

# Transition: Mind the Gap!

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REBECCA RESNIK  
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The moving walkway is coming to an end . . .

And we are doing a terrible job for people with disabilities . . .

**14% of adults not employed**

**53% employed after high school but make ~8\$/hr**

**~40% of IEPs do not include a transition plan**

# ‘Person Centered’ Transition = “Nothing About us Without Us”

- “Self-advocacy means taking control of our own lives. That can mean making choices about how we live our lives, like choosing what we do at home, at school, at work, or in our relationships. It can also mean working as a community to take control over how society views disabled people, how the media talks about us, and policies that affect our lives.”
- --Autistic Self-Advocacy Network (ASAN)





“See the man inside the child”

# Transition Planning Mandated in the IDEA

- Transition services means a coordinated set of activities for a child with a disability that—
- (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
  - (i) Instruction;
  - (ii) Related services;
  - (iii) Community experiences;
  - (iv) The development of employment and other post-school adult living objectives; and
  - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

# The devil in the details--

- Planning must begin by 14 (hopefully sooner)
- Planning must be “person centered”
- Formal transition plan with goals and accountability
- Diploma vs certificate
- Must connect family with adult service providers
- Goals must be based on assessment
  - Present level of academic and adaptive functioning performance  
PLAAFP
  - Academic, functional and real world assessment
  - “Exit Ticket” or final document of PLAAFP

# The Transition Checklist



- Diploma vs Certificate
- Diagnosis
- Post secondary education
- Post secondary career/vocational training
- Finances
- Housing
- Decision Making
- Safety
- Medical Care
- Benefits
- Adult Services

# Benefits: Your Tax Dollars at Work

- Disability Determination Services (apply at 18)
- Supplemental Security Income (apply at 18)
- Medicare Waiver
- Vocational Rehabilitation (DORS/DARS)
- Behavioral Health Administration (apply at 16)
- Department of Labor Workforce Development
- Community Pathway Waiver
- Centers for Independent Living (CIL)



# Quality of Life: Relationships and Autonomy

- Career/vocational training
- Housing
- Recreation/Leisure
- Social relationships
- Romantic/Sex life
- Transportation
- Community access
- Finances



--Love on the Spectrum

*Thank you for Coming!*

Autistic Identification  
Is  
Life Changing.  
@littlepuddins.ie



Adult Amanda

- Understands herself
- Kind to herself
- Creates boundaries
- Learning her worth
- Part of a community
- Happy
- At peace
- Found

Young Amanda

- Confused
- Unsure
- Trying so hard
- Outsider
- Lonely
- Lost

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