

2021 Participant Guide

Transition to Adulthood

RUTGERS

University Behavioral Health Care

This Handout serves as a companion Participant Guide to assist the learner in better understanding the Transition to Adulthood: A Self-Directed Approach web-based presentation.

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Frequently used Terminology within NJ State Systems

General DD Terms

Advocate: Someone who takes action to help someone else; also, to take action on someone's behalf.

Americans with Disabilities Act (ADA): Federal disability antidiscrimination legislation passed in 1990 to guarantee basic civil rights to people with disabilities; similar to those provided to individuals on the basis of race, sex, national origin, and religion, ADA guarantees equal opportunities for individuals with disabilities in areas of employment, transportation, government services, telecommunications, and public accommodations.

Accommodation: Service or support related to a student's disability that allows full access to a given subject matter and to accurate demonstration of knowledge without requiring a fundamental alteration to the standard or expectation of the task.

Activities of Daily Living (ADLs): A series of basic activities performed by individuals on a daily basis necessary for independent living at home or in the community such as:

- Personal hygiene – bathing/showering, grooming, nail care, and oral care.
- Dressing - the ability to make appropriate clothing decisions and physically dress/undress oneself.
- Eating - the ability to feed oneself, though not necessarily the capability to prepare food.
- Maintaining continence - both the mental and physical capacity to use a restroom, including the ability to get on and off the toilet and cleaning oneself.
- Transferring/Mobility- moving oneself from seated to standing, getting in and out of bed, and the ability to walk independently from one location to another.

Adaptive behavior: An individual's ability to develop coping strategies in response to the demands of daily life, including self-care skills, organizational skills, basic interpersonal skills, and conformance to community standards (obeying rules, taking responsibility, etc.).

Assistive Technology: Any item, service, equipment, or product system—whether acquired commercially, specially designed, or created via changes to an existing product—that is used to increase, maintain, or improve the functional capabilities in the daily life of an individual with a disability; comes in two forms, devices and services.

Entitlement: The legal right to certain services and benefits.

Evidence-Based Practice: Any of a wide number of discrete skills, techniques, or strategies which have been demonstrated through experimental research or large-scale field studies to be effective.

Guardianship: A legal authority that grants one person the right to make decisions for another. There are two forms of guardianship: **General Guardianship**, sometimes referred to as 'plenary' guardianship typically

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for people who have been found incapable of making or expressing any decisions; and **Limited Guardianship**, covers decision-making around residential, educational, medical, legal, vocational, and financial issues, typically for people who have been found capable of making and expressing some, but not all, decisions.

People First Language: A preferred method for referring to individuals with disabilities that emphasizes a word order placing mention of the individual before her or his disability (e.g., 'a person who is blind' rather than 'a blind person'), current terminology, and positive or neutral descriptions.

Natural Supports: System of supports that are available to all individuals as a natural result of typical family and community living, such as through their family, friends and/or social connections.

Self-Determination: A set of behaviors that includes decision-making, self-regulation, goal setting, problem-solving, and self-advocacy; an approach for the provision of supports and services for many individuals with disabilities, particularly those with intellectual disabilities.

Strengths Based Approach: A practice that acknowledges and builds on what an individual does well through an emphasis on that individual's abilities, talents, and progress.

Supported Decision Making (SDM): A tool that allows people with disabilities to retain their decision making capacity by choosing supporters to help them make choices. A person using SDM selects trusted advisors, such as friends, family members, or professionals, to serve as supporters. The supporters agree to help the person with a disability understand, consider, and communicate decisions, giving the person with a disability the tools to make their own informed decisions.

Universal Design: Barrier-free architectural and building designs that meet the needs of everyone, including people with physical disabilities.

Department of Education

The New Jersey Department of Education supports schools, educators and districts to ensure all of New Jersey's 1.4 million students have equitable access to high quality education and achieve academic excellence.

Office of Special Education Programs-(OSEP)

OESP is responsible for supervising and monitoring the implementation of the federal requirements of the Individuals with Disabilities Education Act of 2004 (IDEA) in local education agencies (LEAs), which include all school districts. The state special education offices provide leadership to ensure compliance with state and federal regulations and to establish standards that promote improved outcomes for students with disabilities.

Age Appropriate Assessments: The ongoing process of collecting data on the student's strengths, needs, preferences and interests as they relate to the demands of current and future working, educational, living, personal and social environments.

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Applied Behavior Analysis: Process of systematically applying interventions to modify an individual's behavior and at the same time collecting data to evaluate the effect of each intervention on the individual's behavior.

Age of Majority: The legally defined age, typically eighteen (18) years old, at which time a person is considered an adult, with all the attendant rights and responsibilities of adulthood.

Aging Out: A term usually applying to a student who is nearing the end of their educational entitlement at age twenty-one (21). It is generally used in regard to students who may require life-long services.

Assistive Technology Device: Any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified or customized, that increases, maintains, or improves functional capabilities of individuals with disabilities.

Community Based Instruction (CBI): Integrating students into their community as part of their education.

Coordinated Set of Activities: Activities based on student needs, taking into account the student's strengths, preferences and interests and include:

- instruction;
- related services;
- community experiences;
- the development of employment and other post-school living objectives; and
- if appropriate, the acquisition of daily living skills and the provision of a functional vocational evaluation.

Due Process: The procedures used to make fair decisions about the identification, assessment and placement of children with disabilities; due process rights are guaranteed by the Individuals with Disabilities Education Act (IDEA).

Free Appropriate Public Education (FAPE): Special education and related services that—
(a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the SEA, including the requirements of this part; (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§ 300.320 through 300.324. [IDEA 2004 Part B Regulations, §300.17]

Functional Academics: Category of instruction in which an emphasis is placed on the skills needed for daily living.

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Functional Skills: Those skills needed for independent living, such as cooking, shopping, working with or managing money, using public transportation and knowing how to be safe at home and in the community.

Functional Vocational Evaluation: A process used to determine a student's strengths, skills and interests while seeking ways to meet the student's needs and accommodate his or her limitations. It may include documentation of general work behaviors such as attention to task, work rate, work organization, attendance, following directions, working independently, working with job supports, interpersonal relationships, etc. Functional assessments are considered most valid when provided in a specific work environment.

- **Employment**

"After graduation, Denise will receive supported employment services through the Division of Vocational Rehabilitation Services (DVRS) to obtain employment and improve her work skills."

- **Independent Living**

"After finishing high school, James will live in his own apartment with support services."

Individuals with Disabilities Education Act (IDEA) 2004: These are federal regulations that govern special education, IEP, and transition services.

Individualized Education Program (IEP): The written plan designed to help develop specific educational goals for students with disabilities. It identifies the disability; describes the child's strengths and areas of need; lists goals that the student should reach in each year; includes short-term instructional objectives that represent a series of skills to master or goals to accomplish; and, identifies programs and services, including general education, that the student will receive. The IEP is reviewed each year. From age fourteen (14) on, the IEP will also address transition needs and services.

IEP Team: A multi-disciplinary team, including the student and parents that review evaluations and recommend special educational programs and services for children with disabilities.

Independent Living Skills: The skills that help a student function successfully as an adult in areas such as leisure/recreation, home and personal care and community participation.

Least restrictive environment (LRE): A term meaning that students with disabilities must be educated (to the maximum extent appropriate) with students without disabilities.

Measurable postsecondary goals: Statements that indicate what the student would like to achieve after high school. Examples of measurable postsecondary goals include:

- **Education and Training**

"After high school, Robert will enroll in Middlesex Community College."

Modifications: Any of a number of services or supports that allow a student to access the general education curriculum but in a way that fundamentally alters the content or curricular expectations.

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Transition IEP: The IEP in effect for a student who are fourteen (14) years of age or earlier if determined appropriate by the IEP Team.

Transition Services: A coordinated set of activities for a student with a disability that:

- is designed to be within a results-oriented process focused on improving the academic and functional achievement of the student;
- is incorporated into the student's transition IEP; and
- facilitates movement from school to post school activities such as:
 - ✓ postsecondary education;
 - ✓ vocational education and/or training;
 - ✓ employment;
 - ✓ independent living; and
 - ✓ community participation

Universal Design for Learning: A research-based framework for teachers to incorporate flexible materials, techniques, and strategies for delivering instruction and for students to demonstrate their knowledge in a variety of ways.

Department of Human Services (DHS)

The Department of state government that serves seniors, individuals and families with low incomes; people with mental illnesses, addictions, developmental disabilities, or late-onset disabilities; people who are blind, visually impaired, deaf, hard of hearing, or deaf-blind; parents needing child care services, child support and/or healthcare for their children; and families facing catastrophic medical expenses for their children. DHS and its eight divisions provide programs and services designed to give eligible individuals and families the help they need to find permanent solutions to a myriad of life challenges.

Division of Developmental Disabilities (DDD)

Provides public funding for services that assist New Jersey adults with intellectual and developmental disabilities, age 21 and older, who meet the eligibility requirements for services to live as independently as possible.

Acuity Factor: Modifier added to the tier for individuals with high clinical support needs based on medical and/or behavioral concerns, notated by “a” next to the tier assignment. The acuity factor can also impact the rate and/or unit of a service base rate for services where that may be applicable.

Centers for Medicare and Medicaid Services (CMS): The federal agency within the U.S. Department of Health and Human Services that administers the Medicare program and works in partnership with state governments to administer Medicaid, the State Children’s Health Insurance Program (SCHIP), and health insurance portability standards.

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College of Direct Support (CDS): A collection of web-based courses designed for direct support staff, people with disabilities, their families and others who support people with disabilities. The required DDD course work that connects learners with a nationally recognized curriculum that empowers people to lead more independent and self-directed lives.

Community Care Program (CCP): A Division of Developmental Disabilities initiative included in the Comprehensive Medicaid Waiver (CMW) that funds community-based services and supports for adults (age 21 and older) with intellectual and developmental disabilities who have been assessed to meet the specified level of care (LOC) for Intermediate Care Facility for Individuals with Intellectual Disabilities (ICF/ID) – i.e., an institutional level of care. Formerly known as the Community Care Waiver (CCW).

Division Circulars: Documents issued by the Division of Developmental Disabilities that serve as policies and procedures for the various stakeholders within the DDDD. Division Circulars can be found at: <http://www.nj.gov/humanservices/ddd/news/publications/divisioncirculars.html>

Fiscal Intermediary (FI): The entity that manages the financial aspects of the Supports Program on behalf of an individual choosing to direct their services through a Self-Directed Employee. In addition, the FI acts as a conduit for an organization or enterprising entity that is not a Medicaid provider but engages in commercial, industrial, or professional activities that are offered to the general public and available to individuals enrolled in DDD Programs.

Individual/Participant: An adult age 21 or older who has been determined to be eligible to receive services funded by the Division of Developmental Disabilities.

Individual Budget: An up-to amount of funding allocated to an eligible individual based on his/her tier assignment in order to provide services and supports. Each Individual Budget is made up of an Employment/Day budget component and an Individual/Family Supports budget component.

Individualized Service Plan (ISP): The standardized Division of Developmental Disabilities' service planning document, developed based on assessed needs identified through the NJ Comprehensive Assessment Tool (NJCAT); the Person-Centered Planning Tool (PCPT); and additional documents as needed, that identifies an individual's outcomes and describes the services needed to assist the individual in attaining the outcomes identified in the plan. An approved ISP authorizes the provision of services and supports.

Level of Care: The assessed level of assistance an individual requires in order to meet his/her health and safety needs and accomplish activities of daily living. Eligibility for certain Medicaid-funded long-term services and supports is tied to an individual's Level of Care designation.

Managed Care Organizations (MCO): Organizations, also known as HMOs or health plans, that contract with state agencies to provide a health care delivery system that manages cost, utilization and quality of Medicaid health benefits and additional Medicaid services. New Jersey currently has the following Medicaid MCOs: Aetna Better Health of New Jersey -<https://www.aetnabetterhealth.com/newjersey>; Amerigroup-

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<https://www.amerigroup.com/amerigroup/find-coverage/medicaid-members.html>; Horizon NJ Health-
<https://www.horizonnjhealth.com/>; UnitedHealthcare Community Plan-
<https://www.uhccommunityplan.com/>; and WellCare- <https://www.wellcare.com/>

New Jersey Comprehensive Assessment Tool (NJCAT): The mandatory needs-based assessment used by the Division of Developmental Disabilities as part of the process of determining an individual's eligibility to receive DDD funded services and assessing an individual's support needs in three main areas: self-care, behavioral, and medical.

Person Centered Planning Tool (PCPT): A mandatory discovery tool used to guide the person-centered planning process and to assist in the development of an individual's service plan.

Support Coordination Agency (SCA): An organization approved by the Medicaid and the Division of Developmental Disabilities to provide services that assist participants in gaining access to needed program and state plan services, as well as needed medical, social, educational, and other services.

Support Coordination Supervisor (SCS): The professional within a Support Coordination Agency that provides oversight and management of the Support Coordinators and approves ISPs.

Support Coordinator (SC): The professional responsible for developing and maintaining the Individualized Service Plan with the participant, their family, and other team members; linking the individual to needed services; and monitoring the provision of services included in the Individualized Service Plan.

Self-Directed Employee (SDE): A person who is recruited and offered employment directly by the individual or the individual's authorized representative/family member to perform waiver services for which SDEs are qualified.

Self-Determination: A combination of attitudes and skills that lead students to set goals for themselves and to take the initiative to reach those goals by making their own choices, learning to solve problems and taking control of their lives.

Tier: An assigned descriptor, based on support needs determined through the NJ CAT, that determines the individual budget and reimbursement rate a provider will receive for that individual for particular services.

Department of Labor & Workforce Development

The Department of state government that provides workforce development, family leave insurance, analyzes labor market information, health and safety guidelines, social security disability programs, temporary disability, unemployment benefits, worker's compensation and resources for employers. The Department of LWD also provides services and support to individuals with disabilities in the workforce through the Division of Vocational Rehabilitation Services.

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Division of Vocational Rehabilitation Services (DVRS)

The Division within the New Jersey Department of Labor and Workforce Development that provides services to assist individuals with disabilities to prepare for, obtain, and/or maintain competitive employment consistent with their strengths, priorities, needs and abilities.

Assistive Technology Evaluations: Assessing an individual's ability to drive, as well as recommending equipment needed to drive safely.

College Training: Eligibility for DVRS is based on person's ability to meet the criteria for specific programs like support attending a two- or four-year programs leading to a degree.

Competitive employment: Working either full- or part-time, for at least minimum wage or an equivalent payment after leaving high school in:

- a. an integrated competitive employment setting
- b. the military
- c. a community-based supported employment setting
- d. family business (e.g., farm)
- e. self-employment

Consultations: DVRS counselors can provide consultations to school staff, students and parents as soon as student is age 14. Most of these consultations take place over the phone, but there may be times that a DVRS counselor provides such consultation at a meeting or presentation held at a secondary school.

Diagnostic Evaluations: Used to determine eligibility and includes medical and psychological testing.

Driver Training: Helping eligible individuals purchase driver training lessons if the lessons are needed to reach a specific work goal.

DVRS Counselors Assigned to Schools: DVRS counselors are assigned to work with individual secondary schools which provides the school with a single point of contact within DVRS.

Employment First: Is a concept to facilitate the full inclusion of people with the most significant disabilities in the workplace and community. Under the Employment First approach, community-based, integrated employment is the first option for employment services for youth and adults with significant disabilities. ~US Dept. of Labor (USDOL). New Jersey became the 14th state to adopt an Employment First initiative.

Financial Needs Assessments: A financial needs assessment is conducted to determine how much financial participation, if any, the person will need to provide toward the cost of services.

Individualized Plan for Employment: A written plan outlining an individual's vocational goal, and the services to be provided to reach the goal. It is developed on the basis of the assessment that is conducted by the Vocational Rehabilitation Counselor after eligibility for vocational rehabilitation services is established.

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Integrated Setting: An employment setting typically found in the community in which the employee with a disability is working in the same setting as those without a disability and interacts to the same extent that non-disabled individuals in comparable positions interact with their fellow co-workers.

Job Accommodations: Advising an employer how to adapt the worksite's physical environment or add equipment that will allow an individual to do work tasks more independently, effectively, and safely.

Job Search Skill Development: Providing guidance in work-search activities such as resume writing, interviewing skills, and job search organization.

Lead Transition Counselor: Every local DVRS office has a counselor who assists in coordinating the transition related activities for the office.

On-the-Job-Training (OJT): Is a hands-on method of teaching the skills, knowledge, and competencies needed for individuals to perform a specific job within the workplace. Individuals learn in an environment where they will need to practice the knowledge and skills obtained during their training.

Placement Services: DVRS provides one-on-one assistance with job search and interviewing skills, development of job leads both with and for the person and provides support during the job search. This could include on-the-job training (OJT), supported employment (SE), or time-limited job coaching (TLJC).

Skills Training: Vocational school, technology or trade school, business school.

Statewide Transition Coordinator: There is a Program Planning Development Specialist (PPDS) in DVRS Central Office who coordinates transition activity on a statewide basis.

Supported Employment (SE): Through referral to a supported employment provider, one-on-one assistance in job search, interviewing, and applying for jobs, followed by coaching on-the-job to facilitate learning job duties and adjusting to the work environment. SE also includes periodic follow-up to make sure the person retains his or her job.

Time-Limited Job Coaching (TLJC): DVRS are time limited. One-on-one assistance in applying for jobs, followed by coaching on-the-job to facilitate learning job duties and adjusting to the work environment.

Vehicle Modifications: Car and van modifications can be made for employment-related purposes.

Vocational Counseling and Guidance: DVRS provides assistance with job search issues that affect employability, and job maintenance strategies, as well as developing the overall competencies the person needs to be successful in a work environment.

Additional Resources

National Secondary Transition Technical Assistance Center (NSTTAC)

NSTTAC's checklist of questions to ask IEP teams as they plan a student's transition services and develop **measurable postsecondary goals** to include in the student's IEP:

- Is there a measurable postsecondary goal or goals for the student?
- Can the goal(s) be counted?
- Does the goal(s) occur after the student graduates from school?
- Are the postsecondary goals based on an age-appropriate transition assessment?
- Are there annual IEP goals that reasonably enable the child to meet the postsecondary goal(s) or make progress toward meeting the goal(s)?
- Are there transition services (including courses of study) in the IEP that focus on improving the academic and functional achievement of the child to facilitate his or her movement from school to post-school?
- Do the transition services listed in the IEP relate to a type of instruction, related service, community experience, development of employment and other post-school adult living objectives (and, if appropriate, acquisition of daily living skills), and provision of a functional vocational evaluation?
- Are representatives of other agencies invited (with parent consent or the student's) to IEP meetings when transition services are being discussed that are likely to be provided or paid for by these other agencies?

Continuing Education & Training

20 great college options for students with Learning disabilities

<https://www.petersons.com/blog/20-great-colleges-for-students-with-learning-disabilities/>

College Resources for Students with Disabilities the Ultimate Guide

<https://www.collegechoice.net/college-resources-for-students-with-disabilities/>

Think College

<https://thinkcollege.net/>

Employment

[NJWins \(Central/ North NJ\)](#)

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[NJ DVRS referral](#)

[WINTAC \(RSA Workforce Innovation Technical Assistance Center\)](#)

Healthcare Occupations: Job Summary; Entry Level Education; 2019 Median Pay

<https://www.bls.gov/ooh/healthcare/home.html>

Independent Living

Community Based Instruction

https://rwjms.rutgers.edu/boggscenter/projects/community_based.html

[Social Security Administration](#)

[Full Circle \(South NJ\)](#)

[The Center for Family Support NJ \(CFS\)](#)

Choosing a Support Coordination Agency:

<http://rwjms.rutgers.edu/boggscenter/projects/documents/ChoosingSCAgency-IndividualsFinal.pdf>

Integrated Supports Star (blank):

<https://www.lifecoursetools.com/lifecourse-library/integrated-supports-star/>

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