

RAP Sheet

The Latest in Disability Research, Advocacy, Policy, and Practice

Fall 2017 Issue

MAKING THE TRANSITION



LOOKING BACK/MOVING FORWARD: COFFEE CONVERSATION

By Julie Smith, Family Support Specialist and NH-ME LEND Family Trainee, and Philip Smith, Class of 2017, Oyster River High School

Welcome to the Fall RAP Sheet.

Leaving the security of high school and stepping out into the world can be both exciting and stressful. For students with disabilities and their families, starting the planning process early will help pave the way for a successful transition. The best transition planning fully engages the student, helps them to envision a positive future, and provides the support and structure to move forward. We hope you'll find this issue provides both practical information and the inspiration to dream big!

SUSAN COVERT, EDITOR



Photographer – Carla Ballard

Julie and Philip Smith

On an afternoon in late August, I met my son, Philip, for coffee at Saxby's in Durham. We have found that coffee shops are a place where ideas and conversation flow easily for him. Now nineteen, Phil happily talked about his two part time jobs. He was proud to be completing his first full year of paid work at the Oyster River Youth Association and shared how much he is enjoying his summer job at Strawberry Banke as a house greeter. We checked in about bus trips to upcoming appointments and he talked about the start of fall semester at UNH. Phil will be working with Dr. Georgia Kearns in the Education Department and twice a month will share his perspective on life post high school

with students enrolled in her course, Mentoring Adolescents with Disabilities in the Transition to Work.

In the past, our August conversations were much less positive with the focus on what supports Phil would need to transition back to high school with the least amount of anxiety. This August, I shared a cup of coffee with a young man who is satisfied with his life and looking to his future with increasing confidence.

Autism spectrum disorder impacts all areas of Phil's life. Until recently, any

(Continued on page 5)



PLANNING FOR A SUCCESSFUL TRANSITION

By Milliana Zonarich, Student Intern, Disability Rights Center - NH

All young people, including special education students, should leave high school with the skills they need to make a successful transition to adult life. The federal Individuals with Disabilities Education Act (IDEA), requires a formal transition planning process and transition services for students with disabilities.

Under IDEA, transition planning must be included in all individual education plans (IEPs) by the time the student reaches age 16. Ideally, transition planning should begin by the age of 14, or for some students even earlier. Plans need to take into account the student's unique needs, interests, and future goals. In New Hampshire, special education students are eligible to receive transition services until they graduate or turn 21. Getting an early start on transition planning, helps ensure that students and their families have the time they need to identify future goals, explore options, and develop a plan that paves the way for moving into adulthood.

To the greatest degree possible, the student's preferences and interests should determine the direction of the transition plan. Too often students with disabilities see little connection between what is happening at school and what they want for their future. Actively involving students in transition planning and creating opportunities to discover what it is that interests and excites them, gives students the motivation to stay in school. The students' transition goals should be reality based and tied to skills to live independently as an adult, such as developing vocational skills, finding meaningful work or getting a driver's license. Working towards the identified goals keeps students hopeful about the future and engaged in their education.

At the age of 14, the student's IEP should begin to include the transition services that will support the student's post-secondary goals. These goals may include post-secondary education, vocational training, employment and adult services, independent living, and community participation.

By the time a student is 16, the IEP must include needed transition services that will promote a successful move to adulthood. While the ultimate responsibility for transition services resides with the school district, transition planning frequently includes coordination with outside agencies and providers. Depending upon the student's individual needs and goals, this may include working with Vocational Rehabilitation, the Area Agency, Community Mental Health Center, local housing agencies, assistive technology providers, or other specialized services. When outsiders are involved in the planning process, the student's IEP should include a statement of the specific responsibilities (including financial) that the agency or provider has for transitional activities.

Effective transitional services enable the student to acquire specific skills and put in place the supports needed for the student to be successful. For example, if a student's goal is to live on her own after graduation and work in a daycare center, the transition plan might include employment counseling and services from Vocational Rehabilitation, job shadowing opportunities, and an internship at a local childcare center. Transition services would focus on development of independent living skills including learning to use the bus system, meal planning and preparation, and household budgeting. Financial planning services and assistance in applying for SSI/SSDI, as well as help finding affordable or supported housing, would also be part of the transition plan.

Making a major life transition is stressful, even under the best of circumstances. For special education students and their families navigating the transition from school to adulthood can feel overwhelming. Starting the transition planning process early gives the student an opportunity to envision a positive future and to set personal goals. It also ensures that there is adequate time to develop, refine, and implement a plan that gives the student the skills and supports needed for a successful next chapter.

(Cover story continued)

talk about life after high school brought paralyzing uncertainty for Phil. So how did he get to this place of contentment? I had my own ideas, but I asked Phil what he thought. Surprisingly, instead of listing programs or supports, Phil talked about the people in his life who have accepted him and respectfully provided guidance.

Phil said that he now recognizes that up until he was 15, anxiety ruled his life. The last two years of middle school were especially tough. Fortunately, when he entered high school, Phil met Nick, the case manager who would become his motivator for the next five years. He told me, "Right from the beginning, Nick looked at me for the person I was and not just how the IEP described me. He was always about communicating and being straightforward. Most everyone pushed me to be successful, but Nick knew when life's demands became too much and worked with me to learn ways to reduce my stress. He also knew when to just let me be for a while."

Phil also credited Kelsey, his speech language pathologist, for the role she played, "During the school year, I remember her teaching me self-advocacy. Together with Nick, they helped me identify - What is working? Why isn't it working? What can I do to fix it or make it better?" Before joining his team at the high school, Kelsey had been Phil's social coach for the summer. Highly motivated by café mochas and with a goal to increase his tolerance of new places, Phil successfully visited and blogged about numerous cafés. Kelsey had helped him find his voice.

Reflecting on his internship at Oyster River Youth Association, Phil said, "Ashley, my first actual boss, didn't treat me like an underling. I never got the sense that because I sometimes needed extra help, that she looked at me differently." Phil has found purpose and meaning in work and he values relationships with his colleagues. With increased opportunities to interact with a wide range of people, Phil has become much more comfortable in social situations.

Phil fondly recalled, "There were other people who helped make the world seem less big and scary." There was Mike, his challenge camp coach, as well as, Julia and Judy who were there for him when he volunteered at the baseball snack stand. Now a regular on the local scene, he has bus drivers and baristas who notice and comment when he misses his typical day.

I am grateful for the skills Phil has learned from all these special people, as well as, his continued growth in applying these skills to become more independent. A critical factor in Phil's independence is his ability to take advantage of UNH's Wildcat Transit. Initially motivated by his love for all things to do with transportation, Phil took on the challenge of learning to use the bus system. He progressed from needing full supports to being able to plan his day and navigate Wildcat Transit routes on his own. In addition to getting to and from work, he now includes additional stops to visit a coffee shop or drop by the bookstore before returning home.

With the summer coming to an end, we wrapped up our conversation with talk about the future. Phil plans to work with NH Vocational Rehabilitation on job development. He is also checking out post-secondary education options and has enrolled in a class at Great Bay Community College. My plan is to continue to give him the gift of time to explore the world and to support him along the way with the choices he makes.



IOD Bookstore

at the University of New Hampshire Institute on Disability

www.iodbookstore.com

603.862.4320 | 800.378.0386

Books, manuals,
free downloads,
multimedia, gifts,
and more





RENEW – HELPING STUDENTS GET TO THE FINISH LINE

By Jonathon Drake, RENEW Project Training Coordinator, Institute on Disability-UNH

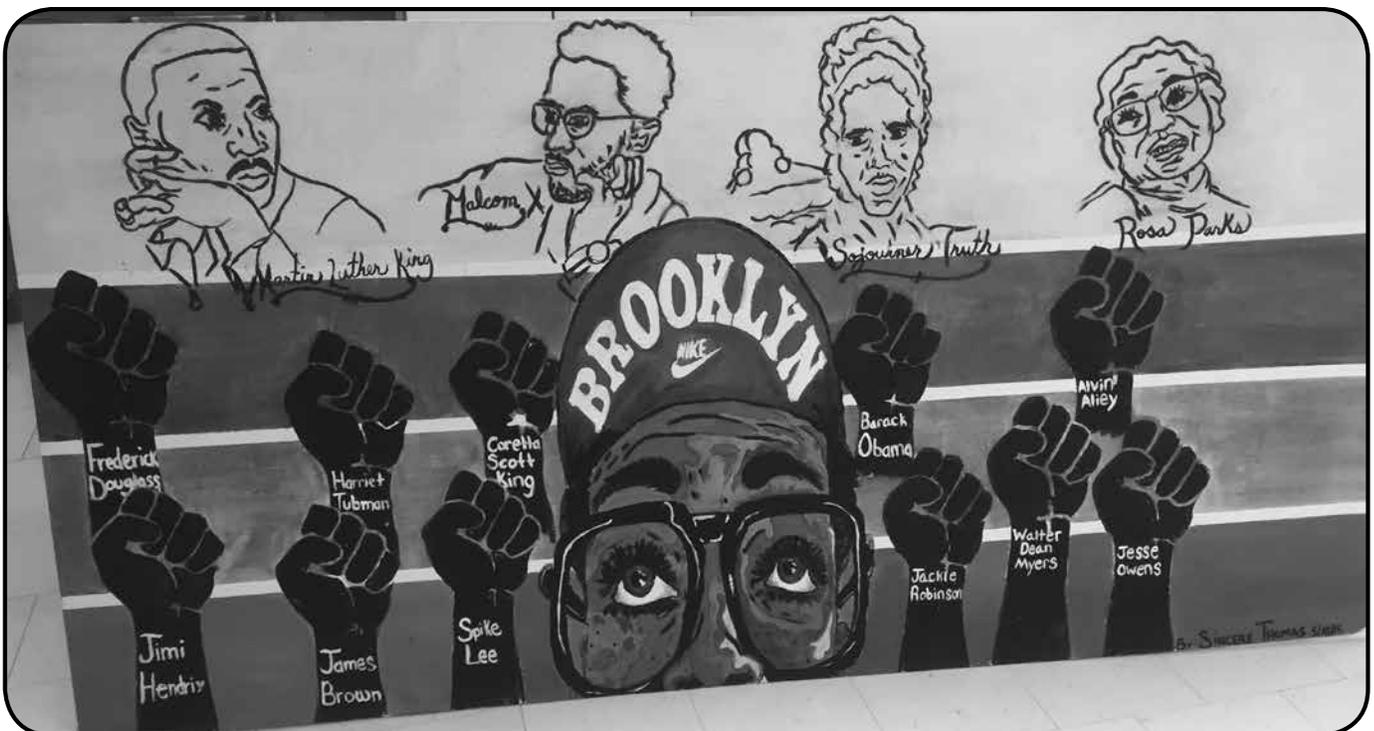
If you walk through Concord High you'll come across Sincere Thomas's senior project, a dramatic mural painted on a school hallway. That Sincere would have created a lasting legacy for his high school is not something anyone would have predicted a few short years ago.

In 2010 Sincere and his family moved from Queens, New York to Concord, New Hampshire. For Sincere, who was just starting middle school, it was a hard transition. Michele Speckman, his school counselor, remembers a young boy who was having trouble fitting in. To mask his insecurity, he worked hard to come across as a tough kid. As the year progressed, concerns about Sincere's behavior increased; he was swearing, disrupting class, and skipping school.

Counseling and typical school disciplinary measures were not working. Worried that if Sincere kept on this path he was at risk of dropping out, the school began to search for a more effective intervention. Fortunately, when Sincere entered eighth grade he was connected with RENEW, an individualized planning process with wrap around supports designed to meet the needs of youth with emotional and behavioral challenges.

Developed in 1996 at the Institute on Disability at the University of New Hampshire under the leadership of Dr. Joanne Malloy, RENEW has helped at risk high school students make a successful transition to adult life. In 2011, the RENEW process was being introduced in selected middle schools to determine if the model would be as effective with younger students. Dr. Malloy was piloting RENEW with eighth graders at Rundlett Middle School in Concord. Sincere Thomas became one of the first middle school students who experienced RENEW's transformative power.

RENEW's planning process uses graphic facilitation to help youth envision a positive future and create a road map for achieving their goals. Working on a Personal Futures Plan with Dr. Malloy, Sincere shared his dreams of what he wanted in his life and identified the people who could help him get there. This group included his guidance counselor, a few key staff members, and his mother. The team worked with Sincere as he created action steps for his plan and provided support as he prepared to move on to high school.



Sincere Thomas's senior high school project.

Dr. Malloy and Ms. Speckman both recognized that the Sincere had thrived under the positive adult relationships he had formed through RENEW. They agreed that continuing these connections in high school would be critical. As Sincere neared the end of his time at Rundlett, he was connected with RENEW



Sincere Thomas, Concord High School 2017 graduate.

facilitator Jesse Camacho and the high school's special education case manager. Mr. Camacho reviewed Sincere's futures plan with him and committed to continuing facilitating the RENEW process at the high school.

As a freshman, Sincere focused on building relationships and keeping up with the increased coursework. He formed strong relationships with key people, including his case manager, the RENEW facilitator, and his school therapist. He also was in regular contact with Ms. Speckman, who was now working at the Concord High. Even with a team backing him up, the transition to high school with its greater responsibilities and complex social dynamics was difficult.

It took time for Sincere to trust his new support system and to feel comfortable with his teachers and classmates. He continued to work with his RENEW team and by his sophomore year was making substantial progress toward his goals, had solidified key relationships, and was much more confident. By his junior year, Sincere no longer needed RENEW's structure. He had developed the skills and relationships he needed to move forward on his own. He was doing well academically and had become an accomplished artist.

In June 2017, Sincere Thomas graduated from Concord High School. He is currently enrolled at New England College majoring in art.

To learn more about RENEW - <http://iod.unh.edu/projects/rehabilitation-empowerment-natural-supports-education-and-work-renew>

MAKING THE TRANSITION TO AREA AGENCY SERVICES

By Milliana Zonarich, Student Intern, Disability Rights Center - NH

For students who will need lifelong supports and services, a critical part of the transition process is ensuring that a person's supports and services continue after leaving school. For students with developmental disabilities or acquired brain disorders, New Hampshire's Area Agencies provide comprehensive services that emphasize community living and support individuals and their families as their needs evolve.

To qualify for Area Agency services, an individual must have a documented disability that is attributable to at least one of the following: intellectual disability, cerebral palsy, epilepsy, autism, specific learning disability, or any other condition or impairment in adaptive behavior that requires treatment similar to that required for individuals with intellectual disabilities.

Any other condition or impairment in adaptive behavior that requires treatment similar to that required for individuals with intellectual disabilities.

In addition, the disability must have occurred before the age of 22, be expected to continue indefinitely, and constitutes a severe handicap to the individual's ability to function.

There is a common misconception that individuals cannot begin receiving Area Agency services until they turn 21. Families are often told that an Area Agency does not provide services until a person turns 21 years old. This is not the case, New Hampshire law requires Area Agencies to provide funding for eligible students at least 90 days before the student graduates or ages out of school.

The Area Agency process to determine eligibility can take time. To ensure that needed supports are not interrupted, it is important to apply for Area Agency services well before graduation or the student's 21st birthday. The good news is that an application for Area Agency services can be made at any age. Individuals also can receive certain services, such as case management and respite care, while still in school. To ease the transition to adult services, an Area Agency transition coordinator or other agency representative should be included at the student's IEP/transition planning meetings.

If your son or daughter has been found eligible for Area Agency services and has been denied services or placed on a waitlist, call the Disability Rights Center toll free at **1-800-834-1721** to schedule a free intake interview with an attorney.

TRANSITION PLANNING CHECKLIST

For Students with Developmental Disabilities or Acquired Brain Disorders

For students with developmental disabilities or acquired brain disorders, planning the transition to adult services should begin early. Be aware that unlike special education services, which are guaranteed under IDEA, adult services through New Hampshire's Developmental Service System are contingent upon the availability of state funding.

At Age 14:

- Contact the local Area Agency to begin transition planning. Some Area Agencies have Transition Coordinators to assist with this process.
- Discuss the student's hopes, dreams, and fears. Begin to create a picture of what adult life may look like.
- Identify the student's personal learning styles and the accommodations necessary for learning and working.
- If applicable, discuss the student's move from middle school to high school and begin to prepare for this transition.
- Discuss graduation options (Certificate of Attendance/Completion vs. Diploma) and request information on the school's policy on graduation.
- Encourage the student to be actively involved in their Individual Education Plan (IEP) and Transition Plan meetings.
- Create a Transition Plan; the Transition Plan is part of the student's IEP.
- Review primary documented disability on the IEP.
- If the student is conditionally eligible, discuss this with the Area Agency.

At Age 15:

- Explore new opportunities for growth and independence, both in and out of school, plan for extra-curricular and community activities.
- Student is actively involved in the IEP process and transition planning meetings.
- Continue discussing graduation plans to determine if there have been any changes. Review course of study to ensure the student is taking courses that are required to meet their future goals.
- Provide the opportunity for the student to communicate interests and preferences, and to identify needed supports for their specific situation and disability.
- Discuss the possibility of Drivers Education.

At Age 16:

- Student is actively involved in the IEP process and transition planning meetings.
- The Transition Plan should be completed with the IEP team, if it is not already in place.
- Graduation plan should be discussed/updated, if needed.
- Explore part-time employment, internships, and volunteer opportunities.
- Obtain a Non-Drivers ID.
- Discuss using a Person-Centered Planning/Futures Map to guide the planning process.

At Age 17:

- If it has not already been done, arrange for a Vocational Evaluation to identify the student's career interests and skills.
- Begin to explore what Area Agency service options may be available at age 21.
- Learn about Social Security and Medicaid benefits that may be available at age 18.
- Involve the student in decision-making. This should be a goal in the Transition Plan.
- Discuss guardianship, alternatives to guardianships, and representative-payee options.
- Review/revise Transition Plan (including the graduation plan and course of study).
- Explore part-time employment, internships, and volunteer opportunities.
- If needed, update academic and vocational evaluations. Current evaluations will be needed to apply for public benefits and for declaring a disability for post-secondary education accommodations.
- Hold a meeting to create a Person-Centered/Futures Map. This meeting should include the student, family, school, Area Agency Transition Coordinator or representative, and any other significant people in the student's life.

- ___ Complete guardianship process or decide on alternatives to guardianship.
- ___ For students receiving Katie Becket Medicaid (known as HC-CDS or Homecare for Children with Severe Disabilities), support will end one month following the student's 18th birthday. Contact the Area Agency for assistance in signing up for the appropriate Medicaid program for adults.

At Age 18:

- ___ Apply for Social Security Benefits. Note, that it may take up to 9 months to be determined eligible for Social Security benefits.
- ___ Once Social Security is in place, apply for APTD and adult Medicaid Benefits. In order to be eligible for services from the Area Agency, you must request long-term care during the application and interview process. **If you have a Transition Coordinator, talk with them before you begin the application process.**
- ___ For a student who is receiving public benefits, be sure to report if the student has graduated or turned 18.
- ___ Distribute guardianship order and/or new signed release to appropriate team members as needed.
- ___ Review and revise the Transition Plan.
- ___ Explore part-time paid employment, internships, and volunteer work. If academic course requirements have been fulfilled, consider building vocational opportunities into the school day until the student turns 21.
- ___ Review NH Vocational Rehabilitation training and service options and, if appropriate, apply for VR services.
- ___ Male students must register for Selective Service within 30 days of their 18th birthday.
- ___ Register to vote and become educated about the voting process.
- ___ Discuss the possibility of participating in graduation activities.
- ___ The Area Agency will contact the student/family about setting up a Supports Intensity Scale (SIS) interview and assessment. Information obtained through SIS is an important part of determining the individual's adult service plan and budget.
- ___ Begin discussion with the Area Agency about placing the student on the Area Agency's Projected Services Needs List.

At Age 19:

- ___ Ensure that adult Medicaid (HC-BC or long-term care) is in place.
- ___ Review and revise the Transition Plan as needed; develop service plan and options.
- ___ Explore part-time paid, volunteer work opportunities, or internships.
- ___ Consider a new Vocational Evaluation through the school system to update skills and vocational interests.

At Age 20:

- ___ Discuss with your Area Agency the role of future team members and the process of obtaining adult services.
- ___ Create a final, specific Transition Plan.
- ___ Ask the student's school team to create information sheets covering information that would be helpful for the adult services team (What worked well. What to do avoid. etc.).
- ___ Build vocational skills through part-time employment, volunteer, and internship opportunities.
- ___ Connect with NH Vocational Rehabilitation, if this hasn't already been done.
- ___ Plan for participation in school senior activities, if desired by the student.
- ___ Obtain current evaluations prior to moving on to post-secondary education. These will be necessary to declare disability for possible accommodations.

On 21st Birthday – student will transition from School to Adult Services

Resources:

Please visit : <http://nextsteps-nh.org/> for additional information/details regarding the transition process.

If you have additional questions, contact your Area Agency.



I DON'T NEED A GUARDIAN

By: Sarah Cooley, Seddon Savage, and Carl Cooley

Sarah Cooley has always been her own person, proud and protective of her independence and her ability to stand up for herself. So have her two younger siblings, Reed and Eliza. As their parents, we hoped that they all would set out in the world with confidence and a sense of adventure and view their lives through a lens of opportunity rather than one of excessive caution or risk. Sarah has said, "It's important to me to make my own decisions and choices and be treated with respect." Who wouldn't want exactly that for their adult children?

No one realizes full independence in life. We all depend on family, friends, and our communities for a variety of supports - sometimes more, sometimes less. As a person with Down syndrome, Sarah is no different. Like most of us, she has sought the supports she needs to empower herself to live and act independently. As Sarah says, "I am independent and it's something I work really hard at." Sarah has always been drawn to natural supports, cultivating them from among her colleagues, friends, family, and acquaintances in the community. While we as her family are grateful knowing the safety net of more formal supports is there, it has always been difficult for Sarah to accept and utilize supports provided through an IEP or through the service system for adults with disabilities. She has written, "In each class I went to there was an aide...who didn't want me to have my own space." She dislikes someone being paid to be her companion or to assist her with daily activities.

During Sarah's transition from adolescence to adulthood, the possibility of a guardianship arrangement was never a serious consideration for us, nor has it been as she moves towards her mid-thirties. Sarah has been very clear about this; saying recently, "I don't need a guardian to plan my future for me. I would like to make it happen and to figure it out on my own."

In New Hampshire, guardianship can be sought when a person is unable to care for themselves or manage their finances so that they are at risk of substantial harm, and no less restrictive options are available. In our view, because Sarah acts both independently and collaboratively with others to meet her needs, it would be a violation of her human right to autonomy to seek a guardian.

For all our children, we have found that our natural roles of surrogate decision-makers during their childhood and trusted advocates and safety nets in adulthood have worked best. Reed and Eliza have required less of this support as adults, but have by no means done without it altogether. Sarah shares responsibility for her bank accounts, consents to sharing her personal health information for medical decisions, and identifies us as her personal representatives in dealing with the complexities of Social Security, Medicaid, Section 8 housing, and the Internal Revenue Service.

Sarah says, "I do what I can to make good decisions. It's not always easy. Everybody makes bad decisions sometimes. I'm always learning and growing from my mistakes." In spite of her mastery of ATM machines, shopping on line, and writing a check for her groceries, larger concepts of money remain a challenge



Sarah Cooley with her family.

necessitating some control over the amounts of money to which she has access. She has a complicated and changing medication regimen that needs careful monitoring. She sets up medications in a weekly pill minder, double checks them on FaceTime with us, and then takes them independently.

As her parents, we worry about the future when we are gone, but we are hopeful that Sarah can continue the blend of informal natural supports and limited formal

State supports that have worked so well for her up to now. The balance of supports may shift somewhat when we are gone, but we hope that Sarah's fierce pride in her independence will continue to lead her to find and engage in the collaborations she needs to remain her own person with final responsibility for her decisions. As Sarah says, "I don't need a guardian to do anything for me, except for someone being there for me and looking out for me."

Guardianship and Legal Rights

In New Hampshire, formal guardianship is established through a court-ordered process. Guardianship can be sought when someone is unable to manage their own affairs and when it is clear that the individual will come to substantial harm as a result and when no less restrictive alternatives are identified.

Probate Court gives the guardian the power and duty of taking care of the ward and/or their property. At a hearing, a judge appoints a guardian based on evidence and testimony that proves beyond a reasonable doubt that:

- ◆ The person cannot manage their own affairs and needs a guardian to make sure they get continuing care, supervision, and rehabilitation, or to manage money and property;
- ◆ There are no available alternative resources which are suitable with respect to the individual's welfare, safety, and rehabilitation or the prudent management of their property and money;
- ◆ It is the least restrictive form of intervention consistent with the preservation of the individual's civil rights and liberties.

Less restrictive alternatives to guardianship include:

- ◆ Revocable Power of Attorney
- ◆ Services such as visiting nurses, homemakers, home health aides, and adult day care.
- ◆ A mentor, or someone who provides advice and support, and helps the individual make good decisions.
- ◆ Representative payee for Social Security.

If a guardian is appointed, the guardian must safeguard the individual's civil rights and must only restrict personal freedom to the extent necessary to ensure the individual's safety and wellbeing.

For more information about guardianship and legal rights - <http://drcnh.org/gshipflyerforweb.pdf>



TURNING 18? REGISTER TO VOTE!

By Julia Freeman-Woolpert, M.Ed., Disability Rights Center

When you turn 18, you are granted the most important right that U.S. citizens have - the right to vote. If you are a registered voter, you get to elect representatives who make the laws we all live by. Voting is your most important duty as an American citizen. You have the power!

You do not have to wait until you are 18 to register to vote. You just need to be 18 years old on or before the next Election Day. It's easy to register. Go to your City or Town Clerk's Office and tell them you want to register to vote. Bring proof of your age, identity, citizenship, and where you live. If you forget or are unable to register early, you can still register at the polls on the day of the election.

If you have a guardian, you can still vote, unless the guardianship specifically limits your right to vote.

When you go to the polls on Election Day remember to bring your photo ID with you. If you forget your ID you can still vote, but you will need to sign a form swearing you are who you say you are.

You have the right to vote privately and independently. Some people have trouble reading or marking the ballot. No problem! NH has an accessible voting system, called the One4All that is designed to allow you to vote privately and independently. It's available in all federal elections. Anyone can use the One4All; it's cool technology, try it out!

If you will be away or for other reasons cannot make it to the polls on Election Day, you can vote by absentee ballot. You can request an absentee ballot from your Town or City Clerk's Office.

If you can get to the polling location, but you cannot get into the building, the ballot can be brought to you.

You will have to declare under oath that you have a disability and cannot get into the building.

The most important step in voting is learning about the candidates. Before you cast your vote, take time to find who is running for office and where they stand on the issues you care about. Vote for the candidates who will work on the issues that matter to you.

And don't just vote – get involved! Go to Town Hall meetings with your representatives, keep up with the issues, volunteer for your political party, and canvass for your candidate! If you care about a bill that is coming up for vote in the NH Legislature or in the US Congress, call up your representatives and tell them what you think! You really can make a difference.

For more information about voting visit our website: <http://www.drcnh.org/votingfaq.html>.

The Disability Rights Center is ready to protect your right to vote. If you have questions or a problem with registering to vote or with voting, call toll free at **1-800-834-1721**. That's what we're here for!



The One4All voting system is available in every federal election.



PLANNING A TRANSITION FAIR

By Kimm Phillips, Project Director, Parent Information Center

A transition fair is an engaging way to connect students, parents, and educators with local transition supports and resources to help prepare for life after high school. Hosting a fair may seem like a daunting task. Fortunately, there is a new resource to help you get started. Next Steps NH, a collaborative project of the New Hampshire Department of Education, Bureau of Special Education, and the Parent Information Center (PIC), has developed the *Transition Fair Guide*, an easy-to-follow roadmap that includes practical tools for planning a successful fair.

Next Steps NH is committed to increasing the college and career readiness of students with disabilities or those at risk of dropping out of school. The project has worked with 16 selected high schools across the Granite State to enhance transition planning, expand learning opportunities, and promote greater family-school engagement.

In the fall of 2015, the project approached Winnacunnet High School to explore the idea of a transition fair for students and their families. The Winnacunnet School District, which includes Seabrook, Hampton, North Hampton, South Hampton, and Hampton Falls, is focused on student-centered learning and individual growth, both key components to help students prepare for life after high school. With support from PIC and Next Steps NH, the district formed the Winnacunnet Transition Fair Team. The team met several times through the winter and reached out to students and faculty for input.

In March 2016 Winnacunnet High School hosted, *Your Plans, Your Journey: Links to Life after High School*. The fair included a panel discussion with Winnacunnet alumni and the opportunity for students and families to speak with representatives from local and state organizations that provide resources for young adults, including employment services, education, training, and independent living supports. The fair was well received by all who attended. One student commented, "I learned about helpful skills to do well in college, and for the rest of my life."

After the fair, the planning team sent an electronic evaluation to all those who attended including students, family members, vendors, and other stakeholders. Thirty-six youth and family members reported that the fair was useful and that they learned about resources to help plan for life after high school. One respondent wrote, "We are now more knowledgeable about the methods and means to reach attainable goals. Excited to learn of the many programs to decide which path would be best to prepare for our student to reach the stars."

As news about the fair's success spread, other Next Steps NH schools asked for guidance in planning their own transition fairs. Using the knowledge gained through its collaboration with Winnacunnet and resources found in the comprehensive National Secondary Transition Technical Assistance Center's (NSTTAC) Transition Fair Toolkit, the Parent Information Center developed the Transition Fair Guide.

Planning a transition fair may seem complicated, but with the how-to information and best practice tips included in this guide, your school will be able to hold an exciting and successful fair. To download the guide and learn about more about transition and options for life after high school visit - <http://nextsteps-nh.org/>

NEXT STEPS NH

In 2012, the NH Department of Education, Bureau of Special Education was awarded a five year, State Personnel Development Grant from the U.S. Department of Education, Office of Special Education Programs with a focus on developing and sustaining the skills of New Hampshire school district personnel and families to increase the number of students with disabilities graduating from high school that are college and career ready. The project's website is a great link to tools, information, and resources related to transition. <http://nextsteps-nh.org/>



NH VOCATIONAL REHABILITATION TRANSITION SERVICES

New Hampshire Vocational Rehabilitation (NHVR) can help students with disabilities get ready to make the transition from high school to training, higher education, or employment. NHVR Counselors work with students to assist them in making choices for

their future, by arranging for career assessments, placing them in internships and job shadows, as well as providing necessary assistive technology services. NHVR works collaborative with students, families, and schools to create individualized student plans.

NHVR Programs and Services for Eligible Students

Career Decision Making, Counseling, and Referrals - NHVR counselors are skilled in helping students explore options about jobs and the needed training to get those jobs.

Vocational Training - Using financial guidelines, NHVR may help pay for books, tools, materials, college, or technical training.

Job Search, Placement, and Job Seeking Services - NHVR counselors help develop job seeking skills or may refer students to other agencies that provide these services. Follow up is provided for at least 90 days after the job begins.

Assistive Technology - NHVR is a leader in technology services that help a person get or keep a job. Worksite accommodations include adapted computers and workstations, and mobility aides.

Supported Employment/Job Coaching - NHVR may provide funding for job coaching services. Job coaches teach work skills and behaviors, often at the worksite.

Medical Rehabilitation Services - NHVR may supply certain medical services such as short-term counseling, visual aids, hearing aids, and prosthetics.

Other Support Services - Assistance may also be available for transportation, maintenance, and personal assistance services.

Students with a wide variety of physical, emotional, cognitive, and learning disabilities may qualify for services. A student must: 1) have a physical or mental impairment, 2) the impairment must be a substantial impediment to getting and maintaining

employment, and 3) the student must be able to benefit from rehabilitative services.

(Students who receive Supplemental Security Income (SSI) or Social Disability Insurance (SSDI) are presumed eligible.)

NHVR has offices in Berlin, Concord, Lebanon, Keene, Manchester, Nashua and Portsmouth. Call toll free 1-800-299-1647 to get information on how to contact the office nearest you.

For more information on NHVR Transition Services -
www.education.nh.gov/career/vocational/school_trans.htm



TRAINING & EVENTS

nTIDE Lunch & Learn Webinar Series

On the first Friday of every month, corresponding with the Bureau of Labor Statistics jobs report, the Employment Policy and Measurement Rehabilitation and Research Training Center share disability employment findings in a live broadcast via Zoom Webinar.

Dates: November 3 & December 1, 2017
Time: 12:00 p.m. EST
Location: www.researchondisability.org/ntide

iCreATe for Paralysis

The last FREE Assistive Technology Makers Workshop hosted by ATinNH. This day-long workshop empowers participants with the skills, tools, and materials to create assistive technology solutions to support individuals who experience paralysis.

Dates: October 25, 2017
Location: Durham, NH
Time: 9:00 a.m. - 3:00 p.m.
Register: www.iod.unh.edu/icreate

MTSS-B Universal Team Retreat

Using Data to Design Your MTSS-B Implementation- Established Universal MTSS-B teams can use the retreat to review discipline data and develop a plan for addressing social skills development. New teams can learn about the fundamentals and receive consultation regarding tools and developing buy-in.

Date: October 25, 2017
Time: 8:00 a.m. - 3:00 p.m.
Location: Grappone Conference Center, Concord, NH
Cost: \$199 per session individual; \$179 per member of a group of 3+

MTSS-B Tier 2 & Tier 3 Behavior Support Team Retreats

Teams will learn to identify challenges that may be affecting Tier 2 and Tier 3 outcomes. Tools, tips and strategies will be reviewed to help teams overcome common challenges.

Date: November 7, 2017
Time: 8:00am-3:00pm
Location: Grappone Conference Center, Concord, NH
Cost: \$199 per session individual; \$179 per member of a group of 3+

New Hampshire's 11th Annual Transition Summit

The New Hampshire Transition Community of Practice hosts the only statewide conference for training, collaboration, and information focused on post-secondary outcomes for students. Presentation topics include: Using Strength-Based Approaches, Skill Development Activities & Programs, Collaboration, Transition for Specific Populations, and Transition-Related Initiatives.

Date: November 14, 2017
Time: 8:00 a.m. - 3:15 p.m.
Location: Grappone Conference Center, Concord, NH
Cost: \$95

Navigating Choice and Change

Person-centered planning is a unique approach to planning for those who need services and supports. It focuses on individualized choices and goals, and utilizes a process that promotes trust, cooperation, and creativity. This workshop offers an introduction to person-centered planning for adults.

Date: November 28, 2017
Time: 9:00 a.m. - 4:00 p.m.
Location: IOD Professional Development Center, Concord, NH
Cost: \$110

2018 START National Training Institute (SNTI)

The Center for START Services, a national initiative based at the University of New Hampshire Institute on Disability, provides this annual training for START partners from around the country. SNTI participants learn about research findings, along with best practices and innovations associated with START programs, that improve local capacity, service outcomes, and life experiences for individuals with intellectual/developmental disabilities and behavioral health needs and their families.

Registration Opens in January 2018

Date: May 7 – 9, 2018
Location: Sheraton Boston Hotel, Boston, MA

3 EASY WAYS TO REGISTER!



online
WWW.IOD.UNH.EDU/Events



call to register or to request a registration form
603.228.2084



mail a completed registration form
INSTITUTE ON DISABILITY
56 OLD SUNCOOK ROAD, SUITE 2
CONCORD, NH 03301

Transition Supports

	< 18 YEARS	18 YEARS	19-21 YEARS	AFTER AGE 21
HEALTH INSURANCE				
Medicaid				
• Children's Medicaid	Needs-based program; household's income and resources are counted. Eligible until 18, or 19 if still in school.		Not applicable	
• Katie Beckett	For children with severe disabilities at institutional level of care, but cared for at home. Only child income/resources are counted. Same coverage as Children's Medicaid		Not applicable	
• Dental	Medicaid covers dental under EPSDT until age 21			No coverage, with some exceptions
• APTD- Aid to Permanently and Totally Disabled		Medical benefit for individuals with disabilities ages 18-64; person must have a medical condition that stops them from working for at least a 48 month period and meet financial eligibility requirements		
• Medicaid for Employed Adults with Disabilities (MEAD)	Ages 18-64 premium-based program; same medical eligibility standard as APTD but has higher income eligibility criteria; must be employed or self-employed			
• NH Health Protection Program				Expanded Medicaid under the Affordable Care Act; needs-based program for any adult age 19-65
Medicare	Extremely limited coverage	Adults can be eligible if on SSDI for at least 2 years, with premiums paid. Medicaid coverage of Medicare premiums in some cases (QMB/SLMB)		
Private Health Insurance	<ul style="list-style-type: none"> • Children can stay on parents' insurance until age 26 • Otherwise, options are insurance through employment or the marketplace; subsidies may be available under the Affordable Care Act 			
INCOME				
Employment Income				
• NH Vocational Rehabilitation (VR)	Before graduation, provides Pre-Employment Transition services to any student with a disability age 14-21.		After graduation/21, VR provides services to people with disabilities who have a barrier to employment or continued employment.	
• Transition Services under an IEP	School is required to provide services under an IEP starting at age 14 to improve vocational potential, independent living skills, and community skills			
SSI – Supplemental Security Income through Social Security	Before age 18, parents income/resources are considered	Need to show that cannot obtain substantial gainful employment due to disability. At age 18, parent's income resources are NOT considered. Will need to reapply as an adult if received SSI as a child.		
SSDI – Social Security Disability Insurance	Need to show that cannot obtain substantial gainful employment due to disability. Cash benefit for adults who have earned sufficient money working; or were disabled before age 21 and can pull from a parent's Social Security record.			
APTD – NH Aid to the Permanently and Totally Disabled	Needs-based program that provides a cash benefit to eligible individuals age 18 or over; person must have a medical condition that stops them from working for at least a 48 month period and meet financial eligibility requirements			
ANB – NH Aid to the Needy Blind	Needs-based program if visual impairment qualifies; all ages			
COMMUNITY SUPPORTS				
Medicaid Community Care Waivers				
• In-Home Supports	Flexible in-home supports provided until age 21; apply through the Area Agency			
• Developmental Disability	Eligible at 21 or when exiting school, whichever comes first. For people with qualifying developmental disabilities or with an acquired brain disorder before age 22. Residential and day services to help the client to access the community. Apply through the Area Agency			
• Acquired Brain Disorder	Residential and day services for people with an acquired brain disorder at age 22 or later provided by the regional area agency. Injury must be severe enough to require nursing home level of care. Apply through the Area Agency			
• Choices for Independence	Starts at age 18. Services to allow a person who is at nursing home level of care to remain in a community-based placement. Home services cannot cost more than the cost of a nursing home. Apply through ServiceLink.			
Community Mental Health Centers	Services for both children and adults with certain mental health diagnoses.			
Education/Learning	School supports for students on IEPs continue until diploma is awarded or age 21. New England Consortium for Deafblind Technical Assistance available through age 21. Some support may be offered post 21.			
Person-centered Planning	A process to support vision and goal planning, very useful for those facing a transition. May be available through area agency, grants or specific projects, or by using independent facilitators.			

Area Agency - Family Support	Family Support/Respite for as long as child lives at home Age 16 – Transition coordination Age 19- Assigned to Projected Services Needs List Age 21 – May be assigned to wait list or begin services
Making decisions as an adult: Guardianship and Alternatives	Making decisions as an adult can include many options. A person can consider options such as Representative Payee (Rep Payee), Power of Attorney, support with decisions from agencies or guardianship.
Bureau of Special Medical Services	Offers health programs and services for children ages birth to 21 years, who have, or are at risk for, a chronic medical condition, disability or special health care need, and their families. Includes Partners In Health, Early Supports and Services, Nutrition Feeding and Swallowing, and Family Support for individuals with disabilities regardless of age in coordination with Area Agencies.

Transition Online Resources

HEALTH INSURANCE	
Medicaid	
• Children’s Medicaid	https://www.dhhs.nh.gov/ombp/medicaid/nhmedicaid-children.htm
• Katie Beckett - Home Care for Children with Severe Disabilities (HCCSD)	See above link for children’s Medicaid
• Dental	For children: https://www.dhhs.nh.gov/ombp/medicaid/children/dental.htm
• APTD- Aid to Permanently and Totally Disabled	https://www.dhhs.nh.gov/dfa/cash/disabled.htm
• Medicaid for Employed Adults with Disabilities (MEAD)	https://www.dhhs.nh.gov/ombp/medicaid/mead.htm
• NH Health Protection Program	https://www.dhhs.nh.gov/ombp/nhhpp/
Medicare	https://www.medicare.gov/
Private Health Insurance	
INCOME	
Employment Income	
• NH Vocational Rehabilitation (VR)	https://www.education.nh.gov/career/vocational/index.htm
• Transition Services under an IEP	
SSI – Supplemental Security Income through Social Security	https://www.ssa.gov/disabilityssi/ssi.html
SSDI – Social Security Disability Insurance	https://www.ssa.gov/planners/disability/
APTD – NH Aid to the Permanently and Totally Disabled	http://www.dhhs.nh.gov/dfa/cash/disabled.htm
ANB – NH Aid to the Needy Blind	http://www.dhhs.nh.gov/dfa/cash/blind.htm
COMMUNITY SUPPORTS	
Medicaid Community Care Waivers	
• In-Home Supports	
• Developmental Disability	
• Acquired Brain Disorder	
• Choices for Independence	ServiceLink: http://www.servicelink.nh.gov/
Community Mental Health Centers	http://www.dhhs.nh.gov/dcbcs/bbh/centers.htm
Education/Learning	https://www.ssa.gov/disabilityssi/ssi.html New England Consortium for Deafblind NH: terri1lemire@gmail.com
Person-centered Planning	http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp
Area Agency - Family Support	https://www.dhhs.nh.gov/dcbcs/bds/agencies.htm
Guardianship and Alternatives	http://drcnh.org/gshipflyerforweb.pdf
Bureau of Special Medical Services	https://www.dhhs.nh.gov/dcbcs/bds/sms/index.htm

RAP Sheet

NH COUNCIL ON DEVELOPMENTAL DISABILITIES

2½ Beacon Street, Suite 10
Concord, NH 03301-4447

RETURN SERVICE REQUESTED

INSIDE THIS ISSUE

- ◆ *Transition Planning Checklist*
- ◆ *NH Vocational Rehabilitation Transition Services*
- ◆ *Transition Supports*
- ◆ *Personal Stories*

DISABILITY RIGHTS CENTER - NH

64 North Main Street, Suite 2, 3rd Floor, Concord, NH 03301-4913
Voice and TDD: (603) 228-0432 ◆ 1-800-834-1721 ◆ FAX: (603) 225-2077
TDD access also through NH Relay Service: 1-800-735-2964 (Voice and TDD)
E-mail: advocacy@drcnh.org ◆ Website: www.drcnh.org
"Protection and Advocacy System for New Hampshire"

The Disability Rights Center is dedicated to eliminating barriers to the full and equal enjoyment of civil and other legal rights for people with disabilities.

INSTITUTE ON DISABILITY/UCED AT THE UNIVERSITY OF NEW HAMPSHIRE

www.iod.unh.edu | facebook.com/instituteondisability | twitter.com/unhiod | youtube.com/unhiod

Durham Office:

10 West Edge Drive, Suite 101 | Durham, NH 03824
Phone: 603.862.1769 | Relay: 711 | Fax: 603.862.0555

Concord Office:

56 Old Suncook Road, Suite 2 | Concord, NH 03301
Phone: 603.228.2084 | Relay: 711 | Fax: 603.228.3270

The IOD promotes full access, equal opportunities, and participation for all persons by strengthening communities and advancing policy and systems change, promising practices, education, and research.

NH COUNCIL ON DEVELOPMENTAL DISABILITIES

2½ Beacon Street, Suite 10
Concord, NH 03301-4447

Phone: (603) 271-3236 ◆ TTY/TDD: 1-800-735-2964 ◆ Website: www.nhddc.org

Dignity, full rights of citizenship, equal opportunity, and full participation for all New Hampshire citizens with developmental disabilities.

This publication was supported solely by federal funding from grants from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration; Centers for Medicare and Medicaid-Real Choice System Change; U.S. Department of Health and Human Services, Administration on Developmental Disabilities and the Health Resources Services Administration; Maternal and Child Health Bureau; Office of Disability Employment Policy; U.S. Department of Education Department of Rehabilitation Services and National Institute on Disability Rehabilitation and Research (NIDRR); US Department of Labor; the Social Security Administration; and a grant from the New Hampshire Bar Foundation.

The contents are solely the responsibility of the grantees and do not necessarily represent the official views of the federal grantors.