

TRANSITION CHECKLIST

Have your child apply for a Social Insurance Number and a B.C. Identification Card

A social insurance number is obtained by applying at any Service Canada office, and a B.C. Identification is obtained by applying in person at any Motor Vehicle License Office.

www.servicecanada.gc.ca/en/sc/sin/

Have your child apply for the Persons with Disabilities Designation (PWD)

Your first step is to apply for income assistance by going to the office of the Ministry of Housing and Social Development (MHSD) where you will pick up an application form (this may be completed in the office, or at home). At this time you must also book an appointment with an intake worker (this may take up to 21 days).

Call 604-660-2421 Enquiry BC will refer callers to the appropriate MHSD office or go to

www.eia.gov.bc.ca.

IMPORTANT: Complete application six months before your child's 18th birthday (age 19 for Children in Care), as it is quite a detailed process. There is an in-depth questionnaire with sections to be completed by your child (or you, on your child's behalf), your child's physician, and an assessor (doctor, psychologist, registered nurse, social worker, or other specified professional). PWD entitles your child to receive up to \$906 per month of income and ensures that your child qualifies for extended medical benefits. PWD replaces what was previously known as Disability Benefits or GAIN.

You have the right to appeal if your child is turned down for PWD. You have 20 business days from the day you receive the rejection letter to give the Ministry your reconsideration request. You can get this form by contacting the intake office. You must also include any supporting letters with the reconsideration request before the 20-day deadline.

The Ministry of Housing and Social Development (MHSD) and Ministry of Children & Family Development (MCFD) have introduced new procedures to streamline the Persons with Disabilities (PWD) designation application process for young people with disabilities receiving medical benefits from the At Home Program. Refer to website for information sheet (http://www.mcf.gov.bc.ca/at_home/adult_transition.htm) then click on At Home Program medical benefits transition to Disability Assistance information sheet. Or ask your local Community Living Centre or local Ministry of Employment and Income Assistance for a copy.

HELPFUL HINT: The B.C. Coalition for People with Disabilities has a website with a series of help sheets to assist you when applying for disability benefits, and an appeal guide to assist with appealing a denial of disability benefits and health supplements. The website address is www.bccpd.bc.ca.

Consider a Representation Agreement

Consider whether to prepare a "Representation Agreement" (when children turn 19, parents are no longer their legal guardians). Call the Nidus Personal Planning Resource Centre & Registry at



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604-408-7414, or visit their website at www.nidus.ca to learn more about this agreement, and how to obtain one.

CLBC Eligibility (Adults)

Community Living British Columbia (CLBC) confirms the presence of a developmental disability through assessments provided by a registered psychologist or certified school psychologist who is a member of the BC Association of School Psychologists (BCASP). In assessing the elements of a developmental disability, the registered psychologist applies the diagnostic criteria for mental retardation cited in the DSM-IV (Diagnostic and Statistical Manual of Mental Disorders).

The assessment does not have to be recent, but must have been completed by a registered psychologist and confirm the presence of a developmental disability. Information on available registered psychologists who are trained to carry out full assessments can be obtained at www.collegeofpsychologists.bc.ca or www.ldav.ca under referrals.

Children who have been determined to be eligible for CLBC services on the basis of their developmental disability will not be required to provide a new assessment prior to transitioning to adult services. Some children receiving supports through At Home or Autism Programs may also have a developmental disability, and their families may wish them to be considered for adult CLBC services. In these circumstances, an assessment from a registered psychologist or certified school psychologist will be required to confirm the presence of a developmental disability.

What is a CLBC Plan?

A plan is a document that helps individuals describe their hopes, dreams, needs and wants. It is a person centered planning tool tailored to the needs of individuals and families. The plan provides an opportunity for individuals and families to describe the help they would like to get from the local community, support from friends and family, as well as support and services funded by CLBC. With a plan, services can be designed to help achieve goals that have been identified by the individual and the family. This plan can be developed by the individual with the help of family members, service providers, or with the help of a CLBC Facilitator. When the plan is completed, it will be submitted to a CLBC Quality Service Analyst who will review the plan and consider the CLBC funding request. It is important to note that the Quality Service Analysts do not approve plans; they approve or deny the CLBC funding request.

If you have any questions at all about CLBC services, you are encouraged to call 604-660-3323 and ask to speak to the intake worker.

HELPFUL HINT: Be sure to begin the planning process well before your child's 19th birthday, as children's services will end at the time. If your child's psycho-educational assessment does not clearly indicate the presence of a developmental disability, you should arrange to have a new psycho-educational assessment completed. If this can not be done through the child's school district, you may arrange for a private assessment, or contact your local CLBC office for assistance.

REMEMBER: The sooner you ensure the above is in place, the better, as the waitlist for testing can be extremely long. You should ensure that this is complete before your child graduates.

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Make every Individualized Education Plan (IEP) meeting count

Work with your child's educational team to make the most of the final school years. Set tangible goals with graduation in mind. Concentrate your efforts. Continue to build on academic and practical/life skills. Take advantage of your child's continued involvement with professionals who know him/her. Explore a variety of post secondary options that are available in the Lower Mainland. Attend the Annual Post-Secondary Options Forum.

Build a Vision – call a Transitional Planning Meeting

Do not wait for anyone else to assume this responsibility. Take the lead. Control the process. Invite those who can provide answers to your questions (e.g. family members, friends, service providers, educators, health professionals, and your CYSN Social Worker. Meet regularly to review goals and move forward to the process. Clarify roles. Assign responsibilities. Although a CLBC Facilitator may not be assigned to you right away, these meetings can still take place at your child's school. Start planning earlier rather than later so that when you meet your CLBC Facilitator, you have an idea in mind, and the planning process is underway.

Consider the major life domains of self, relationships, and career. What are you child's interests, strengths, and hobbies? What brings joy into his/her life? Who are the most important people in your child's life? Where do you see your child living as an adult? Where would your child like to live? What does your child want to do for a career? Does your child want to continue with education? Discuss these questions with every member of the transitional team. Involve your child as much as possible in the process. Be prepared to adjust this vision as new information becomes available.

Don't assume anything

Do not assume that your child will receive support as soon as he or she turns 19. Even if your child has accessed special services and is eligible for adult community living services, CLBC has long waitlists for many programs. It could take time for services to become available. Advance planning can help minimize the gap between child and adult services.

Gather Information

Attend information events. Follow up with post-secondary institutions, community based agencies, and generic service providers. Visit the programs that are of interest to you and your child. Arrange tours. Ask for references.

Talk to people. Parents who are a few years ahead of you in the process are an extremely valuable resource. If you don't know other parents, ask a service provider or your school to help get you connected.

REMEMBER: If you find something you like, act immediately. Many programs have waitlists. Find out about entrance criteria and get your name on that list!

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Prioritize

Identify the most pressing issues. While housing is probably on your mind, it might not be as urgent a concern as finding a way to keep your child connected with his/her peer group or finding something meaningful for your child to do during the day. Write everything down. This will prevent you from becoming overwhelmed and will provide a clear direction for you and the transition team. Set concrete goals and realistic timelines.

Identify potential funding sources

As an adult, your child may be able to access programs that are funded by CLBC, such as some educational programs, most vocational/day programs, respite, life skills, etc. You can also explore other community services and activities that are not CLBC funded. You may be required to assume some financial responsibility for purchasing certain services. You may be able to share the cost by partnering with some families. Don't be caught by surprise. Be prepared by starting your research now.

For young adults who will pursue post secondary education and training at the college level, there are some government grants available to help cover tuition costs and special equipment; a variety of bursaries and grants are also available. Each college will provide information on financial assistance and other accommodation.

Put it in writing

Put everything you do in writing. It generates momentum. It helps to keep you and everyone else on track. It also establishes accountability. Keep a record of all communication (copies of letters, faxes, emails, reports, dated notes about phone conversations). Make sure that your language is objective, clear and simple. Be specific about the purpose of each communication. If you are asking that something be done (e.g. request for information, request that a referral be put through), request a reasonable date. Follow up. Follow up. Follow up.

Identify resources in the community to facilitate the transition process

The transition from high school to the big world beyond can be challenging. Don't be afraid to ask for help. There are many agencies that are very willing to provide assistance if you get stuck or lost somewhere in the process. Ask your CYSN office, CLBC office, your child's school, or other service providers for suggested contacts.

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TO & THROUGH ADULTHOOD TRANSITION TIME LINE

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 experience 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 www.servicecanada.gc.ca/en/sc/sin/ or go to nearest Service Canada centre listed on website <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 CYSN 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"/> Make arrangements to 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/licensing <input type="checkbox"/> At age 17½ - apply for Persons with a Disability (PWD) benefits with Ministry of Housing & Social Development, 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 Community Living Centre 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 Housing & Social Development 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 (\$45 per year) 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 for more information (Resource Guide, page 16) 	<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, CSIL 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