Acronyms etc. you may need to know:

TP = Transition Plan

DSO – Developmental Services Ontario

(http://www.dsontario.ca/)

The DSO South East Region: regional.access@kos.net

1-855-237-6737

1-613-547-1555

The DSO Eastern Region:

admin@dsoer.ca

1-855-376-3737

Ministry of Community and Social Services:

www.mcss.gov.on.ca/en/mcss/

Notes:

(Things I should do next or soon. Questions I should ask.)

The Thresholds Committee consists of representatives from the following:

Ages 18 to 21

Brockville and District Association for Community
Involvement (613-345-4092)

Career Services of Brockville

(613-342-5775)

Catholic District School Board of Eastern Ontario

(613-283-5007 #205)

Community Living North Grenville

(613-258-7177)

Developmental Services of Leeds and Grenville

(613-345-1290)

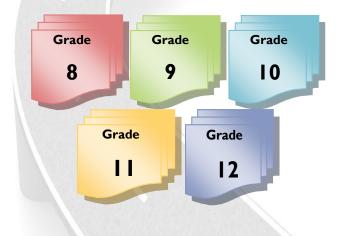
Gananoque and District Association for Community Living

(613-382-7702)

Upper Canada District School Board

(613-342-0371)

Watch for the rest of this set:



TRANSITION ROADMAP FOR FAMILIES OF EXCEPTIONAL STUDENTS

Students can stay
enrolled at school until the
end of June in the
calendar year they turn
21.
(Students born in January

or December would still finish the same June.)

Navigating a path for our children through school;

- from grade 8
- through high school
- up to the age of21.



Thresholds is a Leeds and Grenville program that provides assistance to schools, students and their families before, during and after the transition from the school system to adult life in the community. Five agencies and both school boards have representatives who meet regularly as the Thresholds Committee.

Interesting Resources to Explore

http://caseylifeskills.force.com/#

http://www.jobbank.gc.ca/intro-eng.aspx

http://skills.edu.gov.on.ca/OSPWeb/jsp/en/introduction.jsp

http://www.templegrandin.com/

http://www.servicecanada.gc.ca/eng/lifeevents/disability.shtml

http://www.stephenwiltshire.co.uk/index.aspx

http://www.gcflearnfree.org/

http://www.bbc.co.uk/schools/typing/

http://www.thea4ideaplace.com/

http://www.togetherwerock.com/

http://www.autismoutreach.ca/elearning/functional-curriculum

your child.

Maximize independence!

September 12+

Keep options open

to explore a variety

of work-placements.

Maximize Co-op or work

place experiences

Course Selection

- explore options

each year

Remember - Some

colleges and

universities open

programs for people

with intellectual

disabilities. It's not too

late to investigate the

options! You'll need to

know how/when to

apply!

End of year exams

- find summer work!

Explore new hobbies

or leisure activities

that can be done

outside of school.

home

IEP.

Things you can watch for and ask about throughout the vear.

Work with the school team early to prioritize the essential skills your child will need to focus on this year.

> Intramural Activities

Semester I Exams - end of lanuary

Attend any career events – keeb options open.

Semester 2 Begins - February

IPRC

meeting

Transition **Planning** Meeting

From age 18 up, your supports will start to change. It is very important to have a representative from your agency at your child's transition planning meeting, as their role will increase while the school's role will decrease.

> Graduation **Ceremony** and Dance

Meaningful adult life!

In the Community:

Understands traffic/street signs, navigates sidewalk/ crosswalks/ bridges/ramps/ stairs/parking lots, uses city bus or taxi, makes purchases, manages money, orders at a restaurant, understands service roles: police, fire, ambulance..., understands personal boundaries/ appropriate touch, attends church annronriately commits

Personal Self Care Skills for Independence:

dressing, zippers, buttons, buckles, tying shoes, matching clothes, washing face, hands, brushing teeth, showering, deodorant use, toilet hygiene, brushing/drying hair, taking medications, healthy eating, healthy sleeping, nose blowing/coughing, disposes of garbage, shuts doors/window

DID YOU KNOW? Transition Planning

The school can support many of the same goals as home to provide the best possibility of achieving them, while some are more appropriately dealt with at home. Include the agency you are connected to in all of your plans so they can support the skill growth in the community. Request all partners to aim for maximum levels of independence that your child can achieve.

Whether your child stays until 21 or not - maximize the time left to build on independent skills, at home and at school. This page will list some of them.

Some chores for independence at home:

sweeping, vacuuming, washing floors, setting the table, washing dishes, grocery shopping, cooking, bed-making, laundry washing and folding, shovelling, raking, dogwalking, pet care, mowing, plant watering, bathroom cleaning, sorting garbage/recycling.

Personal Life Management Skills for Independence and Work:

uses schedule/calendar/ timer/clock, makes choices, stays on task, follows instructions, seeks help, works alone or in group, follows rules/routines, cares for materials/belongings, aware of safety, communicates, expresses frustrations/emotions appropriately, turn-taking, manners (please, thank you, excuse me....), makes a phone call, sends email/text.

Have High Expectations for