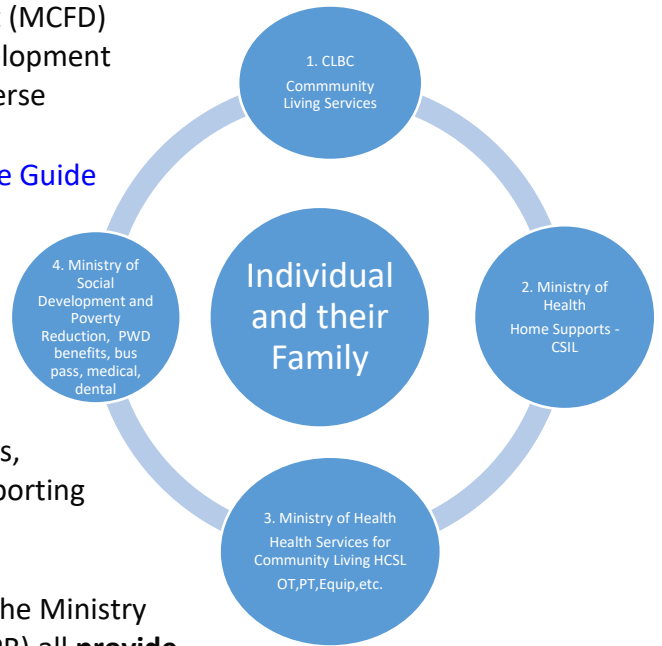
Source: North Vancouver School District, adapted from Cross Ministry Protocol.

GOVERNMENT MINISTRIES AND AGENCIES

Cross Ministry Transition Planning

In 2005, the Ministry of Child and Family Development (MCFD) produced **two information guides** to support the development of person-centered transition plans for youth with diverse abilities.

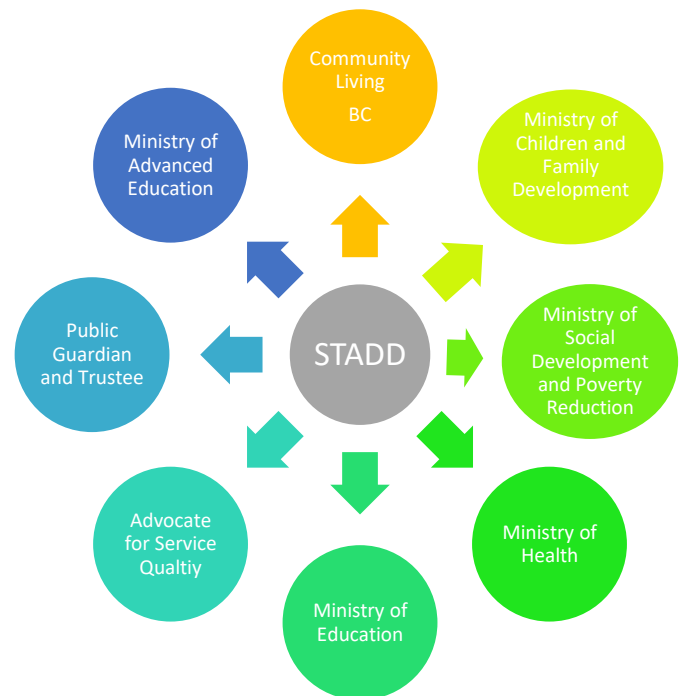
- **Your Future Now: A Transition Planning and Resource Guide for Youth with Special Needs and Their Families** includes a workbook and resource guide to assist youth and their families with the development of an individualized transition plan.
- **Transition Planning for Youth with Special Needs: A Community Support Guide** provides additional information based on best practices to assist teachers, social workers and other community partners in supporting successful transition planning for youth with diverse abilities.
- Community Living BC (CLBC), Ministry of Health and the Ministry of Social Development and Poverty Reduction (MSDPR) all **provide important funding and resources** to students who are eligible. Accessing these resources in a timely fashion ensures a smooth transition into adulthood.



Services to Adults with Developmental Disabilities (STADD)

Services to Adults with Developmental Disabilities (STADD) is a part of the Ministry of Social Development and Poverty Reduction, focusing on the coordination of available services for youth between the ages of 16 and 24. Their overarching mandate is the development of an **integrated service delivery** model that promotes a **one-government approach** to better support individuals with diverse abilities across service systems during periods of transitions.

STADD Navigators coordinate across the various planning tasks of each government partner and serve as a **key contact for youth and their families** to learn about and complete transition related tasks. School personnel and community partners work closely with the Navigators to support and align the transition planning goals with all agencies and providers involved, **maintaining core and shared roles and responsibilities**.



Following is a description of services provided by the nine various ministries and agencies.

Organization	Government Services and Supports
<p>Community Living British Columbia 400-205 Newport Dr Port Moody 604.933.2000 www.communitylivingbc.ca</p>	<ul style="list-style-type: none"> • Community living supports and services for eligible adults with developmental disabilities (ages 19 and older) or Personal Support Initiative • Support for Individual Education and Individual Support Plans • A range of supports and funding options that honor choice, including Individualized Funding • Supports, including employment support, individual and group day supports, and home living options for adults who live away from their parents' homes and family supports, including respite
<p>BC Housing www.bchousing.org</p>	<ul style="list-style-type: none"> • Administration of subsidized housing and programs that offer housing options
<p>Ministry of Advanced Education and Labour Market Development www2.gov.bc.ca/gov/content/education-training/adult-education/adult-special-education</p>	<ul style="list-style-type: none"> • Planning material for youth with diverse abilities transitioning from secondary to post-secondary (financial resource access, assessment requirements services and technology access) • Contact information regarding post-secondary institutions financial aid and disability services • Grants, scholarships and loan funding for students with permanent disabilities • Adult special education programs with a focus on developing vocational and employment skills
<p>Ministry of Education www.bced.gov.bc.ca/spacialed/</p>	<ul style="list-style-type: none"> • Funding to boards of education for children and youth with diverse abilities • IEP development and transition goals • Work experience/pre-employment preparation • Provincially- and locally-developed curriculum • District based educational services and supports
<p>Ministry of Health Services www2.gov.bc.ca/gov/content/health/accessing-health-care/home-community-care 604.467.7100</p>	<ul style="list-style-type: none"> • Home and Community Care may provide health care and support services, including home care nursing, community rehabilitation (occupational and physical therapy), and other community-based services • Primary Care - Transition between Pediatrician and General Practitioner care (including Shared Care/Collaborative Models of Care) • Regional Developmental Disability Mental Health Services - ages 14 and older • Adult Community Mental Health and Addictions Services • Child and Youth Addiction services • Health Authority Specialized Programs • Acute psychiatry - adult and adolescent units
<p>Ministry of Social Development and Poverty Reduction</p> <ul style="list-style-type: none"> • STADD (Services to Adults with Developmental Disabilities) 	<ul style="list-style-type: none"> • Employment programs • Income Assistance, including Persons with Disabilities (PWD) • Health Supplements and Programs (e.g. medical and dental benefits, volunteer supplements, bus pass, etc.) <p>www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/transition-planning-for-youth-young-adults</p>

Organization	Government Services and Supports
<ul style="list-style-type: none"> • Work BC 	<p>STADD: Transition Navigator to coordinate supports www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/transition-planning-for-youth-young-adults</p> <ul style="list-style-type: none"> • For ages 16-24 • Coordinates schools, families and government and community services • Resources, training and services for individuals with disabilities seeking employment www.workbc.ca/Resources-for/People-with-Disabilities.aspx
<p>Ministry of Children and Family Development</p> <p>www2.gov.bc.ca/gov/content/family-social-supports/data-monitoring-quality-assurance/find-services-for-children-teens-families/sda-maple-ridge-dewdney-trunk-rd</p>	<ul style="list-style-type: none"> • A range of services for children and youth (ages 0-19) with special needs and their families (e.g. At Home Program, Family Support Services such as respite, Key Worker services for children and youth with Fetal Alcohol Spectrum Disorder, Nursing Support Services, Autism Funding) • Residential services, guardianship and transition planning assistance for children and youth in care - also provided by Delegated Aboriginal Child and Family Service Agencies (DAAs) • Financial support and services for former children and youth in care to advance educational, rehabilitative and/or employment opportunities • A range of specialized mental health services including community based Child and Youth Mental Health services, Maples Adolescent Treatment Centre (residential and non-residential options for youth with significant psychiatric and behavioural difficulties) and Youth Forensic Psychiatric Services (assessment and treatment services to young offenders). • Provincial Services for the Deaf and Hard of Hearing • Programs for at-risk or sexually exploited youth, youth custody and community youth justice services
<p>Ministry of Public Safety and Solicitor General (Crime Victim Assistance Program)</p>	<ul style="list-style-type: none"> • Financial assistance and benefits to victims of an injury due to violent crime • Medical/health related services • Vocational services • Disability aids • Home modification, vehicle modification/acquisition • Income support/lost earning capacity at age 19 for claimant who remains unemployable due to an injury from a violent crime <p>www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/public-safety-solicitor-general</p>
<p>Public Guardian and Trustee of BC</p> <p>www.trustee.bc.ca</p> <p>604.660.4444</p>	<p>Child and Youth Services</p> <ul style="list-style-type: none"> • Acts as a co-guardian with the Ministry of Children and Family Development and Delegated Aboriginal Agencies for youth under continuing custody orders • Management of trust funds as Trustee Services to Adults • Consultation on situations of abuse, neglect or self-neglect of adults or youth nearing the age of majority, who may not be mentally capable of managing their own legal/financial affairs • Acts on behalf of adults who have been deemed mentally incapable, Estate and Personal Trust Services • Administration of Public Guardian and Trustee Educational Assistance Fund for eligible former children and youth in care

Source: Adapted from Cross Ministry Planning Protocol November 2009

GRADUATION PATHWAYS

The IEP process becomes particularly important from the age of 14 onwards. The IEP is used to document the transition plan and increasingly involves staff from other agencies. From Grade 10 onwards, IEP meetings for students with more complex needs will therefore include STADD/ MCFD/CYSN and/or CLBC staff. These IEPs may include objectives in the following areas: employment, education/training, social, recreational, community and independent living skills.

All students with diverse abilities may graduate from school in one of three ways:

- Dogwood Certificate - for students on adapted program
- Evergreen Certificate - for students on modified programs
- Adult Dogwood - for students on adapted programs who are over the age of 19

All students who meet the applicable graduation requirements of one of the above receive a transcript of grades indicating the courses successfully completed.

Request for Grade 13 Year for Students with Diverse Abilities

The majority of students graduate with their peers at the end of their Grade 12 year. However, in exceptional circumstances, the School Act provides for the possibility of an educational program until the end of the school year in which a student reaches the age of 19 years. For each student there are unique considerations and requirements for coordinated cross-ministry transition planning. The provision for enrolment of a student with diverse abilities needs for a Grade 13 school year is dependent upon a number of factors including the following:

- The student was reported on the school's Ministry Special Education count for Grade 12
- The student needs to continue working on the IEP transition goals agreed for Grade 12
- The Grade 12 IEP transition goals cannot be completed in an adult transition context
- IEP Transition goals clearly include the use of adult-based services

*A goal
without a
plan is just
a wish*
-Antoine de
Saint-Exupéry

TRANSITION PLANNING PRACTICES

The B.C. Ministry of Children and Family Development, (2009) recommend the following six best practices associated with transition planning for youth with diverse abilities:

1. Person-Centered Planning
2. Youth Involvement
3. Family Involvement
4. Community Involvement
5. Identification and Use of a Transition Coordinator
6. Inter-Agency Collaboration

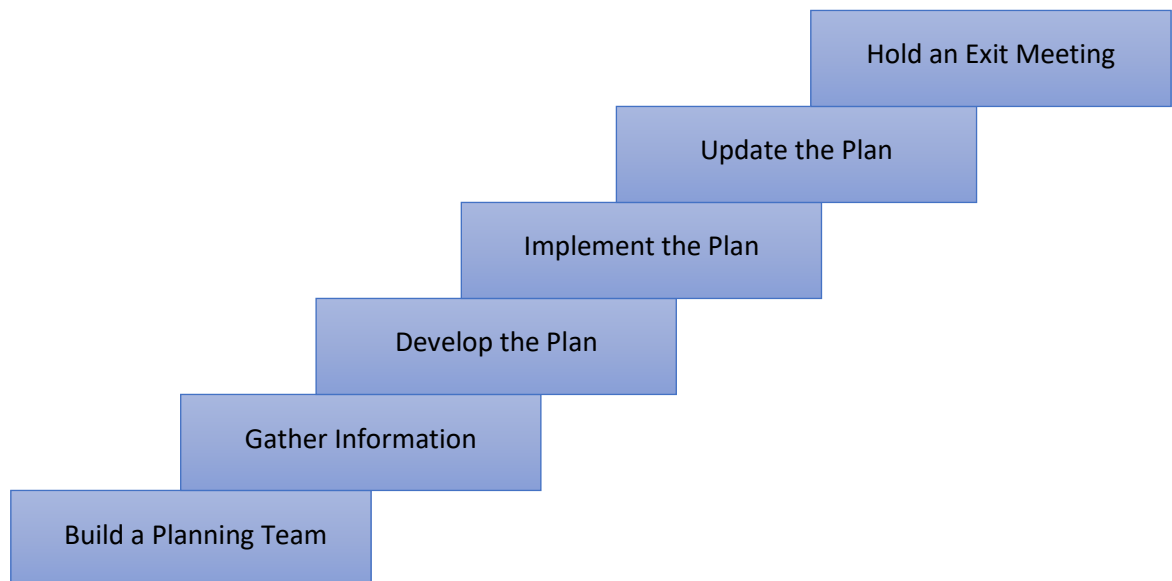
*Even though
the future
seems far
away, it is
beginning
right now*

-Mattie Stepanek

This next section of the document will support your team in the:

SIX STEPS TO PERSON-CENTERED TRANSITION PLANNING

1. *Build a Planning Team*
2. *Gather Information*
3. *Develop the Transition Plan*
4. *Implement the Transition Plan*
5. *Update the Transition Plan*
6. *Hold an Exit Meeting*



PERSON-CENTERED TRANSITION PLANNING

Step 1: Building a Planning Team

Choose people who know the youth best and can assist with identifying goals, needs, and future services. Consider parents, teachers, social workers, current service providers, as well as service agencies for adults, and people from personal support networks such as peers, friends, classmates, and extended family members. For Aboriginal youth, the team should include members from appropriate community and cultural organizations. Team members may change over time, depending on the stage of transition planning.

The Transition planning process is **initiated by the school case manager and MCFD/CYSN** (Ministry of Children and Family Development/Child and Youth with Special Needs) for youth who are 14 years of age and accessing diverse abilities supports and/or services from MCFD. A STADD Navigator can also be accessed to assist in the coordination of services, and in developing a personalized transition plan once CLBC eligibility is established.

Teachers will develop transition goals, aimed at life beyond school completion, as part of secondary students' Individualized Education Plans (IEPs) and should include:

- providing the youth and family with information on transition planning and the process;
- assisting the youth and family to identify possible transition planning team members, and;
- providing the youth and family with information about consent for information sharing with other transition planning team members

Delegated Aboriginal Child and Family Service Agencies with guardianship delegation initiate the process for children in their care at age 14.

Alone we can
do so little,
together we
can do so
much
-HELEN
KELLER

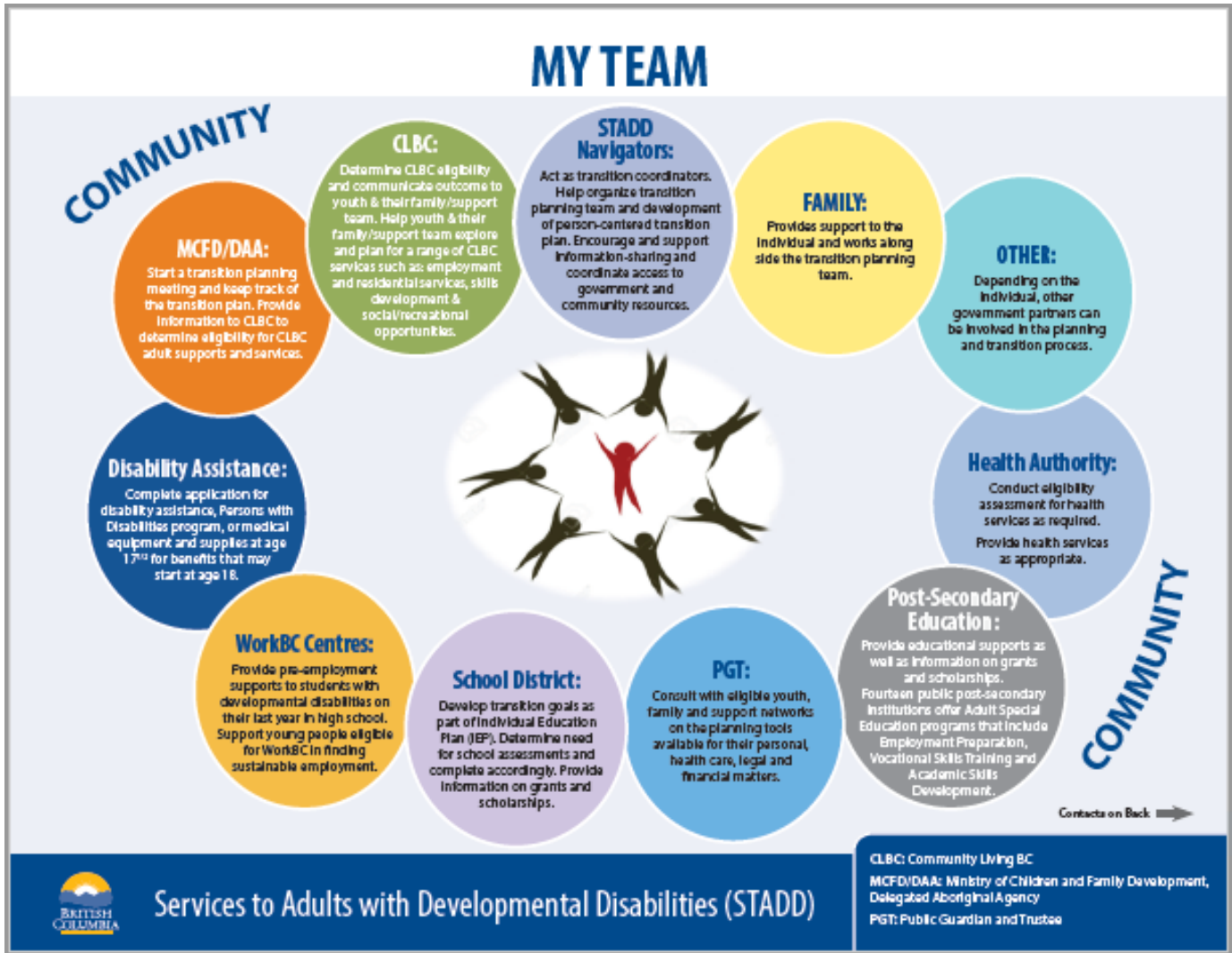
Identify the Transition Coordinator

The transition planning team collectively identifies the most appropriate person to coordinate the transition planning process and subsequent action plan. The Transition Coordinator plays a key role by providing organizational and administrative support to the team, including overseeing the composition of the transition planning team and adjusting membership as needed.

My Transition Planning Team

Transition Coordinator	Name:
	Tel:
Family Member(s)	Name:
	Tel:
My Teacher	Name:
	Tel:
Social Worker/CLBC Facilitator	Name:
	Tel:
STADD Navigator	Name:
	Tel:
Other Service Provider(s) & School Team Members i.e. OT/PT/SLP/TDHH/VISION	Name:
	Tel:

For students who also have hearing loss or who are Deaf, the support teacher/case manager/navigator should contact the student’s Teacher of the Deaf and Hard of Hearing for consultation on additional transition services and support specific to deafness, hearing loss, and communication for Deaf and Oral individuals.



**Please refer to back of the handbook for reproducible copy; above image is for visual reference only.*

How does a STADD Navigator help you?

STADD Navigators coordinate with Government and community-based agencies (like your school district) so that young people have the support of collaborative teams during their transition to adulthood (ages 16-24). Navigators can assist in connecting youth and families to various resources in their community/province. A Navigator helps individuals achieve their goals by connecting them to the services that can support a positive transition into adulthood.

Navigators will meet with individuals and families to discuss their goals, hopes and dreams as they reach adulthood. The Navigator will then connect the individual to the supports and services that will help the individual reach those goals.

Roles and Responsibilities of the Transition Planning Teams

Youth

- Attend and lead, with support as required, IEP transition planning meetings
- Share personal preferences, interests, skills, goals, and needs with the team
- Ask questions and provide information to the team
- Assume responsibility for working towards goals and completing the tasks in plans

Parents or Guardians

- Attend IEP/transition planning meetings, and prepare their child for the process
- Provide valuable insight into the background and values of their family
- Share their son/daughter's and their own preferences, interests, skills, goals, and needs
- Focus the team's planning on the youth's and family's needs and goals
- Provide their son/daughter with opportunities to learn and practice the foundation skills, such as problem-solving skills, assertiveness, self-advocacy, stress management skills, transportation skills and skills that support active participation in the transition planning process

Transition Coordinator (Support Teacher/STADD Navigator)

- Coordinate and schedule meetings, and manage the paper work and maintain a transition file that contains assessments, the IEP, the Transition Plan, etc.
- Ensure participation from work experience facilitator and education /community support people
- Monitor the progress of the IEP/Transition Plan
- Obtain commitment for follow-up actions (including referrals) in a timely manner
- Coordinate the writing and implementation of the IEP/Transition Plan

Inclusive Educator/Support Teacher

- Attend IEP transition planning meetings
- *Listen* to the youth's vision and identify his or her needs
- Ensure that referrals are made to the appropriate community service agencies
- Ensure that the youth's and family's needs and goals are articulated, understood, and used to drive transition planning
- Facilitate a person-centered plan to be developed and implemented at school and in the community with support from community partners

Vocational Specialists

- Attend IEP transition planning meetings for students who require vocational training or placement
- Help identify and analyze relevant employment and vocational training programs
- Work with school and community support personnel to build skills related to employment

Social Workers, Service Providers and Other Community Members

- Attend and contribute to IEP transition planning meetings
- Provide support services in all areas of community settings
- Provide the youth with cultural support and connections where possible
- Provide support/resources, information and referrals about funding, housing, employment
- Determine if assessments are needed

www2.gov.bc.ca/assets/gov/family-and-social-supports/roles_tasks_transition.pdf

Adapted from the Cross-Ministry Planning Protocol for Youth with Special Needs.

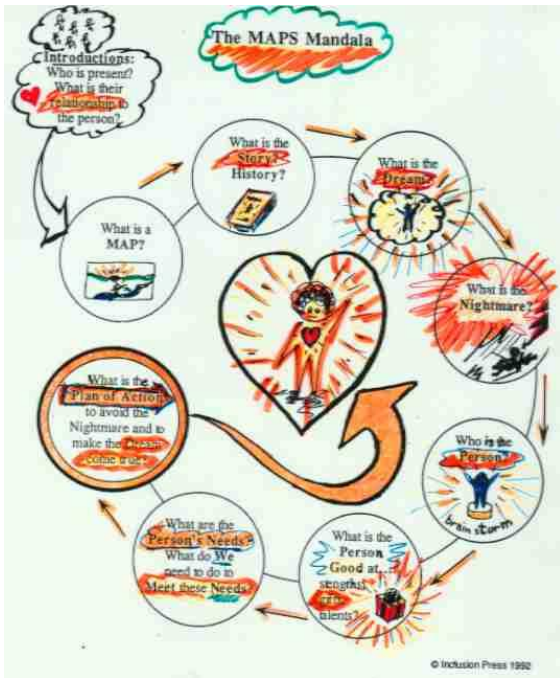
PERSON-CENTERED TRANSITION PLANNING

Step 2: Gather Information

The Transition Coordinator works with the youth and his/her family to organize and gather information that will assist in understanding the youth and family's support needs.

To ensure the transition plan is person-centered, it is essential to inform team members about the youth's goals, strengths, and needs to include in the transition plan or IEP. This could also be done as SDLP (Self-Directed Life Plan), a MAP (Making Action Plans) or a PATH (Planning Alternative Tomorrows with Hope).

Information may be gathered from a variety of sources, including transition planning team members, and past, present and future service providers.



Now	By the End of the School Year	In 5 Years From Now
I am doing a work experience job at Value Village.	I will have applied to Douglas College for the VEST Program. I will have a WEX job at Staples.	I will have finished college and have a paid part time job working at Staples.

Example of a Self Directed Life Plan Goal : Employment (excerpt)

My Personal Profile

Name: _____ Date of Birth _____

What are my interests?	<ul style="list-style-type: none">•••
------------------------	---

What are the things I like to do?	<ul style="list-style-type: none">•••
-----------------------------------	---

What are the things I do not like to do?	<ul style="list-style-type: none">•••
--	---

What words would I use to describe myself?	<ul style="list-style-type: none">•••
--	---

What special accomplishments am I proud of?	<ul style="list-style-type: none">•••
---	---

How do I communicate with people?	<ul style="list-style-type: none">•••
-----------------------------------	---

What are my strengths?	<ul style="list-style-type: none">•••
------------------------	---

Additional important information about me.
--

THINGS I CAN DO OR NEED HELP WITH

Completed by: _____ Date(s): _____

Yes	No	COMMUNICATION
		easily understood when speaking or writing by others who know me well
		easily understood when speaking or writing by those who do not know me
		easily understood by others when speaking on the phone
		understands what others say
		understands what has been read
		hearing what others say to me in person or on the phone
Notes		
Yes	No	MOVING ABOUT INDOORS AND OUTDOORS
		going up and down stairs, using ramps, elevators or escalators
		bending to pick things off the floor
		accessing all areas of home, or homes of friends and family
		walking on flat ground
		walking on uneven ground, or going out in rainy or snowy weather
		going out without being anxious or scared
Notes		
Yes	No	SHOPPING FOR PERSONAL NEEDS
		reading labels, comparing costs
		walking around stores, making choices, managing line-ups
		picking out items from shelves, loading them in the basket, taking them out of the basket and putting them onto the cashier's desk
		paying for items, including giving correct amount, receiving change
Notes		
Yes	No	USING PERSONAL OR PUBLIC TRANSPORTATION
		walking to, and standing at the bus stop
		getting on, standing, getting in/out of seat and getting off at my stop
		understanding train or bus schedules
		reading a map
Notes		
Yes	No	TAKING MEDICATIONS
		remembering to take right medications/right dose at right time
		getting prescriptions filled and remembering to get them re-filled
		understanding what medications are for
Notes		
		Checklist A: Assessment Tool and Summary p.1

POSITIVE TRANSITIONS FOR POSITIVE FUTURES

Yes	No	MANAGING PERSONAL FINANCES
		understanding bills and remembering to pay them on time
		budgeting for groceries and other things I need
		stopping myself from buying things I don't need
		saving money for important "big" purchases
		accessing a bank teller and bank machine
Notes		
Yes	No	PREPARING AND EATING MEALS
		moving around kitchen to cook or eat, and access food and move food as needed
		chopping, peeling, mixing or stirring food, opening cans and jars, opening bags
		understanding recipes and labels
		remembering to take food off stove/out of oven/turn stove off
		remembering to eat regular meals and healthy foods
		using utensils to eat
Notes		
Yes	No	KEEPING THE HOME CLEAN
		doing the dishes, and putting them away, cleaning counters, sinks, floors
		cleaning my bathtub, toilet, bathroom sink and floor
		carrying, doing, and folding my laundry and putting it away
		vacuuming, dusting, cleaning windows, sweeping, making bed
Notes		
Yes	No	PERSONAL HYGIENE AND SELF CARE
		using the toilet (getting on and off, being continent)
		getting in and out of the bathtub/shower
		shaving, brushing my teeth, hair, washing my face and body
		trimming fingernails and toenails
		getting dressed and undressed (including buttons, zippers, laces)
		sleeping, getting in and out of bed
Notes		
Yes	No	SELF DETERMINATION
		self-awareness: is aware of emotions, values, strengths and limitations
		self-management: is able to manage emotions and behaviours to achieve goals
		social awareness: is able to understand others and self in a social context
		relationships: able to have positive relationships, teamwork, deal effectively with conflict
		decision making: responsible, ethical, constructive choices about personal/social behaviour
Notes		
Checklist A: Assessment Tool and Summary p. 2		

Adapted from North Vancouver (2013) and Vancouver (2015) District Transition Handbooks.

Summary: Things I Can Do Independently or with Assistance

Adapted from North Vancouver School District Transition Handbook for Students in Grades 10-12 with Special Needs 2013.

	Major Assist	Minor Assist	Independent	N/A	Assistive Devices Used	Additional Comments
1. Communication						
2. Moving About Indoors/ Outdoors						
3. Shopping for Personal Needs						
4. Using Public Transportation						
5. Managing Personal Finances						
6. Preparing and Eating Meals						
7. Taking Medications						
8. Keeping the Home Clean						
9. Personal Hygiene and Self Care						
10. Other (comments)						
Checklist A: Assessment Tool and Summary p. 3						

Step 2 Gather Information

Completed by: _____ Date(s): _____

Discussed with Student: _____ Date(s): _____

PERSON-CENTERED TRANSITION PLANNING

Step 3: Develop the Plan

The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it

-Michelangelo

The transition planning team collaboratively develops an individualized plan to address the youth’s needs and the goals identified by the youth and his/her family. The transition planning team assists youth and their families to identify and access required assessments.

The transition plan focuses on the youth’s abilities and strengths and connects these to his/her dreams, goals, and desires. It is future-oriented and aligned with the youth’s cultural identity. The **plan includes actions, milestones, and timelines** (including a timeline for applying for adult services), as well as **individual responsibilities for achieving milestones**.

List the tasks that must be completed for the youth to reach goals as well as the services and supports that are in use now and those that will be needed as an adult. These **goals should be part of the individual’s Individual Educational Plan**.



My Personal Transition Goals

GOAL CATEGORY	MY GOALS
Finances/Money	(Example: I will deposit my allowance and any other money I earn into a bank account using an ATM bank machine)
Friendships/Social Life	(Example: I will get together with my friends to socialize once a week)
Transportation	(Example: I will take public transit to and from my job.)
Post-Secondary Education/ Training	(Example: I will go to ____ College to become a chef's helper.)
Vocational Activity	(Example: I plan to work in our family restaurant as a chef's helper.)
Housing	(Example: I will have my own apartment with a roommate to help share the costs and workload.)
Lifestyle	(Example: I will eat healthy and exercise.)
Community Involvement	(Example: I will become a member of the SPCA Volunteers for Dog Walking .)

Checklist B: My Personal Transition Goals

Adapted from North Vancouver School District Transition Handbook for Students in Grades 10-12 with Special Needs 2013 and Vancouver School District Transition Planning (2015).

Appendix B: FRAMEWORK FOR TRANSITION PLAN

Name of Student: _____

Date of Birth: _____ Age: _____ Grade: _____

School and Program: _____

Teacher or Case Manager: _____

Family or Caregiver Name(s): _____

Planned Date of Exit Meeting: _____

TRANSITION PLANNING TEAM

1. Coordinator _____ Tel: _____

2. _____ Tel: _____

3. _____ Tel: _____

4. _____ Tel: _____

5. _____ Tel: _____

6. _____ Tel: _____

STRENGTHS RELATED TO TRANSITION:

NEEDS RELATED TO TRANSITION:

VISION FOR THE FUTURE

• After high school _____

• In five years _____

FINANCIAL CONSIDERATIONS: Income source will be:

- Employment
- Family
- PWD/Disability benefits
- CESIL (Choice in Support of Independent Living)
- Insurance Settlement
- Earned Wages

HOUSING PLANS:

- 1 year plan: _____
- 5 year plan: _____

EDUCATIONAL/VOCATIONAL PLANS:

- Post-Secondary
- College, University
- Technical, Trade School
- Employment
- Work Placement
- Sheltered Workshop
- Other _____

INTERPERSONAL RELATIONSHIPS

	VERY SATISFIED	MINIMALLY SATISFIED	NOT SATISFIED
Family			
Friends			
Intimate Relationships			

MAIN AREAS OF CONCERN FOR PLANNING:

- Personal Hygiene and Self Care
- Preparing and Eating Meals
- Taking Medication
- Keeping the Home Clean
- Shopping for Personal Needs
- Moving about Indoors
- Moving about Outdoors
- Other: _____
- Financial Considerations
- Communication
- Housing
- Educational Plans
- Vocational Plans
- Interpersonal Relationships
- Using Public Transportation

Adapted from North Vancouver School District Transition Handbook for Students in Grades 10-12 with Special Needs 2013 and Vancouver School District Transition Planning (2015).

For Sample Transition Plans see pg. 27 at https://www2.gov.bc.ca.support_guide.pdf

PERSON-CENTERED TRANSITION PLANNING

Step 4: Put Plan into Action

Each team member works on his or her assigned tasks. Ensure timelines and follow up are incorporated into the plan. Once the plan has been developed, the youth is supported during the implementation process.

TRANSITION TIMELINE CHECKLIST C: Strategies to Achieve My Transition Goals

Adapted from North Vancouver School District Transition Handbook for Students in Grades 10-12 with Special Needs 2013 and Vancouver School District Transition Planning (2015).

TASK CHECKLIST	TEAM MEMBER	DATE TO BE COMPLETED
PREPARE AND PLAN: AGE 14-16		
Develop a vision for life after highschool which may include post-secondary education/ training, employment, community inclusion, leisure, recreation, social networks, housing. (see Step 3)		
Use a planning tool to help in building a vision and to gather information/resources. (see Step 3)		
Network with others who have recently experienced transition or are currently in transition planning. (Ongoing) www.inclusionbc.org www.familysupportbc.com/findsupport-bc/		
Develop a transition support team, including members from home, school, and community.		
Participate in Gr.10-12 Career Life Education/Career Life Connections or equivalent Self-Determination Course.		
Develop a Person-Centered Plan to be used with the IEP for preparation to adult life. Review and revise yearly with team.		
Learn life, banking, bus, and functional skills at home, school, and community. (Ongoing)		
Obtain a birth certificate and/or proof of citizenship.		

TASK CHECKLIST	TEAM MEMBER	DATE TO BE COMPLETED
Apply for a Social Insurance Number. https://www.canada.ca/en/employment-social-development/services/sin.html		
Open a bank account, if not already done.		
Apply for an ACCESS 2 Entertainment Card. www.access2card.ca/		
Obtain a HandyDART or HandyCARD pass. www.translink.ca/Rider-Guide/Accessible-Transit/HandyDART.aspx		
Ensure your youth has an MSP Number (BC Medical Services Plan).		
If your youth is accessing MCFD, Child & Youth with Special Needs supports/services contact social worker for assistance with transition planning. #200 – 22420 Dewdney Trunk Rd. 604-660-4927		
Gather copies of all psychological assessments to determine eligibility for Adult CLBC services. Determine if assessments are needed.		
Attend school/community transition fairs to find out about criteria and eligibility for Post-Secondary Programs. (ongoing) http://rmrecycling.org/last-committee		
Provide opportunities to learn employment and community participation skills. (Ongoing)		
Career Exploration: take part in annual Take Your Kid to Work Day with parent/guardian/adult (Grade 9/10). www.thelearningpartnership.ca		November each year.

TASK CHECKLIST	TEAM MEMBER	DATE TO BE COMPLETED
ACCESS AND APPLY: AGE 17		
<p>Apply for the British Columbia Identification Card (BCID Card). www.icbc.com/driver-licensing/getting-licensed/Pages/Apply-for-an-enhanced-licence-ID-or-BCID.aspx?step=1</p>		
<p>Age 17 ½ apply for Persons with Disability Benefits (PWD). https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/disability-assistance For a copy of PWD brochure go to: https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/ministries-organizations/social-development-poverty-reduction/pwd-youth-application.pdf For a sample of application form go to: https://askanadvocate.ca/wp-content/uploads/2016/04/sample-PWD-application-form.pdf</p>		
<p>If your child is on the At Home Program, medical coverage ends at 18. PWD benefits begin at 18. www2.gov.bc.ca/assets/gov/british-columbians-our-governments/policies-for-government/bc-employment-assistance-policy-procedure-manual/additional-resources/at-hometrans.pdf</p>		
<p>Review Post-Secondary Programs, clarify college entry requirements and eligibility criteria. Consider this info when planning IEP goals. (Ongoing) see pg. 35</p>		
<p>Consider work and/or volunteer possibilities. Make connections in your community. (Ongoing)</p>		
<p>Confirm eligibility for Adult Community Living BC Services www.communitylivingbc.ca/wp-content/uploads/Information-for-Families-Youth-in-Transition.pdf</p>		
<p>Consider Will and Estate Planning and Registered Disability Savings Plans (RDSP) (Ongoing), and Registered Disability Savings Bond. www.plan.ca/future-www.rdspresource.ca www.canada.ca/en/employment-social-development/programs/disability/savings/grants-bonds.html</p>		
<p>Explore Community Living service agencies and other service agencies in your community that support individuals with diverse abilities. Some examples of such agencies include: Ridge Meadows Association for Community Living, posAbilities, Pivot Point, Arcus, Younghusband</p>		

TASK CHECKLIST	TEAM MEMBER	DATE TO BE COMPLETED
Take part in a work experience placement at school either on site or in the community. (Ongoing)		
PUT THE PLAN IN PLACE: AGE 18+		
Contact CLBC to arrange an orientation re: CLBC services, 1-877-660-2522		
Apply for a bus pass for persons with disabilities. _Call 1-866-866-0800 and follow prompts. _Contact the ministry to apply for your BC Bus Pass, the cost of which is \$52 per month and is automatically deducted from monthly PWD benefits in the form of a Transportation Support Allowance www2.gov.bc.ca/gov/content/transportation/passenger-travel/buses-taxis- limos/bus-pass/people-with-disabilities		
Develop a personal portfolio that includes resume, work/volunteer experiences, interests, and personal information.		
18 ½-prepare/learn about doing a “Representation Agreement” for when your youth turns 19. (Note: at age 19, parents are no longer their child’s legal guardians.) www.nidus.ca/?page_id=50		
Make a decision about an additional school year if not age 19 by July.		
Research employment programs, through various for-profit and no-profit agencies such as (web sites in appendix): WORK BC worktopia pathfinders Ridge Meadows Recycling Ridge Meadows Assn for Community Living posAbilities CBI Consultants PIVOT POINT		
ONGOING PLANNING: AGE 19 +		
At Home Program Respite ends at 19.		
Continue to build social networks; pursue interests and opportunities for leisure and recreation. (Ongoing)		
Explore self-advocacy opportunities. (Ongoing)		
Continue development of life plan and future steps (i.e. housing, employment, etc.). (Ongoing)		

PERSON-CENTERED TRANSITION PLANNING

Step 5: Update Transition Plan

The transition planning team determines a schedule to review, evaluate, and update the plan at least once per year. Monitor how everyone is doing with his or her tasks and adjust the plan if need be.

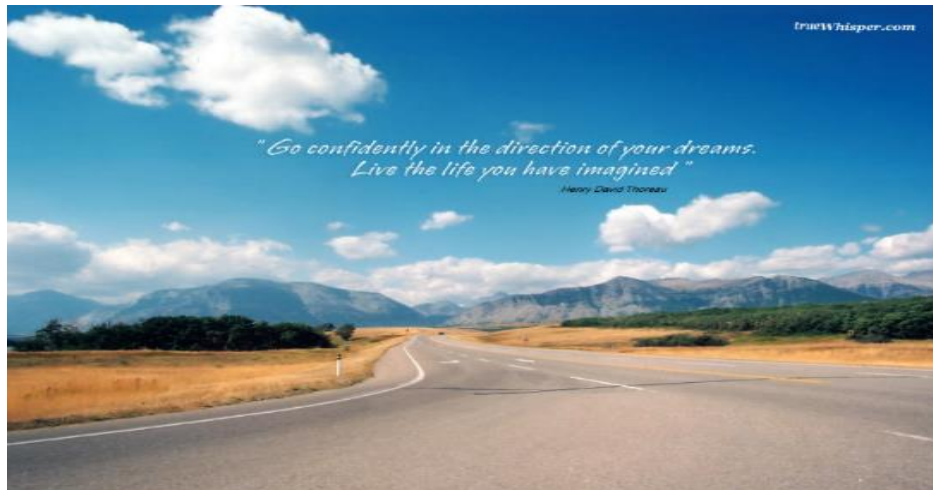
Goal # _____

TASKS	RESPONSIBLE TEAM MEMBER	DATE TO BE COMPLETED	STATUS (Not Started, In Progress or Complete)

Step 6: Make an Exit Plan

The Transition Coordinator arranges a final planning session before the student leaves high school to finalize plans and to check to see what tasks are left to complete.

Students can invite friends, family members and the school team to their exit meeting. It is a time of celebration of accomplishments and preparation for a new journey of beginnings.



Step 5 Update the Transition Plan

Step 6 Make an Exit Plan

It is never too early nor too late to support our students and their families to start planning for life after high school
-Nicole Lambert



Helpful Resources and References

The Life After School Transition Committee (LAST)



Follow the **LAST Committee** on Facebook or visit www.lastcommittee.org to learn about upcoming events, community resources, and member organizations.

The **Life After School Transition Committee (LAST)** is a group of service providers in Maple Ridge & Pitt Meadows that work to **support and empower young people with diverse abilities** as they transition into life after high school.

We do this by **highlighting & promoting resources** within our community and **celebrating community & economic inclusion**.

This committee has been together for over 15 years and is a testament to the community spirit of caring action that these providers bring to the table.

Annual events include a **Transition Resource Fair**, an **Inclusive Employer Recognition** event, and a **Community Inclusion BBQ & Party** to celebrate Community Living Month. We have also presented speakers & seminars in the areas of employment, finances, social networks, recreation, transportation, and navigating CLBC &



provincial ministries and assist with any other transition-related activities – including creating this handbook!

The LAST Committee’s **Transition Resource Fair** takes place every April at Thomas Haney Secondary School in Maple Ridge. It is a chance for students, their families, and caregivers to learn more about the resources available in our community, including: **Post-Secondary Education; Employment Services, Programs, & Agencies; Recreational & Social Activities; Financial Planning Advice; and Transportation Assistance.**

“Everyone is Welcome!!” at the LAST Committee’s **Community Living Month BBQ**, held annually in October at the Greg Moore Youth Centre in Maple Ridge to celebrate Community Living Month. Community Living Month recognizes the accomplishments and contributions of people with developmental disabilities. Food and drinks are provided at the event and live music, entertainment, and dancing is always a highlight! The event is designed to create an inclusive, welcoming space for people with diverse abilities and their caregivers to relax, have a good time, and celebrate while visiting with old friends and making new ones.

LAST Committee member organizations include:



Helpful Hints and Resources

Inclusive Employment

Today Customized and Supported Employment is a person-centered approach to assisting individuals with disabilities to prepare, obtain and maintain integrated, competitive paid employment.

A variety of supports are tailored to individual requirements. With the right job match and the right support, everyone can be employed. Below are a number of examples of inclusive employment. Supporting youth early on in transition planning to work towards these goals of **ideal conditions of employment** that ensure success is an important focal point.

(excerpt from Gail Finnon, CCDP RMACL SD42 Transition Series 2017)



For more information view these video links with examples of inclusive employment.

[Rotary at Work BC Employment Video](http://www.youtube.com/watch?v=fzJPMN25xJY) www.youtube.com/watch?v=fzJPMN25xJY

[Inclusion BC Ready, Willing and Able Employment Video](http://www.youtube.com/watch?list=PLTjE8MG1MBV3HT3aJjBN7re8PNqyrTROz&v=TI-eFmV6FJU)

www.youtube.com/watch?list=PLTjE8MG1MBV3HT3aJjBN7re8PNqyrTROz&v=TI-eFmV6FJU

[Voice of Employers](http://www.youtube.com/watch?v=y90JVmKmkUQ&index=4&list=PLTjE8MG1MBV3HT3aJjBN7re8PNqyrTROz)

www.youtube.com/watch?v=y90JVmKmkUQ&index=4&list=PLTjE8MG1MBV3HT3aJjBN7re8PNqyrTROz

[Ready, Willing and Able](http://www.youtube.com/watch?v=8GcJiL1unK4&list=PLTjE8MG1MBV3HT3aJjBN7re8PNqyrTROz&index=3)

www.youtube.com/watch?v=8GcJiL1unK4&list=PLTjE8MG1MBV3HT3aJjBN7re8PNqyrTROz&index=3

[Employment for All](http://www.employmentforall.ca/index.html) www.employmentforall.ca/index.html

[Ready, Willing and Able Overview of Federal Program](http://www.employmentforall.ca/index.html)

Following are examples of names of local agencies for more information on Job Coaches and Employment Specialists. See Resources Section for contact information.

- Ridge Meadows Association for Community Living (RMACL)
- posAbilities
- Pivot Point
- Work BC

Post-Secondary

- [Kwantlen Polytechnic University - Access Programs for People with Disabilities](http://www.kpu.ca/aca/appd)
www.kpu.ca/aca/appd
- [Douglas College](http://www.douglascollege.ca/programs-courses/faculties/child-family-community-studies/vocational-education-and-skills-training) New Westminster and Port Coquitlam
www.douglascollege.ca/programs-courses/faculties/child-family-community-studies/vocational-education-and-skills-training
- [Vancouver Community College Students with Disabilities](http://www.vcc.ca/programscourses/program-areas/students-with-disabilities/)
www.vcc.ca/programscourses/program-areas/students-with-disabilities/
- [Capilano University](http://www.capilanou.ca/access/Discover-Employability/) North Vancouver
www.capilanou.ca/access/Discover-Employability/
- [University of the Fraser Valley](http://www.ufv.ca/disabilityservices/)
www.ufv.ca/disabilityservices/
- [PALS Autism School Adult Programs](http://www.palsautismschool.ca)
www.palsautismschool.ca
- STEPS Forward – BC Initiative for Inclusive Post-Secondary Education
www.steps-forward.org/

The governments of Canada and BC provide student bursaries, grants and funding for accessibility equipment for students with permanent disabilities. More information can be found at:

www.studentaidbc.ca/sites/all/files/form-library/appendix_8.pdf

www.canada.ca/en/services/benefits/disability/education.html



Government and Community Links

Selected Links and Useful Information:

Disability Help Alliance Sheets

www.disabilityalliancebc.org/category/publications/help-sheets/

- excellent resource to help families through financial applications

Family Support Institute BC

www.familysupportbc.com

- this site includes a wonderful interactive planning tool

Pacific Autism Family Network PAFN

www.pacificautismfamily.com

- describes their Adult Employment Program for individuals on the autism spectrum

Inclusion BC

www.inclusionbc.org

- support, education and advocacy for families

Inclusion BC - On My Way - Transition Planning Workshop Guide PDF

http://www.inclusionbc.org/sites/default/files/InclusionBC_Booklet_Online.pdf

Transition Planning for Youth and Young Adults with Disabilities STADD Ministry of Social Development and Poverty Reduction

<http://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/transition-planning-for-youth-young-adults>

Supports and Services for People with Disabilities BC MSDSI

<http://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities>

- a very comprehensive list of links for services

Community Living British Columbia

<https://clbc.cioc.ca/>

- a very comprehensive list of links for services

Learning Services SD42

www.sd42.ca/program/learning-services/

- School District contacts and Programs

CAYA (Communication Assistance for Youth and Adults) www.cayabc.org

- supports for transitioning students needing augmentative communication

AT BC (Assistive Technology BC) www.at-bc.ca

- Assistive technology resources to make learning and working environments accessible for people with disabilities

Links to Local Service Providers/Agencies

Courtesy of the LAST Committee

Arbour Consulting

Complete communication and behavioural assessments, consultation and support. 604-522-5107

www.arbourconsulting.com

Bank of Montreal (Financial Planning)

Registered Disability Savings Plans.

Information: 604-460-2103

vincent.shenk@bmo.com (BMO financial Planner)

BC Wheelchair Basketball Society (BCWBS)

provides support to wheelchair basketball programs throughout British Columbia.

BCWBS is dedicated to supporting the development, promotion, and growth of wheelchair basketball. **Let's Play** is an initiative of the BCWBS that helps children with mobility related physical disabilities across BC become physically active early in life and encourages them to stay that way.

Nadine@bcwbs.ca; intern@bcwbs.ca

CBI Consultants

Assistance with career planning, job search, job training and on-the-job support for individuals with communication, behavioural, intellectual or physical disability.

Main office: 604-320-1960

Fax: 604-320-1961

www.cbiconsultants.com

City of Maple Ridge, Parks, Recreation and Culture.

Recreation and leadership opportunities for people with extra support needs.

604-467-7355 or pfrederick@mapleridge.ca

Community Living BC (CLBC)

Supports adults with developmental disabilities to achieve their goals and get connected to supports & services.

604-933-2000 www.communitylivingbc.ca

Douglas College Adult Special Education

College program, career exploration and job skills training for students with disabilities.

604-527-5126 gibsonc@douglascollege.ca

Down Syndrome Research Foundation

Post-secondary program includes Reading & Communication Plus, Budgeting & Money Math and Social Communication & Navigation.

604-444-3773 pat@dsrf.org or www.dsrf.org

Family Support Institute

Information, training and networking to assist families who have a child with a disability.

604-540-8374 www.familysupportbc.com

Health Services for Community Living (HSCL)

A community, non-emergency program that provides nursing, rehabilitation, dental & nutritional services to adults with developmental disabilities. 604-476-7100.

Kudoz

A learning platform for adults with a cognitive disability that offers splendid learning experiences! Anything from kick-boxing to virtual reality to stone carving to fashion styling. The online catalogue has more than 140+ experiences that are offered in person by passionate local volunteers. janey@kudoz.ca; 778-895-3852

Kwantlen Polytechnic University, Access Programs for People with Disabilities

Post-secondary education for adults with various disabilities in preparation for employment, volunteer work and further education.

Langley campus: 604-599-2934

Nicola.soles@kpu.ca

Maple Ridge/Pitt Meadows Community Services

Social groups and one-to-one support for teens and volunteer job placement for adults.

604-467-6911, www.comservice.bc.ca

MCFD - Children & Youth with Special Needs (CYSN)

Funds a range of programs for youth with special needs and assists with transition planning to adult services. 604-476-2800

www.mcf.gov.bc.ca/specialneeds

Ministry of Social Development and Poverty Reduction (MSDPR)

Financial assistance and medical coverage for eligible persons with disabilities & self-employment program.

604-466-4449, <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/social-development-poverty-reduction>

Neil Squire Society

Support employment for people with disabilities. Provide eligible Assistive Technology www.bctechatwork.ca

604-473-9363 Ext. 122

Pitt Meadows Dike Usage & Enhancement Society (PMDUES)

Works with Forests Lands and Natural Resources Operations and the City of Pitt Meadows. PMDUES's goal is to finalize their water use tenure and land use text amendment that will legally allow a Learning Center and Paddling club in the near future. 778-899-8879. pmdues@gmail.com

Pivot Point Family Growth Centre

Offering therapeutic, home-based intervention for all ages, Teen Transition Planning services and social skills groups, for individuals with special needs.

virginia.renaud@pivotpoint.ca

778- 724-0239 www.pivotpoint.ca

posAbilities Association of British Columbia (posAbilities)

Behaviour Consultation, Employment Services, Home Living (staffed, supported independent and shared living options) and Community Inclusion service.

Call 604-299-4001 for general Information or visit www.posAbilities.ca

Power for All

A registered charity that operates out of Fort Langley and South Surrey serving clients throughout the Fraser Valley. We use adaptive paddling sports such as kayaking and Paddle boarding as ways to deliver occupational therapy and adventure therapy services.

Email: powerforallats@gmail.com

Phone: 778.885.7953

www.powerforalladventuretherapysociety.com

Representative for Children and Youth

Provides information, advice and support to children and youth and CLBC eligible young adults who need help dealing with services or programs provided by government to ensure that their rights and interests are protected.

1-800-476-3933 www.RCYBC.ca

Ridge Meadows Association for Community Living

Day programs, life skills workers, residential services, and employment assistance.

604-467-8700 or www.rmacl.org

Ridge Meadows Child Development Centre-Family Connections Program

Providing parent support and education groups, to families/caregivers of children with ADHD and to families/caregivers of children with FASD, and one on one support to families/caregivers of children with FASD.

604-463-0881 ext 302 www.rmcdc.com

Ridge Meadows Recycling Society

Employment opportunities for people with developmental disabilities.

604-463-5545 or www.rmrecycling.org

School District No. 42 Work Experience & Trades Partnerships Program

Work experience opportunities and apprenticeship training in various trades.

604-626-1156

www.sd42.ca/program/learning-services/

Dennis_Lacroix@sd42.ca

Special Olympics

Various weekly sport programs to promote physical fitness and develop social skills.

604-737-3125 www.specialolympics.bc.ca

University of the Fraser Valley

College Programs: self-management and employment skills program.

<http://www.ufv.ca/programs/workplace-task/>

Vancouver Community College Adult Special Education

College programs: Career exploration, job skills training and literacy courses for students with diverse learning needs.

604-871-7000 ext. 8451; mbickley@vcc.ca; idefert@vcc.ca or cace@vcc.ca

WorkBC

Services that support individuals getting and keeping a job as quickly as possible.

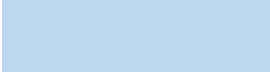
604-466-4600 www.workbc.ca

Younghusband Resources

Offers home-sharing, employment support and/or life skills services to CLBC eligible clients.

604-466-1220

www.younghusbandresources.com



*The biggest
adventure you
can take is to
live the life of
your dreams*

-Oprah Winfrey

