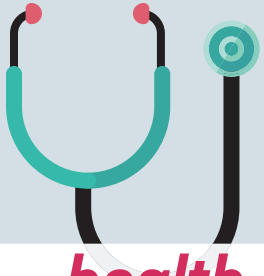
Transition Road Map

12	13	14	15	16
Begin planning for transition to high school		Begin formal school transition planning	Begin thinking about the transition to adult doctors and therapists	Explore education for after high school and training related to career goals
Begin independent conversations with health providers		Plan for expected graduation date		
Think about and write down the names of people who support me. This is my Circle of Support.				Get a paid job in my community
Explore interests, hobbies, and extracurricular activities at school and during my free time in my community				Explore supported decision-making and guardianship options

Career discovery and exploration

Complete job shadows and work tours. Explore volunteering and internships.			
Begin developing self-advocacy, social, independence, and self-determination skills		Connect with DVR	Begin work incentive benefits counseling
Start thinking about community living options	Continue buildling and practice self-advocacy, social, independence and self-determination skills		

Build community networks and social opportunities









health education employment community

Things to talk about during our meetings

I will discuss my goals for my future.

What does health look like for me and my family?

What do I think about my diagnosis? What does my family think about my diagnosis and my needs?

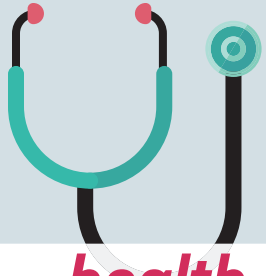
I will discuss my diagnosis and my own needs.

What does "health" mean to me?

This Wisconsin Transition Resource Guide is referenced throughout this document. Page 15 has general information and page 16 has a health assessment.

I could even attend a self-advocacy seminar

- Self-Advocacy Training and WI TIG Self-Advocacy Suite
- Here is a Workbook to use and fill out. It can help with my Positive Personal Profile for employment.
- Get to know the people around me!









health education employment community

Things to talk about during our meetings

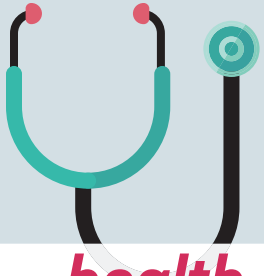
This Wisconsin Transition Resource Guide is referenced throughout this document. Page 15 has general information and page 16 has a health assessment.

https://beforeage18.org/transition-guide/

I could even attend a self-advocacy seminar

- Self-Advocacy Training
  https://beforeage18.org/self-advocacy-training/
  WI TIG Self-Advocacy Suite
  https://witig.org/self-advocacy-tools/

- Workbook
  https://www.aucd.org/docs/publications/transition2_web.pdf






health **education** **employment** **community**

Resources to build my abilities to speak up for my needs, choices and goals

- *Don't Limit Me! Autism Avenues*
  Megan discusses her journey and shares a powerful message about empowerment

- *What's Disability to Me?*
  Bernard shares encouraging and empowering thoughts about being an active member of his community

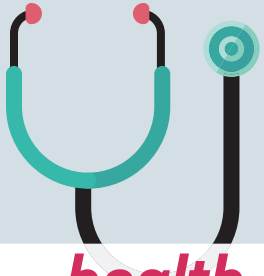
- *What is Self-advocacy?*
  Self-advocates from across the world tell us what self-advocacy means to them

- What my day looks like | Self-determination | Wisconsin Board for People with Developmental Disabilities (WBPDD) Stacy shares how she uses her strengths throughout her day and how to advocate for what she needs

- What I Learned About Myself Last Year | Self-Determination | Wisconsin Board for People with Developmental Disabilities (WBPDD)
  What did you learn about yourself last year? Hear what these self-advocates had to say.

There are benefits that come from my group or "network" of trusted people I know. The more people I know, the more resources, tools, and support I have throughout life.











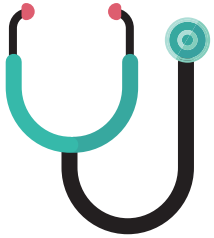
health education employment community

Resources to build my abilities to speak up for my needs, choices and goals

- *Don't Limit Me! Autism Avenues*
  https://www.youtube.com/watch?v=fdWJbJZ6Hxo
- *What's Disability to Me?*
  https://www.youtube.com/watch?v=nhrqH8xW7E0
- *What is Self-advocacy?*
  https://youtu.be/sOX3LWUD2_g
- What my day looks like | Self-determination | Wisconsin Board for People with Developmental Disabilities (WBPDD)
  https://youtu.be/5s0BNwRg8fU
- What I Learned About Myself Last Year | Self-Determination | Wisconsin Board for People with Developmental Disabilities (WBPDD)
  https://youtu.be/MTtEXkrRl5o

Age 12 & 13





Gather information about likes and interests for future plans

At my next appointment, pick something to talk about with my doctor all by myself

Learn about high school programs, attend and participate in my IEP meetings, and speak up about my interests, goals, and hopes for my future

Begin understanding my disability and medical conditions and practice discussing who I am and what I need with others

Begin or continue developing self-advocacy, social, independence, and self-determination skills (making decisions & choices)

Discuss with my doctors what healthcare privacy means to me

education

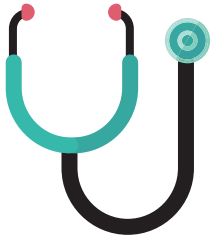
health

Age 12 & 13



[Future plans](#)
http://www.ohe.state.mn.us/sPages/interestAssessment.cfm

[Hopes for my future](#)
https://eao.arizona.edu/sites/default/files/Career%20inventory.pdf



[Understanding my disability](#)
https://www.gottransition.org/6ce/index.cfm?leaving-readiness-assessment-youth

[Self-determination skills](#)
http://uww.edu/documents/orsp/CITEE/WI Integrated Transition Planning Proj/resource-guide-families-pages7-9.pdf

[Discuss with my doctors](#)
https://www.gottransition.org/six-core-elements/

education

health

Age 12 & 13



Who do I want to live with? Who do I want to live near me? What kinds of places do I want to live near? Think about transportation to important places.



Participate in job shadows and tryouts, volunteering, and internships.

Explore interests, hobbies, and extracurricular activities in and out of school.

Practice soft skills. This can be introducing yourself to someone you don't know and being able to provide personal identification information if you need support or during emergency situations

employment

Start learning about community living options. These are places I might want to live when I am older

Participate in social opportunities based on my individual interests

Think about and write down the names of people who support me. This is called my Circle of Support

community

Age 12 & 13



[Community living]
http://uww.edu/documents/orsp/CITEE/WI Integrated Transition Planning Proj/resource-guide-families-pages27-28.pdf

[Job shadows]
http://uww.edu/documents/orsp/CITEE/WI Integrated Transition Planning Proj/resource-guide-families-pages10-11,29.pdf

[Social opportunities]
https://societysassets.org/

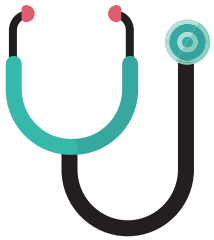
[Circle of Support]
https://inclusion.com/path-maps-and-person-centered-planning/circles-friends-2/

[Soft skills]
https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills

community

employment

Age 14





Begin transition planning for high school. Shadow others who are in high school, visit the school, and talk about my 4-year plan

Understand and explain to others two accommodations or things I need to be successful in school

Continue developing my self-advocacy, social, independence, and self-determination skills (making decisions & choices)

education

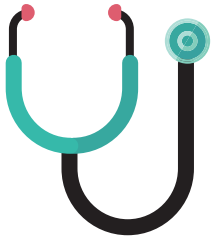
Continue to meet with healthcare providers and discuss my family and personal health history

Continue practicing advocating for my healthcare needs and preferences

Discuss a need or preference independently with my doctor or healthcare provider

health

Age 14



[Personal health history]
https://dzp4370ojv4q1.cloudfront.net/wp-content/uploads/sites/74/2017/05/MyHealthPocketGuide12-4-2020.pdf

[Healthcare needs]
https://www.gottransition.org/six-core-elements/

health



[Developing my self-advocacy]
https://witig.org/self-advocacy-tools/witransition-app/

education

Age 14



Who do I want to live with? Who do I want to live near me? What kinds of places do I want to live near? Think about transportation to important places.



Participate in job shadows and tryouts, volunteering, and internships.

Explore interests, hobbies, and extracurricular activities in and out of school.

Practice soft skills. This can be introducing yourself to someone you don't know and being able to provide personal identification information if you need support or during emergency situations

employment

Continue learning about community living options. These are places I might want to live when I am older

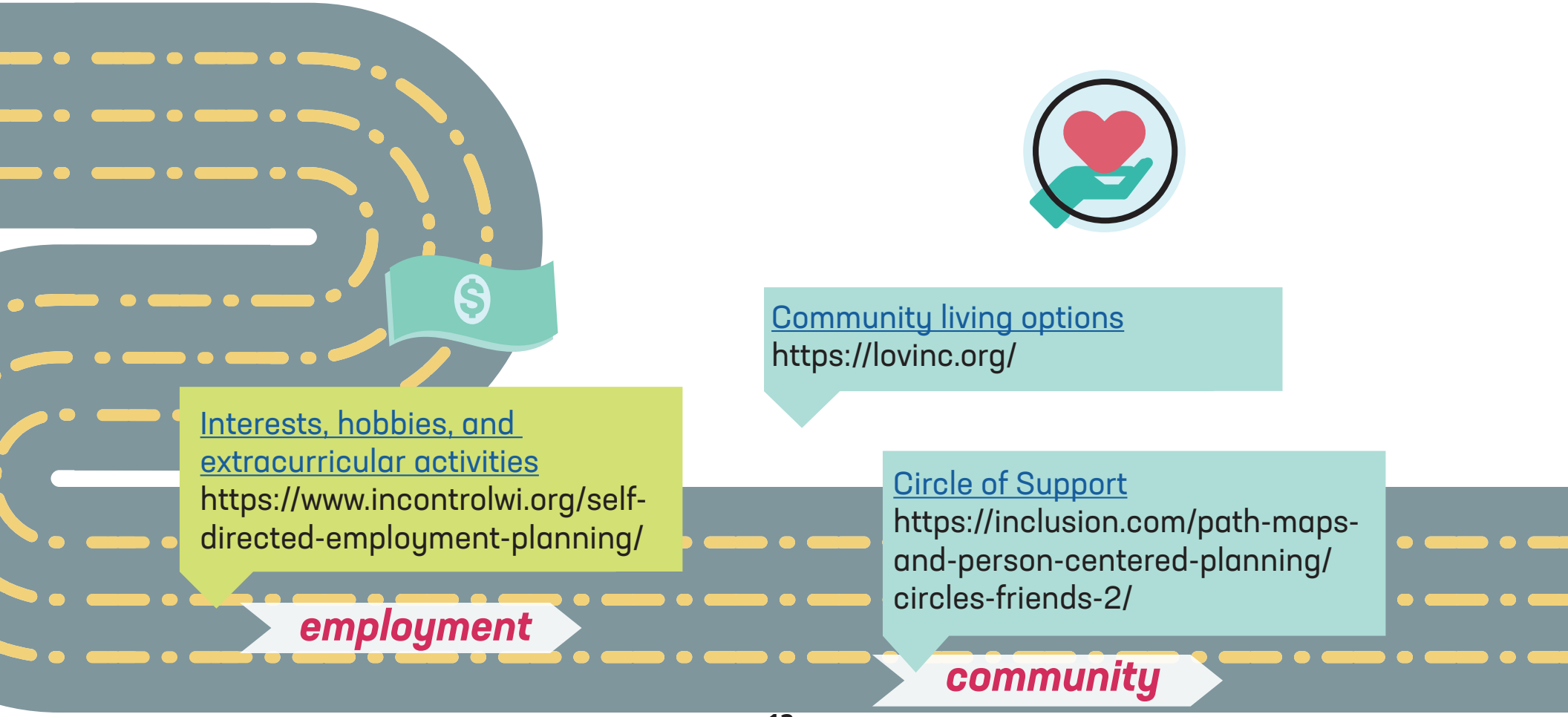
Get to know people in my community and build trust, so that I can be more comfortable with them, in case I need support or there is an emergency

Participate in social opportunities based on my individual interests

Think about my Circle of Support and add any new people

community

Age 14
page 2 of 2



Interests, hobbies, and extracurricular activities
https://www.incontrolwi.org/self-directed-employment-planning/

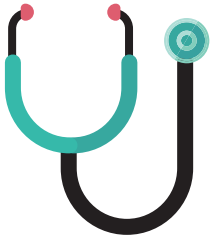
employment

Community living options
https://lovinc.org/

Circle of Support
https://inclusion.com/path-maps-and-person-centered-planning/circles-friends-2/

community

Age 15





Think about what I want to do after high school. Would I like more education in a college or trade school? Are there any more classes that I could take that would help me with my future goals?

Start scheduling my own appointments with my healthcare providers

Continue advocating for myself about my healthcare needs and preferences

Continue working on understanding my disability and medical needs and practice discussing my questions, needs, and preferences with others

health

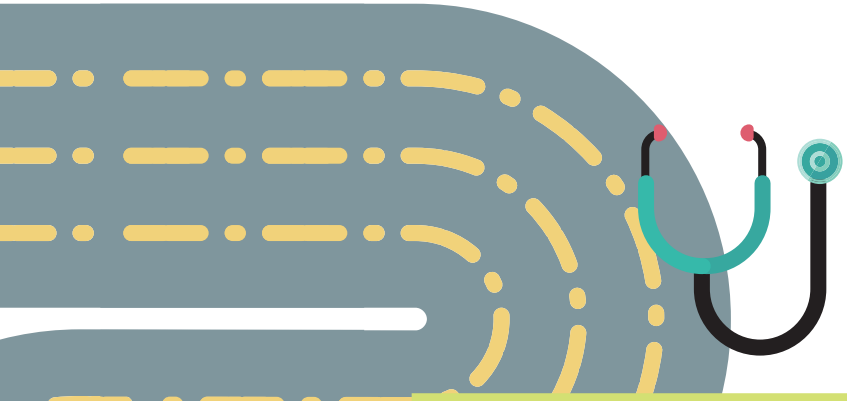
Continue transition planning at high school. Shadow others who are in high school, visit schools, and talk about my 4-year plan

Understand and explain to others two accommodations or things I need to be successful in school

Continue developing my self-advocacy, social, independence, and self-determination skills (making decisions & choices)

education

Age 15



Discussing my questions
https://gottransition.org/resource/?hct-questions-ask-doctor-youth

health



Transition planning
https://witig.org/wisconsin-transition-compass-resource-guide/

education

Age 15



What are my preferences for a work schedule? What type of environment would I prefer to work in?

Set up a meeting with DVR. Think about and explore areas of interest for careers and jobs by volunteering or completing job shadows

Explore interests and hobbies and participate in extracurricular activities in and out of school

Continue practicing soft skills, like talking with someone new about a topic I'm interested in

employment



Who do I want to live with? Who do I want to live near me? What kinds of places do I want to live near? Think about transportation to important places.

Continue to learn about community living options and thinking about where I want to live after high school

Meet with the Aging and Disability Resource Center (ADRC) to learn about my benefits or things that will support my goals

Meet regularly with my Circle of Support, add to it, and update it

Try one new activity or join one new community group or organization

community

Age 15



Aging and Disability Resource Center (ADRC)
http://uww.edu/documents/orsp/CITEE/WI Integrated Transition Planning Proj/resource-guide-families-pages12,17-18.pdf



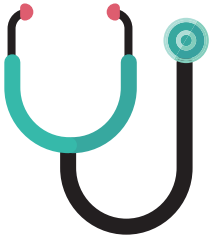
Meeting with DVR
http://uww.edu/documents/orsp/CITEE/WI Integrated Transition Planning Proj/resource-guide-families-pages10-11,29.pdf

Circle of Support
https://inclusion.com/path-maps-and-person-centered-planning/circles-friends-2/

employment

community

Age 16





Continue meeting independently with health care providers

Continue self-advocacy skill-building about healthcare needs and preferences

health

Learn about high school transition program options and attend high school transition fairs

Meet with your transition teacher to make sure your classes and accommodations line up with your transition options

Continue to self-advocate with guidance from your Circle of Support

https://www.gottransition.org/

Meet new people and learn new things by participating in extracurricular activities

education

Age 16





Transition fairs
https://witig.org/wisconsin-transition-compass-resource-guide/

Healthcare needs
https://www.gottransition.org/

health

Accommodations
http://uww.edu/documents/orsp/CITEE/WI Integrated Transition Planning Proj/resource-guide-families-pages8,26.pdf

Transition options
https://witig.org/self-advocacy-tools/witransition-app/

Circle of Support
https://inclusion.com/path-maps-and-person-centered-planning/circles-friends-2/

education

Age 16



Participate in informational interviews and job shadows with employers of interest

Explore volunteer and part-time work opportunities

Expand your interests and hobbies

employment



Continue to learn about community living options and thinking about where I want to live after high school

Meet with the Aging and Disability Resource Center (ADRC) to learn about my benefits or things that will support my goals

Meet regularly with your Circle of Support, add to it, and update it

Build relationships with people in my community based on my interests

community

Age 16



Informational interviews
https://thinkcollege.net/sites/default/files/files/resources/GGP12_CE_Info_Interviews_Observational_Tours.pdf

Interests and hobbies
https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills

employment

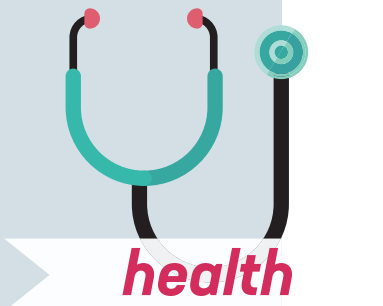


Benefits
http://uww.edu/documents/orsp/CITEE/WI Integrated Transition Planning Proj/resource-guide-families-page17.pdf

Support my goals
http://uww.edu/documents/orsp/CITEE/WI Integrated Transition Planning Proj/resource-guide-families-pages19-20.pdf

Circle of Support
https://inclusion.com/path-maps-and-person-centered-planning/circles-friends-2/

community









A Collaborative Effort

From February through August of 2021, the Center for Inclusive Transition, Education & Employment (CITEE) at the University of Wisconsin-Whitewater convened several meetings with Rock County area high school transition-age youth with intellectual and developmental disabilities and their families, along with high school transition educators, and service providers. This leadership team was part of a larger project, coordinated by the Waisman Center at UW-Madison, called the WI Integrated Transition Planning Project.

The intent of this statewide project was to engage all community stakeholders to create a testable action to improve outcomes for high school transition-age youth with intellectual and developmental disabilities, in particular, medically underserved populations. This document represents the Rock County community's final product for this collaborative work. CITEE is very grateful to the community stakeholders listed below, for their tireless commitment to this work.

Youth & Family Members: Alicia, Carter, Cheryl, Debra, Don, Elise, Julia, Maria, Nancy, Sheri, Shia

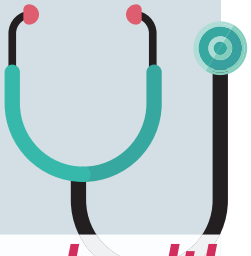
Transition Educators: Declan Boran Ragotzy (Milton HS), Kelley Hansen (Janesville HS), Asha Knight (Beloit HS), Shana Ratzburg (Janesville HS), Heidi Weisensel (Beloit HS)

Service Providers: Lisa Koob & Tim Markle (Southern Regional Center for Children and Youth with Special Health Care Needs, Waisman Center), Megan Acheson & Carrie Gartzke (TMG WI), Giorgianne Maziarka (Employment Connections, UW-W/CITEE), Stefanie Primm (LOV, Inc.)

CITEE Staff: Laura Brunke, Carole Carlson, Mackenzie Katch, Jessica Smith

University of Wisconsin Whitewater | Center for Inclusive Transition, Education and Employment

This work is supported in part by grant #90DDUC0079-01-00 from the US Department of Health and Human Services Administration For Community Living awarded to the UW-Madison Waisman Center. Contents are solely the responsibility of the authors and do not necessarily represent the official views of the granting agencies.



health



education



employment



community

A Collaborative Effort

Center for Inclusive Transition, Education & Employment (CITEE)
https://www.uww.edu/citee

Waisman Center
https://www.waisman.wisc.edu/

WI Integrated Transition Planning Project
https://healthtransitionwi.org/wisconsin-integrated-transition-planning-project/

Southern Regional Center for Children and Youth with Special Health Care Needs, Waisman Center
https://cyshcn.waisman.wisc.edu/

TMG WI
http://tmgwisconsin.com/

Employment Connections
https://www.uww.edu/orsp/research-centers-and-initiatives/citee/employment-connections

LOV, Inc.
https://lovinc.org/

University of Wisconsin Whitewater | Center for Inclusive Transition, Education and Employment

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