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NOTES

COLLABORATION REQUIRES COMMUNICATION

Communication is understanding the emotion and intentions behind the speaker and the listener. Effective communication can lead to collaboration when the meanings are understood by all of the team members, especially the students. When there is understanding, connections are made and together that leads to problem solving and decision-making to create successful transition plans for students and families

Audience Hears...	When Educators use these terms...					
	OUTCOMES	ASSESSMENT	COURSE OF STUDY	POST-SECONDARY GOALS	SELF-ADVOCACY	SELF DETERMINATION
Student	Where do I go???	Not Another Test!!!	Classes?	I am not sure what my options are.	If I talk, will they listen?	I am in charge of my future?
Parent	What is out there for my child?	Not another test – more test anxiety! Will it help or discourage?	What classes lead to graduation?	Are these goals realistic?	I want them to listen to me too	Where do I get the information to guide my child to ask for what he/she needs?
General Educator	College and career readiness	Academic Finals Smarter Balance	Education or Career Plan	College / University	Pick a university Ask for help	I will guide students to make choices
Special Educator	Post-secondary education or training and employment	Psycho-ed test Academic test Transition & Career surveys Life skills evaluation	Course of Study	Goals related to post-secondary education, training, work, independent living	Know your disability Ask for accommodations	Use you initiative to plan your future and share your plans
College Staff/Faculty	Persistence – complete your degree or certificate Transfer from community college	Placement test Eligibility for DSPS Finals Test for license	Education Plan	Major	Students need to know what classes they want and ask for DSPS services they need	Responsibility for career and education planning They must use initiative to ask for help
VR – Counselor	Employment	Vocational evaluations Work readiness Situational assessment	What classes or programs relate to employment goals	Employment Goals	Can they describe their disability and state their employment goal	Set realistic goals for themselves and advocate for their needs
DD – Case Manager	Integrated competitive employment Quality life	Eligibility for services Specialized assessments	Classes to earn diploma or certificate	Do you want to leave high school with a diploma or certificate?	Request services when developing a program plan	State goals for the future Make choices about services to meet needs
Employers	Responsible Productive Employee	On the job evaluation	What training does the employee need?	Minimum qualifications for jobs	Speak up Ask for what you need Disclose your disability	Plan ahead Complete education and training in advance

Source: Shasta 21st Century Career Connections and California Transition Alliance

VOCATIONAL REHABILITATION

Workforce Innovation and Opportunity Act

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers, including youth and students, access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

Oregon's Workforce Programs, schools and Vocational Rehabilitation are working together to build stronger partnerships and collaboration.

WIOA promotes alignment of workforce development programs with regional economic development strategies to meet the needs of local and regional employers and together these partners are committed to developing career pathways and training opportunities for students.

VR-IDD Counselors:

VR-IDD Counselors have expertise and interest in serving VR participants with Intellectual and/or Developmental Disabilities toward successful supported employment outcomes. Most of their time is spent managing a caseload of individuals with IDD and coordinating with brokerages, schools, county DD and other Employment First Partners on behalf of each VR participant. While their goals develop locally and regionally, generally they will: participate on Employment First Teams; make conference presentations across agencies; outreach to community partners; collaborate with ODE TNFs and ODDS Employment Specialists; share their expertise with other VR staff; and work on special projects.



Who's New

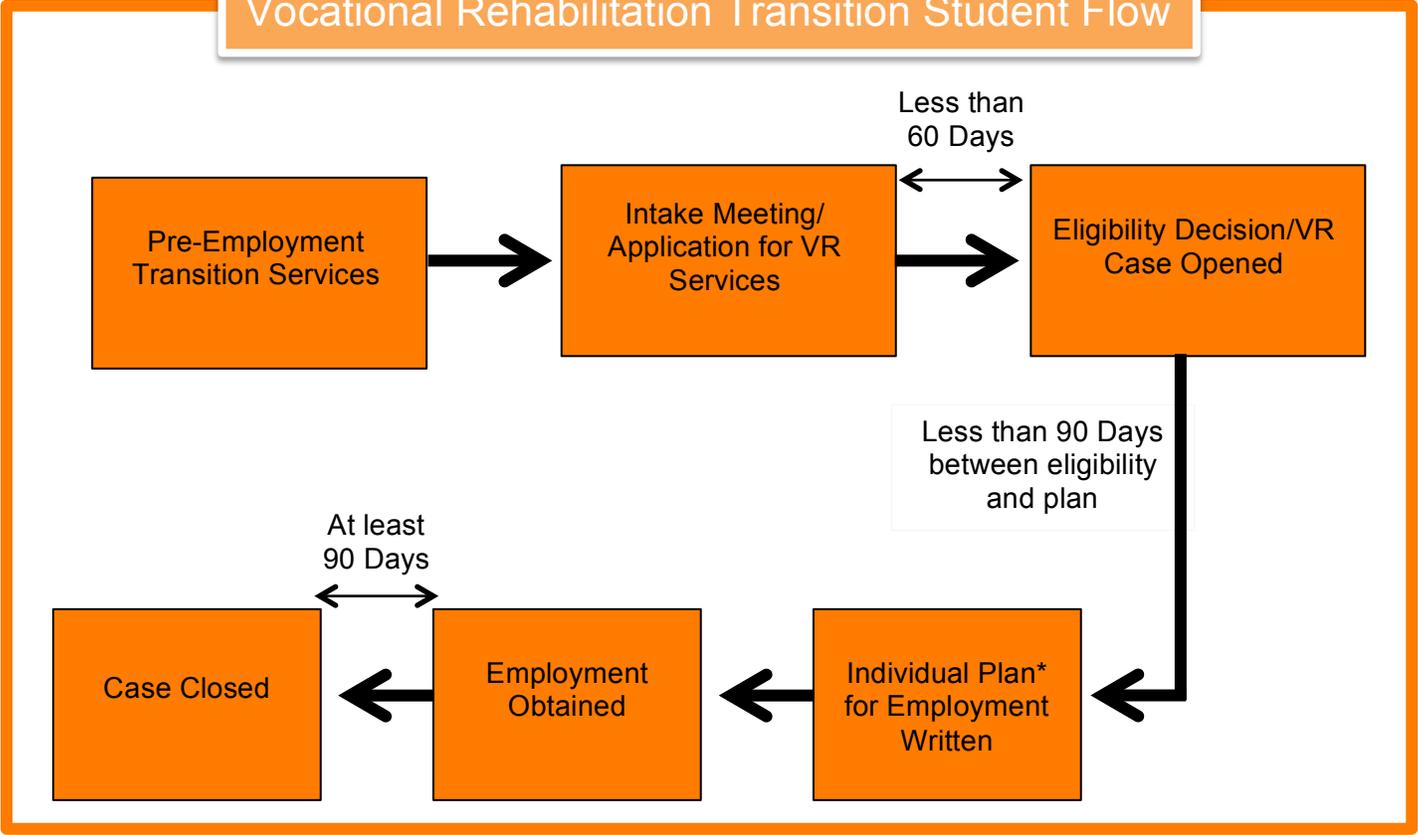
VR-IDD Staff

Karen Burch	Washington County office	(503) 277-2500	karen.b.burch@state.or.us
Susanne Snyder	Springfield office	(541) 726-3525	susanne.a.snyder@dhssoha.state.or.us
Julia Covert	Central & North Portland Offices	(971) 673-3055	Julia.k.covert@state.or.us
Derek Hill	Clackamas Office	(971) 673-6130	derek.r.hill@state.or.us
Alan Roberts	North Salem Office	(503) 378-3587	alan.d.roberts@state.or.us
Doreen Earl	East Portland Office	(971) 673-5858	doreen.earl@state.or.us
Cortney Gibson	Bend Office	(541) 388-6336	cortney.gibson@state.or.us
Jaime Ketchum	Roseburg Office	(541) 440-3371	jaime.l.ketchum@state.or.us
Bob Stevens	Bend	(541) 388-6336	bob.stevens@state.or.us
(VRC IDD Specialist)			

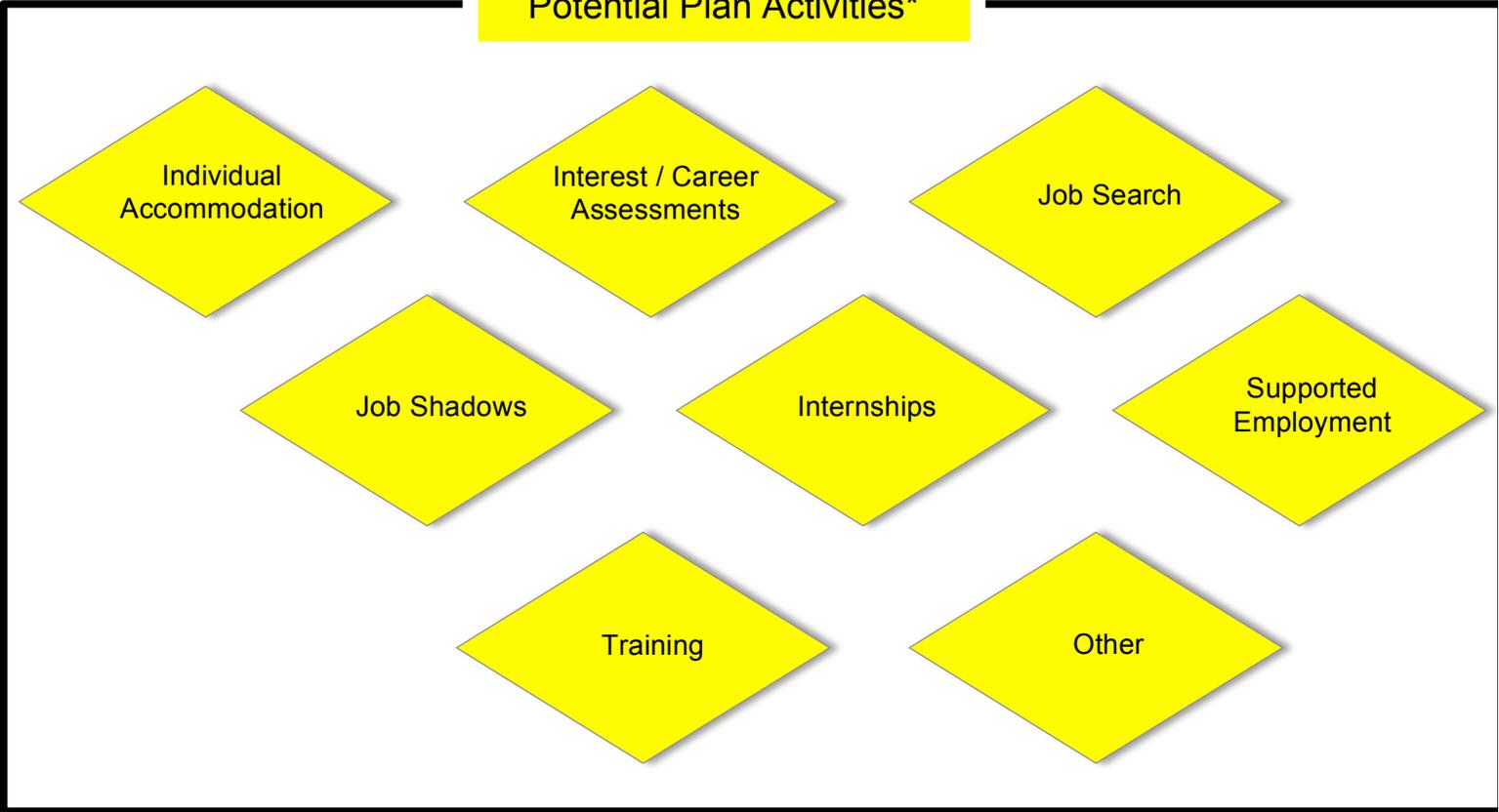
For more information, you can contact these VR Administrators:

- Ann Balzell (503) 945-6975 ann.balzell@state.or.us
- Robert Costello (971) 673-3055 robert.costello@state.or.us
- Joe Miller (503) 945-6375 joseph.w.miller@state.or.us

Vocational Rehabilitation Transition Student Flow



Potential Plan Activities*



PRE-EMPLOYMENT TRANSITION SERVICES (PETS)

WIOA creates the expectation that VR, in collaboration with local educational agencies (LEAs or Districts), shall provide, or arrange for, the provision of pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for VR services.

The five PETS are as follows:

- 1 Job exploration counseling;
- 2 Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that are provided in an integrated environment to the maximum extent possible;
- 3 Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education;
- 4 Workplace readiness training to develop social skills and independent living; and
- 5 Instruction in self-advocacy, which may include peer mentoring.

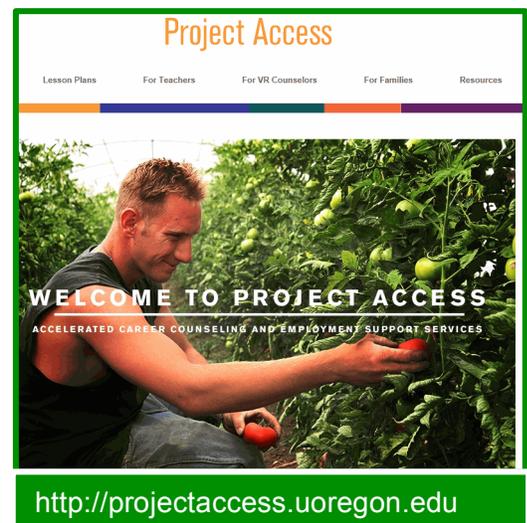
ODE and VR are working collectively to develop trainings, technical assistance, and materials to help districts and VR meet this new expectation. Contact your local Transition Network Facilitator or VR Branch Office to find out more information about the resources that are available.

One example of a resource is the **ACCESS Curriculum** that is free and available online here: <http://projectaccess.uoregon.edu/>

Project ACCESS

Approximately 1 in 10 adolescents have a disability and many of these youth experience unemployment following high school. The purpose of Project Access is to establish, implement, and evaluate a multi-level interagency transition model in the state of Oregon. The overall goal of the project is to improve and extend transition services to a greater number of students with disabilities through a model program that brings Vocational Rehabilitation Counselors (VRC's) into high school settings.

These VRC's collaborate with special education teachers in the planning and delivery of transition services. VRC's take applications for VR services from students with disabilities and begin to develop employment plans with them at an early age. This school-based model is also designed to provide educators and parents with additional resources to assist them in improving the long-term employment outcomes of youth.



On the following pages you will find examples of documents available that document the crosswalk between ACCESS lessons and the PETS.

Crosswalk between ACCESS and PETS Skills (Example)

The Access Curriculum is a free website resource. There are 287 lessons represented in the curriculum. The Crosswalk provides a method to share which lessons are aligned with the PETS skills. An “A” on the lesson means the lesson primarily teaches PETS as indicated. The “B” represents another area covered by the lesson as secondary PETS skill. All of the PETS skills are represented by individual lessons. The Crosswalk can be used to help teachers select lessons based on the PETS Skills being taught. For example the first lesson, The Personal Journal, is primary for Instruction in self-advocacy and secondary for counseling.

1. Job Exploration
2. Work-based learning experiences
3. Counseling
4. Workplace readiness
5. Instruction in self-advocacy

Unit	Number of lessons	1	2	3	4	5
Self-Awareness	40	25	3	10	22	20
Social Skills	47	14	16	2	39	22
Self Advocacy	22	0	1	0	21	10
Cognitive Skills	42	6	1	0	15	20
Academic Skills	46	5	17	14	6	4
Career Options	36	16	15	1	4	0
Essays	38	2	2	4	15	15
Activities	16	3	3	2	4	4
Totals	287					



www.ytporegon

Property of the Youth Transition Program

Crosswalk between ACCESS and PETS Skills (Example)

This curriculum is very flexible relying on how you interpret the PETS. The curriculum has value as a stand alone. The more you use it, the more you will learn which lessons pertain to which skill sets.

1. Job Exploration
2. Work-based learning experiences
3. Counseling
4. Workplace readiness
5. Instruction in self-advocacy

Self-Awareness Lesson Plans--My Values Unit	1	2	3	4	5
The Personal Journal			B		A
Who Am I? Let's Take an Inventory				A	B
Values Shuffle				A	B
Likes and Dislikes Warm-up Game	A			B	
Self-Assessment: Likes & Dislikes Inventory	A				B
Values Clarification Exercise	B		A		

Self-Awareness Lesson Plans --Self-Assessment Unit	1	2	3	4	5
Values Clarification Exercise				A	B
Self-Assessment: Likes & Dislikes Inventory	B			A	
Self Esteem Test	A				B
Essay – Being Content With Myself				A	B
Essay – Never Stop Believing			B		A
Essay – Re-inventing Oneself			B		A

Self-Awareness Lesson Plans –Learning Styles Unit	1	2	3	4	5
Learning Styles Teacher Resource	B			A	
What's Your Learning Style?	B		A		
Learning Style Assessment - 70	A		B		
Learning Style Assessment - 30	A		B		

Self-Awareness Lesson Plans –Hopes and Dreams	1	2	3	4	5
Positive Quotes	A			B	
Essay- Follow Your Dreams	A		B		
Essay- A Grown Up Barbie			B		A
Essay- My Accomplishments			A		B

OREGON YOUTH TRANSITION PROGRAM (YTP)

BEST
PRACTICES

Established in 1990, the Oregon Youth Transition Program (YTP) is a collaborative partnership between the office of Oregon Vocational Rehabilitation, Oregon Department of Education, and the University of Oregon. The purpose of the YTP is to prepare youth with disabilities for employment or career related post-secondary education or training. What began as a three-year federal grant to seven schools has spread into a majority of Oregon high schools over the last 25 years. To date, more than 25,000 youth, eligible for Vocational Rehabilitation services, have participated in YTP and that number grows by about 1500 youth yearly.

YTP has two distinct, yet interconnected goals. The first goal is to improve post-school transition outcomes for youth with disabilities by preparing them for employment or career related post-secondary education or training. The second goal is to increase capacity and create systems change in schools and other agencies serving students with disabilities in transition from school to work.

For more information about the YTP visit the website www.ytporegon.org

Oregon Youth Transition Program Procedures Manual



The Oregon Youth Transition Program (YTP) provides year-round services to youth typically during the last two years of high school and continuing into the early transition years after leaving high school.

All students in the program receive a comprehensive pattern of service designed to address a broad array of transition needs including:

- *Individualized planning*, focused on post school goals and self determination, and help to coordinate school plans with relevant community agencies;
- *Instruction* in academic, vocational, independent living, and personal social skills and help to stay in and complete high school;
- *Career development* services including goal setting, career exploration, job search skills, and self advocacy;
- Emphasis on *paid employment* such as connections with local employers, development of school-based businesses, on the job assessment and training;
- *Support services* such as individualized mentoring and support or referrals for additional specific interventions;
- *Follow-up* support for one year after leaving the program to assist in maintaining positive outcomes in employment or post secondary settings.

Developmental Disability

- Developmental Disability (DD) is a severe mental or physical impairment or combination of mental and physical impairments
- Begins before an individual is 22 years of age or 18 years of age for an intellectual disability;
- Begins in and directly affects the brain and has continued, or is expected to continue, indefinitely;
- Causes significant impairment of daily living skills (adaptive behavior) such as, but not limited to, communicating, grooming, dressing, safety and social skills.

Other developmental disabilities include autism, cerebral palsy, epilepsy, or other neurological disabling conditions.

See the full definition of Developmental Disability in OAR 411-320-0020.

Intellectual Disability

- Intellectual Disability (ID) means significantly sub-average intellectual functioning with an intelligence quotient (IQ) of 70 and under as measured by a qualified professional, along with a lack of daily living skills (adaptive behavior) such as, but not limited to, communicating, grooming, dressing, safety and social skills, that show up prior to 18 years of age.
- Individuals with IQ's of 71-75 may be considered to have an intellectual disability if there is also significant impairment in adaptive behavior as diagnosed by a licensed clinical or school psychologist.

See the full definition of Intellectual Disability in OAR 411-320-0020.

Supported Employment Services For Individuals Experiencing Intellectual and Developmental Disabilities (I/DD)



"I would like a job in the community, what services are available?"



JOB DEVELOPMENT

A Job Developer visits with potential employers, helps with the application and interview, and identifies or creates positions in the workplace.



JOB COACHING

A Job Coach can support a person who is learning the new tasks of a job, and transitioning to a new environment. It might also include support to advance towards career goals.



Small Group Supported Employment

Small Group Supported Employment Services support a person to develop skills to achieve an individual job in the community.



Discovery

A person-centered planning process to find a job that matches a person's interests and strengths.



Employment Path Services

A time-limited service that supports a person to gain work experience and develop skills.

Want to learn more about these supported employment services?

The Office of Developmental Disability Services (ODDS) has created a list of resources to explain what is available to you. Visit the links below to learn more!

Learn more at www.IWorkWeSucceed.org

ODDS EMPLOYMENT SPECIALISTS

OREGON DEPARTMENT OF HUMAN SERVICES

Services for Children with Intellectual or Developmental Disabilities

OREGON DEPARTMENT OF HUMAN SERVICES

Choosing Developmental Disability Services for Children and Adults

DHS | Safety, health for all Oregonians

Find your local office
http://www.oregon.gov/dhs/DD/Pages/county_programs.aspx

DHS | Safety, health and independence for all Oregonians

There are five Regional ODDS Employment Specialists located throughout the state of Oregon. The role of the ODDS Regional Employment Specialists is to work with individuals and their families, Community Developmental Disabilities Programs (CDDPs), Brokerages, Provider Organizations, Vocational Rehabilitation, the Oregon Department of Education (ODE) and other community stakeholders to help move the Employment First initiative and Executive Order 15-01 forward.

The Employment Specialists work closely with the Transition Network Facilitators (TNFs) through Department of Education and the VR I/DD Counselors through Vocational Rehabilitation. The Employment Specialists provide technical assistance and training, establish working relationships with local partners, assist CDDPs and Brokerages to develop effective partnerships with ODE, VR and Provider Organizations, gather information about what is working and not working in the field to inform policy, coordinate communication and most importantly, work as a partner in local communities around employment.

Who's New

ODDS Employment Specialists

Nate Deeks	Portland/NorthWest Oregon	nathan.a.deeks@state.or.us	503-510-3323
Brad Collins	Eugene/Central Oregon	bradley.c.collins@state.or.us	503-602-2115
Theresa Knowles	Eastern Oregon	theresa.m.knowles@state.or.us	541-214-9063
TBD (in process of hiring now)	Bend/Central Oregon		
TBD (in process of hiring now)	Roseburg/Southern Oregon		

Questions contact: Acacia McGuire Anderson

acacia.mcguireanderson@state.or.us



RE: Transmittal # APD—PT—15-011
Issued 3/27/2015

Listed below is a link for a policy transmittal from for the Office of Developmental Disability Services (ODDS) regarding transition aged youth with Intellectual and Developmental Disabilities who are receiving educational services and have access to Medicaid funded employment services through the DD Waiver.

This message clarifies the language that is used in this DHS transmittal for the purposes of education.

I. Individual Employment Support- Job Coaching

Job coaching includes support to maintain or advance in individual integrated employment. Under the following circumstances, individuals eligible for ODDS-funded employment services may access this service while also eligible for services under IDEA:

Job coaching is available for students in school who have obtained integrated employment at minimum wage or greater and plan to continue after they exit from school. This service is available when job coaching services are no longer available for the student through Vocational Rehabilitation (VR). This integrated employment cannot be related to the high school transition program, or similar activity that is available to students in a school setting. The student's Individual Service Plan (ISP) through ODDS and the Individual Education Plan (IEP) must be coordinated and job coaching must be documented in both plans.

II. Discovery

Discovery includes a series of work, volunteer, and other community based experiences, to inform the individual and the job developer about the strengths, interests, abilities, skills, experiences, and support needs of the individual, as well as identify the conditions that will contribute to an individual's success in an integrated employment setting in the general workforce. This service is provided in limited or exceptional circumstances in which there is insufficient information from other experiences such as the individual's transition program, YTP program or other employment service such as Supported Small Group for VR Job Development. It is authorized by an individual's Services Coordinator (SC) or Personal Agent (PA) and should only be authorized when all documentation from the school, DD services and vocational rehabilitation have been reviewed and when a shorter-term employment assessment through VR will likely not be enough to help the individual with job placement.

Discovery is most appropriate and effective when an individual is ready to actively pursue an individual integrated job and seek a referral to VR for Job Development. If Discovery is being discussed, the Employment Team must make a recommendation after reviewing all available information (please see policy transmittal for examples of information for review). The employment team may include the student, the case manager, the VR counselor, the school case manager, other Local Education Agency representatives, and any other person invited by the student. The SC or PA through ODDS will authorize the discovery service and must be reflected in the Career Development Plan (CDP). The student's Individual Service Plan (ISP) through ODDS and the Individual Education Plan (IEP) must be coordinated and discovery must be documented in both plans.

Small Group Employment Support

This service includes support and training in community settings for students with disabilities in groups of two to eight individuals with disabilities. This service promotes integration into the workplace and interactions with people without disabilities.

This will impact a select group who may be involved in small group employment and plan to transition into individual integrated employment in the future. The student must work at minimum wage or greater. The student must express an interest in moving towards competitive employment. The student's Individual Service Plan (ISP) through ODDS and the Individual Education Plan (IEP) must be coordinated and small group employment compliments both plans.

III. Employment Path Services

ODDS Employment Path services include support to develop general skills that can be transferred to individual integrated employment. The nature of this service, including support in a volunteer work experience, is available through the local education agency and therefore ODDS does not provide this service to students and transition-aged individuals.

For more information and the full policy transmittal: www.dhs.state.or.us/policy/spd/transmit/pt/2015/pt15011.pdf

DISABILITY RIGHTS OREGON

Disability Rights Oregon (DRO) promotes Opportunity, Access & Choice for individuals with disabilities. DRO is the Protection and Advocacy System for the state of Oregon and a member of the National Disability Rights Network (NDRN).

DRO is a non-profit law office that provides advocacy and legal services to people with disabilities who have an issue related to their disability and that falls within our goals and priorities. Each year DRO sets its goals and priorities, with help from the disability community, to guide the work we do and to further our mission and vision. All of our services are confidential and free of charge.



DISABILITY RIGHTS OREGON

We can help you with services, benefits or accommodations directly related to a disability, including:

- ❖ Reasonable accommodation requests for the workplace, college, training programs and licenses related to work.
- ❖ Assistance if you are having difficulty seeking or receiving vocational rehabilitation services from Oregon's Office of Vocational Rehabilitation Services (OVRS), Independent Living (IL) centers, Oregon's Commission for the Blind, and tribal programs.
- ❖ Legal problems related to assistive technology, including acquisition or maintenance.
- ❖ Information about work incentives to help you make informed decisions about work if you receive Supplemental Security Income (SSI) or Social Security Disability Income (SSDI).
- ❖ Protecting individuals against guardianships where there is abuse or neglect.
- ❖ Special Education representation, training and rights.
- ❖ Spanish language education rights and Cultural Competency trainings.
- ❖ Access to appropriate community services, including I/DD.
- ❖ Access to voting, including reasonable accommodations.

CONTACT DRO

610 SW Broadway, Suite 200, Portland

Voice: 503-243-2081 or 1-800-452-1694 (English and Spanish)

Fax: 503-243-1738

E-mail: welcome@droregon.org

Website: www.droregon.org



Critical Transitions for Students on SSI who Reach their 18th Birthday: Frequently Asked Questions for Teachers

January 2015

QUESTION: Why do some students with disabilities lose their SSI when they turn 18?

Passage of the Personal Responsibility and Work Opportunity Reconciliation Act in 1996 required that all SSI recipients who turn age 18 must have their eligibility reviewed as if they were applying for adult SSI for the first time, without consideration of previous disability determinations. This review process, called the "age-18 redetermination," is performed because the childhood definition of disability varies greatly from the more stringent adult standard in the SSI program. Because of the way in which age 18 redeterminations are conducted, a youngster can be determined ineligible for SSI benefits as an adult even though no change has occurred in medical condition or ability to function since being found eligible for childhood SSI benefits.

The age-18 redetermination is generally conducted at some point during the individual's 18th year. Social Security may not initiate the redetermination any earlier than the month before an individual turns 18. A written notice is sent to all individuals who will have an age 18 redetermination conducted. If the determination is favorable, the individual continues to receive SSI cash payments and Medicaid with no interruption. An individual who is determined ineligible for SSI benefits as an adult will get a written notice stating that he or she is no longer qualified to receive benefits. These individuals are entitled to receive 2 more months of payments after the date of this notice. Overpayment may occur if an ineligible individual continues to receive payments after this 2-month grace period. The good news is that individuals found ineligible under the adult rules are *not* required to pay back all of the SSI payments received after the birthday month. Social Security will seek to recover only those payments received after the determination is made and the 2 grace months are over.

TEACHER TIP

All students who receive SSI as children will go through the age-18 redetermination process at some point during their 18th year. Very few students or family members are aware of this! You can help by providing basic information about the age-18 redetermination process to your SSI receiving students SSI during their 17th year.

QUESTION: Is there anything a family can do to avoid losing SSI and Medicaid if the age-18 redetermination decision is not favorable?

Although there is nothing a childhood SSI recipient can do to avoid the age-18 redetermination process, there is one important strategy that students, parents, and teachers can pursue to minimize the negative impact of an adverse age-18 redetermination. Disability benefit payments may continue even though the young person does not meet the adult definition of disability if eligibility can be established for status under a provision known as "Section 301". Section 301 refers to several parts of the Social Security Act that allow continued disability payments to be made to certain individuals who have medically improved—meaning they no longer meet the disability standard—under certain prescribed circumstances.

Continued payment of benefits under Section 301 requires that the individual be actively participating in an "appropriate vocational rehabilitation (VR) program" prior to the disability redetermination. This could include getting services from the State Vocational Rehabilitation Agency, working with an Employment Network through the Ticket to Work program, or even working to achieve an employment goal under an approved Plan to Achieve Self-Support (PASS). In addition, Social Security will evaluate whether the VR program would provide transferable work skills or experience so the person's vocational capability would support a decision of "not disabled". In other words, to qualify for Section 301 payments, Social Security has to determine that completing the VR program would result in the likelihood that the individual would be permanently removed from the disability rolls.

Section 301 includes some very favorable rules for transition age youth. Under the current regulations, an "appropriate VR program" may also include participation in school for students ages 18-22 as long as the

student receives services under an Individualized Education Plan (IEP) or an Individualized Transition Plan (ITP). Participation in the educational program is defined as taking part in activities or services outlined in the IEP or ITP. In addition, under the current regulations, for students ages 18-22, the SSA simply assumes that continuation in the program of special education will increase the likelihood of permanent removal from disability rolls. This makes the "likelihood" decision a great deal easier.

To request consideration for Section 301 status, the student and family would need to notify Social Security that the student is receiving special education services under an IEP or (ITP). It is important to understand that Section 301 status is only a temporary continuation of benefits. SSI and Medicaid will continue only until the student stops attending school, graduates, or otherwise ceases to receive special education services under an IEP.

TEACHER TIP

Students receiving special education services under an IEP or ITP have a unique advantage when it comes to the SSI age-18 redetermination. If Social Security determines that a student does not meet the adult disability standard, benefits (cash SSI payments and Medicaid coverage) may still be continued under Section 301 as long as the student remains in school and educational services continue to be provided under that IEP or ITP. This protection remains in place until the child turns age 22 and ages out of the special education system. Teachers should make sure that all students and parents are aware of this special Social Security provision before the age-18 redetermination is performed.

QUESTION: How can teachers assist adolescents and their families as they prepare for and subsequently go through the age-18 redetermination process?

Teachers can take several important steps to help students with disabilities prepare for the age-18 redetermination process. The first step is simply to inform young SSI recipients and their families about the existence of the age-18 redetermination process, because most families have no idea that this process occurs or do not know how it differs from the regularly scheduled medical reviews.

Second, teachers can help by stressing the importance of planning ahead for the age-18 redetermination. Educators and other involved professionals should provide students and families with detailed, understandable information on the redetermination process during the earliest stages of transition planning; at the very least, planning should occur when the student is age 17. Specifically, teachers should discuss with families the importance of the following:

- Gathering information that contributes to the medical review under the more stringent adult disability standard, as well as contact information for various doctors, therapists, disability professionals, teachers, or others who have information to share on how the young person functions.
- Gathering information that contributes to that part of the redetermination process examining the individual's future ability to earn income through paid employment.
- Developing a contingency plan if the potential for loss of SSI benefits and Medicaid exists. Include alternative plans for meeting the young adult's anticipated support needs for work or community living that are currently tied to SSI eligibility and receipt of Medicaid.
- Determining whether eligibility can be established for Section 301 status, in which case the student may continue to receive disability benefit payments for a limited period of time even though he or she is not found to meet the adult definition of disability. Because Section 301 status is contingent on meeting several important criteria when the redetermination is performed, it needs to be prepared for in advance.

Finally, teachers can provide information about the Social Security appeals process to students who are determined ineligible for SSI as adults. An individual who is dissatisfied with the disability redetermination under the age-18 provisions of the law will have all normal appeals provided for disability cessations, including the Disability Hearing Office hearing. Individuals who appeal an age-18 redetermination are also permitted to retain cash benefits while the appeal is heard if the appeal request is submitted within 10 days of the notice. Students and families need to understand that if the appeal does not result in a favorable decision, the payments received since the date of the original determination will be subject to recovery. All those involved in the transition process should encourage youth and their families to file a formal appeal to Social Security if redetermination results in a loss of benefits.

Teachers can also help in documenting additional evidence for the appeal process. For more information about the Social Security appeals process, go to: <http://www.ssa.gov/pubs/EN-05-11008.pdf>

TEACHER TIP

For SSI recipients, age 17 is an important time to plan for the future. This is a good time to refer the student to the local Work Incentives Planning and Assistance (WIPA) project for counseling regarding the age-18 redetermination process and how employment will affect Social Security benefits and Medicaid. WIPA projects are funded by Social Security and are available in all U.S. states and territories. Contact information for the local WIPA project is available at Social Security's Website here: www.chooseworkttw.net/findhelp

QUESTION: I have heard that going to work can cause students who receive SSI to be found ineligible for SSI as an adult – is that true?

Many young people and their families are under the mistaken impression that SSI recipients must not be working at any level when the age-18 redetermination occurs. In fact, the Substantial Gainful Activity (SGA) step of the sequential evaluation process does not apply to these disability redeterminations.

Normally, if a person is earning more than the current SGA amount (\$1,090 per month in 2015) Social Security will decide that they are ineligible for disability benefits of any kind. The good news is that this rule does NOT apply during age-18 redeterminations! This means that your students may earn more than the current SGA guideline and still be found eligible for SSI under the adult rules during the age-18 redetermination as long as they meet the disability standard and all other SSI eligibility rules.

TEACHER TIP

Since the SGA determination step of the disability evaluation process is skipped during the age-18 redeterminations, there is no reason for students to hold back on paid employment until after they successfully complete this process. SSI recipients can work before, during or after the redetermination and it will not affect eligibility for SSI as an adult! Teachers should actively encourage their students on SSI to participate in summer jobs, work experience, or vocational training programs during high school!

QUESTION: How likely is it that a student with disabilities will lose eligibility for SSI after the age 18 redetermination?

According to the most recent available data (2014 Annual Report of the SSI Program), Social Security estimates that 55.7% of young adults who are redetermined initially fail to meet the adult disability standard. It is important to understand, however, that not all childhood SSI recipients are at risk of losing SSI eligibility during the age 18 redetermination process. Youth with the most severe disabilities are most likely to meet the more stringent adult disability criteria and should have little to fear from the redetermination process.

Unfortunately, the age-18 redetermination process impacts some disabilities more than others. For example, students with certain behavioral and/or learning disabilities tend to be more likely *not* to meet the adult disability standard than youth with other disabilities. In addition, students who were required to appeal their initial SSI medical determination to be awarded benefits as children may be at greater risk during redetermination because they struggled to meet even the less stringent child's standard. Finally, youngsters who have experienced an improvement in their medical condition since their last continuing disability review may also be at risk of an adverse redetermination.

TEACHER TIP

There is no guarantee that all of your students with disabilities will continue to be eligible for SSI as adults once they turn 18. It is critically important for students to prepare for employment by developing job skills and getting work experience while they are still in school. Students may receive assistance with preparing for employment from the State Vocational Rehabilitation Agency (SVRA). Be

sure that you are connecting students with the SVRA at the earliest point possible. Teachers can also help students and families understand that the most reliable pathway to financial stability in the future is through paid employment!

QUESTION: Why is it that some students who were unable to get SSI when they were children are able to get SSI when they turn 18?

Children with severe disabilities are often initially denied SSI due to excess countable income and/or resources (typically deemed income or resources from the parents). Once an SSI recipient turns 18, however, the parents' income and resources are no longer considered when making eligibility determinations in the SSI program. At this point, Social Security only considers the income and resources of the SSI recipient. In most cases, young SSI recipients have little or no income and generally have few if any countable resources.

TEACHER TIP

Special educators should encourage students who were unable to establish eligibility for SSI as children due to excess income and/or resources to apply again once they turn 18. Establishing eligibility for SSI can help ease the transition to adulthood by providing income and Medicaid coverage while self-sustaining job skills are being developed. In addition, the SSI program includes several work incentive provisions that encourage paid employment. SSI recipients always come out ahead financially by working!

QUESTION: Why do some students with disabilities start out getting SSI and then get switched to another Social Security benefit?

SSI recipients and their families tend to think that once eligibility for SSI is established, it will continue indefinitely. In fact, Social Security makes eligibility determinations in the SSI program on a month-by-month basis, and eligibility can stop at any time if the student fails to meet all of the criteria. One of the most common reasons why SSI eligibility is lost is that the student becomes eligible for another form of Social Security benefits and the monthly payment is high enough to preclude eligibility for SSI.

Because the SSI program is always considered to be the payer of last resort, individuals are required to apply for any other benefit for which they might be eligible. When some students turn 18, they establish eligibility for another type of Social Security disability benefit called "Childhood Disability Benefits" or CDB. CDB is provided to disabled individuals who are at least 18, became disabled per Social Security's definition prior to the age of 22, and who have a parent with insured status who either is deceased, or is disabled or retired and collecting Social Security benefits. If the young person is potentially eligible for CDB payments, Social Security requires him or her to apply for this benefit. If the monthly CDB payment is over a prescribed limit, SSI eligibility will be lost. It is important to note, however, that special protections are afforded to people who lose SSI due to establishing eligibility for CDB payments: Medicaid is not automatically lost when SSI cash payments cease.

TEACHER TIP

Students who are under age 18 and receiving child's benefits will need to apply and be found eligible for CDB when they turn 18 to continue receiving SSA benefits long term. Remember that child's benefits are not based on disability; they are paid because the child is a dependent of an insured worker who is now either deceased, or disabled or retired and collecting Social Security benefits. To collect CDB payments, the youth must go through the SSA disability determination process and meet SSA's adult disability standard. Just because a student receives child's benefits and happens to have a disability does not mean that benefits are automatically converted to CDB payments when the child turns age 18.

For more information about critical transitions for SSI recipients who are turning 18, or other benefits issues related to employment, contact:

Plan for Work, Portland OR pfw@DROregon.org 800-452-1694 x227 503-243-2081 x227

QUICK REFERENCE CHART

Comparison of the Types of Social Security Benefits Transition Age Youth may Receive

Supplemental Security Income (SSI)	Child's Benefits	Childhood Disability Benefits (CDB)
Eligibility based on disability, blindness, or being over age 65. Other eligibility factors include income and resource limits and certain citizenship requirements.	Eligibility based on age, dependency, and parental relationship with an insured former worker who is now deceased, disabled, or retired and collecting Social Security benefits.	Eligibility based on disability or blindness and parental relationship to an insured former worker who is now deceased, disabled, or retired and collecting Social Security benefits.
Two different definitions of disability. The definition for children under age 18 only applies to the SSI program. The definition of disability for individuals age 18 and older is the same as for all other Social Security disability programs.	The child's disability (or lack thereof) is not a factor in eligibility for child's benefits. Child's benefits are provided to any eligible child regardless of disability status.	Only one definition of disability applies in this program—the standard definition used by all Social Security disability programs for adults.
SSI is available to any otherwise eligible individual regardless of age. There is no minimum or maximum age limit.	Child's benefits may only be received until the child turns 18 or ceases participation in secondary school. It is possible to receive child's benefits up to a maximum age of 19 years 2 months if the child remains in secondary education.	Individuals must be at least 18 to qualify for CDB. In addition, the individual must have become disabled per Social Security's definition prior to age 22.
Eligibility for SSI is a "means-tested" program. Strict limits are placed on earned income, unearned income, and resources. Parental income and resources also count when eligibility determinations are made for children under 18. Parental income also is considered when Social Security calculates the amount of the monthly SSI payment.	Child's benefits are not means-tested so unearned income and resources are not considered in any way. Earned income is a factor and may cause a reduction in cash payments based on the Annual Earnings Test (AET) rules.	CDB is not means-tested so unearned income and resources are not considered in any way. Earned income is a factor. Employment that Social Security determines to represent Substantial Gainful Activity (SGA) will cause ineligibility for CDB.
In most states, establishing eligibility for SSI leads to automatic eligibility for Medicaid. There are 12 states (referred to as 209b states) in which this is not the case. <i>NOTE: In Oregon & Washington eligibility is automatic, although in Oregon completion of the process is at the local Medicaid agency</i>	Child's benefits do not come with either Medicaid or Medicare coverage.	Eligibility for CDB will lead to Medicare coverage once the 24-month Medicare Qualifying Period (MQP) has been served. The earliest that Medicare coverage could begin would be the month a beneficiary turns age 20.
Monthly payment amounts will vary from \$1 up to the annual Federal Benefit Rate (FBR). The FBR in 2015 is \$733 per month. Some states supplement the FBR using state funds.	Monthly payment amounts are based on the insured worker's past earnings as well as how many other family members are collecting a benefit from the same insured worker.	Monthly payment amounts are based on the insured worker's past earnings as well as how many other family members are collecting a benefit from the same insured worker.
Marriage may affect both SSI eligibility and the monthly benefit amount. Spousal Income and resources are considered in these determinations.	Marriage may cause ineligibility for child's benefits.	Marriage may cause ineligibility for CDB (some exceptions).

Planning My Way to Work

A transition guide for students with disabilities leaving high school

Requesting copies of “Planning My Way to Work”

“Planning My Way to Work” is a guide for students with disabilities and their families to help you navigate services and community resources on your path from school to work.

Looking for an electronic copy?

You can find electronic copies on the Oregon Council on Developmental Disabilities website: <http://tinyurl.com/planningmyway>. You can download the entire manual, or only download sections that interest you.

This publication will soon be available for download in Spanish, Russian and Vietnamese.

Looking for printed copies?

You can request printed copies in English, Spanish, Russian or Vietnamese by contacting OCDD at 503-945-9941 or ocdd@ocdd.org.

You can also request copies by completing the online order form: www.surveymonkey.com/s/Planning_My_Way_to_Work.

This document can be provided upon request in an alternate format for individuals with disabilities or in a language other than English for people with limited English skills. To request this publication in another format or language, contact the Publications and Design Section at 503-378-3486, 711 for TTY, or email dhs_oha.publicationrequest@state.or.us.



National Consortium on Deaf-Blindness

The Research Institute at Western Oregon University

<https://nationaldb.org>

(503) 838.8754

info@nationaldb.org



NATIONAL CENTER ON DEAF-BLINDNESS



Oregon Deaf-Blind State Project

www.oregondb.org

(503) 838-8328

<https://nationaldb.org/groups/page/13/transition>



National Consortium on Deaf-Blindness

Transition

Practice Perspectives - Highlighting Information on Deaf-Blindness

Number 4 January 2009



Finding a job, learning to live independently, and obtaining further education are important goals for all young adults as they leave high school. But achieving these goals is often extremely difficult for students who are deaf-blind. Limited or absent hearing and vision, difficulties with communication, and the frequent presence of additional disabilities make the transition from school to adult life very challenging. Extensive, thoughtful transition planning is essential.

Excellent transition planning isn't just a good idea. It is required by federal law for all students with disabilities. By age 16 at the latest, a student's individualized education program (IEP) must include annual goals and transition services that are:

- coordinated,
- measurable, and
- designed to reasonably enable a student to meet post-secondary (after high school) goals.

Life After High School For Youth Who Are Deaf-Blind

Employment

- employed
 - 30% (NFADB, 2008)
 - 18% (Petroff, 2001)
- unemployed
 - 82% (Petroff, 2001)

Living Situation

- living at home
 - 57% (NFADB, 2008)
 - 61% (Petroff, 2001)
- living independently
 - 11% (NFADB, 2008)
 - 5% (Petroff, 2001)
- other
 - 19% in group homes (NFADB, 2008)
 - 34% in residential care (Petroff, 2001)

Education

- any type of educational program (e.g., vocational rehabilitation)



National Consortium on Deaf-Blindness

College Students Who Are Deaf-Blind

by Katrina Arndt, Ph.D.

Practice Perspectives - Highlighting Information on Deaf-Blindness

Number 7 February 2011

Imagine being in college and being deaf-blind. What opportunities might you have? What types of challenges would you face?

This publication describes a study that begins to answer these questions. During the study, 11 college students with deaf-blindness were interviewed about their college experiences. They were like most college students in many ways, but in addition to managing their classes and social lives, they had to educate others about deaf-blindness, adjust to changes in their vision, coordinate interpreting services, and get orientation and mobility instruction. These students are truly role models.

As more young adults with deaf-blindness begin to attend college, it is essential to understand what college is like for them and make sure they have the support and assistance they need to be fully included in college life.



Student Voices



National Consortium on Deaf-Blindness

Authentic Assessment

Practice Perspectives - Highlighting Information on Deaf-Blindness

Number 6 June 2010

Maria is a quiet 4-year-old who smiles a lot. She has severe hearing loss in both ears, no vision in her left eye, limited vision in her right eye, and significant developmental delays. Maria can walk with minimal assistance but needs physical guidance to interact with other people and participate in the world around her.

Accurate assessment of the educational abilities and needs of children like Maria, who have complex disabilities that include hearing and vision loss, is essential in order to provide educational programs that match their abilities and learning styles. This publication describes a comprehensive approach to assessment known as authentic assessment, which can be used with children who are deaf-blind or have multiple disabilities.

Authentic assessment involves obtaining information about children in their everyday environments during normal activities. It provides a way to learn what children know and can do, as well as the types of situations and settings that encourage them to learn. It emphasizes identifying a child's strengths, which serve as building blocks for further development and skill acquisition.

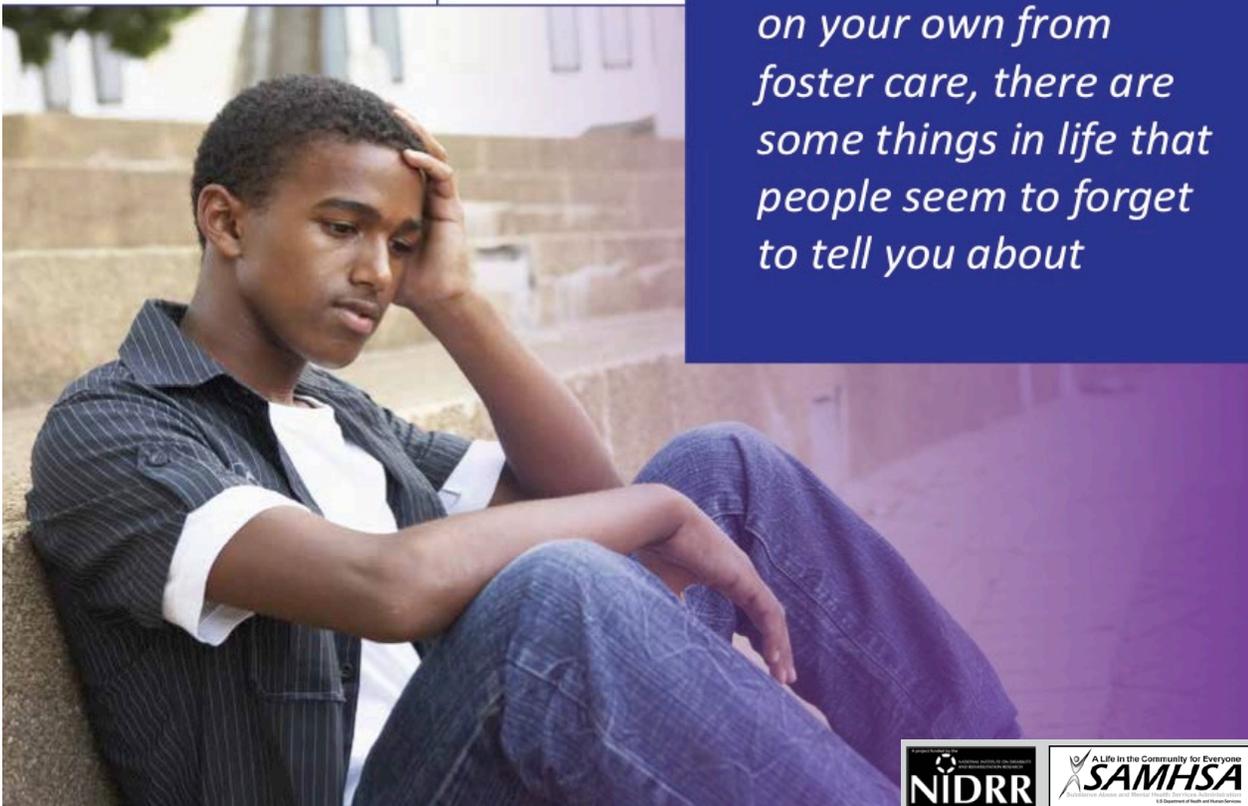


This issue of *Practice Perspectives* is adapted from a manual called *Assessing Communication and Learning in Young Children Who Are Deafblind or Who Have Multiple Disabilities* (Rowland, 2009). The manual is available for free online at www.ohsu.edu/oidd/d21/com_pro/DeafBlindAssessmentGuide.pdf.



THINGS
people
never
told
me

When you start living on your own from foster care, there are some things in life that people seem to forget to tell you about



“During Meetings I Can’t Stand It When....”

A Guide for Facilitators and Team Members

The Achieve My Plan (AMP!) youth advisory group compiled a list of things that commonly happen in team-based planning meetings* that can be frustrating for young people. Here are some suggestions and strategies that meeting facilitators and team members can use to address these issues and promote meaningful youth participation in planning meetings.

**Note: a team based-planning meeting can be any meeting where a team of professionals and family members meet with a youth to make plans for their future. This can include: Wraparound team meeting, Individualized Education Plan meetings, etc.*

When a youth says...

No one asks me what I think about things and decisions about my life are made without my input.



Try This: Meet with the young person prior to the team meeting to review the agenda. This provides an opportunity for the youth to prepare for the discussion and practice giving and receiving feedback.

When a youth says...

People talk about me like I am not there or they focus on my problems and what I did wrong.

Try This: Develop ground rules that allow members to raise concerns in a manner that fosters an open dialogue with the person they are speaking to. Some examples are: speak directly to the person you are speaking to or about; Focus on strengths and solutions. Assign a person to remind the team about the ground rules and interrupt behavior when the rules are not being followed. These strategies will foster opportunities for youth engage in the discussion and share their thoughts and ask questions without feeling judged.



When a youth says...

We don’t talk about the things I want to talk about. The plan is supposed to be about me, but none of it is really about the things I think are most important.



Try This: Adjust the team meeting agenda to incorporate at least two topics the young person wants to discuss with the team. This provides an opportunity to create space for youth voice and increases a young person’s engagement in their team meetings.

When a youth says...

People “therapize.” (This is when someone asks a youth a series of questions or makes inferences – typically about the youth’s emotions and/or motivations – with the clear intention of getting the youth to respond in a specific way.)



Try This: Incorporate a ground rule that team members agree not to probe youth about their feelings in the context of a team meeting, and to offer advice as requested and address questions and comments directly.

When a youth says...

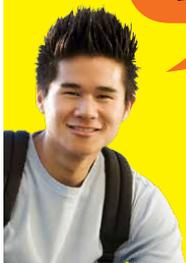
Meetings go on a long time, but we don’t seem to get anywhere.

Try this: Include a ground rule that reminds team members to stick to the agenda and to stay on track. It might be helpful to add time limits to each agenda item so everything is discussed in a timely fashion. In addition, use the “parking lot” to ensure that the agenda stays within the meeting’s time limits. The “parking lot” is a list of items that come up during a meeting that weren’t on the original agenda. Depending upon the time remaining, these unplanned items can be discussed at the end or saved for the next meeting.



When a youth says...

There are surprises, like things we didn’t plan to talk about, or people I didn’t know would be there.



Try This: Before the meeting let the young person know who will be attending the meeting and what topics will be discussed. This allows the youth to prepare for the meeting and think about how they might respond.

www.pathwaysrtc.pdx.edu



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TBI TEAM

Center on Brain Injury Research & Training

The Oregon Traumatic Brain Injury Educational Consulting Team is a multidisciplinary group trained in pediatric brain injury, funded through Oregon Department of Education's regional programs for low-incidence disabilities.

The TBI Team offers follow-up coaching using best practices in:

- ❖ Assisting with school re-entry after injury.
- ❖ Attending meetings.
- ❖ Guiding teachers on classroom techniques.
- ❖ Helping students prepare for transition.

Oregon TBI members also provide support & capacity building for schools in a variety of areas such as:

- ❖ The effects of TBI on school performance.
- ❖ Eligibility for educational support services.
- ❖ Social adjustment.
- ❖ Behavioral management.
- ❖ Educational accommodations.
- ❖ Instructional strategies.
- ❖ Transition planning, such as moving to a new school or readiness for life after high school.

CONTACT

www.cbirt.org
 Melissa McCart
mccart@uoregon.edu
 541-346-0597

TBI TEAM REGIONAL CONTACT INFORMATION

Region	Liaison	Liaison email	Liaison phone
1	Jennifer Sweet	jennifer.sweet@imesd.k12.or.us	541-966-3277
2	Sue Hayes	sue.hayes@hdesd.org	541-693-5712
3	Evelyn Henderson	evelyn_henderson@soesd.k12.or.us	541-776-8551
4N	Andi Batchelor	andi.batchelor@lblesd.k12.or.us	541-812-2715
4S	Amanda Ford	aford@coquille.k12.or.us	541-396-2914
5	Robin Simmons	Robin.simmons@wesd.org	503-385-4666
6	Karen Menne	kmenne@pps.net	503-916-5570
7	Wendy Friedman	friedman@4j.lane.edu	541-852-2716
8	Cathy Jensen	cjensen@nwresd.k12.or.us	503-614-1335
Oregon Department of Education			
	Lisa Darnold	lisa.darnold@state.or.us	503-947-5786




Transition Toolkit for Students with Traumatic Brain Injury

<http://cbirt.org/resources/educators/>

Center on Brain Injury Research and Training

Sue Hayes
Pat Sublette
Robin Simmons
Donald Hood

