

Slide 1

**Transition Planning**

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Lakeland Centre for FASD  
Date: December 14, 2011

**Government  
of Alberta**

The FASD Learning Series is part of the Alberta government's commitment to programs and services for people affected by FASD and those who support them.

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Slide 2

**Session Goals**

- From this presentation I hope you will:
  - Understand why Transition Planning is necessary
  - Have learned about the Transition Planning process the LCFASD uses
  - Understand your role in the Transition Planning Process

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Slide 3

**Why do we need a transition plan?**

- Moving into Grade 12
- preparing for employment or college
- getting a driver's licence
- Many of these activities become ingrained into routines and expectations.
- For the adolescent diagnosed with an FASD, the abstract, 'behind the scenes' activities must be organized, planned, and reviewed regularly

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Slide 4

It's all a matter of Perception...

I just had my birthday and I turned 28

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Slide 5



What was your initial thought about my age?  
Many of you may have thought:

- "oh that's still young, I have 10 or 20 years on her"
- or
- "oh my, she is getting up there, she's almost 30"

Depending on your own age and experience you will perceive that one simple comment much differently from the person next to you.

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Slide 6

Perception in the context of transitioning:

- When an individual is 18 the common perceptions of the adults around them is that they are
  - Ready to live life independently
  - Ready to learn from their own mistakes
  - Able to decide on their future aspirations

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Slide 7

**A little FASD 101**

- Some common brain effects of FASD:
  - **Difficulty with memory**
  - **Difficulty with abstract thought**
    - Which includes predicting consequences
    - Understanding the concept of "the future"
- FASD is often an invisible disability which means a youth with FASD will look very similar to their peers

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Slide 8

**A little story about perception**

- When I first learned to bake bread my Nana was with me guiding me through the process. She showed me how to knead then had me try. The bread came out beautifully and I thought that I had done such a wonderful job. I then told everyone that I knew how to make bread.
- About a week later I made some bread at home, by myself...

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Slide 9

- I thought that I remembered how but...
- The bread only rose about an inch.
- I thought I knew how to make bread but as it turned out I couldn't actually do it alone.
- I called Nana and found out what I had missed, she encouraged me and told me that it takes practice before it can be perfected
- Throughout all of that my perception stayed the same and I would still tell people that I knew how to make bread.
- Had I not called to clarify what I had done wrong I would have continued to make the same mistake

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Slide 10

**Perception and FASD**

- People with FASD may have experienced many similar situations throughout their lives and may perceive that they know how to do many things
- they may not be able to remember all of the steps (like myself), but continue to perceive themselves as able
- If they do not have supports in their lives to remind them of the steps, they may not be able to retrieve all of the information needed to complete the task again
- You can imagine the frustration and despondency that would occur for a person when they discover that they could not remember the steps accurately

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Slide 11

**The School Years**

- Throughout school, students with FASD may continue to tell their teachers that they are able to do many things
- Many teachers will believe that the student will have no problem in their journey to adulthood
- there will be difficulties , many of them too overwhelming for the individual with FASD to navigate through independently

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Slide 12

**The Need for an External Brain**

- When you consider the multiple and varying effects FASD has on the brain, it is understandable why a person with FASD would need help in many different areas of their life
- When it comes to planning for the future this is even more important because the future is an abstract concept that can be an enigma to someone with FASD

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Slide 13

- Does everyone understand why???

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Slide 14

The LCFASD Transition Planning process:

- Is a multi phase process that helps to empower the family and the individual
- It does take time and ideally should be started at around age 15

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Slide 15

The Phases:

- Phase 1: Determining if the youth is stable
- Phase 2: Collecting info to determine interests, abilities, and aspirations
- Phase 3: When enough information is gathered a team is formed and a plan is created
- Phase 4: an individual profile is created
- Phase 5: A transition plan is written to summarize the 1st plan and the goals to be developed.

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Slide 16

Phase 1: Determining Stability

- The youth should be in a supported placement
- A long term placement is ideal
- Having committed adults in the youths life is key

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Slide 17

Phase 2: Collecting information

- Information about the youth is gathered from many sources including:
  - caregivers
  - Teachers
  - Counselors
  - Support workers
  - and the youth

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Slide 18

Phase 2 cont.

- Throughout this step we are looking for what others' see as priorities for this youth
  - AISH
  - Guardianship
  - Education
  - Life skills
  - Social skills
  - Employment

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Slide 19

Phase 2 cont.

- Every youth is different and the sooner priorities are determined the sooner they can be implemented into their educational program
- This is also where aptitude can be determined on some of those past experiences
  - supports from school/home/services can work with the youth on cultivating those skills

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Phase 2 cont.

- We are also trying to get the youth to tell their story:
  - Who are they?
  - How did they become that person?
  - Where do they want to go?
- Often past life experiences are what shape ideas for the future
  - It is very helpful if the youth has had or can have positive career based experiences by the time they are 15 or 16
  - Concrete, hands on experiences are usually what will stick in a youths memory
- Due to the abstract being so difficult for youth with FASD; predicting what a job could be like is very difficult for them

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Slide 21

What is done with the information?

- All of the information gathered is analyzed for:
  - Consistencies
  - Strengths
  - Interests
  - Recurrent themes
  - Life experiences that impacted the individual

This information is used to create a summary of the youth; their "Personal Story"

- This has a very positive focus

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Slide 22

**Phase 3: The Team**

- Create a transition team: The support network (be creative)
  - Family
  - close friends
  - service providers
  - Teachers
  - Coaches
  - whomever serves as support for the individual can be involved
    - \*The client needs to be comfortable with who is chosen or they may not engage
- If there is family that lives too far to be a part of the physical team they can be sent forms to fill out

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Slide 23

**Creating a Plan for the Youth**

- Once the information is gathered and the team is formed a day is scheduled for the Youth and his circle of support to create a plan
- The Transition Coordinator facilitates a planning process that has been adapted from P.A.T.H (Planning Alternative Tomorrows with Hope)
- It can be done in multiple ways
  - Poster
  - Scrapbook
  - Portfolio
  - Etc.

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Slide 24

**Planning session includes:**

- A Title
- Step 1: What are your Dreams?
- Step 2: Turn your dreams into Goals, redefine your dreams into a clear action or event...
- Step 3: Grounding in the NOW, describe your life right now...
- Step 4: Identify people to ENROLL
- Step 5: Recognizing ways to build strength
- Step 6: Next Steps: What is the first step you need to take toward your goals?

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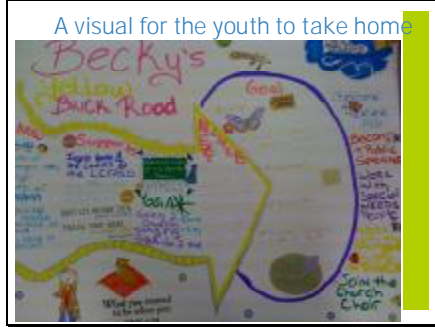
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Slide 25



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Slide 26

### Phase 4 : Individual Profile

- Once the visual team planning day is done the coordinator and the family work together to create a more detailed profile which includes:
  - Health/Wellness
  - Education
  - Recreation
  - Social/friends
  - Income/finances
  - Daily Living Skills
  - Spirituality
  - Culture
  - Employment; fulltime, part time or volunteer
  - Support system
  - Mental health
  - Housing

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Slide 27

### Individual Profile

- This is a document that is more of a family profile
- For each aspect of life the profile includes:
  - Abilities
  - Needs in that particular area
  - What service supports are anticipated
- Input for this document comes from the people who know the youth the best

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Phase 5: The Completed Transition Plan

- This is created by the Transition Coordinator
- This is a collaboration of the
  - Summary of interests, strengths and life experiences
  - Individual Profile
  - The current goals created on the planning day

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The Completed Transition Plan

- Includes who is helping with which task
- Is then put into a binder with the forms that were filled out
- Other additions to the binder include:
  - Important documentation
  - Info about schools or programs the youth is interested in

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References

- If you would like information on research we have done or our services you can view our website:
  - [www.lcfasd.com](http://www.lcfasd.com)

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Megan Tucker  
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For information on upcoming sessions in the FASD Learning Series:  
[www.fasd-cmc.alberta.ca](http://www.fasd-cmc.alberta.ca)

Please take the time to fill out the on-line evaluation

Thank You!

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