

# **HOW TO DEVELOP**

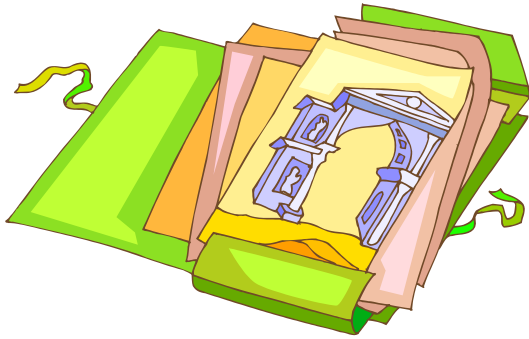
**A**

## ***Transition Portfolio***



### ***Transition Portfolio Information And Instruction Guide***

**Jefferson County Public Health  
Developmental Disabilities Program  
2012**



## **Transition Portfolio Information And Instruction Guide**

This booklet contains:

**Information on Planning for your Future**

**And**

**Guidelines/Ideas for How to Complete Your Vocational  
Transition Portfolio**

**If you are interested in receiving more copies  
Please contact**

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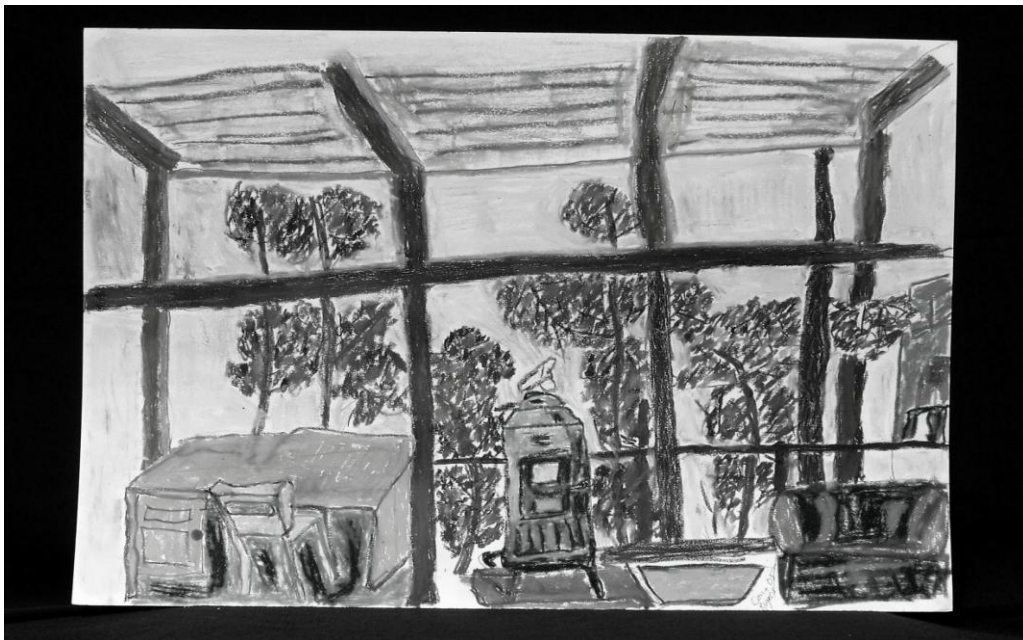
***Craig Rogers, the wonderful artist that drew the work on the front cover of this Guide and on the following page tells us his story.***

**“I was born with Spina Bifida and I have had to overcome many physical obstacles in my life. Over the years my motor skills have diminished, but I’ve always managed to find new methods to create my art. I have had pain and difficulty lately controlling my paint brushes, but I continue to step up to the challenge. Besides paints I have been using oil pastels for many of my most recent works. I consider myself a self advocate and a role model, not only for people with disabilities, but also in the local art community. Art is a challenge for me and I don’t always know how it’s going to turn out. The lesson to learn in art is learning how to integrate yourself and your imperfections into your craft. My art does not have a realistic quality; mostly, it represents the way I see things in my imagination. Sometimes I paint realistic subjects, but my art simply is what it is. I’ve never been trained formally as an artist, but I’ve always felt that I am an artist. Although I have limited skills, I feel that I am a creative person and that art has helped me overcome my physical pain. I would describe myself as an active intuitive person with a creative demeanor. I hope when people see my art and respond to it they don’t think it’s pretty good art for a guy with a disability. I hope they can see the passion and integrity I put into my work. People have responded well to my art here in the Pacific Northwest. I hope to continue creating and reaching a larger audience.”**

**You can find more of my art at [www.dosfolkies.com](http://www.dosfolkies.com)**

***“Find Out Who You Are And Do It  
On Purpose” Dolly Parton***

***Thank You to Snohomish County who so graciously shared their Wealth:  
their Transition Guide, the How to Create a Transition Portfolio Guide and  
the Transition Portfolio Workbook!***



This book contains helpful tips and checklists to help you plan for your future. Utilize this book along with the Jefferson County Resource Guide, The Transition Guide, The Transition Portfolio Workbook and the Jefferson County Employment Planning Guide to help you become connected to, and learn about, community resources and your personal pathway to employment. For additional copies of any of the above mentioned guides please contact the DD County Coordinator, Anna Mc Enery at 360-385-9410 or at: [amcenery@co.jefferson.wa.us](mailto:amcenery@co.jefferson.wa.us)

## IS ONE OF A FIVE PART SERIES:

**JEFFERSON COUNTY RESOURCE GUIDE:** Provides a description and contact information for numerous community agencies in Jefferson County and in Washington State that provide a variety of supports and services.

**JEFFERSON COUNTY TRANSITION GUIDE:** A Guide to support Students, Parents and Schools to navigate the Adult system. *(IN THE PROCESS OF BEING UPDATED)*

**HOW TO DEVELOP A TRANSITION PORTFOLIO:** Instructional guide: with information on planning for your future and guidelines and ideas on how to complete your portfolio.

**TRANSITION PORTFOLIO WORKBOOK:** Includes a variety of worksheets to assist you in developing a personalized portfolio, building on your skills, assisting you in introducing yourself to new people, connecting to your community while focusing on vocational skills and employment. It is available electronically in Word format, as well as a workbook.

**JEFFERSON COUNTY EMPLOYMENT PLANNING GUIDE:** Provides an overview of Jefferson County Adult Employment Services & the implementation process to assist individuals with developmental disabilities to pursue a pathway to employment and/or maintain community employment. *(IN THE PROCESS OF BEING UPDATED)*



## Planning for Your Future When Does It Start?

*Preparing for adult life is a gradual process and begins at an early age. Families, educators, and friends can help you become a part of your community, develop your independence, and employment opportunities, fill your life with opportunities to experience new things, and develop and utilize your skills to live a full life.*

### **Age Birth to 2**

- **Encourage Communication**-learn ways to communicate with your family and friends. The more vocabulary that is understood and expressed, the better.
- **Financial Planning** – set aside as much income as possible in a special needs trust or savings account to plan for your future. A current Will should be in place.

### **Ages 3-5**

- **Have Fun** - be a part of play groups, preschools, religious education, community activities, and groups. Develop relationships with others and learn social skills.

### **Ages 5-6**

- **Inclusion**-attend regular kindergarten and consider Montessori schools offering hands-on learning. Be included in your school.
- **Learn about jobs in your community** - talk to your family, friends, and community members about the work they do.

### **Ages 6-11**

- Chores- help family members with chores at home.
- Participate in community activities such as swimming, sports, scouts, church activities, story time, and play groups.
- Invite children to come over and play.
- Learn basic money management and shopping skills
- Learn to make simple meals, clean your room, wash clothes, choose clothing to wear, and keep yourself neat and clean.
- Understand your disability and begin to advocate for yourself. Put together a Transition Portfolio showing all your strengths and accomplishments, and include accommodations you need. Use this to build on and advocate for yourself at IEP meetings, medical appointments etc...
- Learn how to protect yourself and have a plan for what to do if you need help. Learn how to avoid dangerous situations.

### **Age 12 – 14**

- Bring an updated Transition Portfolio to middle school. Visit the school and your teacher ahead of time; share your Transition Portfolio, and talk about plans for the upcoming year.
- Talk with middle school students, their parents and teachers about what to expect at middle school.
- Participate in school activities.
- As you enter middle school, begin to think about how much time you would like to spend on academic and/ or functional life skills.
- Find volunteer or paid work in your home, neighborhood, or community, and develop good work habits.
- Develop friendships and spend time doing fun things in the community.
- Do as much for yourself as you can. Learn about assistive technology that may help increase your independence.



*The Federal IDEA Law and Washington Administrative Code indicates transition needs must be identified at age 14, and transition services need to be provided beginning at age 16. This is a good time to think about the following, talk to others, and start Planning for YOUR Future:*

## The Transition Plan

### Planning For YOUR Future



**Living Arrangements/Housing:** Where do you plan to live? Do you want to live by yourself, with a roommate(s), in an apartment, a house, a dorm, duplex etc....? What options are available? Can you own your own home? What type of support will you need? How can you be more independent? What assistive technology devices are available?

**Financial:** What will your income be? Will you need additional income? What are the costs of living outside of my parent/caregivers home? How will you develop and maintain a budget? If you have a limited income, how will you pay for phone, rent, electricity, cable, and food? How will you pay your bills? Will you need assistance managing your income? What is a special needs trust fund? What is the Developmental Disabilities Endowment Fund? What are Work Incentive Programs, (PASS/IRWE) through Social Security?

**Medical:** What kind of medical support will you need? How will you pay for these medical supports? What happens when you are no longer covered under your parents insurance? Who will your adult, primary physician be? What supports are available to help you with your medical needs?

**Transportation:** How will you get around? What transportation options are available to you? What kind of support will you need to take public transportation?

**Recreation and Leisure:** What are your interests? Where can you get together with others to share your interests? What recreational opportunities are available in your community?

**Advocacy:** How can you improve your self-advocacy skills? How will you advocate for yourself while you are in school? Who are the people in your life who can support and advocate for you?

**Legal Issues:** Do you need support with legal issues; financial and medical decisions? At age 18 you are an adult, and responsible for making these decisions. If you need support, you may want to consider a guardianship or Power of Attorney, to assist you with your legal decisions.

**Personal Management:** Can you take care of your personal hygiene and household tasks? What can you do for yourself, what assistive technology is available to help you be more independent? What do you need support with?

## Transition Planning at Age 14-18

- Begin to use public transportation to go places by yourself, or with friends and family.
- Begin to participate in community work experience opportunities through your school; try out a variety of jobs, and learn new skills.
- Update your Transition Portfolio with the skills you learned from these experiences, and add letters of recommendation from your employers and supervisors.
- Keep track of what you did, and did not like, about your different job experiences.
- Be a part of all the decisions that are being made.
- Participate in your Transition Plan, and think about what you would like to learn to increase your vocational, academic, and functional living skills. Look ahead to your plans for after school, and think about how to best use your school years.
- Stay connected to your friends, and make new friends along the way. Spend time doing fun things in the community.
- Continue to participate in a variety of social and recreational opportunities in your community.
- Do as much for yourself as you can. Learn about assistive technology that may help you increase your independence.
- Bring an updated Transition Portfolio to high school. Visit the school and your teacher ahead of time. Share your Transition Portfolio, and talk about plans for the upcoming year.
- Talk with high school students, their parents, and teachers about what to expect at high school.
- Be able to explain your disability, as well as any accommodations you may need.



## Decisions To Be Made At Age 18

***Should I stay in school until I am 21?*** There is limited support available in the adult service system and you should look closely at the supports available to you before leaving your school district.

There are creative transition programs that may allow students to go through the graduation ceremony without receiving their diploma.

Young adults can have community work experiences, paid employment, and may even attend community college while still being enrolled in the public school system.

Individuals are not eligible for vocational support until 21-years-of-age (based on the availability of funding). If you turn 21-years-of-age after August 31<sup>st</sup>, you are entitled to public school instruction the following year.

***Guardianship:*** If you are 18-years-of-age or older, and need assistance with making decisions, you may want to consider having a Guardian or Power of Attorney assist you with making legal decisions. This is a decision that can be handled by an attorney and a judge. It may be a full- or partial-guardianship, based on the supports you need.

***Social Security SSI:*** is a federal program providing assistance to individuals with disabilities. When you are 18-years-of-age, you may be eligible for financial assistance and healthcare benefits, depending on your income and working status.





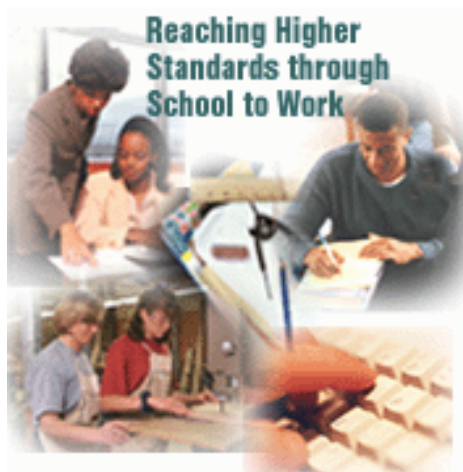
## Transition Planning at Age 18-21

- **Bring an updated Transition Portfolio to the Transition Program. The Transition Portfolio may include: *personal interests, hobbies, employment history, volunteer experience, and letters from previous employers, teachers and others. Include action pictures of you working or having fun. Use this to share with new people you meet along the way.***
- Visit your teacher ahead of time, share your Transition Portfolio, and talk about plans for after school.
- Talk with adults who have left school about what to expect. Talk with parents and people from adult service agencies about what to expect.
- Talk about your plans for after school and learn what supports are available by speaking with: the Division of Developmental Disabilities Case Manager; Department of Vocational Rehabilitation Counselors; Department of Services for the Blind counselors; and the Developmental Disabilities County Coordinator.
- Think about what you would like in your future, and share your dreams with others. Ask others to help you reach your goal. If you are not sure of your vision, get together with family, friends, and a facilitator to help you create that vision. Contact the transition coordinator to get connected to a facilitator.
- Continue to participate in a variety of social and recreation opportunities in your community.
- Stay connected to your friends and make new friends along the way.
- Be able to explain your disability and any accommodations you may need.



## Leaving the School System

- The adult service system can be difficult to Navigate. Call DDD and DVR to see if you are eligible for services, and invite them to your transition meetings during the last year of school.
- Interview vocational agencies and find a job developer / job coach who will help you reach your vocational goal



The following pages include ideas and guidelines for completing your Transition Portfolio.

Personalize your Vocational Transition Portfolio WORKBOOK by adding pictures and sharing your story.

It can also act as a guideline to be used to stimulate new ideas.

- To share ideas
- Host a class and get to know other people in your community who are developing Transition Portfolios.

***The opportunities are endless!***



# About Me

Guidelines and ideas for completing your Transition Portfolio.

## My Strengths

(Update on a regular basis)

This page is one you will continue to add your skills, strengths and talents to. The list will provide you with an opportunity to reflect and think about how your talents can be shared and used in your community.

## About Me Worksheets

### Activities I Enjoy

(Update as needed)

These worksheets will help you develop a list of strengths and goals and to build skills and relationships in your community, home, and school.

Participating in a variety of activities which you enjoy is another way to increase your skills, relationships, and connections to your community. This format allows you to build a full life by assessing what is happening at school, at home, in your community, with friends, and time spent alone. It is important to take stock of the people in your life and share your goals, what you would like to try or learn in each of these environments, and to make a plan to develop the next steps to reach your goals.



### My Dislikes

(Update as needed)

It is very important to let others know what bothers you or what you dislike. It is also important to let others know if you would like some help with dealing with some of your dislikes, and if there are any skills or support you may want to help you overcome dislikes.

### Learning Style

(Update as needed)

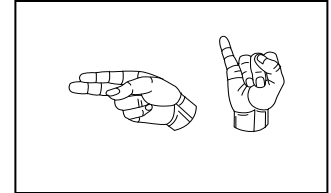
It is important to understand your learning style and what types of accommodations you may need. Being aware of your learning style, the environment, and materials and methods that are effective, can help others support you to learn new things.





# Communication

(Update as needed)



The ability to effectively communicate to others is very important. Assistive technology has been instrumental in providing communication devices to support individuals in communicating. For individuals who utilize sign language or communication boards it is important to have a detailed description and possibly pictures of the communication system you use.

## Some of the information you may want to include in this area:

- ★ Sign Language: What signs do you know?
- ★ Assistive Technology: Describe your communication system and have pictures showing you using your communication system
- ★ If you have limited communication: What has been tried in the past?  
What worked and what did not work for you?

## Share descriptions of your communication style:

For example:

- Speak slowly and clearly
- Make eye contact with me before you talk
- Show me the object related to the activity
- Here are the signs, gestures, and words that I use
- These are the things to do or say to get my attention
- These are the things to do or say if you do not understand me



Individuals communicate in many different ways. Sometimes individuals exhibit various behaviors to communicate. It is important to be able to understand what certain behaviors may mean, and to let others know so they understand how to support you.

## Medical

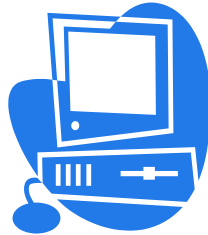
(Update as needed)



This worksheet provides you with an opportunity to share information regarding your medical condition that may be helpful for others to understand and support your.

If you are taking medication that has side affects and that may affect your learning, you may want to inform others of possible side effects to watch for.

Medical information is something you may want to include. If you have a medical condition which you would like people to understand or medication that has side affects or may affect your learning and you would like others to be aware of medication and side affects to watch for this can be a way to share that information.



## My Adaptive Equipment

(Update as needed)

Many students utilize adaptive equipment or devices for support. There are many different types of equipment, and each piece is individualized for the person using it. It is important to provide a detailed description, and possibly pictures or a video, to show how you use your adaptive equipment.



## Positioning

(Update as needed)

If you need support with positioning it is helpful to provide a description from your therapist along with pictures if you would like others to help you with your positioning needs. It is helpful to have pictures of Do's and Don'ts.







## Living Arrangements/Housing

(Update as needed)

It is important to think ahead about where you want to live in your adult life. Do you want to live with family? Friends? In a supported living environment or setting?

Do you plan to live in an apartment, condominium or house? Do you plan to rent or own your home?

How will you pay your bills? Do you plan to have a special needs trust; put money into the DD Endowment Fund through the ARC; apply for Social Security; own a home and charge rent? Etc....

*It is important to take the responsibility to participate and learn as many household skills as possible. The skills you learn will help you in your current and future housing situation, as well as in possible future employment opportunities.*

It is also important to think about accommodations that may be helpful in your housing situation.



## Work Skills

(Update as needed)



Throughout our lives we perform many tasks that teach us with the skills we develop. By documenting the jobs we have had, and the specific skills learned at each of those tasks/jobs, we begin to build a large repertoire of skills that can be built on. Skills are transferable and by having a good understanding of an individual's skills, we can find ways for them to contribute to their community. It is also very important to reflect on accomplished jobs/tasks and determine what part of those you enjoyed, as well as disliked, doing. This will also be helpful when it comes to designing the right job for you.

## Work History

(Update as needed)



It is important to keep track of your employers and request/receive letters of recommendation from former employers. This will be very helpful in pursuing your employment goals.

## Career Path Goals

(Update as needed)



Think about what type/s of jobs you may be interested in doing. Are there different jobs you would like to try? Do you know what you want to do? Are there skills you need to learn to do your dream job?

## Work Skills

(Update as needed)

Schools often complete a vocational assessment, an interest inventory, and/or provide information about your work skills. This section is an opportunity for you to put your skills into a format that is helpful for you when sharing your skills with others. It is also important to think about the environment that you would like to work in as well as the skills /resources you will need in order for you physically get to work.

These forms can be completed yearly.  
It is nice to have the different perspectives.  
Be sure to have at least one person record this valuable information each year.



## Student/Parent/Teacher Yearly Updates



### Student Information Sheet

(Complete yearly)

This form provides an opportunity for the student to write a letter of introduction from their point of view.

The second part of this form provides the student with an opportunity to share information about his/her previous year, their plan for the upcoming year, and information regarding the support they would like to receive. Be sure to add your skills and strengths to the *Strengths* sheet (This can be completed separate from, or in conjunction with, the parent form)

### Parent Information Sheet

(Complete yearly)

This form provides an opportunity for the parent to write a letter of introduction from their point of view.

The second part of this form provides the parents with an opportunity to share information about what the child is doing at home, his/her strengths and interests, and their plan for the upcoming year. Be sure to add skills and strengths to the *Strengths* sheet. (This can be completed separate from, or in conjunction with, the student form)



### Teacher Information Sheet

(Complete yearly)



This form provides an opportunity for the teacher to share information with the student's next teacher.

The second part of this form provides the teacher with an opportunity to share specific information about the student in the school setting. Be sure to add skills and strengths to the *Strengths* sheet.