

# Smooth Sailing Ahead: Transition to Adult Services

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# Objectives of the Session

1. Identify the specific tasks in transition from school to adult services for youth with developmental disabilities and their families.
2. Understand the common barriers to effective transition from school to adults services for youth with developmental disabilities.
3. Note ways to organize transition planning with a Family Transition Toolbox.
4. Review requirements for application for adult services.
5. Recognize the value of developing self-advocacy of young people with developmental disabilities.
6. Improve understanding of the transition process by listening to personal experiences of the transition journey.

# Special Education and Transition Planning

- Transition is a process, not an event
- Think of transition as a tree, not a tunnel
- There is no singular, correct path to follow
- Each individual and family will have to choose the branch or path that works best for them

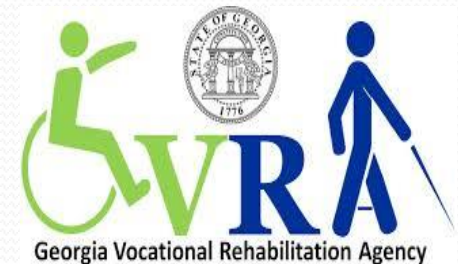


# Adult Services/Supports

- Most adults with developmental disabilities will need to rely upon state and federal government programs in order to obtain needed supports
- No government program can ever address all of a person's needs



Georgia Department of Behavioral Health  
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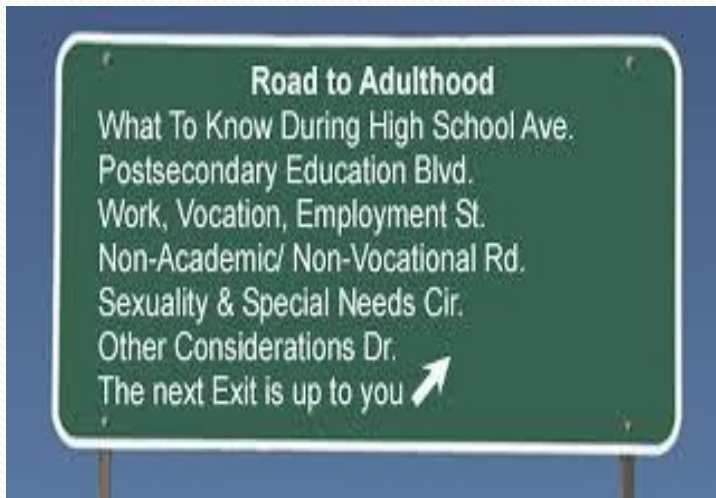
# Transition and Families

- Family involvement is crucial
- Transition impacts the entire family
- Youth and families must have back-up plans for transition
- No one can assume that adult services will be available at the point of transition



# Barriers to Successful Transition

- Lack of awareness of the issues concerning transition
- Inadequate understanding of the specific tasks to be completed, depending on the individual's needs
- Not having high expectations for individuals with developmental disabilities for employment/work/career goals



# Organizing with a Family Transition Toolbox

## Items needed:

1. **Record keeping supplies** (office supplies)
2. **In-home filing system**
3. **Faxing/scanning/copying capacity** (for sending and receiving documents, such as applications, release of information forms, prescriptions and more, as well as making copies of documents)
4. **Calendar**
5. **Notebook for recording telephone calls and contact information**
6. **“Extra” blank copies of all relevant application forms** (make copies BEFORE filling out an application, as well as before sending the completed form)
7. **Copies of all needed documents** – NEVER submit originals, unless you apply in person and can get the originals back immediately
8. **Secure place to save originals and copies of all documents** (such as safe deposit box)



# Effective Self-Advocacy

**What are some of the most effective self-advocacy strategies that youth and families can use?**

- Most effective is to know what you want and what your purpose is for your future
- Share your transition goals with the transition team
- Join a self-advocacy group and learn from other self-advocates
- Become a part of advocacy and support groups
- Attend trainings and other informational events to help you understand the issues that have an impact on you and your family





# Developmental Disability Services Application

## Who is eligible?

- Individuals with a diagnosis of an intellectual disability
- Persons with a related developmental disability, such as severe cerebral palsy, epilepsy, autism, or other neurological impairment with substantial deficits in at least three key areas of adaptive functioning, that developed before the age of 22 years

## How can I obtain an application?

- Applications may be obtained by contacting your Regional Intake and Evaluation (I & E) Unit.



Eligibility Criteria



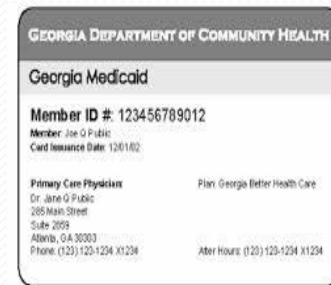
# Completion of Application

## Who can complete the application packet?

- Applications may be completed and submitted by the applicant (person to receive services) or any person acting responsibly on behalf of the person needing service (e.g., legal guardian, relative, friend, or neighbor)

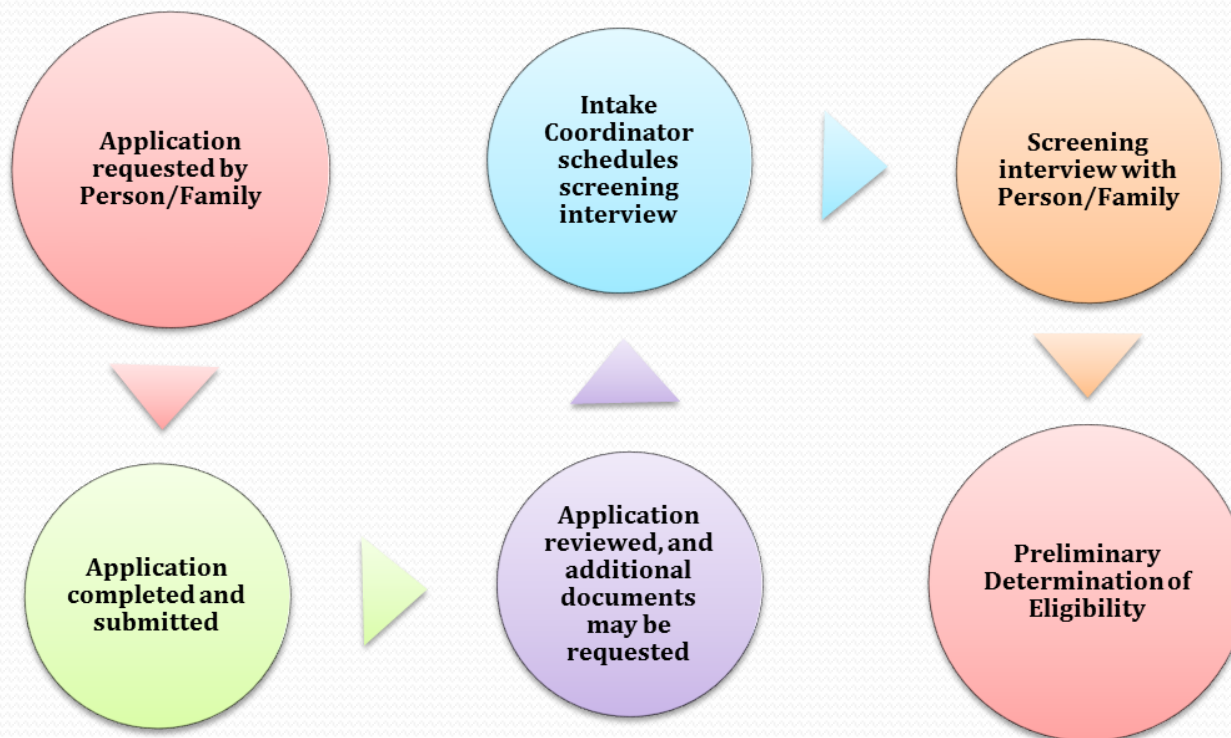
## What type of documentation must I provide?

- You must provide evaluation(s) completed by professionals qualified to evaluate the applicant's skills and abilities (e.g., medical doctor, community-based psychologist, or school psychologist)
- You must also provide contact information for the previously mentioned professionals, copies of insurance information (e.g., Medicaid, Medicare or other insurance), and proof of citizenship (e.g., birth certificate, passport, or permanent resident card)



# Application Process

What is the application process?



How will I be notified of eligibility?

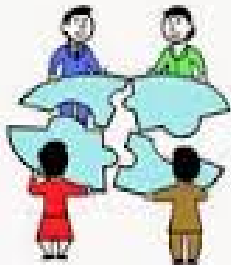
- After your screening appointment at your home or other preferred location, you will be notified **IN WRITING** within 14 working days about the results of your preliminary eligibility determination. A determination of eligibility **DOES NOT** mean funding is available.

# What's Next

## What happens after notification of preliminary eligibility determination?

- When waiver services are not available, individuals are placed on a planning list
- A regional Planning List Administrator contacts the individual/family
- The Planning List Administrator keeps the Regional Office informed of any changes in need
- Family Support Services and limited State Funded Services may be available for an individual on the planning list

Understanding  
The Medicaid Waiver



# Waiver Services Availability

## What happens once waiver services are available?

- The Planning List Administrator coordinates the development of the Individual Service Plan (ISP)
- The ISP specifies waiver services and providers
- Choice of traditional provider or self-direction of services



Search  
Providers



# Developmental Disabilities Waivers

## What are the two developmental disabilities waivers?

- New Options Waiver (NOW): a supports waiver designed for individuals who live in their own or family home and is capped at \$25,000.00
- Comprehensive Supports Wavier (COMP): a comprehensive waiver designed for individuals who need residential placement or intensive in-home supports to remain in the community



# NOW & COMP Waiver Services

Community Residential Alternative*	Support Coordination
Community Guide	Specialized Medical Supplies
Community Living Support	Vehicle Adaptation
Respite	Environmental Accessibility Adaptation
Community Access	Behavioral Supports Consultation
Prevocational Services	Transportation
Supported Employment	Adult Physical Therapy
Natural Support Training	Adult Occupational Therapy
Individual Directed Goods & Services	Adult Speech and Language Therapy
Specialized Medical Equipment	Financial Support Services

**NOTE \* Community Residential Alternative is only available in the COMP Waiver**

# Receiving Waiver Services

## What happens once waiver services start?

- A support coordinator is assigned to support the individual and family
- Traditional provider begins services or individual and family self-direct the services



## What if the waiver services need to change?

- ISP is changed at least every year or more often if needed due to changing needs





# Making it REAL:

- I have a great life. I live independently with support.
- I have my own business Scanwithnan.
- I help people save their memories....it makes me feel good to help others.



# Darlene has it Right!

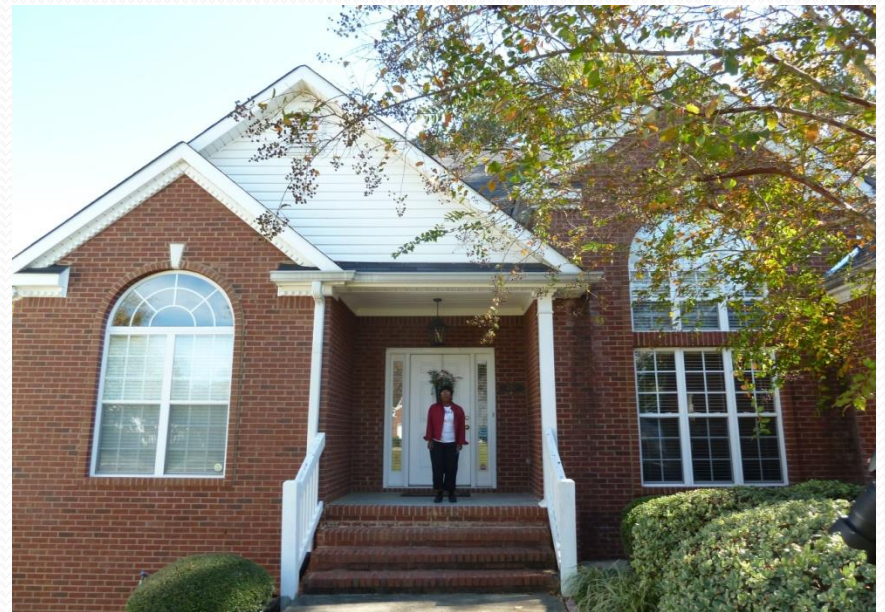
- Support from Waivers is an important way to help your child live his or her dream
- No government program can ever address all of a person's needs.. but it can certainly help.



This Is my PATH Plan. It helps me plan for my goals and dreams.

# This is How I live

- My SSI and Waiver Funds help me to live in a nice home in the community.
- I have the key to my door and the code to my garage door.
- It is MY home and I love it.



This is MY home

# My Home life is full

- I have 3 roommates and staff to support us. They take us where we want and need to go.
- Through the waiver I have a Job Coach who helps me with my business once a week.



# Challenges and blessings

- I had many challenges and even more blessings.
- I was born with Down Syndrome and I am legally blind.
- Many people have supported me and helped me reach my goals.
- I thank...God and my family.
- I get help from Waiver funds for staff and residential support through the ARC of Macon.
- I have fun with my friends, special Olympic coaches and buddies.



I graduated from  
Georgia Academy for The  
Blind in 2005

# How did this all happen?

When I was really little, my parents taught me to speak up and become a self advocate. That helps me now, to direct my own supports.

Before school IEP meetings my family and I talked about my goals . We went in as a TEAM to get the best support for me to succeed.

Now we do the same at my ISP meetings.



# Self Determination

## Nothing about me, without me.

- Encourage and support your child to be fully involved in decisions.
- Include your child at all IEP meetings. Schools encourage it now!
- Back then, I was not welcome at my own IEP meeting.
- It was hard to listen to people talk about me.
- I would put my head down at my IEP meetings....but I heard everything.
- NOW that experience helps me with speaking up at my ISP meeting



# Listen to your children

- Please really listen to your children when they are talking.
- Let your children explore, discover things for themselves.
- That's how they learn. Let them make mistakes and learn from them.





# Community life is important

- Help your children be a part of your Community.
- Let them volunteer and find their gifts and talents.
- I volunteer weekly at Macon Outreach and as Roving Listener in Macon.
- I volunteer on Boards and try to lead by sharing my views and story.



Serving food  
and smiles...

Sharing my  
story.



# Life skills and relationships

- Always respect others. Communication and collaboration are very important.
- My staff and I talk and work out schedules to meet our needs.
- Sometimes we need to compromise.



# Goals and collaboration

- I have a goal to cook healthy meals.
- I collaborate with staff to get the ingredients, support and time to prepare my favorite dish.
- It was difficult for me with my fine motor skills and vision, but I learned to cut vegetables and make a yummy salad.
- I love watching Iron Chef and Chopped.



# Asking for help

- Encourage your children to ask for help .
- Do not do everything for them.
- I needed help with this power point.
- So I asked my Mom to help.
- We collaborated, Mom and Darlene and I, on this presentation.



# Advocacy Resources

Look in your community for self advocate groups

Online training resources are:

- The Research and Training Center on Community Living (RTC) at The U of Minnesota and The Arc have created this site:  
<http://www.selfadvocacyonline.org/learning/>

- The Minnesota Governor's Council on Developmental Disabilities provides  
[Partners in Living](http://partnersonlinecourses.com/partners-in-living/)  
<http://partnersonlinecourses.com/partners-in-living/>



# Sharing is Caring

- You have to take what God has given you and use it to help others to have a good life
- Thank you and God bless you all!



# Questions

