

Planning My Way to Work

**A transition guide for students with
disabilities leaving high school**

Acknowledgements

We extend special thanks to the professionals, family members and self-advocate members of the Oregon Department of Education's Advisory Committee on Transition (ACT) for generously donating their time and experience to this project.

We also thank the family members, students, educators and other professionals that joined us for a full day meeting in spring 2019. During this meeting, they spent several hours reading each section of the guide and providing recommendations for improvements based on personal experience and expertise.

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Welcome letter



Dear Students and Families,

This guide will help you be a leader in your life and stay organized as you transition from school to your adult life. Use the sections you care about most or use a section when the topic relates to what's happening in your life. Complete the worksheets by yourself, with your family or with your transition planning team. The eight sections are organized as follows:

Section 1 is an introduction to the transition planning process and self-determination skills that will help you be in control of your life. You will also learn about the Trajectory and Star worksheets you can use to organize your thoughts or make a plan.

Section 2 introduces the different parts of your transition team and person-centered planning strategies that help you identify and focus on your strengths and goals.

Section 3 describes different ways you might get a job and work toward a career by learning a skilled trade or earning a degree.

Section 4 explores supports to help you make decisions as an adult.

Section 5 talks about what you can do to feel healthy and safe as you build the life you want.

Section 6 helps you explore options and resources for living where you want to live in your community.

Section 7 describes services you may be eligible for that can help you reach your goals.

Finally, a glossary explains specialized terms.

Each section includes questions for you and your family to consider, examples of resources available to support you, and worksheets to help you stay organized and make a plan.

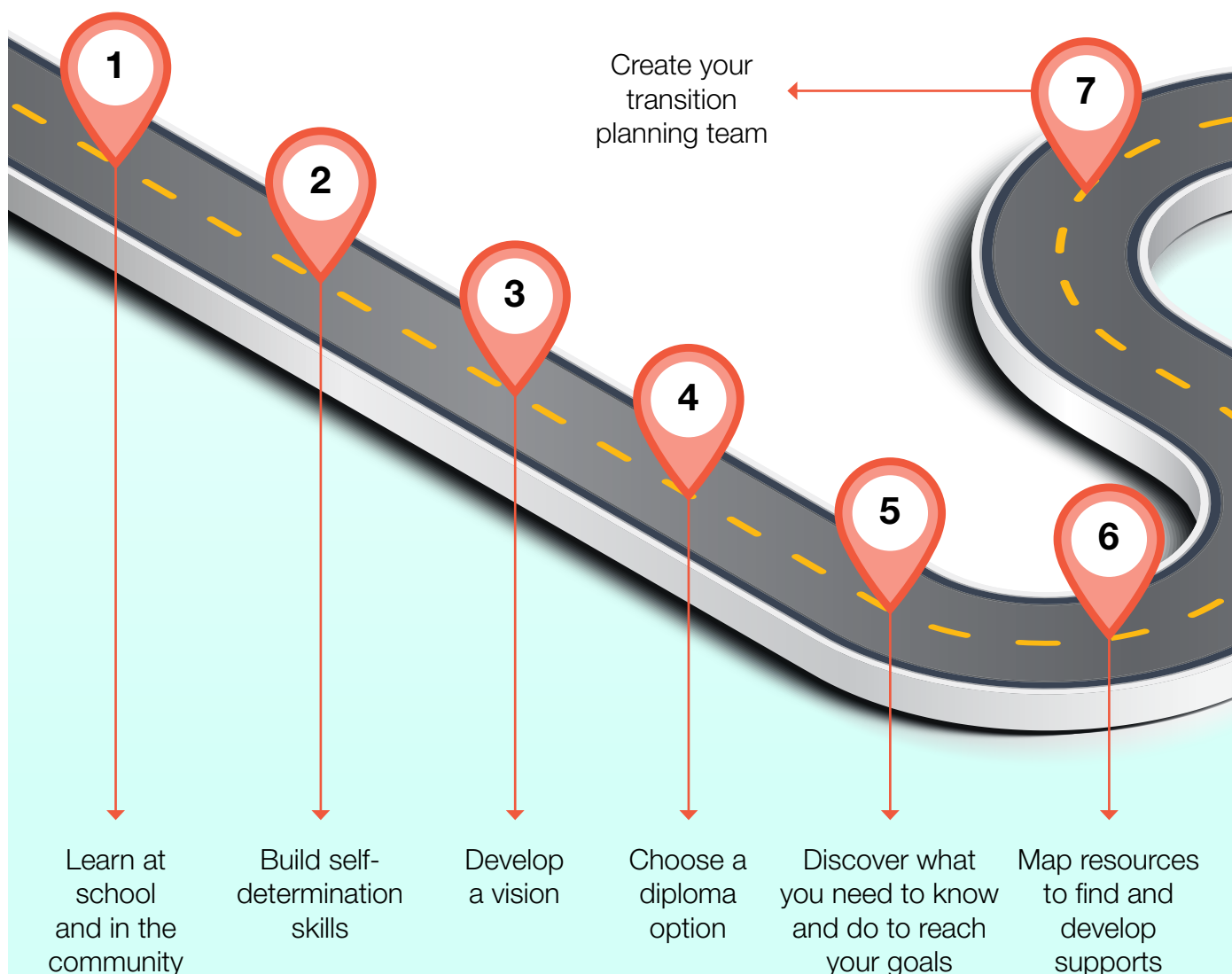
Examples of blank worksheets are available in the appendix.

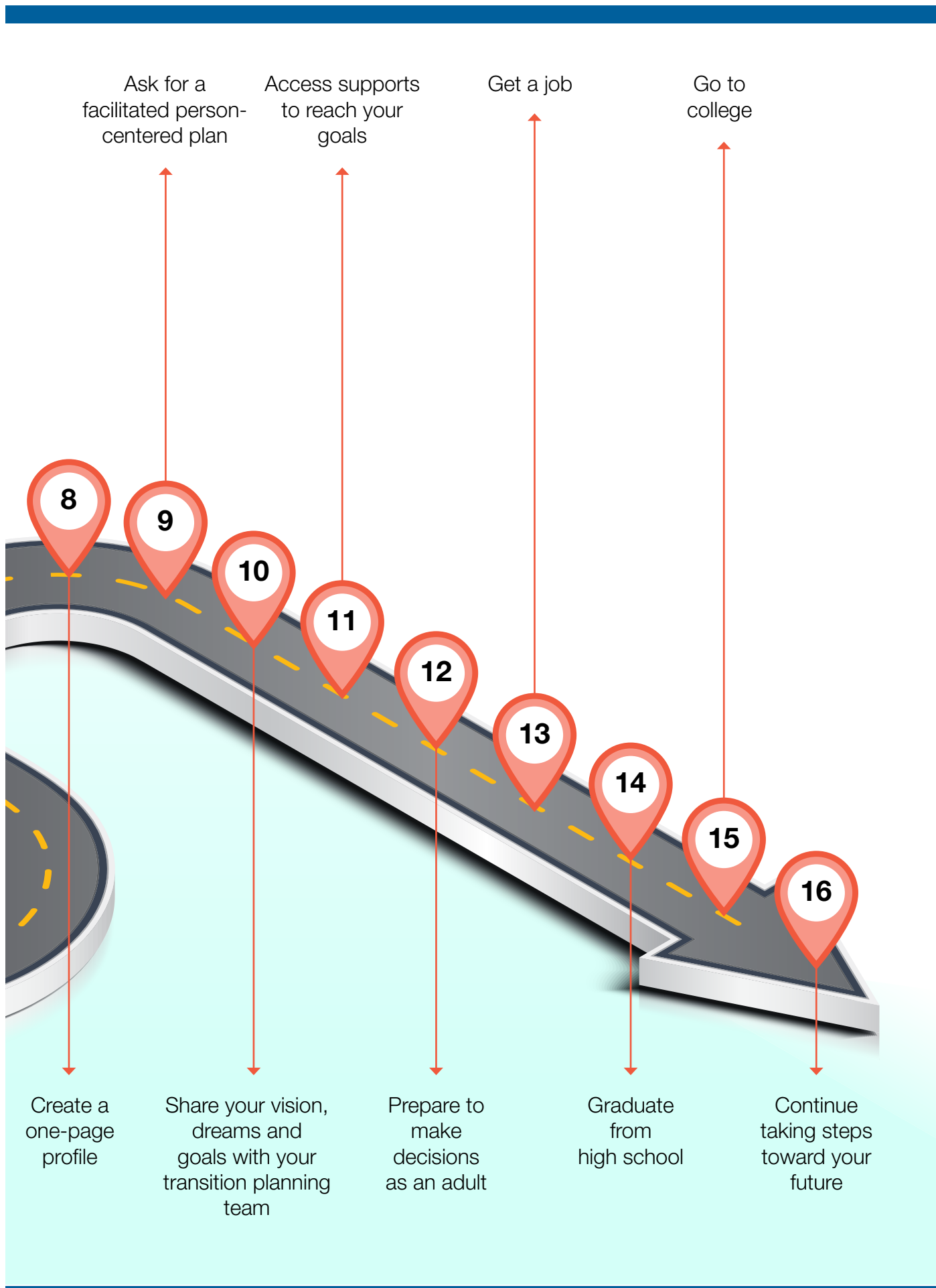
1. Introduction



Welcome to the Oregon Transition Guide for students and families!

When we talk about transition, we mean the time when young people are moving from high school to adult life – generally ages 14 to 21. Your journey is unique to you, but many people take similar steps along the way. This guide helps you think about those steps and figure out what is right for you. Welcome to your new road map to help you plan your transition into adult life!



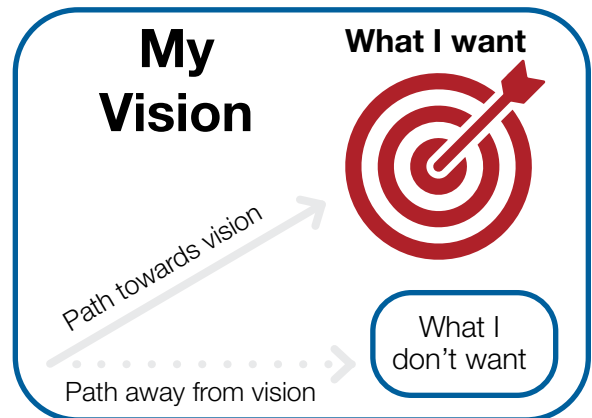


How students can use this guide

You are on an exciting journey from high school to adult life! What your life will look like is up to you. This guide is full of questions, resources and worksheets to help you organize your thoughts, create a vision for the future, make choices and decisions, and make a plan with help from your parents, teachers and others you choose. These questions are meant to prompt conversations. You do not need to answer all of them, and you may have some of your own.

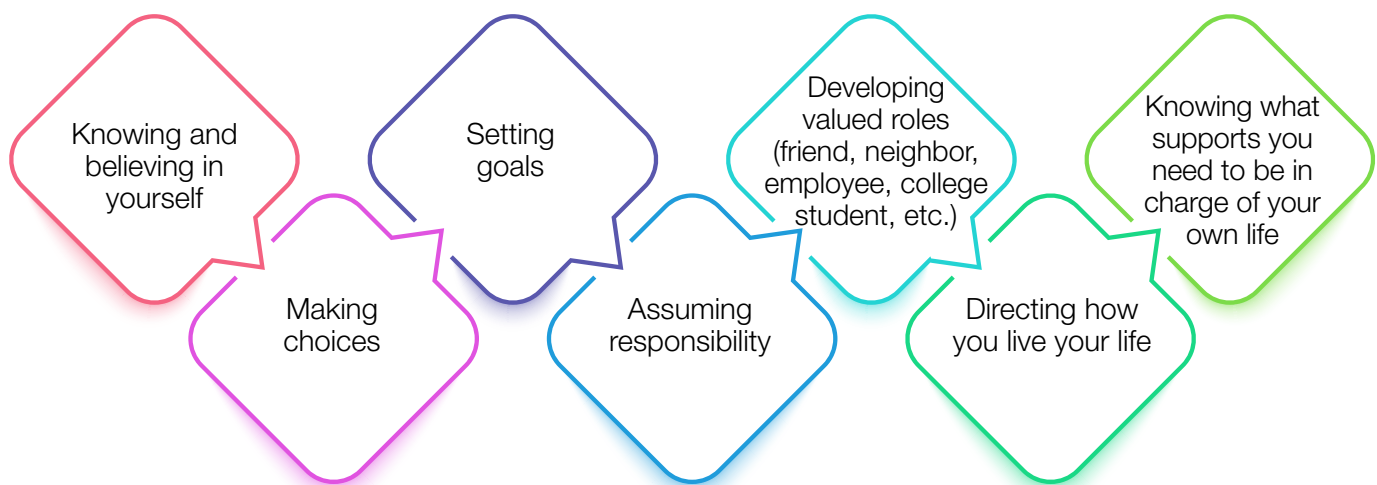
Why have a vision for your life?

Most people start dreaming when they are little kids of what they want their lives to be like. These ideas change as they learn, grow and gain life experience. As you get older, your vision becomes a target you aim for when you plan for life after high school. By having a vision, you are more likely to stay on your path, reach your goals and achieve your dreams.



During school, you will develop “self-determination” skills to help you reach your vision. Self-determination is a group of skills people use throughout their adult lives.

A few of the self-determination skills you need include:





How parents can use this guide

Transition is a time filled with change, growth and excitement — and sometimes fear and confusion. You play a critical role during your child's transition from high school to adulthood.

This guide is full of questions, resources and worksheets to help you and your child organize thoughts, think about a vision for the future and how to get there, and work together. These questions are meant to prompt conversations. You do not need to answer all of them, and you may have some of your own. Students and families are most successful when students start planning early and drive the process — with help from family members, teachers and others.

How to use the worksheets

Trajectory worksheets

On the next two pages (and in most sections), you will find a worksheet to create your own trajectory. Trajectory means “a chosen or taken course” (American Heritage Dictionary). Use the worksheet for your big picture ideas — such as what you want your life to be like after you leave school. Your parents can help you create your path trajectory by asking you questions to help you develop ideas. A blank trajectory worksheet is also included in the Appendix for you to make copies.

- Start by listing a few things you want in your life after high school in the “What I want to achieve” bubble. We have included some questions to get you started.
- Under “What I don’t want in my life,” list a few things that you know you do not want in your life.
- The boxes along the solid arrow help you think about experiences you have already had, or experiences you need to have, to move toward your vision.
- The boxes along the dotted arrow help you think about experiences you have had — or want to avoid having — because they move you away from your vision, and toward what you do not want.



Trajectory Worksheet

Past life experiences

What experiences have you had in the past that support your vision?

Future life experiences

What current or future experiences do you need to support your vision?

Past life experiences

What past experiences have pushed you toward things you don't want?

Future life experiences

What experiences do you need to avoid because they push you toward things you don't want?



Trajectory Worksheet (*continued*)

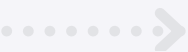
What I want my life to be like after high school?

Where do I want to live, work, go to school or hang out at after I leave high school?

What do I want to do for fun?

Who do I want to spend time with?

What I don't want in my life



Star Worksheets

People use a combination of resources to have a good life. The Star Worksheet, which you will find in most sections, is a tool to help you and your family identify or “map” resources related to each topic in this guide. As you fill in your star, you may want to consider the many questions listed in “**Star Worksheet Questions**” as prompts to have meaningful conversations. You may not answer all of the questions, and you may have some of your own. You can also use the resources listed in the appendix to help generate ideas. Additional blank star worksheets are included in the appendix.



Star Worksheet Questions: Mapping my Self-determination Resources

Technology

Why is technology important in my life?

What technology can help me with school?

How can I use my smart phone, iPad and/or other device to be more independent?

What apps can help me with scheduling?

How can I use social media to stay connected to my friends?

How can technology help me communicate?

Personal strengths and resources

What are my responsibilities: To myself? At home? At school?
What makes my day better? What can I do to make my day better? What things am I good at doing? What are some things I want to get better at doing? How do I share what I want and what I don't want?
What skills have I developed to take risks?
How am I learning from my mistakes?

Community resources

What do I enjoy doing and what might I enjoy doing?

Where might I work or volunteer in my community?

What will help me get around in my community (learning to drive, ride the bus, etc.)?

How am I exploring where I might want to live in the future?

How am I learning about continuing education and what college is like?

How do I communicate what I want and what I don't want?

What skills have I developed to take risks and learn from my mistakes?

Personal strengths and resources

What helps my parents, teachers and others begin to view me as an adult?

How can I be more in charge of my life?

How do I share about my disability or health care needs?

How do I share my goals, hopes and dreams during planning meetings?

Relationships

Who do I look up to?

How can I make friends?

Who is teaching me it's ok to make mistakes?

Who is helping me learn what to do in an emergency?

Who can I talk to about dating, sex and having healthy boundaries?

Services I may be able to receive

What services can help me get work or volunteer experience?

How can I practice looking for and getting a job?

Do I have goals to help me practice making my own decisions and communicating my preferences?

What supports does my school give me?

How might Vocational Rehabilitation help me prepare for college or a career?

What are my options for health insurance as an adult?

How can I explore supports to live where I want to live?

Do I qualify for services to help me get the support I need?



Star Worksheet: Mapping my Self-determination Resources

Write your goal in the center of the star. You are the expert on your life! Make a list on the below star worksheet of all the resources and assets you bring to transition planning meetings. See page 13 for questions and resources to get you started.

Technology

Personal strengths and resources

Relationships

Community resources

Services I may be able to receive

2. What is person-centered planning?



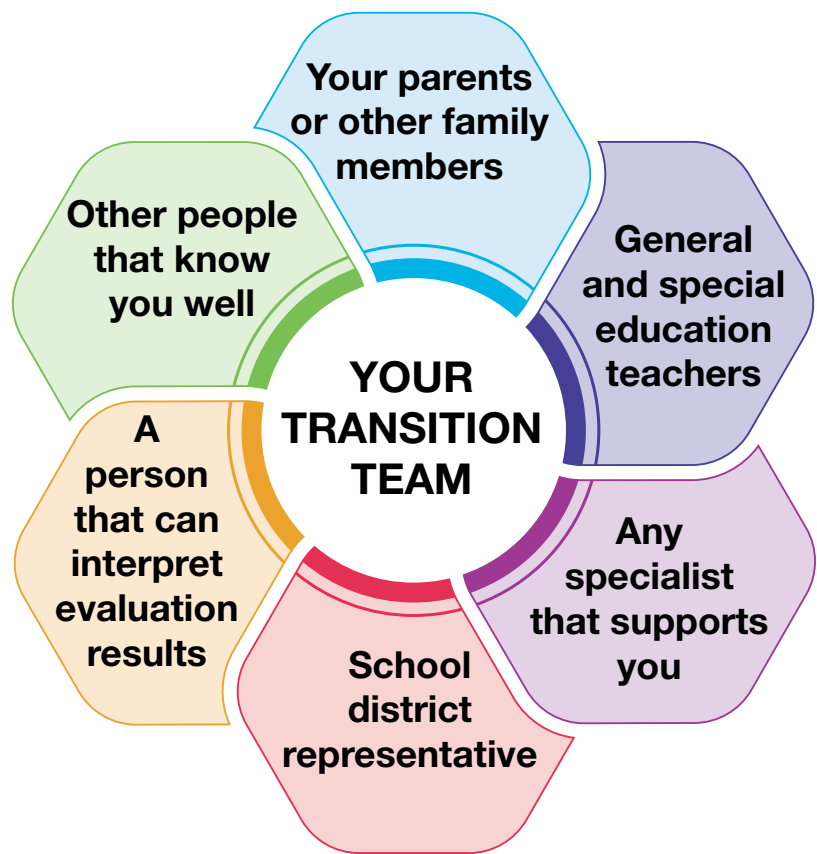
Person-centered planning

The best plans start with what we are good at and build from there. Person-centered planning is one strategy to help you do that. This section describes three person-centered planning strategies for sharing information with your transition team:

- The one-page profile
- Student-led individual education plans or IEPs, and
- The person-centered plan.

Your transition team

Your transition team meets at least once per year to support you during this transition in your life. When you meet, you will identify your goals for what you want to learn in school, what experiences you want to have, and what supports will help you succeed. This information goes in your transition plan, which is part of your IEP. You are the most important member of your team — after all, it's your life!





What is my role?

You get to lead if you want to! Or you can choose to participate but not lead. Your role is to share what you care about, your vision and goals for a good life, your strengths and what helps you succeed.



What is my family's role?

Your family's role is to support you during the planning process, help you access experiences and supports to reach your goals and help you to participate in or lead your IEP meetings.

One-page profile

A one-page profile is a great way to help people get to know you. It highlights your strengths and briefly shares your vision for the future. It also helps people understand how they can help you succeed. To create a one-page profile, complete the template on the next page or create your own. We've included additional resources and links to templates and examples on page 64.

What people like and admire about me. Write about your strengths, talents and skills. Ask your family or others who know you well for input.

What's important to me. Include the things you care about the most such as people, places, interests, hobbies and routines.

How best to support me. List specific kinds of support that help you have a great day. These are the things that help you feel successful.



My One-page Profile

What people like and admire about me

What's important to me

How best to support me

Student-led IEPs

You can make sure your plan is based on what you want for yourself – not what others want for you – when you participate in your IEP meetings. Your family and your team can help you participate in ways you choose. The graphic below shows some ideas about how you can participate. Where would you like to start ?

Set a goal and track it with help from your family or teachers.

Share your progress on the goal at an IEP meeting in person or by video.

Share what you are good at, what's hard for you and what helps you in person or by video.

With preparation, respond to questions from your team.

With support, share progress on your goals, why you need your goals, how you feel about them and any data that shows your progress.

Talk about supports that help you in the classroom.

Suggest changes to your IEP.

With or without support, explain how goals help you and how you are working on them.

Invite team members to your IEP meeting.

Lead parts of your meeting.

Give more input on your classroom performance, goals and supports you need.

Talk about data that shows your past performance and progress on goals.

Facilitate all or some of your IEP meetings.

A person-centered plan

Another way to share important information about you is with a person-centered plan. Facilitated person-centered planning meetings generally take up to two hours and can be in your home or elsewhere.

- You invite your friends, family, teachers and others that care about you to participate.
- A trained facilitator uses structured exercises to collect information about you.
- Participants talk about your strengths, interests, possibilities and creative ideas to meet your goals.
- The facilitator records the information with words and pictures and compiles it into a printable document that you can bring to your transition planning meetings.



Anyone can ask for a person-centered plan. Tell your teacher you would like to schedule a facilitated person-centered planning meeting. He or she may be able to connect you with a trained facilitator.



Start Worksheet Questions: Mapping My Transition Planning Resources

Technology

How am I using
technology now?

What technology can help
me be more independent?

Personal strengths and resources

What am I great at?

What helps me have a good day?

What are my favorite things to do?

What skills am I learning at school?

Community resources

Where do I like to hang out in my community?

When and where am I most comfortable?

What transportation do I use to get around my community?

What makes me feel like a valued member of my community?

Personal strengths and resources

What classes or subjects do I like?

What might help me participate in or lead my IEP meetings?

Do I ask my teachers questions and make my wishes and opinions clear?

Do I know what to do if I need support or help at school and they won't give it to me?

Relationships

Who are the most important people in my life?

Who makes me feel supported?

When do I feel included?

How do I show others that I love and support them?

Who do I enjoy spending time with?

Who knows the story of my life?

Services I may be able to receive

What services am I eligible for now?

What services might I be eligible for in the future?



Star Worksheet: Mapping my Transition Planning Resources

Write your goal in the center of the star. You are the expert on your life! Make a list of all the resources and assets you bring to transition planning meetings. See page 6 for questions and resources to get you started.

Technology

Personal strengths and resources

Relationships

Community resources

Services I may be able to receive

3. What are my career and college options?



Like most young people, you are probably nervous and excited about getting a job, earning your own money or pursuing a career. In this section, you will explore opportunities to figure out what you like and don't like, and what you might like to study or do for work. Then you will explore or develop the supports that are right for you so you can get a job, learn a skilled trade or go to college and earn a degree.



Getting a job

Ideally, when you leave school, you will know what the summer and the next year will look like. You could leave school with a job or post-secondary education plans in place. Many young people start getting jobs during the

summer or work part-time while they are still in high school. You can begin setting these goals and identifying the right supports to help you as early as age 14. You become eligible to get a job when you turn 16. Talk with your family and transition team so they can help you set a job goal and connect you to transition services, pre-employment services or other resources to help you reach your job goal.

Your team can also help you plan for specific career training or a degree. When you attend a training or degree program, you will be responsible for telling the program what support you need to be successful. Talk to your instructors about accommodations or tutoring. Accommodations vary from school to school. Contact the ones you are interested in to find out what they offer.

Career training and education

Trade school

A trade school (also known as a technical school) offers hands-on training for a specific job in a skilled trade career. Examples include an electrician, dental hygienist, plumber, certified nurse's assistant, paralegal, graphic designer, cosmetologist, welder or computer technician.

Apprenticeship programs

Apprenticeship programs train people to become skilled workers in a trade through paid hands-on work and classroom learning. Apprenticeships are considered full-time employment. Examples of apprenticeship jobs include a construction worker, iron or steel worker, health care technician, plumber, elevator installer, brick or stone mason, mechanical insulation worker, carpenter or concrete finisher.

Community college

Community colleges provide two-year degrees that can be transferred to colleges or universities. Community colleges offer workforce development and skills training. They also offer a range of noncredit programs, such as community enrichment programs and cultural activities that you can take for fun.

Online college

Online colleges allow students to take classes and complete a degree program completely online. Many traditional colleges and universities also offer online coursework or degree programs.

Four-year college or university

A four-year college offers undergraduate degree programs that lead to a bachelor's degree in a specific area of study. Students pursue a bachelor's degree to prepare for a profession, graduate study or both.

A university is a group of schools that offer both undergraduate and graduate degrees. At least one of these schools is a college where students receive a bachelor's degree. The other schools in a university are graduate schools where students earn advanced degrees such as a master's or a doctorate.



What is my role?

Your role is to share your vision and goals for future education, a job and career with your family, teachers and others who help you plan. If you go to college, you will be responsible to advocate for yourself, disclose your disability and arrange your accommodations.



What is my family's role?

Your family's role is to support you during the planning process, help you decide on the right diploma option, access transition services and support you to pursue future education, get a job and build a career. Your family can also help you advocate for yourself when you are in college or a training program.



Career and College Trajectory Worksheet

Past life experiences

What experiences have you had in the past that support your vision?

Future life experiences

What current or future experiences do you need to support your vision?

Past life experiences

What past experiences have pushed you toward things you don't want?

Future life experiences

What experiences do you need to avoid because they push you toward things you don't want?



Trajectory Worksheet (*continued*)

What I want

What kind of job or career do I want?
Where do I want to work or go to school?
Do I know what my diploma options are?
What diploma option best fits my needs and future goals?

What I don't want



Start Worksheet Questions: Mapping My Career and College Resources

Technology

What can I use
or do to help me stay
organized and do my
school work?

What apps can help me with my
schedule and responsibilities?

What technology helps me at school?

What technology can help me communicate?

Personal strengths and resources

What ways do I help others at home, at school or in my
community?

What classes do I enjoy?

How will I pay for college?

Community resources

What places do I like in my community?

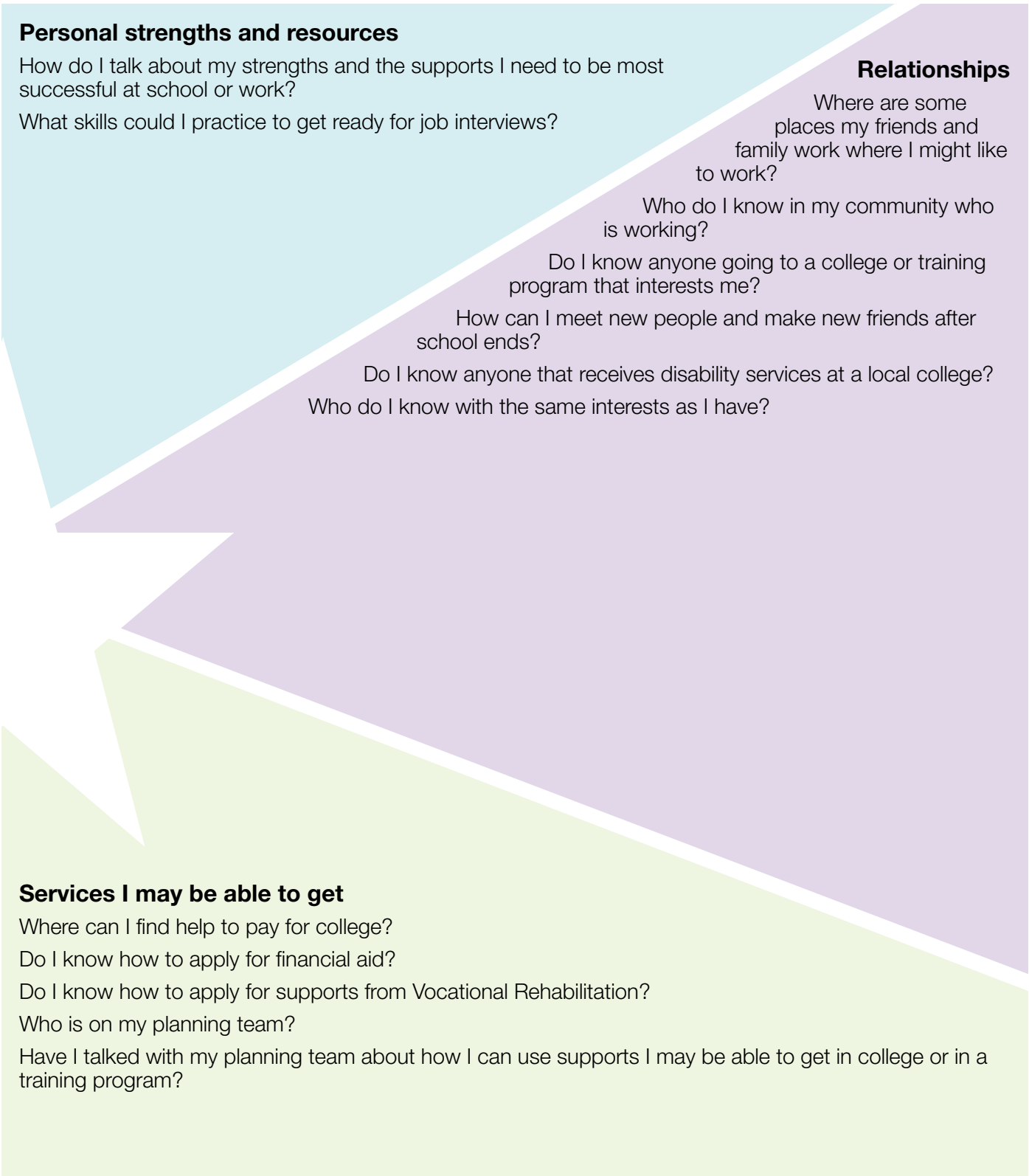
What jobs may be available in my community?

What trade schools, apprenticeship programs or colleges are available in my community?

How can I connect with the schools or colleges that interest me?

What kind of degree or training programs interest me?

Where can I volunteer or do an internship?



Personal strengths and resources

How do I talk about my strengths and the supports I need to be most successful at school or work?

What skills could I practice to get ready for job interviews?

Relationships

Where are some places my friends and family work where I might like to work?

Who do I know in my community who is working?

Do I know anyone going to a college or training program that interests me?

How can I meet new people and make new friends after school ends?

Do I know anyone that receives disability services at a local college?

Who do I know with the same interests as I have?

Services I may be able to get

Where can I find help to pay for college?

Do I know how to apply for financial aid?

Do I know how to apply for supports from Vocational Rehabilitation?

Who is on my planning team?

Have I talked with my planning team about how I can use supports I may be able to get in college or in a training program?



Star Worksheet: Mapping My Career and College Resources

Write your goal in the star. With the right support, anything is possible! List ideas that help make your goal possible in each category. See page 6 for questions and resources to get you started.

Technology

Personal strengths and resources

Relationships

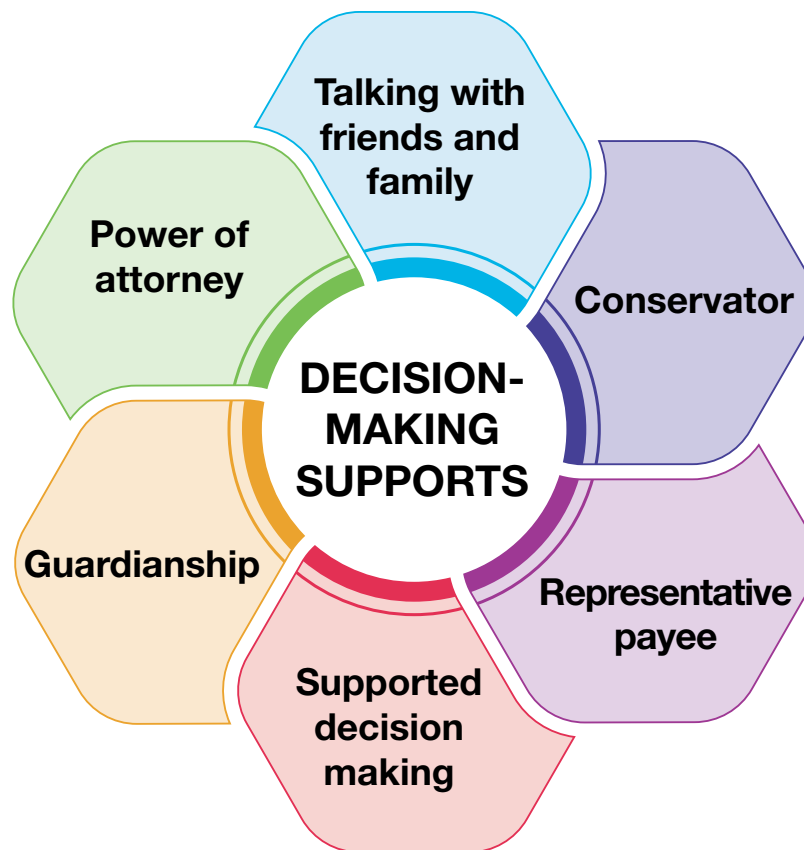
Community resources

Services I may be able to receive

4. How will I make decisions as an adult?



Turning 18 is both exciting and challenging. You are an adult who is responsible for your own finances. You can choose where to live, vote and legally make your own decisions. Making decisions is a learned skill. Most people talk with their parents, friends and others for help with making important decisions. In this section, you will learn about decision-making supports and resources.



Examples of decision-making supports

Supported decision making

Supported decision making is a process through which people use friends, family members and professionals to help them understand situations and

choices so they can make their own decisions with support.

Representative payee

A representative payee is a person who can manage your government benefits such as SSI or SSDI payments.

Power of attorney

A power of attorney is a legal document that gives another person the right to act on your behalf for your financial decisions only. This authority can be limited (such as over a bank account) or broad and include a person's bank accounts, assets and property.

Conservatorship

A conservator only makes decisions about a person's money or property.

Guardianship

Guardianship is a formal legal process where a judge appoints another person called a guardian to act on behalf of an "incapacitated" person. Oregon law requires that guardians support the self-determination of the person to be as independent as possible in their decision making. Guardianship is risky in that it removes a person's legal rights to maintain control of their own life and make their own decisions. If a guardian is appointed, it is that person's job to make sure your rights are protected and support you to make decisions.



What is my role?

Your role is to share your vision and what is important to you with your family, teachers and others who help you plan. You will also talk with your family about what you need to make good decisions that keep you happy, healthy and safe.



What is my family's role?

Your family's role is to help you understand situations and choices so that you can make the right decisions for you. They may also help you think about what kind of decision-making supports make the most sense to meet your needs for independence and well-being.



Decision-making Trajectory Worksheet

Past life experiences

What experiences have you had in the past that support your vision for community living?

Future life experiences

What current or future experiences do you need to support your vision for community living?

Past life experiences

What past experiences have pushed you toward things you don't want?

Future life experiences

What experiences do you need to avoid because they push you toward things you don't want?



Decision-making Trajectory Worksheet (*continued*)

What I want

What does being in charge of my own life look like?
Are there choices and decisions I need help to make?
What choices and decisions do I want help to make?

What I don't want



Start Worksheet Questions: Mapping My Decision-making Resources

Technology

What technology can help me stay safe in my home and when I am out in my community?

How can technology help me make informed choices and decisions?

What technology can I use for transportation?

What technology can I use to manage my money?

Personal strengths and resources

What self-advocacy skills am I using at home and at school?

What choices and decisions am I already making in my life?

Am I happy with the choices and decisions I've made?

What kind of help do I need to make certain kinds of decisions?

Community resources

How do I enjoy spending time?

What opportunities do I have to do what people my age do for fun?

Where might I work in my community?

Where might I volunteer in my community?

What transportation options do I have in my community (learning to drive, riding the bus, etc.)?

How am I exploring where I might want to live in the future?

What opportunities for continuing education does my community offer?



Start Worksheet Questions: Mapping My Decision-making Resources (*continued*)

Personal strengths and resources

Who do I ask for help when I need it?

In what ways am I taking on more responsibility for my:

- 1) Health
- 2) Safety
- 3) Money, and
- 4) Daily life?

Do I get chances to make mistakes and learn from them?

Have I had help to learn how to make decisions in my everyday life?

Relationships

Who knows me well and encourages my success?

Who understands what I want and what is important to me?

What might help my parents and others step back and let me make my own choices and decisions with support, as needed?

Who helps me learn how to have difficult conversations with my parents?

Do I know other families who I could learn from?

How do I know who is a safe person and who is not?

Who can I call if I don't feel safe or need assistance?

Who is working with me in supported decision making?

Services I may be able to receive

Am I registered to vote?

Do I understand the voting process?

Do I know about the following services to help cover my experiences and save for the future?

1. Special needs trust
2. Individual development account (IDA)
3. ABLE account.

Am I eligible to receive disability services at home, work, in the community or at college?



Star Worksheet: Mapping My Decision-making Resources

Write your goal in the star. With the right support, anything is possible! List ideas that help make your goal possible in each category. You will find questions and resources on page 36 to get you started.

Technology

Personal strengths and resources

Relationships

Community resources

Services I may be able to receive

5. How will I live a healthy life?



We all want to feel healthy, and the choices we make can help us get there. Some of the most important things we can do are take care our mind and body, build healthy relationships, act responsibly, take charge of our health care, and stay active. In this section, you will learn about options and resources to help you feel as healthy as possible.





Healthy Living Trajectory Worksheet

Past life experiences

What experiences have you had in the past that support your vision for a healthy life?

Future life experiences

What current or future experiences do you need to support your vision for a healthy life?

Past life experiences

What past experiences have pushed you toward things you don't want?

Future life experiences

What experiences do you need to avoid because they push you toward things you don't want?



Healthy Living Trajectory Worksheet (*continued*)

What I want

What does living a healthy life look like?

What do I want to do to stay healthy?

What do I want to do for fun?

What I don't want



Start Worksheet Questions: Mapping My Healthy Living Resources

Technology

What technology can help me with school?

How can I use my smart phone or iPad to be more independent?

What apps can help me with my schedule and responsibilities?

How can I use social media to stay connected to my friends?

What technology can help me communicate?

Personal strengths and resources

Do I understand my disability and how it affects me?

Do I know how to talk about my disability or health care needs?

Do I know who to call when I need help?

Community resources

Do I have opportunities to do what people my age do for fun?

Where do I like to hang out in my community?

What recreational activities, groups, clubs or classes fit with my interests?

What places would I like to explore in my community?

How much money can I afford to spend on social and recreational activities?

Am I interested in participating in a faith-based community?

Do I have or want to have valued roles in my faith community?

Where would I like to work or volunteer?

Do I want to get involved in social justice activities or become politically engaged?



Start Worksheet Questions: Mapping My Healthy Living Resources (*continued*)

Personal strengths and resources

Do I know how to stay safe when I am out with friends or in new places?

Do I understand how my body is changing as I become an adult?

Has someone talked with me about reproductive health and birth control?

Am I learning what to do in an emergency or natural disaster?

Relationships

How will I stay connected with people who are important to me if they move away or go to college?

What opportunities do I have to make new friends?

How can I have a valued role in our community?

Do I have friends with and without disabilities?

What kinds of relationships do I have and want in my life?

Do I have someone to talk to when I'm feeling sad, lonely or stressed?

Do I understand who I should and should not let into my home and why?

Are you teaching me about dating, sex and healthy relationships?

Who is partnering with me in supported decision making?

Services I may be able to get

Are you helping me look for adult health care providers?

Am I eligible for Social Security and Medicaid services?

How will I access health insurance as an adult?

Are you helping me register to vote and understand the democratic process?



Star Worksheet: Mapping My Healthy Living Resources

Write your goal in the star. With the right support, anything is possible! List ideas that help make your goal possible in each category. See page 42 for questions and resources to get you started.

Technology

Personal strengths and resources

Relationships

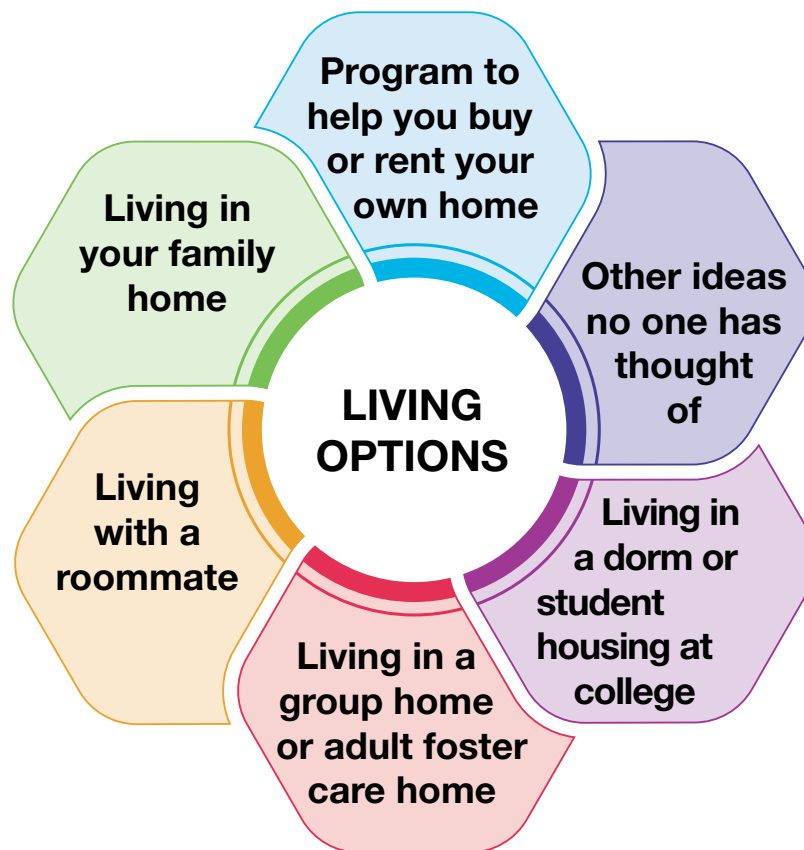
Community resources

Services I may be able to receive

6. What are my community living options?



It's common for young people to continue living in their family home after they graduate. Some youth plan to move out. In this section, you will learn about community living options and other resources to help you live as independently as you choose, wherever you choose.





Community Living Trajectory Worksheet

Past life experiences

What experiences have you had in the past that support your vision for community living?

Future life experiences

What current or future experiences do you need to support your vision for community living?

Past life experiences

What past experiences have pushed you toward things you don't want?

Future life experiences

What experiences do you need to avoid because they push you toward things you don't want?



Community Living Trajectory Worksheet (*continued*)

What I want

Where do I want to live after high school?

Who do I want to live with?

What do I want my home to be like?

What I don't want



Start Worksheet Questions: Mapping My Community Living Resources

Technology

What technology can help me with school?

How can I use my smart phone or iPad to be more independent?

What apps can help me with my schedule and responsibilities?

How can I use social media to stay connected to my friends?

What technology can help me communicate?

Personal strengths and resources

What strengths will help me live on my own or with a roommate?

What community living options do I want to learn about?

Am I learning how to get around in my community?

What supports do I need to live on my own or with a roommate?

Community resources

What kinds of living options are available in my community?

Where am I well known in my community?

What organizations can help me learn about living options and supports?

What do different living options cost in the communities where I want to live?

Where can I learn about budgeting and saving for the future?



Start Worksheet Questions: Mapping My Community Living Resources (*continued*)

Personal strengths and resources

How will I pay for my living expenses?
What strategies help me with money management?
What skills do I need to live as independently as I like?
Do I have opportunities to learn and practice skills I will need to live on my own?

Relationships

Who can help me figure out how to rent an apartment or own a home?
Who can I count on when I need a hand or a shoulder to cry on?
Who loves and cares about me and can support me in this transition?
Who do I know that has a living situation I like?
What are my friends' plans for life after high school?
Who do I know that I might want to move in with?

Services I may be able to receive

Can I get help from agencies or programs that can help me afford a place I want to live?
Are there programs that will help me save money?
What kind of services or supports can I get that can help me live as independently as I like?



Star Worksheet: Mapping My Community Living Resources

Write your goal in the star. With the right support, anything is possible! List ideas that help make your goal possible in each category. See page 6 for questions and resources to get you started.

Technology

Personal strengths and resources

Relationships

Community resources

Services I may be able to receive

7. What services may I be able to get?



We use a variety of services and supports to reach our goals and move toward our vision. Eligibility is generally based on income level, where you live and any diagnosis you may have received. In this section, you will learn about programs and services you may choose to access if you are eligible.

You will learn:

- What kinds of help different programs offer
- Who to contact if you are interested
- Your role in leading your services and supports
- Your family's role in supporting you to lead
- Who you might invite to be on your transition team.

What types of services and supports could be available to you?

- Transition services
- Developmental Disabilities services
- Vocational Rehabilitation services
- Oregon Health Plan
- Social Security benefits

Transition services

Your school district offers many transition services to help you reach your goals and prepare for adult life. These services depend on your goals and look different for each student.

Transition services. Transition services can begin as early as age 14 at your request. Before you turn 16, your teacher and other members of your planning team will help you and your family develop a transition plan based

on your dreams, goals and vision for the future. Your transition plan is part of your individual education plan or IEP. Services such as the ones listed below are based on your unique preferences, interests, needs and strengths or PINS.

- Assessments such as interest inventories, on-the-job training or interviews with you
- Specific instruction to develop skills such as balancing a checkbook or cooking
- Work experiences such as workplace visits, practice interviews or internships
- Community experiences such as volunteer opportunities or tours of colleges or places you may be interested in
- Related professional services to help you reach your goals such as social skills training
- Curriculum to help you graduate with the right number of credits for the diploma option you choose.

Pre-Employment Transition Services (Pre-ETS). These services are individualized and focused on preparing you to enter the workforce based on your work or career interests.

- Job exploration counseling helps you learn about your skills, interests, abilities and learning style, as well as about local businesses that may be a good fit for you.
- Work-based learning provides exposure to different workplace settings, local job opportunities and in-school and after-school work experiences.
- Counseling on post-secondary education and transition services help you explore next steps after leaving school, learn about college or get connected to ongoing support options.
- Workplace readiness training helps you build social skills, learn how to

(Continued)

get and keep a job, and understand supports you can receive at work to be successful on the job.

- Self-advocacy training helps you speak up for yourself, talk about your strengths, ask for the supports you need and develop decision-making skills.

Diploma options. You can choose from four diploma options.

Oregon Standard Diploma

- This diploma is available to students that complete 24 credits at grade level, with or without accommodations.
- All colleges and universities accept these diplomas.
- A wide array of federal financial aid is available.

Modified Diploma

- A Modified Diploma is available to students that do not complete 24 credits at grade level with accommodations due to disability or medical condition.
- Some colleges or trade schools accept these diplomas.
- Some financial aid is available.

Extended Diploma

- This is available only to students who do not meet standard or modified diploma requirements.

Alternate Certificate

- An Alternate Certificate is available to students who do not meet standard, modified or extended diploma requirements.

If you plan to attend college and pursue a degree, check out the Oregon Standard Diploma or Modified Diploma.

Opportunities for college or federal financial aid are limited with the Extended Diploma and Alternate Certificate. You can still take college classes and be involved on campus. However, you will not be eligible to receive a degree or federal financial aid.

If you do not receive an Oregon Standard Diploma and have an IEP, you are eligible to return to school for transition services until age 21. During this time, you will focus on building skills for transition from school to work and adult life.



Who do I contact?

Talk with your teacher and other members of your transition team to make sure the transition services, pre-ETS and diploma options align with your goals and vision for life after high school.



What is my role?

Your role is to share your vision and goals for a good life with your family, teachers and others who help you plan. Contact your teacher and ask for a planning meeting any time your needs, goals or vision change. Your job is to dream big!



What is my family's role?

Your family's role is to support you during the planning process, help you decide on the right diploma option for you, access transition services through your transition plan and support you to take steps toward your good life.



Who can I invite to be on my transition planning team?

You may want to invite any agency or outside service providers that are not already on your team. They can share information they have learned about you and talk about available services or resources that you and your team can access to help you reach your goals. Your team's job is to be creative and supportive as they help you plan for your good life. With a diverse team, the right supports and some creative minds, anything is possible!

Office of Developmental Disabilities Services

The Office of Developmental Disability Services, or ODDS, offers an array of services that help people meet their goals. These services help people

live, work, learn and enjoy community life. You can receive developmental disability (DD) services in all aspects of your life, including your home, the community where you live, on the job or in a foster home or group home.

What services do they offer?

Case management services: Your case manager will help you develop an individual service plan, or ISP, that includes the services and supports you feel best meet your needs. Your ISP is based on your vision for a good life and includes services and supports you choose to help you get there.

State Plan services (K Plan)

- Skills training to learn new skills and increase your independence
- Behavioral consultation and supports
- Respite care to give parents or primary caregivers time off
- Assistive devices or technology to increase your independence
- Help with personal care (such as moving around your home, eating, bathing and getting dressed)
- Help with chores (such as housekeeping, laundry, managing medications, meal preparation and shopping)
- Community transportation to access services or community resources
- Home modifications to make your home safe and accessible to you

Waiver services

- Environmental safety modifications to the outside of your home
- Training to manage staff you hire to support you
- Training for family members that support you
- Specialized medical supplies to address medical needs
- Vehicle modifications
- Nursing services
- Specialized diets
- Employment services to develop work experience, gain skills, find and keep a job and advance in a career (see page 56)

Employment services

Like many young people, you may be excited about getting your first job. These services can help you do that and more.

- Employment Path is a time-limited service that supports a person to gain work experience and develop skills.
- Small Group Supported Employment Services help a person develop skills to achieve an individual job in the community.
- Discover/Career Exploration is a person-centered planning process to find a job that matches a person's interests and strengths.
- Job development: A job developer learns what kinds of jobs a person wants and doesn't want, visits with potential employers, helps with job applications, and interviews and identifies or creates positions in the workplace.
- Job coaching: A job coach helps a person learn the tasks of a new job, transition to a new position or advance toward career goals.



Who do I contact?

Contact your local community developmental disability program (CDDP) to find out if you are eligible for services. Find your local CDDP here: <https://www.oregon.gov/DHS/SENIORS-DISABILITIES/DD/Pages/county-programs.aspx>.



What is my role?

Your role is to share your vision and goals for a good life with your case manager, your family and others who help you plan. Contact your case manager or ask for a planning meeting any time your needs, goals or vision change.



What is my family's role?

Your family's role is to support you during the planning process, help you access the services and supports in your ISP, and support you to take steps toward your good life.



Who can I invite to be on my transition team?

Your case manager can share information about available services and service providers you and your team can access to help you reach your goals. Who is on your team is up to you.

Vocational Rehabilitation

Vocational Rehabilitation or VR offers a variety of services to help people with disabilities prepare for, get and keep a job they like. Services are provided by a VR counselor.

What services do they offer?

- Assessments to measure your strengths, work skills and interests.
- Counseling to set a job goal, choose VR services and make informed decisions to reach your goal
- Independent living skills, such as learning how to take care of yourself, manage your money or use community transportation
- Assistive technology to help you communicate or complete work tasks
- Training to learn the work skills you need to reach your job goal
- Job placement services, such as help with applications and resumes, practicing for interviews, identifying job leads and working with your employer to get the disability accommodations you need to be successfully employed



Who do I contact?

Contact your local VR office to find out if you are eligible for services and schedule an orientation. Find your local VR here: <https://www.oregon.gov/DHS/EMPLOYMENT/VR/Pages/Locator-Schools-Families.aspx>



What is my role?

Your role is to share your vision for employment with your VR counselor, your family and others who help you plan. Contact your VR Counselor or ask for a planning meeting any time your needs, goals or vision change.



What is my family's role?

Your family's role is to support you during the planning process, help you access the services and supports in your IEP and support you to take steps toward your good life.



Who can I invite to be on my transition planning team?

Your VR counselor can share information about available services and service providers that can help you reach your goals.

Social Security benefits

The United States Social Security Administration (SSA) is federal agency that provides financial benefits to people with disabilities and people who have retired from working.

What services do they offer?

- Social Security Disability Insurance, or SSDI, is a monthly cash benefit paid to people that meet the SSA eligibility criteria. This benefit is tied to a person's work record and is available to the worker or the worker's dependents.
- Social Security Income, or SSI, is a monthly cash benefit paid to people with disabilities, the elderly and the blind to help them meet basic needs for food, clothing and shelter.
- Many people believe if they work, they will lose their disability benefits. This is seldom true! In fact, people with disabilities can earn income from work and keep their benefits by accessing benefits counseling, work incentive and other programs, such as an ABLE savings account.
- Benefits counseling is provided by a certified benefits counselor. He or she will help you understand how income earned from work affects your benefits and access work incentive programs.
- Work incentive programs help you find a job or start a business, keep your cash (SSI and SSDI) and Medical benefits while you work, or save money to go to school.



Who do I contact?

To apply for Social Security:

- Apply online at www.socialsecurity.gov.
- Call 1-800-772-1213 to make an appointment at your local Social Security office or to set up an appointment for someone to interview you by phone. Find your local Social Security office at <https://secure.ssa.gov/ICON/main.jsp>.

To make an appointment with a benefits counselor:

- Contact the Plan for Work Program at Disability Rights Oregon (DRO) at pfw@DROregon.org or 1-800-452-1694, x 227 (toll-free) or 503-243-2081.
- Contact the Work Incentives Network at 1-800-661-2571. Leave a voicemail with your name, contact information and interest in benefits counseling.



What is my role?

Your role is to share information about your income or employment goals and ask questions about work incentives and other programs that can help you reach your goals.



What is my family's role?

Your family's role is to help you access SSI or SSDI, benefits counseling and work incentive programs, and to help you take steps towards your good life.

The Oregon Health Plan

The Oregon Health Plan (OHP) provides Oregonians access to coordinated health care through coordinated care organizations (CCOs). A CCO is a local network of all types of health care providers that include physical health, addictions and mental health, and dental care providers. These providers work together in their communities to serve OHP members.

What services do they offer?

- Dental services such as cleaning, fluoride varnish, fillings and extractions, dentures, crowns, sealants, root canals and urgent or immediate treatment
- Medical care (such as routine checkups and other appointments) from a physician, nurse practitioner or physician assistant
- Vision services
- Hearing aids and hearing aid exams
- Home health nursing
- Immunizations and vaccines
- Labor, delivery and post-partum care
- Lab tests and x-rays
- Medical equipment and supplies, such as diabetes testing strips or crutches
- Physical, occupational or speech therapy
- Prescription drugs



Who do I contact?

You can apply for the OHP at any time. Enrollment is always open. To qualify, individuals and families must meet income and residency requirements. You may also qualify based on age and disability status. Apply online at <https://one.oregon.gov/>.

If you want the application in your native language or help completing the application in your native language, call 1-800-699-9075 (TTY 711). OHP specialists are available to help Monday through Friday from 7 a.m. to 6 p.m. You can also find free help by visiting www.OregonHealthCare.gov to find community partners in your area.



What is my role?

Your role is to be an active participant in your health care. Choose a doctor or clinic once you are enrolled, set up regular wellness checkups and dental exams, ask questions, be on time to appointments, provide information to your health care providers and follow through on your treatment plans.



What is my family's role?

Your family's role is to support you to take care of your health care, help you access health care services and support you to take steps toward your good life.

8. Glossary



Conservatorship

A conservator helps you by making financial decisions on your behalf about your money or property.

Developmental disability

A developmental disability is defined in Oregon as a condition that begins before you are 22 years of age or 18 years of age for an intellectual disability. This type of disability begins in your brain, directly affects your brain and is expected to continue throughout your life. A developmental disability may also affect things such as your ability to communicate, clean and take care of your body, get dressed, and develop social skills.

Guardianship

Guardianship is a formal legal process where a judge appoints another person called a guardian to act on your behalf. If you have a guardian, that person is required by Oregon law to help you take charge of your life and make decisions as independently as possible.

Individual education plan, or IEP

If you receive special education services, you will develop an individual education plan, or IEP, with your planning team. Your IEP describes what specialized instruction and related services you will receive to help you learn and achieve your goals.

Individual support plan, or ISP

If you receive developmental disabilities services, you will develop an individual support plan or ISP that describes your goals and which support services you will access to achieve your goals. It also identifies who is on your support team and how they will support you.

Individual plan for employment, or IPE

If you receive employment services from Vocational Rehabilitation (VR), you will develop an individual plan for employment or IPE. Your IPE is a written

plan that describes your employment goal, the steps you will take to achieve your goal and other people or resources that can help you get the job you want.

Pre-Employment Transition Services or Pre-ETS

Pre-ETS are individualized services for students with disabilities ages 14–21 that focus on preparing you to enter the workforce based on your work or career interests. These services include job exploration, work-based learning, workplace readiness, self-advocacy and post-secondary counseling.

Post-secondary education

Post-secondary education refers to any formal education you receive after completing high school. This can include attending an apprenticeship program, a trade school, an online college, or a four-year college or university.

Power of attorney

A power of attorney is a legal document that gives another person the right to act on behalf of your financial decisions only. This authority can be limited, such as over a bank account, or be broad and include your bank accounts, assets and property.

Representative payee

A representative payee is a person who can manage your government benefits such as SSI or SSDI payments.

Supported decision making

Supported decision making is a process you can use with friends, family members or others that support you to help you understand situations or choices. This will help you make your own decisions with good information and support.

Supports

A broad term used to describe the help you receive to reach your goals.

Transition plan

Your transition plan describes your goals for life after high school and includes specific school, community and work-based experiences you need to accomplish to get there.

9. Appendix



Resources

Personal strengths and resources

One-page profile video

<https://www.youtube.com/watch?v=fnaKnVWFh44>

This video describes one-page profiles, how to use them and why they are important (5:14 minutes).

What is person-centered planning?

<https://www.youtube.com/watch?v=ECcH5SR4KzM>

This video describes what happens during a facilitated person-centered plan and why they are important (3:06 minutes).

Person-centered one-page profile

<https://factoregon.org/person-centered-plan-samples/>

Family & Community Together (FACT) empowers Oregon families experiencing disability in their pursuit of a whole life by expanding awareness, growing community and equipping families. This page includes several one-page profile examples and templates in multiple languages.

Facilitation

<https://thearcoregon.org/gaps/personal-planning-services/>

The Arc Oregon can help you explore person-centered tools that help with planning for the future. While facilitation of a planning process is an option, many tools, such as those in this workbook, can be explored without facilitation.

The Best Me I Can Be – Module 1

<https://www.youtube.com/watch?v=aRWvu-Jovs8>

This video explains the benefits of student-led IEPs from the perspective of students, parents, teachers and other school staff (9:41 minutes).

The Best Me I Can Be – Module 5

https://www.youtube.com/watch?time_continue=148&v=DGaazxPIgt0

This video is about the impact of student-led IEPs from the perspective of students, parents, teachers and other school staff (11:08 minutes).

I'm Determined

www.imdetermined.org

This site includes tools and opportunities for students and parents to practice and teach skills associated with self-determined behavior.

Supported Decision Making: Your Support, My Decisions

https://www.youtube.com/watch?time_continue=27&v=dGJe5KyflxM

This video describes supported decision making and other alternatives to guardianship from the perspectives of people experiencing disability, parents and supporters (7:54 minutes).

Relationships

Meetup: The Real World Is Calling

<https://www.meetup.com/>

This website helps you build social connections with people in your community by joining a local group, trying something new or creating your own group to do activities you love.

12 Signs You're in a Healthy Relationship

<https://www.youtube.com/watch?v=kCQIDvEnrTg>

This video describes qualities of healthy relationships including mutual respect, trust, honesty, support, fairness, equality, good communication and much more (4:51 minutes).

Services and resources you may be able to get

What services may I be able to receive?

Section 7 of this guide describes eligibility-based services offered by your school district, the Office of Developmental Disabilities Services, Vocational Rehabilitation, Social Security and the Oregon Health Plan.

Oregon ABLE Savings Plan

<https://oregonablesavings.com/>

An Oregon ABLE Savings Plan is an easy way to save for the future while keeping your federal and state benefits. You can set up an ABLE account online in as little as 10 minutes.

Oregon Individual Development Account (IDA) Initiative

<https://oregonidainitiative.org>

Individual development accounts, or IDAs, are matched savings accounts that change the financial futures of qualifying Oregonians with lower incomes. IDAs allow you to save for the future while keeping your federal and state benefits.

Housing and Urban Development (HUD) approved housing counseling agencies

<https://apps.hud.gov/offices/hsg/sfh/hcc/hcs.cfm?webListAction=search&searchstate=OR>

HUD counseling agencies are available around the state. They offer information and programs to help low-income families, the elderly and people experiencing disability to rent or buy a home.

Oregon Housing and Community Services (OHCS)

www.oregon.gov/ohcs/Pages/index.aspx

OHCS is a state agency with programs to prevent homelessness, assist with utilities, finance affordable housing and encourage homeownership. The OHCS website has additional rental and home ownership resources you may find useful.

Community Developmental Disabilities Program: Group homes and adult foster care homes

<https://www.oregon.gov/DHS/SENIORS-DISABILITIES/DD/Pages/county-programs.aspx>

You may be eligible to live in a group home or adult foster care home with other people with disabilities. Contact your local community developmental disability program (CDDP) to find out if you are eligible for services.

Career Information System

<https://portal.cis.intocareers.org/>

If your high school has access to the online Oregon Career Information System, or CIS, you can ask to log in and create your own account. Once logged in, you can explore assessment, career and college planning, and financial aid resources.

Oregon Promise aid

<https://oregonstudentaid.gov/oregon-promise.aspx>

Oregon Promise is a state grant that helps cover tuition costs at any Oregon community college for recent high school graduates and GED® test graduates. Learn [when seniors and/or recent graduates must apply](#).

Free Application for Federal Student Aid (FAFSA)

<https://studentaid.ed.gov/sa/fafsa>

FAFSA is a national resource for students looking for financial aid in the form of scholarships, grants, loans, work study jobs and other financial resources to help pay for college.

Oregon Department of Education K-12 procedural safeguards

<https://www.oregon.gov/ode/rules-and-policies/pages/procedural-safeguards.aspx>

The procedural safeguards describe your rights and options for resolving disputes with the school district, if necessary. You will receive a copy at least once per year at an IEP meeting.

Oregon online voter registration

<https://sos.oregon.gov/voting/Pages/registration.aspx?lang=en>

Here you can get information about voting and register to vote online.

Social Security Disability Benefits

<https://www.ssa.gov/benefits/disability/>

This website provides information about how to apply for disability benefits or manage your benefits online if you are already receiving them.

Oregon Health Plan

<https://one.oregon.gov/General/OneUserGuides>

This website includes links to guides in English and Spanish to help you apply for the Oregon Health Plan.

Community resources

The GO! Project

<https://ocdd.org/legislative-advocacy-the-go-project/>

The “go” in GO! Project stands for Grassroots Oregon. The GO! Project provides information about issues that affect people with developmental disabilities. It also connects advocates to each other and their legislators to address concerns in communities across Oregon.

RentWell

www.rentwell.org

RentWell believes that everyone deserves the right to live well, be well and rent well. They provide a tenant (renter) education program in Oregon and Washington, which covers key information and skills for becoming a responsible, successful and stable renter.

Fair Housing Council of Oregon (FHCO)

www.fhco.org

FHCO educates renters about their housing rights. FHCO also protects fair housing rights and expand housing opportunities for all regardless of race, color, national origin, religion, gender, familial status, disability, marital status, source of income, etc. per the letter and spirit of federal, state and local fair housing laws.

Homebuyer education

<https://www.oregon.gov/ohcs/HD/SFF/brochures/home-buyer-education-programs-oregon.pdf>

These programs help first-time home buyers learn the basics of buying a home. They are taught by experienced professionals who specialize in helping first-time homebuyers.

Taking Charge of My Health Care

<https://www.ohsu.edu/oregon-office-on-disability-and-health/taking-charge-my-health-care>

The toolkit was developed by people with disabilities for other people with disabilities. It includes videos and workbooks with information, resources and skill-building strategies for people to advocate for their health and health care.

Oregon Apprenticeship and Training Division

https://www.oregon.gov/boli/ATD/Pages/A_StatewideOpportunities.aspx

This website lists links to available Oregon apprenticeship opportunities by trade.

Trade schools, colleges and universities

<https://www.trade-schools.net/locations/oregon-schools-directory.asp>

This website allows you to search for training programs by trade or ZIP code.

Oregon Goes to College

<http://oregongoestocollege.org/colleges>

This website provides information, applications and more for more than 100 Oregon community colleges, public universities and private, not-for-profit colleges located around the state.

Supported decision making

<http://www.supporteddecisionmaking.org/state-review/oregon>

This Supported Decision Making website describes supported decision making and how it works.

The Arc Oregon infographics about supported decision making

<https://thearcoregon.org/projects/sdm-train-the-trainer/>

This website includes resources for young people turning 18, parents and supporters to help explain legal decisions for an adult and how to make or support someone to make decisions.

Managing Someone Else's Money: Help for court-appointed guardians of property and conservators

https://files.consumerfinance.gov/f/documents/cfpb_msem_court-appointed-guardians_guide.pdf

This guide will help you understand what you can and cannot do as a guardian.

Managing Someone Else's Money: Help for agents under a power of attorney

https://files.consumerfinance.gov/f/documents/cfpb_msem_power-of-attorney_guide.pdf

This guide will help you understand what you can and cannot do as an agent.

Managing Someone Else's Money: Help for representative payees and VA fiduciaries

http://files.consumerfinance.gov/f/201310_cfpb_lay_fiduciary_guides_representative.pdf

This guide will help you understand what you can and cannot do as a representative payee or VA fiduciary.

Options in Oregon to Help Another Person Make Decisions

<http://bit.ly/2WF2jLR>

This booklet summarizes tools available in Oregon designed to help a person make decisions.

Technology

Apple – Accessibility - Sady

<https://www.youtube.com/watch?v=XB4cjbYywqg&feature=youtu.be>

This video shows how people with disabilities use different types of technology to do what they love (1:42 minutes).

Technology is most powerful when it empowers everyone

<https://www.apple.com/accessibility/>

This website shows accessibility features of Apple technology.

Assistive Technology (AT) Lab

<http://cv-atlab.org/>

The Assistive Technology (AT) Lab serves Oregon and Southwest Washington. Services include onsite and off-site consultations for children and adults, as well as weekly open lab hours and a free call/email resource line for information about AT. AT is any tool or strategy used to improve or maintain the functional capabilities of individuals who experience disability. Examples range from adaptive pencil grips, to iPads, to augmentative and alternative communication devices (AAC), to wheelchairs and more.

Access Technologies

<https://www.accesstechnologiesinc.org/>

Access Technologies serves Oregon communities statewide. Services include an AT demonstration and lending library, access to AT and durable medical equipment and assessments and trainings to help you gain or maintain independence at home, work, school, or in your community.

Employment Road Map

<https://road2work.oregon.gov/>

This website creates a customized road map to a job using available services and supports based on your responses to questions.

Transition vignettes

Story 1: Jose

Jose is 14 years old. He loves art and animals. He especially loves to draw animals and wants to help them in some way when he gets older. Jose lives in a pretty big town in Oregon, and has 30 kids in his class at school. He likes living with his mom, his older sister and his two cats. He does not like how loud their upstairs neighbors are and would love to have a yard because he wants to get a dog. He has a friend, Ann, who got a support animal that helps her feel calm when she gets overwhelmed, and he thinks that would be great. Until he can get a dog, he loves going to the animal rescue in his neighborhood. Jose benefits from routines and does not use words to communicate. It is very frustrating when people don't understand him. He does not like when people assume he doesn't understand things or when other people make decisions for him.

Jose's trajectory for a leading his own IEP

Past life experiences

Positive: People had high expectations for Jose. He visited the zoo, raised two cats from kittens, visited dogs at the humane society and took care of his neighbor's dog. Jose's drawing was put on display at school. He took swimming classes and loved it, , is very expressive with his body, and easily picks up on using technology.

Not positive: Jose had a hard time in school until he got to use an iPad to communicate. He doesn't have a good way to communicate when not at school. Jose gets bored after school, causing his parents to struggle with his behavior when he is bored and sometimes punishing him for "bad behavior."

Future life experiences

Positive: Visit Wildlife Safari, see the ocean, learn how to play "Magic the Gathering," take dogs for walks by himself, learn more about whales, go to college, go to a Ducks football game, join the swim team, volunteer at the humane society, develop his own presentation about what he wants and doesn't want in his IEP, share that presentation with his team to start the meeting.

Not positive: Missing field trips and school events, spending too much time bored at home, people telling Jose what to do, no tools at home to communicate, IEP goals he doesn't like.

Vision for the future

Wants: Have a cool job, help animals, live near mom and sister, get around town by himself, have a big yard with a dog and chickens, live with his friends, eat pizza every day, have his own phone, go to University of Oregon and be a Duck, have a girlfriend.

Does not want: To live with mom forever, wash dishes, get up early, have upstairs neighbors, be lonely, not be in charge of himself.

Integrated supports star

Personal strengths: Compassionate, gentle with animals, great with text messaging, physically strong, loves water, strong-willed, benefits from iPad for communication and organization, start creating own presentations using iPad or text messaging.

Relationships: Sister, mom, friend Ann (could learn about how she got a service dog), classmates, art teacher (could connect with local art classes), Jim who works at the humane society (good source of information on how to volunteer), PSW Tom (could help Jose connect with more fun after school activities based on his interests), neighbors with dogs who need to be walked (could be done with PSW at first). Any connections to swim team?

Technology: iPad (has access at school, needs access at home), smart phone (has access to mom's but does not have own), text to speech apps (downloaded on iPad at school), ways to order pizza online without having to call, PowerPoint or Keynote to make presentations, YouTube videos about how to make presentations.

Community: Humane society, community pool, art classes, comic/game stores where people play "Magic the Gathering," parks where dogs can be walked, public library with computer access, Apple Genius Bar appointments to learn how to use Keynote to make presentations.

Eligibility: Consider service animal, PSW services through ODDS, IEP goals and diploma option to pursue college, pre-employment services, ABLE account to start saving money for college or further education.

Story 2: Emily

Emily is 16 years old. She loves to sing and act on stage. She has two best friends. She also loves to read, especially Harry Potter. Emily lives in Southern Oregon and loves to visit California, especially the Redwoods and Universal Studios. She dreams of performing at the Shakespeare Festival. Emily lives with her mom and dad and her grandmother. Emily uses hearing aids and a wheelchair to get around. She benefits from speech to text technology as she has a hard time controlling the movements of her left hand. She wishes she could do more things on her own at home. She gets frustrated that she can't visit her best friends because their front doors have a step to get in.

Emily's trajectory for her good life

Past life experiences

Positive: Inclusion in general education classrooms with her two best friends, theatre club members who know and value Emily, opportunities to try new things (like singing, performing on stage with Children's Theatre, going to a play at the Shakespeare Festival, going to Universal Studios), going into the doctor's office without her mom or dad for her last checkup.

Not positive: Missing out on sleepovers hosted at her friends' houses, seclusion in special education classrooms without her two best friends, no privacy from mom or dad, getting detention for talking too much with her friends in class, missing out on driver's education when her friends went, adults trying to help her with everything.

Future life experiences

Positive: Be able to get around town by herself, participate in HS graduation with her two best friends, apply for internships at the Shakespeare Festival, host sleepovers at her house, cook dinner by herself, practice making own decisions and asking for help when needed, start earning some money and save for theatre camp, go to prom.

Not positive: Feeling left out, being bored over the summer, not graduating with her two best friends, missing out on prom.

Vision for the future

Positive: Go to college, perform on a big stage in front of a lot of people, have a job she loves (be a director), live with her two best friends in California, get married, make a lot of money.

Not positive: Get left behind, have other people do everything for her, not have enough money to do the things she cares about, not get to make her own decisions.

Integrated supports star

Personal strengths: Determined, friendly, great smile, works hard in school, beautiful voice, brave, adventurous, wants to learn how to write a play, creative.

Relationships: Mom, dad, grandmother, two best friends (Maria and Lisa), singing teacher, theater club members, theatre teacher, mom's co-worker who volunteers at the Shakespeare Festival, grandmother's friend who used to act.

Technology: Laptop or iPad with speech to text apps, toaster oven and microwave, adaptive kitchen tools, portable ramp, more modern motorized chair.

Community: Children's Theatre, school choir, public transportation, Parks and Rec theatre groups, theatre groups for little kids looking for volunteer support.

Eligibility: PSW services through ODDS who can help Emily learn to prepare meals by herself, home/vehicle modifications to increase independence, IEP goals and diploma option to pursue college, pre-employment services, ABLE account to start saving money.

Story 3: Liz

Liz is 20 years old. She wants to work in a hospital and help take care of people. Liz spent a lot of her early life in and out of hospitals and developed strong relationships with some of her nurses. She has a passion for helping people heal and loves books with pictures and diagrams of the inside of the body. She can point to the parts of the heart where she has had surgery and

enjoys spending time visiting little kids in the hospital. Liz has low muscle tone and wears glasses. Liz benefits from people who understand her speech. She enjoys helping others when needed.

Liz's trajectory for her good life

Past life experiences

Positive: Liz made strong relationships with the nurses who supported her during her time in the hospital, Liz learned early on how to advocate for what she needed while in the hospital, Liz was given books about whatever she was interested in. Liz volunteered in the hospital one day a week since she turned 16 and has many friends through volunteering at the hospital.

Not positive: First heart surgery was at 3 days old. Liz missed many early childhood experiences because she was often in the hospital. Many professionals had low expectations for her future. Liz was bullied some in school and didn't make many friends her age because she missed so much school early on.

Future life experiences

Positive: Getting a paying job in the health care field, making friends who share her passion for helping people, turning 21 and getting to go to the bar for happy hour with friends after work, graduating from school, learning more about nursing.

Not positive: Continued low expectations others have for her, lack of transportation to work, missing doctor's appointments, lack of exercise.

Vision for the future

Positive: Work in the hospital and help people, live in her own apartment, get married, go to happy hour with friends, make her own money.

Not positive: Live with mom and dad forever, not feel proud of herself, not make her own money, get sick a lot.

Integrated supports star

Personal strengths: strong advocate, knows a lot about the body and health, connects with kids really easily, careful about taking care of herself and staying healthy (washing hands, visiting doctor, exercising, eating healthy food), patient with people, compassionate.

Relationships: Mom, dad, nurse Amy, other volunteers at the hospital, next door neighbors

Technology: Smart phone for schedule and reminders, apps to use public transportation, mobile banking and budget support.

Community: local hospital, local community college, library, public transportation.

Eligibility: PSW through ODDS, transition services at school, IEP/ISP, ABLE account, mom's health insurance and Medicaid.



Community Living Trajectory Worksheet

Past life experiences

What experiences have you had in the past that support your vision?

Future life experiences

What current or future experiences do you need to support your vision?

Past life experiences

What past experiences have pushed you toward things you don't want?

Future life experiences

What experiences do you need to avoid because they push you toward things you don't want?



Trajectory Worksheet (*continued*)

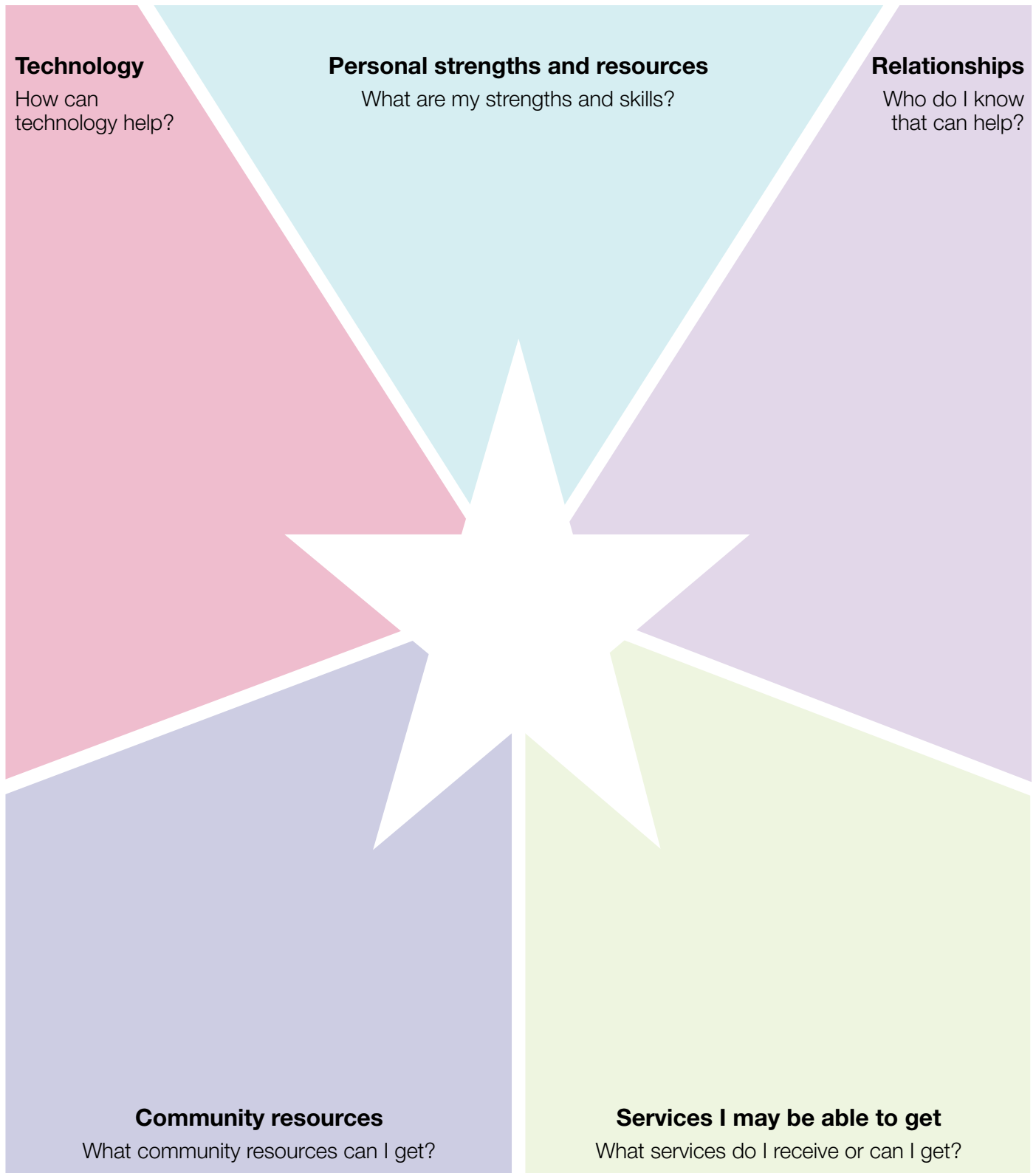
What I want my life to be like after high school?

What I don't want in my life



Star Worksheet: Mapping My Community Living Resources

People use a combination of resources to have a good life. This star is a tool to help you and your family identify resources to for your good life.





My One-page Profile

What people like and admire about me

What's important to me

How best to support me

CHARTING the LifeCourse



Tool for Exploring Decision Making Supports

This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.

Name of Individual: _____
 Name of person completing this form: _____
 Relationship to individual (*circle one*): Self Family Friend Guardian Other: _____
 How long have you known the individual? _____

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with
no extra support



I need support
with my decision



I need someone
to decide for me



DAILY LIFE & EMPLOYMENT

Can I decide if or where I want to work?			
Can I look for and find a job (<i>read ads, apply, use personal contacts</i>)?			
Do I plan what my day will look like?			
Do I decide if I want to learn something new and how to best go about that?			
Can I make big decisions about money? (<i>open bank account, make big purchases</i>)			
Do I make everyday purchases? (<i>food, personal items, recreation</i>)			
Do I pay my bills on time (<i>rent, cell, electric, internet</i>)			
Do I keep a budget so I know how much money I have to spend?			
Am I able to manage the eligibility benefits I receive?			
Do I make sure no one is taking my money or using it for themselves?			



HEALTHY LIVING

Do I choose when to go to the doctor or dentist?			
Do I decide/direct what doctors, medical/health clinics, hospitals, specialists or other health care providers I use?			
Can I make health/medical choices for my day-to-day well-being? (<i>check-ups, routine screening, working out, vitamins</i>)			
Can I make medical choices in serious situations? (<i>surgery, big injury</i>)			
Can I make medical choices in an emergency?			
Can I take medications as directed or follow a prescribed diet?			
Do I know the reasons why I take my medication?			
Do I understand the consequences if I refuse medical treatment?			
Can I alert others and seek medical help for serious health problems?			
Do I make choices about birth control or pregnancy?			
Do I make choices about drugs or alcohol?			
Do I understand health consequences associated with choosing high risk behaviors (<i>substance abuse, overeating, high-risk sexual activities, etc.</i>)?			
Do I decide where, when, and what to eat?			
Do I understand the need for personal hygiene and dental care?			

CHARTING the LifeCourse



For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with no extra support



I need support with my decision



I need someone to decide for me



SOCIAL & SPIRITUALITY

Do I choose where and when (and if) I want to practice my faith?			
Do I make choices about what to do and who to spend time with?			
Do I decide if I want to date, and choose who I want to date?			
Can I make decisions about marriage (<i>If I want to marry, and who</i>)?			
Can I make choices about sex, and do I understand consent and permission in regard to sexual relationships?			



SAFETY & SECURITY

Do I make choices that help me avoid common environmental dangers (<i>traffic, sharp objects, hot stove, poisonous products, etc.</i>)?			
Do I make plans in case of emergencies?			
Do I know and understand my rights?			
Do I recognize and get help if I am being treated badly (<i>physically, emotionally or sexually abused, or neglected</i>)			
Do I know who to contact if I feel like I'm in danger, being exploited, or being treated unfairly (<i>police, attorney, trusted friend</i>)?			



COMMUNITY LIVING

Do I decide where I live and who I live with?			
Do I make safe choices around my home (<i>turning off stove, having fire alarms, locking doors</i>)?			
Do I decide about how I keep my home or room clean and livable?			
Do I make choices about going places I travel to often (<i>work, bank, stores, church, friends' home</i>)?			
Do I make choices about going places I don't travel to often (<i>doctor appointments, special events</i>)?			
Do I decide how to get to the places I want or need to go? (<i>walk, ask a friend for a ride, bus, cab, car service</i>)			
Do I decide and direct what kinds of support I need or want and choose who provides those supports?			



CITIZENSHIP & ADVOCACY

Do I decide who I want to represent my interests and support me?			
Do I choose whether to vote and who I vote for?			
Do I understand consequences of making decisions that will result in me committing a crime?			
Do I tell people what I want and don't want (verbally, by sign, device), and tell people how I make choices?			
Do I agree to and sign contracts and other formal agreements, such as powers of attorney?			
Do I decide who I want information shared with (family, friends etc.)?			

CHARTING the LifeCourse



Tool for Developing a Vision - Family

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help families of all ages – those with a very young child, an adult or somewhere in between, start to think about a vision for how their family member will live their life as an adult.

LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think my family member will do during the day in his/her adult life?			
 Community Living	Where and with whom do I think my family member will live in his/her adult life?			
 Social & Spirituality	How will he/she connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?			
 Healthy Living	How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?			
 Safety & Security	How will I ensure safety from financial, emotional, physical or sexual harm in adult life?			
 Citizenship & Advocacy	How can I make sure he/she has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?			
 Supports for Family	What will our family need to help support him/her to live a quality life as an adult?			
 Supports & Services	How will he/she be supported in adult life to lead the kind of life he/she wants as independently as possible?			

CHARTING the LifeCourse



Tool for Developing a Vision – Individual

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages think about a specific vision in each life domain for how they want to live their adult life, and prioritize what they want to work on right now that will help move toward the life vision.

LIFE DOMAIN		My Vision for My Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?			
 Community Living	Where would I like to live in my adult life? Will I live alone or with someone else?			
 Social & Spirituality	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?			
 Healthy Living	How will I live a healthy lifestyle and manage health care supports in my adult life?			
 Safety & Security	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?			
 Citizenship & Advocacy	What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?			
 Supports for Family	How do I want my family to still be involved and engaged in my adult life?			
 Supports & Services	What support will I need to live as independently as possible in my adult life, and where will my supports come from?			

CHARTING the LifeCourse



Exploring Life Possibilities

There are many options for living, working, and playing in the community. What might have been great 30 years ago, may not work for today's vision of a quality life in the community. This tool is to help individuals and families look at a variety of life options in each of the life domains, some of which are traditional or historic and no longer preferred by many, some that are known and tried, but not necessarily the norm, and others that are new or unfamiliar to individuals, families and professionals.

	Daily Life & Employment	Community Living	Social & Spirituality	Healthy Living	Safety & Security	Citizenship & Advocacy	Supports for Family Unit	Supports & Services
Innovative Life Options	New ideas; things that someone has tried, and you replicate or adapt for your own needs; things that haven't been thought of yet or tried.							
	• Micro-enterprises • Careers • Competitive employment • College or tech school • Supported employment • Work crews or enclaves • Job coaches • Volunteering • Special college programs	• Co-op • Adapted living space • Environmental technology • Shared living • Public transportation • Independent Supported Living (ISL) • Home of Your Own (program) • Independent Living Center	• Friendships • Dating/relationships • Parks and Recreation • Inclusive faith community • Service/social club/groups • Special Olympics • Special passes • Social skills classes	• Gym membership • Community Health Centers • Health fairs • Family practice providers • In-home or community based therapies • Family member or school staff implement therapy • Special Olympics	• Limited/ joint bank account, automatic bill pay, personal contract, agency agreement • Personal safety devices • Limited guardianship • Remote monitoring • Special Needs Trust • Power of Attorney	• Voting • Neighborhood group or organization • Self-Advocacy • Visiting your legislator • People First/SABE • Disability Rights Day at the Capitol • Project STIR	• Social Media • Technology • Blogs • Family & friends • Peer Support/p2p • Face-to-face local support groups • Online Support Groups • Sib-shops	• Exchange networks • Time banks • Human service co-ops • General education • Self-Directed Supports • \$\$ follows the person • Technology/remote monitoring
Traditional Life Options	• Sheltered workshops • Day habilitation	• Institutions • Intermediate Care Facility (ICF) • Group Homes	• Separate or special church service • Special group outings & activities	• Center-based therapies (PT, OT, Speech, etc) • Special or institutional medical care	• Full guardianship • 24 hour supervision	• Paid advocate or having someone else advocate on your behalf	• Institution or center based support group • Intensive all-day parent training • Disability specific groups	• Systems supports • Provider and agency staff

