

FAMILY CENTERED TRANSITION PLANNING REPLICATION RESOURCE TOOLKIT

Family Centered Transition Planning is an evidence-based approach to planning for the transition to adult life for individuals on the autism spectrum that has been implemented in Maine, New Hampshire, and California. This Resource Toolkit provides the basic materials needed to implement the approach.

1. General Service Timeline for project components
2. Enrollment Form for students and families
3. Facilitator Competencies for use in selecting and evaluating Planning Facilitators
4. Outline for Parent Training Sessions
5. Advocacy Policy to avoid conflicts of interest for implementing organizations
6. Report Format for situations where FCTP is funded as a Vocational Rehabilitation service

**FAMILY CENTERED TRANSITION PLANNING
GENERAL SERVICE TIMELINE**

Family Training	Family-Centered Planning	Outputs
Obtain family commitment to session schedule.	Enrollment Meeting/Interview <ol style="list-style-type: none"> 1. Enrollment paperwork 2. Establish purpose for planning 3. Complete Vocational Decision-Making Inventory 	
Session 1*		
	Facilitator / family match; Role clarifications with families, youth, facilitator	
	1 st Meeting <ol style="list-style-type: none"> 4. Meeting purpose – purpose of tools (“maps”) 5. Set groundrules 6. Timeline 7. <i>Relationships</i> 8. Extending invitations - Who else to include in the planning 9. Set next meeting agenda 	Digital photos & brief summary of meeting to attendees, coordinator, funder(s).
Session 2*		
	2 nd Meeting <ul style="list-style-type: none"> - <i>Preferences</i> - <i>Learning styles</i>, what works/ doesn’t work - <i>Communication/ relationships/ supervision style</i> - <i>Strengths/ accomplishments/ skills</i> 	Digital photos & brief summary of meeting to attendees, coordinator, funder(s).
	3 rd Meeting (Optional tools) <ol style="list-style-type: none"> 1. <i>Visions</i> 2. <i>Current Routine</i> 3. <i>Places</i> 4. Structured brainstorm 5. Assignments/ research – participant homework assignments 	Digital photos & brief summary of meeting to attendees, coordinator, funder(s). Mid-term report to funders
	4 th Meeting <ol style="list-style-type: none"> 1. <i>Goals</i> 2. <i>Strategies</i> 3. <i>Action Plan</i> 	Digital photos & brief summary of meeting to attendees, coordinator, funder(s).
Session 3*		
	5 th - 6 th Meeting <ol style="list-style-type: none"> 1. Finalize plan 2. Identify support needs 3. Brainstorm available resources 4. Research options 5. Educate family/team about options & talking about internship, volunteering, apprenticeship 6. Identify who is making what commitments 	Digital photos & brief summary of meeting to attendees, coordinator, funder(s).
	7 th Meeting <ol style="list-style-type: none"> 1. Create draft budget for long term goals 	Final report, if required by funder(s), including

	<ol style="list-style-type: none">2. Specify language/ job descriptions for any potential long term support people3. Next Steps - who needs copies of the plan4. Partnership for transition implementation	goals and plan for achieving goals: Who, what, when, where.
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*Sessions can be earlier than this in the process, but not later.

**FAMILY CENTERED TRANSITION PLANNING
ENROLLMENT FORM**

Participant Name _____ Date of Birth _____

Phone # _____ OK to e-mail? Y/ N _____ E-Mail _____

Lives with : Both parents Independently One parent Guardian/ other family member
 Oth_____

Street Address _____

City/ State/ Zip _____

Parent/ Guardian's Name(s) _____

Parent/ Guardian's address if different _____

Parent's Phone #(indicate work/ cell/ home) _____

Parent/ Guardian's Occupation(s) _____

Parent's Email _____

Name of High School:	Address:	Phone:
Case Manager/ Lead Teacher:		
<input type="checkbox"/> Regular classes w/ support	<input type="checkbox"/> Self contained classes at HS	<input type="checkbox"/> Community based
<input type="checkbox"/> Equally self contained & regular classes	<input type="checkbox"/> Out of District	<input type="checkbox"/> Other

Primary Disability _____

Other health issues/ Secondary Disability _____

Allergies _____

Employment/ Vocational Experience: Y/ N

Employer	Address	Work Performed	Dates

Other information student/ Family wishes to share: _____

Information Provided by: _____

Facilitator Signature

Date

**FAMILY CENTERED TRANSITION PLANNING
FACILITATOR COMPETENCIES**

	Orienting	Mapping	Exploring Options	Designing Supports	Resources
Facilitation Process	<ul style="list-style-type: none"> • Guidance to form team • Follow and/or define appropriate purpose for planning • Facilitate personal history or timeline • Establish a “deliberate culture” for strength-based planning 	<ul style="list-style-type: none"> • Ability to customize and sequence tools • Inquiry skills • Ability to guide individuals, families and support teams through a creative discovery process 	<ul style="list-style-type: none"> • Ability to help people define a target and milestones within achievable bounds • Clarify doable tasks and starting points • Maneuver attention towards long- range outcomes and short-term goals • Amplify individuals and family voice in decision-making process 	<ul style="list-style-type: none"> • Define personalized standards of quality • Help people articulate clear supporting roles • Frame customized support scenarios to bring options to life • Ability to facilitate a “What before How” approach to designing supports and services 	<ul style="list-style-type: none"> • Ability to guide people through financial planning, matching supports to resources • Focus planning on natural resources before systemic sources • Facilitate variety of structured problem solving approaches
	Orienting	Mapping	Exploring Options	Designing Supports	Resources
Content Expertise	<ul style="list-style-type: none"> • Clearly articulate phases of PCP and provide individually relevant examples • Language to articulate purpose statements • Range of parallel examples to highlight strength-based planning process 	<ul style="list-style-type: none"> • Understanding of verbal, visual & kinesthetic learning preferences • Knowledge-base to formulate questions in critical content areas • Familiarity with variety of cooperative planning tools 	<ul style="list-style-type: none"> • Knowledge of, and ability to integrate to the extent possible, planning processes used by related service systems • Concrete examples of options and ability frame individually relevant scenarios to bring options to life • Familiarity with decision-making 	<ul style="list-style-type: none"> • Knowledge-base to educate or advise individuals & families about priorities involved in designing natural support roles and individually tailoring services • Understanding of language and terminology commonly used to describe services and 	<ul style="list-style-type: none"> • Knowledge of a broad-range of natural and service resources • Basic working knowledge of regulatory guidelines for key programs and sources • Knowledge of who to go to for information about primary funding sources

			models	supports	
	Orienting	Mapping	Exploring Options	Designing Supports	Resources
Systems Awareness	<ul style="list-style-type: none"> • Understand difference between PCP & traditional planning approaches • Ability to frame key roles • Establishes effective rapport with partnering professionals and agencies 	<ul style="list-style-type: none"> • Philosophy geared toward cooperation and focus on including input from critical players while respecting individual and family choices related to planning team membership 	<ul style="list-style-type: none"> • Understanding of benefits and constraints related to commonly available service options • Awareness of service networks 	<ul style="list-style-type: none"> • Understanding of, and ability to constructively deal with, potential conflicts of interests and legitimate constraints professionals and agencies may have related to innovative service designs 	<ul style="list-style-type: none"> • Understanding of the difference between facilitation and advocacy and ability to maintain appropriate boundaries • Creativity to deal with attitudinal barriers related to expectations and scarcity mindsets

FAMILY CENTERED TRANSITION PLANNING PARENT TRAINING OUTLINE

We recommend 6 half-day sessions of parent training. These can be offered as six late afternoon/evening sessions, or as three whole days such as one Saturday per month for 3 months.

Suggested topics are as follows:

1. Orientation to Person-Centered Planning

The role families can play in creating a meaningful routine and support network for their son/daughter after leaving high school. An introduction to the adult service system with a focus on innovations, issues and challenges impacting transition outcomes.

2. Assuming Personal Power

Strategies for maximizing creativity and building an effective personal support team. The importance of assuming a leadership role in making your son/daughter's plan for the future real. Strategies for maintaining momentum.

3. Tools for Planning

This session outlines the person-centered planning tools that draw out important information about your family member's preferences, strengths, learning styles and support needs. This information builds a foundation for creating the types of work, home, and social opportunities that will be most meaningful.

4. Designing Opportunities & Supports

This session presents practical approaches for networking and creating opportunities, with information about a broad range of options for custom-designing supports and services to best suit your family member.

5. Using Resources Wisely

In this session, strategies for how to creatively combine and maximize a broad range of resources to cover the cost of supports and services will be explored. General information about key funding sources (e.g. Medicaid, Social Security, Vocational Rehabilitation) will also be provided.

6. Getting To Action

Summarizes course content and supports participants to identify next steps for creating a meaningful routine and support network for their son/daughter after leaving high school.

FAMILY CENTERED TRANSITION PLANNING ADVOCACY POLICY

Family-Centered Transition Planning teaches students and families to identify what they want for their future, and then to advocate for themselves and work towards it. Accordingly, the role of a facilitator is not to serve as a direct advocate for a family with funders. A facilitator may attend an IEP or similar meeting and may assist families to communicate a request, or participate in brainstorming and prioritizing, but may not cross the line and “take sides” as a direct advocate for or against a party to a disagreement.

Facilitators help students and families understand what they can expect and what expenses are allowable by various funding sources, and what consumer rights and complaint procedures apply. But along with this, facilitators take care to explain the reality that funding is limited and that unreasonable requests often backfire, so a spirit of compromise and willingness to prioritize what is most important and not insist on getting everything is most effective.

Facilitators also help students and families look creatively at multiple sources of assistance, including natural and informal supports, including looking at the kinds of assistance and support parents typically provide to their teenage and young adult children without disabilities -- such as paying fees and tuition and providing transportation -- and encourage them to apply a similar standard to a child with a disability.

**FAMILY CENTERED TRANSITION PLANNING
FINAL REPORT FORMAT – VOCATIONAL REHABILITATION**

Date:

Participant:

Facilitator:

1. Planning Process

- Date Started / Ended; # Meetings
- Topics / Summary
- Participants

2. Participant Engagement

- Orientation to / Clarity of Career Goal
- Recommended Engagement Strategies

3. Summary of Vocational Experiences

- Date Started - Ended Type of Experience Type of Work & Company
 - Job tasks
 - Level of independence / supports provided

4. Critical Success Considerations

Vocational Consideration	What Works	What Doesn't Work
Work Environment		
Type of Supervision		
Tasks / Duties		
Learning Style		
Job Support		

5. Top Job Ideas generated by youth & team

6. Network Contacts for Job Ideas

7. Other Recommendations