

My Vision of Adulthood:

4 Steps to preparing for a good life after high school

1	Creating my vision (Pre-transition) Age 12-14	<ul style="list-style-type: none">→ Person Centered tools/resources→ My Role and Responsibilities→ Support Member Roles and Responsibilities
2	Planning my vision (Transition Planning) Age 14-16	<ul style="list-style-type: none">→ Person Centered tools/resources→ My Role and Responsibilities→ Support Member Roles and Responsibilities
3	Making my vision happen (Implementing the Transition plan) Age 16-18	<ul style="list-style-type: none">→ Person Centered tools/resources→ My Role and Responsibilities→ Support Member Roles and Responsibilities
4	Living my vision (Transition out of high school) Age 18-22+	<ul style="list-style-type: none">→ Person Centered tools/resources→ My Roles and Responsibilities→ Support Member Roles and Responsibilities

Step 1

Creating my vision

Person centered tools that can help me create my vision:

- [Life Domain Vision Tool](#)
- [Positive Personal Profile](#)
- [Life Trajectory Worksheet](#)
- [Relationship Map](#)
- [Integrated Supports Star](#)
- [Good Day/Bad Day](#)
- [Exploring Decision Making Supports](#)
- [Transition Services Examples](#)
- [Transition Timeline](#)
- [Tools for Planning](#)

My responsibilities:

- I will talk about life after high school with my parents/guardian and people who are important to me. Discover my interests, strengths, goals, and preferences to create my vision of a good life.

Who can support me to create my vision? (Roles and Responsibilities)

- **Family member(s):** Discuss what plans for life after school. Work on self-determination skills. Talk with school about transition resources available.
- **Natural Supports:** Neighbor, friend, community member that can support and advocate for you to reach your goals.
- **School Staff:** Assist you to identify classes related to your interests. Help you develop and practice self-determination skills. Coordinate the IEP with the Person Centered Plan.
- **Vocational Rehabilitation Counselor (VR):** Provide information about services available through vocational rehabilitation, including pre-employment transition services that may be available. Starting at age 14, VR Counselors and Pre-Employment Transition Services (pre-ETS) providers can help you explore vocational interests, strengths and preferences. VR may assist you prepare to transition to work or post secondary education.
- **Utah Parent Center:** Help parents and students know what to expect with transition and where to find transition resources.
- **DSPD Support Coordinator:** Help with Person-Centered Planning to explore interests, make choices and maintain control over all aspects of your life. Coordinate goals, plans, and changing services with all outside resources. Share IEP with provider
- **DSPD Provider:** Communicate progress toward goals with school personnel. Provide IEP plan to Support coordinator

<p><u>Support Webinar series</u></p> <ul style="list-style-type: none"> • <u>Supporting Communication in Those With Limited Verbal Skills</u> 	
<p>How do I know I am done with this step?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have used one or more person-centered planning tools to identify and document my strengths, interests, preferences, goals, and support needs <input type="checkbox"/> I have identified and created my Transition Support Team

Age recommendation 12-14 years old



Step 2

Planning my vision

<p>Person Centered tools that can help me plan my vision:</p>	<p>My responsibilities:</p> <ul style="list-style-type: none"> • Share my future plans after high school with those that support me. • Use my Person Centered tools and resources to plan out my vision at my IEP and other transition planning meetings (Person-Centered Support Plan [PCSP], Individualized Plan for Employment [IPE] etc.). • Actively participate in my IEP transition planning meeting. <p>Who can support me to plan my vision: (Roles and Responsibilities)</p> <ul style="list-style-type: none"> • Family/Natural Supports: Advocate for support or accommodations to help you
<ul style="list-style-type: none"> • <u>Life Domain Vision Tool</u> • <u>One-Page Profile or Positive Personal Profile</u> • <u>Life Trajectory</u> 	

Worksheet

- Relationship Map
- Integrated Supports Star
- Good Day/Bad Day
- Transition Elevated App
- Family Perspective on Employment Portfolio.
- DSPD Employment Services Workflow
- DSPD Self-Advocate Person Centered Planning Workbook
- Teen Transition Guidebook

succeed in school, work, and in daily life.

- **SchoolStaff:** Will help you prepare for your Transition IEP meeting. Conduct appropriate transition assessments. Provide opportunities for work in your area of interest. Hold high expectations for students.
- **Utah Parent Center:** Through Transition University modules and publications, you and your parents can learn about what transition means for you.
- **Vocational Rehabilitation (VR):** VR Counselors can attend your IEP meeting and provide information about services that may be available. VR Counselors can explain how our services different from services provided through your school.
- **WIOA Youth:** Workforce Services employment counselors can assist you with completing career assessments, career coaching and planning. Employment counselors will help you develop an employment plan and connect with education or work experience opportunities to help you take the next step on your career path.
- **DSPD Support Coordinators:** Champion your vocational desires and advocate for the most appropriate community-based employment Support Coordinators should: attend your Transition IEP meetings, use Person-Centered thinking to align equal expectations for work and community life with the school district, share IEP plan with Provider.
- **DSPD Provider:** Communicate with your teacher, family members, DSPD Support Coordinator, VR Counselors and others on how they can support you before and after your school day. Be an active member of the support team.

How do I know I am done with this step?

- I shared my vision with my Transition Support Team.
- My support team helped me build my transition plan from my vision.
- I participate in paid or non-paid work activities.

Age recommendation 14-16

Move to Step 3

Step
3

Making my vision happen

Person Centered tools that can help make my vision happen:

- [Life Trajectory - Exploring/Planning](#)
- [Integrated Supports Star](#)
- [Good Day/Bad Day](#)
- [Decision-Making Supports](#)
- [Family Perspective on Employment Portfolio](#)
- [DSPD Employment Pathway tool](#)
- [DSPD Employment Services Workflow](#)

My responsibilities:

- Direct my IEP transition plan.
- Participate in a variety of school, home, work, and community activities to gain knowledge and experience.
- Make choices about what's important in my day to day life and what I want for my future.

Who can support me to make my vision happen? (Roles and Responsibilities)

- **Family/Natural Supports:** Advocate for appropriate services and support in school and in the community. Encourage you to develop self-determination and independence skills. Advocate for you to gain employment skills in the transition planning process.
- **Educator/School:** Identify and coordinate needed transition services. Coordinate with outside agencies.
- **Vocational Rehabilitation:** Provide transition and pre-employment transition services to help you prepare for employment after school. Examples: vocational counseling and guidance, job shadows/work based learning experiences, job-specific training, and workplace readiness training.
- **WIOA Youth:** Workforce Services employment counselors can assist you with career planning, job searching and developing an employment plan. Your employment plan could include connecting with education to complete an

	<p>occupational license or certificate; or you could do a paid or unpaid work experience.</p> <ul style="list-style-type: none"> • Utah Parent Center: Through Transition University modules and publications, you and your parents can learn about what transition means for you. • DSPD Support Coordinators: Ensure that PCSP and IEP goals are aligned with each other and with the student's vision. Advocates for your interest, preference, and vision. Coordinate between you, your family, school, and DSPD providers. • DSPD Providers: Be an active and participating member of your support team. Support you to discover your vision to live your best life before, during, and after the school day.
<p>How do I know I am done with this step?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I am fully directing my transition plan. <input type="checkbox"/> I am participating in a variety of school, home, work, and community activities to gain knowledge and experience. <input type="checkbox"/> I am making choices about what's important in my day-to-day life and what I want for my future. <input type="checkbox"/> I participate in paid or non-paid work activities.

Age recommendation 16-18years old



Step
4

Living my vision

Person Centered tools that can help me continue to live my vision of a good life:

- Life Trajectory - Exploring/Planning
- Integrated Supports Star
- Good Day/Bad Day
- Decision-Making Supports
- Family Perspective on Employment Portfolio
- DSPD Employment Pathway tool

My responsibilities:

- Update my person-centered tools to continue to work and be involved in my community, and live my best life.
- Learn and gather information about other support agencies or natural supports not involved at this time.

Who can support me to live my vision? (Roles and Responsibilities)

- **Family/Natural Supports:** Help you stay connected to support agencies and help you continue to live your vision of a good life.
- **Vocational Rehabilitation:** May be able to assist you with finding and keeping a job. VR may be able to help with support needed on a job such as with assistive technology or job coaching services.
- **WIOA Youth:** Employment counselors will provide you coaching and support to reach your educational or employment goals and can be a resource for the future.
- **Utah Parent Center:** Walk you through applying for Social Security and Medicaid. Through Transition University modules and publications, you and your parents can learn about transition topics to apply to adult life.
- **Independent Living Center:** Provide information, resources, training and recreation opportunities to build and expand your community network.
- **Disability Services at College, University or Tech/Trade School:** Provide support to help you participate in classes, campus activities, and employment.
- **DSPD Support Coordinator:** Continue the person-centered planning process. Explore new and emerging interests and access a full range of options, appropriate services and supports during and beyond high school.
- **DSPD Provider:** Support you, your family, and your school to make informed decisions and reach your goals. Provide opportunities to: increase independence,

	explore competitive and integrated work and community activities; plan for a future career; and start to build social and professional relationships.
How do I know I am done with this step?	<input type="checkbox"/> I am actively working in a Competitive Integrated Employment (CIE). <input type="checkbox"/> I have a plan for furthering my education. <input type="checkbox"/> I participate in the community in ways that are meaningful to me.

Age Recommendation: 18-22+

Congratulations! You are now prepared to live your best life after high school.

Helpful Resources:

Category	Resource	Information
Advocacy	<u>Disability Law Center</u>	<p>A non-profit, civil rights organization. We are dedicated to enforcing and strengthening the laws that protect the opportunities, choices, and legal rights of Utahns with disabilities.</p> <ul style="list-style-type: none"> • <u>General Brochure</u> • <u>Benefits Planning</u> • <u>Self Advocacy Guides</u>
	<u>Ninja Youth Conference</u>	<p>Exciting, fun, and educational 4-day training program. Developing future disability leaders and self-advocates Consumers of Centers for Independent Living (CIL) ages 16-24.</p>

	<u>Utah Developmental Disabilities Council</u>	The Utah Developmental Disabilities Council will advocate, build capacity and encourage systems change to support people with disabilities and their families to fully and independently participate in their communities. <ul style="list-style-type: none"> • <u>Self Advocate Board Service</u> • <u>Advocacy, Leadership, Policy, and Success (ALPS) Program</u>
	<u>Pre-Employment Transition Services</u>	The Utah State Office of Rehabilitation (VR) has Pre-ETS contracts that provide services to assist with self-advocacy skill building.
	<u>DSPD Community Engagement Resource</u>	The Community Engagement Resources Search tool was created using feedback from families, self-advocates, and others to help inform and enable individuals to get involved in the disability community.
	<u>The 411 on Disability</u>	This workbook written for adults supporting youth with disabilities introduces numerous examples of young people struggling with the question of "to disclose" or "not to disclose."
Assistive Technology	<u>Utah Center for Assistive Technology (UCAT)</u>	Statewide resource offering information and technical services to help people with disabilities acquire and use assistive technology devices.
	<u>Utah Assistive Technology Teams</u>	Supports school LEAs and IEP teams to evaluate, acquire, and manage assistive technology for students with disabilities.
	<u>Utah Assistive Technology Program (UATP)</u>	The Utah Assistive Technology Program (UATP) is part of the Institute for Disability Research, Policy and Practice at Utah State University. Our mission is to put assistive technology into the hands of people who need it. We also help people afford those devices. Our goal is to promote independence in education, employment, and community settings.

		We serve individuals with disabilities of all ages throughout the state of Utah. Our job is to provide assistive technology devices and services, as well as train parents, children with disabilities, professional service providers, and university students about assistive technology. We coordinate our services with community organizations and others who provide independence-related supports.
Benefits Planning	<u>Social Security SSI and SSDI</u>	The Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs provide assistance to people with disabilities. The SSDI program pays benefits to you and certain family members if you are "insured." This means that you worked long enough - and recently enough - and paid Social Security taxes on your earnings. The Supplemental Security Income (SSI) program pays benefits to adults and children with disabilities who have limited income and resources.
	<u>Utah Work Incentives Planning Services (UWIPS)</u>	We help people who are currently receiving Social Security disability benefits (SSI/SSDI) and would like information on how work may affect their Social Security and other benefits (Medicaid, Medicare, food stamps, housing, etc.)
	<u>Achieving a Better Life Experience (ABLE) Utah</u>	ABLE Utah is a tax-advantaged savings account for individuals with disabilities and their families.
Community Organizations		Community recreational activities and experiences produce feelings of enjoyment and satisfaction and give students opportunities to express creativity, access their community, and achieve and master new skills. For those with disabilities, participation in recreation and leisure activities allows them to learn specific skills related to a particular sport or activity as well as more general skills that can be applied in a variety of settings. Recreational activities, whether adapted to those with disabilities or not, can help the student in many areas of their life. To find opportunities in your area, contact your local: <ul style="list-style-type: none"> • Recreation centers • Libraries

		<ul style="list-style-type: none"> ● School district(s) ● 4-H Clubs ● Social Media groups ● Political advocacy organizations ● Event Organizers - Festivals, Farmers Market, Community theater, Concerts ● STEM programs ● Service Organizations ● Summer youth programs — summer resource list (see Utah Parent Center)
Disability Services	<u>Division of Services for People with Disabilities (DSPD)</u>	<p>The Division of Services for People with Disabilities (DSPD) is part of the Utah Department of Health and Human Services (DHHS). DSPD promotes opportunities, and provides support by overseeing home and community-based services for people with disabilities in order to lead self-determined lives. Services help people live, learn, and work in their communities while ensuring their health and safety. DSPD also promotes both public awareness and acceptance of people with disabilities.</p> <ul style="list-style-type: none"> ○ Intake Process - Determine if an individual is eligible for DSPD services ○ <u>Guide to Eligibility and Services</u> - A handbook for individuals and families needing information about DSPD eligibility and their services. ○ <u>DSPD Person-Centered Planning</u> website <ul style="list-style-type: none"> ■ Tools to Plan Support Webinar Series
	Brain Injury	<p><u>Utah Brain Injury Council</u> - To provide brain injury education to the people of Utah and advocate and guide the implementation of a permanent statewide brain injury system.</p> <ul style="list-style-type: none"> ● <u>Utah Brain Injury Resource Guide</u> <p><u>Brain Injury Alliance of Utah</u> - Our mission is to improve the lives of individuals with brain injury by supporting, educating, inspiring, advocating, and engaging a global community.</p>

	<u>Independent Living Center of Utah</u>	We promote the full inclusion, independence and empowerment of people with disabilities through statewide advocacy, systems change, coordination, education, networking, resource development and enhancement of Independent Living services.
Education	<u>State Board of Education</u>	<u>Special Education Secondary Transition and Graduation</u> - Transitioning from school to post-secondary settings can be challenging for students with disabilities. To support successful transition for our students, teachers and Individualized Education Plan (IEP) team members should assist students with disabilities in the process of developing critical skills and accessing services to achieve their post high school goals in employment, further education/training, and independent living.
	<u>Utah Higher Education Inclusion Alliance</u>	UHEIA seeks to create campuses of belonging and opportunity for all. Increase statewide collaboration to expand educational options for Utah's diverse learners. Provide resources and information about Utah's educational offerings for transition-aged students with unique learning needs. Organize advocacy efforts that lead to meaningful support of higher education pursuits for all. <ul style="list-style-type: none"> • <u>Post Secondary Education Program</u> - Secondary education for students with disability are provided at several Universities and Colleges in Utah.
	College and Universities-	Disability Resource Centers - For students with a disability seeking a higher education, access to a disability resource center is available at most colleges, universities, technical, and trade schools. These services are to ensure students with disabilities can fully participate in their academic setting. These services may be called by different names, depending on the school. When researching options at the student's school of choice, look for "disability services" to find the supports and accommodations available. <u>National Center for College Students with Disabilities</u> - is a federally-funded project under the U.S. Department of Education. Provide technical assistance and information to anyone needing information about disability and higher education,

		<p>including college students, their families, faculty, college administrators and staff, disability services professionals, researchers, and policymakers.</p> <ul style="list-style-type: none"> • <u>The Clearinghouse Resource Library</u> - resources about disability and higher education in one place
Employment	<u>Utah State Office of Vocational Rehabilitation</u>	<p>We support individuals with disabilities in obtaining competitive, integrated employment through professional vocational counseling and guidance, and through partnerships with employers, school districts, higher education and other agencies.</p> <ul style="list-style-type: none"> ○ <u>Student Transition Services</u> ○ <u>Pre-Employment Transition Services</u> - also called "Pre-ETS," — offered to any student with a disability — aids students in exploring and planning for successful future employment, through targeted training in: Career exploration, Workplace readiness, Counseling on postsecondary education, Self Advocacy, Work-based learning. ○ <u>Customized Employment</u> -The WIOA definition of customized employment requires that an individualized determination be made of the individual's strengths, needs, and interests for the employment seeker with a significant disability and that such employment meets the needs of the individual as well as the business needs of the employer. The role of this qualitative process is to determine who the employment seeker is by understanding their strengths (potential contributions to employers), their needs (the features that need to be in place for success), and their interests (providing a direction to the type of work that the individual wants to do) ○ <u>Supported Employment Services</u> -USOR can provide supported employment services for individuals with disabilities who require support to find, learn and keep a job. USOR most often contracts with Community Rehabilitation Program partners who provide job seeking and job coaching assistance
	<u>WIOA Youth Program</u>	<p>The Workforce Innovation and Opportunity Act (WIOA) with the Utah Department of Workforce Services helps connect youth with educational resources and develop</p>

		<p>skills to become more employable as they become adults.</p> <ul style="list-style-type: none"> • <u>WIOA Youth</u>
	<u>The Center for Employment and Community Inclusion</u>	Webinars and training on a variety of topics including benefits planning, informed choice, person centered planning, and employment related topics.
	<u>Ready and Able</u>	Resources to help improve the hiring process for individuals with disabilities who are ready and able to deliver.
	Other employment resources	<ul style="list-style-type: none"> • <u>LEAD Center</u> • <u>AskJan.org</u> • <u>Disability Law Center Employment resources</u>
Family Support Services	<u>Utah Parent Center</u>	<p>The mission of the Utah Parent Center (UPC or Center) is to help parents help their children, youth and young adults with all disabilities to live included, productive lives as members of the community.</p> <ul style="list-style-type: none"> • <u>Utah Family Voices</u> - Provides statewide assistance in a variety of ways to families of children and youth with special health care needs and disabilities as well as professional providers and partners. Utah Family Voices is a project of the Utah Parent Center and is run by parents of children with special needs. • <u>The Family to Family Network (FtoFN)</u> - Is a statewide parent support network run by volunteers. It is designed to educate, strengthen, and support families of persons with disabilities, especially those who are on the waiting list or are in services with the Division of Services for People with Disabilities (DSPD). • <u>Person-centered planning</u> webpage • <u>Introduction to Person-Centered Planning Resource Manual</u> • Transition University Series - workshop series providing information for transition youth and their families.

		<ul style="list-style-type: none"> • Successful Transitions for Youth with Disabilities - guide and workbook designed for youth 14 and up to help you find your path and live your best life.
Health Care Services	Health Care Person-Centered Profile	National Center on Advancing Person-centered Practices and Systems (NCAPPS) subject matter experts have created a tool - the Health Care Person-Centered Profile - to communicate a person's wants and needs if they are hospitalized without the direct support of their caregivers, family, neighbors, or friends.
	Utah Children with Special Health Care Needs (CSHCN)	The mission of CSHCN is to improve the health and quality of life for children with special health care needs, and their families, through early screening and detection, data integration, care coordination, education, intervention, and life transitions. <ul style="list-style-type: none"> • Transition to Adulthood
	Care Notebook	Families of kids with special health care needs get information and paperwork from many sources. This Care Notebook is designed to help organize the information in one place to help both families and providers. It is available in English and Spanish.
	Other healthcare services resources	<ul style="list-style-type: none"> • Gottransition.org • Administration for Community Living: Health, Wellness, and Nutrition
Person Centered Planning		The Person-Centered Planning (PCP) process is a personalized approach to planning services and supports to help the person get both what is important to them and important for them. PCP involves the person and others who the person wants to participate in the planning process, coming together to ensure that the person drives the creation of their Person-Centered Support Plan (PCSP) to the fullest extent they desire and ultimately achieve their goals.

		<ul style="list-style-type: none"> • Charting the LifeCourse - <ul style="list-style-type: none"> ○ Charting the LifeCourse Tools • Utah Parent Center planning tools • DSPD Person-Centered Planning website <ul style="list-style-type: none"> ○ Tools to Plan Support Webinar Series ○ Self-Advocate Person Centered Planning Workbook
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This document was created through collaboration with:

