

Guidelines for MAISD Young Adult Transition Program Placement



Montcalm Area Intermediate School District

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Introduction

Program Rationale/Mission

MAISD transition programs serve the needs of the students in our seven local school districts: Carson City, Crystal, Central Montcalm, Greenville, including Flat River Academy, Lakeview, Montabella, Tri-County, and Vestaburg.

Transition from Student to Young Adult

Young adults and their families are expected to practice the skills they have learned in their home and community, extending their learning into their daily lives. For that reason, some young adults do not attend a full five days. Attendance in the programs vary from one to five days a week.

Contact Information:

For further information about MAISD transition programs, feel free to contact any of the program teachers or supervisors listed after each program description. Or contact:

Daniel Brant, Associate Superintendent of Special Education

616-225-6158

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Referral Process

Case manager and special education teacher identify possible need for transition services, and contact LEA Special Education coordinator.



Case manager completes Transition Program Screening Document located in Transition Program Guidelines on MAISD website.



Case manager and Transition Coordinator review screening results to consider appropriate transition programming for student.



Case manager completes program application (located in Transition Program Guidelines on MAISD website) and submits it to Transition Coordinator.



Transition Coordinator contacts Transition Program teacher and Program Supervisor with referral.



If the team has identified that more information is needed, a staffing may be requested for Seiter Center or Transition Center. The staffing will guide the team in identifying the transition program that best meets the student's needs.



Prior to IEP being held, case manager will arrange to accompany the student and parent to a visit to the transition program.



IEP is held to review information and decide transition programming.

Seiter Transition Program Overview

Program Overview:

The Seiter Transition Program provides individualized support with a focus on successful transition from high school to that of an adult in the young adult's own community. Students benefit from both classroom lessons as well as daily opportunities for community based instruction in multiple settings throughout the county.

Entrance Criteria:

Designed to help provide transition services for young adults aged 18-26, the Seiter Transition Program is for those who are not ready to meet the demands of adult living but have completed four to five years of high school in a special education program for students with severe impairments. Students, teachers and families interested in enrolling in this program should complete the transition program application, including the parent questionnaire. Other assessment scores may be used to determine placement, including the MiAccess. A MiAccess score of Participation is recommended for this program.

Exit Criteria:

Exiting the program is based on each young adult's ability to meet their pre-established goals. The IEP team will meet to assess progress on goals and objectives to determine readiness for program completion.

Units of Study:

1. Employability
2. Communication
3. Social Strategies
4. Self-Advocacy Skills
5. Daily Living

Curriculum Used:

Units of study come from the Unique Learning System Curriculum.

Program Supervisor:

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Program Teacher:

Terry Eubank
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MAISD Transition Center Young Adult Program

Program Overview:

The Transition Center Young Adult program is designed for adults who are motivated and have the desire to gain employment, increase their independence and build relationships with same aged peers. In order for these crew members to meet their desired goals; guardians, family members and/or AFC staff members must join us in having high expectations in order for them to reach their fullest potential. This program isn't a substitution for supervised care and social gatherings that can be accomplished with the support of an outside agency or in their current family setting.

Entrance Criteria:

First and foremost, the student and support people have expressed a desire to continue learning employment, community participation and daily living skills. This program is designed to help provide work and independent living training for young adults who are not yet ready to meet the demands of adult living but have completed four to five years of high school. Local district IEP teams recommending this program should complete the transition program application, including the parent questionnaire. Students will receive their Certificate of Completion upon completion of the Young Adult Program.

Exit Criteria:

Exiting the program is based on each young adult's ability to meet their pre-established goals. The IEP team will meet to assess progress on goals and objectives to determine readiness for program completion. Upon completion, young adults should have the skills to obtain supported employment with support from community agencies or achieve their maximum independence potential. Studies have shown that it is best practice for MAISD and outside agencies to work together to meet the students maximum potential. Our goal is that the student has met their transition goals and is prepared to enter their community before the age of 26.

Things to Know:

The program also believes in the **Dignity of Risk** (Robert Perske). The world in which we live is not always safe, secure and predictable. We believe it is degrading to our adult students to keep them in bubble wrap for the rest of their lives. We want them to experience life to the fullest, and with that comes risk, just like it does for all of us throughout the day.

Crew members and their families are expected to practice the skills that the crew member is learning at the Transition Center in their daily lives. For that reason, crew members do not attend a full five days. Attendance in the program varies from one to four days a week as they apply skills they are learning in the program to everyday life. To help with this transition, crew members and their families are strongly encouraged to enroll in **Community Living Supports** program offered by Mid-Michigan Industries that can be accessed through **Montcalm Care Network** or **Network 180**.

Units of Study:

1. Employability
2. Communication
3. Social Strategies
4. Self-Advocacy Skills
5. Daily Living

Curriculum Used:

Units of study come from the Unique Learning System Curriculum and other transition curriculum.

Program Supervisor:

Mateo Rische

616-225-6264

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Program Teachers:

Bob Hemmingsen

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Jennifer Storey

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Transition Program Application

Student Information

Student Name: _____

Student DOB: _____ Age: _____ Student Grade: _____ Disability: _____

Local School District: _____ Current Education Setting: _____

Last IEP Date: _____ Last Reevaluation IEP Date: _____

Transition Information

Career Pathway: _____

Career Goal: _____

Pre-Vocational Strengths and Abilities: _____

In-School/Work-Based Experiences: _____

Health Information

Medical Needs: _____

Other Information: _____

Any health or medical issues that may impact a job placement: _____

Other Information

Does the student have an open case with a community agency (e.g. Montcalm Care Network, Michigan Rehabilitation Services, or Other) Yes No

If so, what organization? _____

If so, who is their case manager/contact information? _____

List the services that they receive: _____

List any student behaviors that would negatively impact a job placement.

Briefly describe the student's present level including academic, functional and vocational skills.

Any other information: _____

Parent/Guardian Questionnaire

In order for a student to be considered for an MAISD Transition Program, the following questionnaire must be filled out by the student's parent or guardian or group home parent, and returned with the application. **This questionnaire must be fully completed in order to be considered for transition programming.**

1. Is this student their own guardian? Yes or No
If no, who is their guardian? _____

2. As an adult, what are the goals you have for your student? _____

3. Has your student had a job or volunteer work that they have done? If so, explain.

4. What skills are important for your student to learn and practice while they participate in the program? _____

5. Upon completion of the program, what type of job do you see your student doing? ____

6. What hobbies or activities does your student participate in? _____

7. Does s/he need assistance to wake up on time?
No Occasionally Often Always Not Allowed

8. Does s/he pick out their own clothes and dress self?
No Occasionally Often Always Not Allowed

9. Does s/he prepare meals at home?
No Occasionally Often Always Not Allowed

10. Does s/he cross neighborhood streets unassisted?
No Occasionally Often Always Not Allowed

11. Does s/he use a phone? Independently With Help
No Occasionally Often Always Not Allowed

12. Does s/he eat in restaurants?
No Occasionally Often Always Not Allowed

- | | | | | | |
|---|-------|--------------|-------------|--------|-------------|
| 13. Does s/he eat out alone? | No | Occasionally | Often | Always | Not Allowed |
| 14. Does s/he pay for items allowed? | No | Occasionally | Often | Always | Not Allowed |
| 15. Does s/he go shopping with you? | No | Occasionally | Often | Always | Not Allowed |
| 16. Does s/he go shopping for small items alone? | No | Occasionally | Often | Always | Not Allowed |
| 17. Is s/he allowed to carry small amounts of cash to make small purchases? | No | Occasionally | Often | Always | Not Allowed |
| 18. Does s/he travel independently around your neighborhood? | No | Occasionally | Often | Always | Not Allowed |
| 19. Do you leave your student home alone? | No | Occasionally | Often | Always | Not Allowed |
| 20. Does s/he take care of their own hygiene needs? | No | Occasionally | Often | Always | Not Allowed |
| 21. Does s/he help with chores? | | | | | |
| a. Laundry | Yes | No | Not Allowed | | |
| b. Clean own room | Yes | No | Not Allowed | | |
| c. Assist with meal preparation | Yes | No | Not Allowed | | |
| d. Clean house (dust/vacuum) | Yes | No | Not Allowed | | |
| e. Help with dishes | Yes | No | Not Allowed | | |
| f. Other: | _____ | | | | |

Any other information you would like to share about your student? _____

Person completing this form: _____ Date: _____

Employment Skill Rubric (To be completed by a local district staff member).

Proposed Crew Member _____

Date of Birth _____

- **Minimal Prompts:** (3 points) Crew member can demonstrate the skill consistently without being prompted.
- **Moderate Prompts:** (2 points) Crew member demonstrates the skill with some verbal, physical, or gestural prompts required, approximately 50-70% of the time.
- **Full Prompts:** (1 point) Crew member demonstrates only minimal skill performance without direct verbal, physical or gestural prompts for interaction.
- **No Response:** (0 points) Crew member does not show any response, is unable or refuses to respond, even with natural cues and/or physical, verbal or gestural cues.

Date of last IEP _____

Date of last REED _____

Employability	Score
Crew member is a productive member of the team. Is able to work well with others, stay on task, is respectful to fellow crew members, works well with little supervision.	3 2 1 0
Crew member keeps work area neat and puts away equipment in its designated area.	3 2 1 0
Crew member completes assigned task without direct supervision.	3 2 1 0
Crew member demonstrates an eager willingness to participate and perform assigned task.	3 2 1 0
Total Score	

Comments:

Does the crew member plan to work someday?

How much supervision is needed for the crew member to complete a task?

Independent

Crew member is able to do most tasks with little to no supervision.

Somewhat Independent

Crew member needs to be checked on every 15 minutes to keep them on task.

Full Prompting

Crew member needs direct supervision to keep them on task.

Explain you answer:

Social Strategies	Score
Crew member participates in appropriate social exchanges with adults.	3 2 1 0
Crew member participates in appropriate social exchanges with peers.	3 2 1 0
Crew member recognizes and demonstrates appropriate social behaviors based on a situation.	3 2 1 0
Crew member demonstrates appropriate non-verbal social behaviors and postures in a variety of settings.	3 2 1 0
Total Score	

Comments:

How well does the crew member work with others?

What is the plan for when the crew member is done with school?

Communication	Score
Crew member initiates communication/conversation to share information, make request, or gain assistance.	3 2 1 0
Crew member demonstrates appropriate posture, eye contact, and body language during communication exchange.	3 2 1 0
Crew member responds appropriately to questions and directives.	3 2 1 0
Crew member is able to communicate with others without interrupting, or rambling, and stays on topic. (Good flow of information)	
Total Score	

Comments:

Could the crew member go into a store and get a gallon of milk, pay for it and return to the car?

Self-Advocacy Skills	Score
Crew member maintains a personal appearance and grooming on a daily basis.	3 2 1 0
Crew member appropriately expresses preferences in a variety of daily situations.	3 2 1 0
Crew member recognizes when assistance is needed and who to look to for help.	3 2 1 0
Crew member takes responsibility for their own actions.	3 2 1 0
Total Score	

Comments:

Are there any hygiene issues?

Daily Living	Score
Crew member effectively takes part in housekeeping skills for daily living tasks (dusting, sweeping, cleaning, ect.).	3 2 1 0
Crew member follows schedules or task sequences to complete specific daily living activities.	3 2 1 0
Crew member shows attention to personal safety within daily activities (looks both ways for traffic, moves out of the way of others, is aware of what is around them).	3 2 1 0
Total Score	

Comments:

Are there any behavior concerns?