Transition Planning from School to Community:

A comprehensive guide to successful next steps
This resource booklet was made possible by the PEI Association for Community Living.

The PEI Association for Community Living is a provincial organization assisting people with intellectual disabilities and their families to lead the way in advancing inclusion in their own lives and in their communities. Our 3 priorities are:

- Supporting Families
- Employment
- Social Policy Reform and System Change

PEI ACL promotes the rights and values in keeping with the Convention on the Rights of Persons with Disabilities (UNCRPD).

For the last 60 + years we have taken a leadership role in the area of law reform and social policy. Working with governments at all levels and the community, we promote policies and programs that support people with intellectual disabilities in every aspect of life and work to break down barriers in the systems.

With the varying policies and systems that are affecting families/individuals, the PEI ACL has been focussing on the compliance within the UN Convention on the Rights of Persons with Disabilities.

With rates of disability growing across PEI and around the world, due in part to aging populations, we can no longer afford the cost of exclusion. Good public policy creates a society in which people – in all their diversity – are equally valued, free, safe and respected for their presence and contribution in social, political, cultural and economic life in their community.

ACKNOWLEDGMENTS

This updated version of Transition Planning: A framework for successful planning for Teens with Special Needs has been created for families as well educators and school support staff to increase the awareness and encourage participation in the transition planning process of all involved. The individual student, parents, family and the school.

The material that is found in this planning book was the result of a collaborative effort of the Department of Education school board and Community Partners who researched drafted and piloted and revised the content. PEI Association for Community Living & The Supporting Families Committee members have contributed to the revisions found in this edition. We are very appreciative to their efforts and extend our appreciation.

Copyright: Care has been taken to acknowledge copyright material used in the development of this resource. Any information that will allow us to rectify any reference in subsequent editions will be gratefully received. ADL Assessment was authored by Bill Nason, MS, LLP and Carrie Aldrich, LLPC.

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**VISION**

A Prince Edward Island in which people with intellectual disabilities and their families belong and participate fully in all aspects of community life.

**MISSION**

The Prince Edward Island Association for Community Living (PEIACL) is a family-based association empowering people with intellectual disabilities and their families to lead the way in advancing inclusion in their own lives and in their communities. We do this by sharing information, fostering leadership for inclusion, facilitating networking, connecting people and opportunities and promoting rights and values in keeping with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

**INCLUSIVE EDUCATION**

*PEI ACL believes in the vision of Canadian Association for Community Living’s (CACL) goals for Inclusive Education for all Canadians.*

**Our Vision**

All people with intellectual disabilities are fully included with their peers in regular education, with appropriate supports from early childhood through to post secondary and adult lifelong learning.

**Benchmarks for Achievement**

- Effective inclusive practice is the norm in classrooms, schools and post secondary educational systems across the country.
  - Educational policy and programming promotes and supports inclusive education.
  - Broad public support exists for inclusive education as an essential aspect of a quality education for all children.

**PEI ACL’S SUPPORTING FAMILIES MISSION**

Under the PEI ACL’s Supporting Families Program, we provide support and advocacy services, in various environments, such as schools and family homes which are guided by the needs of each individual and family.

PEI ACL’s main goal is to empower people with intellectual disabilities and their families to lead the way in advancing inclusion in their own lives and in their communities. The Supporting Families program is guided by our values, experience and history and draws on strong roots in the community. PEI ACL recognizes the rights of everyone to have a full range of life choices, including access to education, affordable and appropriate housing, leisure options, gainful employment and participation in the community.

We offer:

- Information, resources and contacts to a wide range of services and supports
- Active support in planning meetings in schools, family homes, Disability Support and Financial Assistance and with other NGO service providers and support teams
- Facilitation of partnerships between families and professionals
- Workshop presentations and representation on committees
- Parent support networks and parent-to-parent connections
ENCOURAGING TEENS TO THINK ABOUT TRANSITION
(ADAPTED FROM LASTING GIFTS, 2000)

Teens need to think about the accomplishments they want to achieve in their future. Teens with exceptionalities are no different. The following points are some ideas for parents & their teens, that may help in the planning process for reaching goals and future plans.

- Encourage discussion around what are your teens dreams, visions, and goals for the future.
- Talk about interests, what they see their future looking like, what are they doing, who are they spending time with, what do they want to do with their recreation or leisure time.
- If your teen is visual, perhaps creating a vision board, that would share some pictures of what life looks like, and discuss how to make that happen.
- Think of planning for the future as a process. Focus on accomplishing small steps towards a goal. Once a decision is made, that doesn’t mean that it can’t be revisited, changed, and adapted.
- Look at the ‘messages’ about your teen’s future that he or she is receiving from their environments. Consider and develop the positive messages and influences that you want your teen to take into consideration.
- Encourage your teen to pursue part time job, or to volunteer to gain some work experience, and gain insight into what they may want to pursue for employment.
- Be very conscious of the skills your teen is demonstrating, for example: self awareness skills, life skills, job skills. Help to develop these skills even more. They can become some of the tools that your teen may need in future life settings.
- Acknowledge that it’s ok to make mistakes. We all learn from our mistakes and become better people because of them. In learning to deal with mistakes in a positive way, your teen will be learning very important life skills necessary for independent living.
- Listen to what your teen is telling you about his or her dreams for the future. They may need some guidance to create opportunities for the future, and to develop skills needed for building independance.
- Talk to your teen about your interests and activities that you find engaging. Encourage them to talk about what their interests are, what they want to try or explore and work towards. Watch what they enjoy doing, and encourage your teen to develop this as a natural strength. These strengths can be built on when considering possible employment options.
- Explore all options for your teen’s future life. Challenges can become opportunities learned. Talk to other families, do some research, speak with trusted professionals in the community. Gather all perspectives and help to create a path for your teen’s journey.

TRANSITION

What Families need to Know

Families often become concerned when their teenage son or daughter with special needs moves through intermediate school to high school. The transition from high school into the community looms, in the not so distant future, and parents or caregivers may be worried about the path their teen will take. For all students and their families, preparation is the key to transitional success. Whenever we face change, thoughtful preparation can help ease anxiety, we may feel. The future holds many unknowns for families who have a teen with special needs. Families often have to think 5 to 10 years in the future, goals we wish to achieve, and the steps to getting there.

Getting Started - Making a Plan

Transition planning is the process of preparing the youth for Life After High School, and looks different for every person. Each youth has unique wants needs, strengths and challenges. So the plan must be individualized. It is important to try to begin this process by age 14 to ensure that the last years of high school are focused on teaching skills that will be needed in the post High School environment.
Transition planning is often most successful when the student, Family, School and various Community organizations who can help to support the family and the teen, all work together. A transition team needs to be created which includes the youth, parents as well as the teachers and often times people from the community who can help achieve the transitional goals. When the student and family actively participate in this process, a successful and thoughtful plan can be made that is based on and agreed upon wishes, values, goals and hopes for the teen.

- A transition team leader from the school will provide information about the process and begin collecting information through discussions with the parents, the teachers and the student.

- Next, a meeting of the team will be held to summarize the information collected and begin to create statements or goals which are agreed upon. Discussions around Long-term goals focusing on living working in the community recreational areas as well as possible for their learning opportunities. Sometimes a more detailed assessment will be needed around the team’s current skills in academic and other areas.

- Once long-term goals have been selected, shorter-term objectives will be chosen which will be addressed at the school or home during that school year and relate directly to post-secondary goals.

- Other actions which complement the plan may include parents, teachers or students follow up activities, such as visiting a potential job site collecting information about other community supports available, and connecting to other students who could be peer helpers either at the school at school job sites or out in the community.

- The long-term goals and objectives as well as actions are all recorded in the transition action plan and are reviewed yearly. Transition planning is a process which builds on itself every year with goals evolving and changing as the youth grows and interest and options become more clear.

FAMILY INTERVIEW FOR TRANSITION PLANNING

Student’s name: ___________________________ School: ___________________________

Parent’s name: ___________________________ Date: ___________________________

1. Have you begun planning for your child’s transition from high school into the community?

_________________________________________________________________________

_________________________________________________________________________

2. Do you need support to begin this planning process?  □ Yes  □ No

3. Following completion of High School which of the following best describes your young teen’s living arrangement?

□ Living in the family home, or with a relative

□ Living in a supported residence or a group home

□ Living independently

□ Other option (please specify) _____________________________________________

4. Do you know where to find information regarding housing/ employment/ Day program options?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

5. What are some of your dreams/goals for your teen after High School? Where do you hope she or he will be continuing their education, possible employment opportunities, spending their leisure, recreational or day-to-day activities?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
6. In which of the following independent living areas does your young teen need instruction?  
(Please check all that apply)

- Getting dressed
- Hygiene / grooming
- Time management
- Self-advocacy skills
- Health and first aid
- Safety awareness
- Communication / language

- Meal preparation/ healthy eating
- Community awareness
- Personal awareness / getting along with other
- Sex education / healthy relationships
- Household management
- Problem solving
- $ money management

Others: ____________________________________________


7. Do you expect your teen to be financially independent? If yes, how will this be achieved?

________________________________________________________________________

________________________________________________________________________


8. How much support beyond the family, do you imagine your team will need to be successful in the adult world?

________________________________________________________________________

________________________________________________________________________


9. What type of career/ job or occupation does your teen seem to be interested in at this time?

________________________________________________________________________

________________________________________________________________________


10. Has your teen ever done work for which he or she has been paid? Please describe

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
11. Has he or she been successful in a work or volunteer situation?

12. Does your teen show responsibility at home? For example, complete home jobs/chores, follow Home and Community rules, show awareness of danger, able to be left at home for periods of time unsupervised

- Usually
- Sometimes
- Rarely

13. What kind of occupation/job do you expect your teen to have when he or she finishes school?

- Working full-time independently
- Working part-time independently
- Working full-time with support or job coach
- Working part-time independently with support or job coach
- Working in a day program or supported environment
- Volunteer work
- Other

14. Are there particular skills you want your teen to learn to prepare for life beyond high school, potential employment and if there is do you know how to access resources to prepare for those?

15. Will your son or daughter be able to travel to and from a job or learning environment independently? If yes, how will they do this?

- Yes
- No
- Other Option:
16. Describe some of the qualities, strengths or abilities you appreciate in your teen.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17. What are some of your son’s or daughter’s needs or challenges, or behaviors that may need to be addressed in order to be successful in employment opportunities?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

18. How could the transition team assist your family in planning for your sons or daughters goals, aspirations and needs past high school?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
TRANSITION

What Students need to know

Now that you are in high school, I’m sure you can’t wait to be an adult and begin to make your own decisions. Many students feel that way at your age. Moving from junior high to high school and from high school into the community can seem scary, but it doesn’t have to be. These changes are called Transitions and for all students, preparation is the key to success when we face change, careful preparation can help to ease the worried we might feel.

When you become an adult, you will be making many decisions including where to live and work, how to get around, where to get help and how to enjoy your free time. Being an adult is a responsibility and now is the time to start thinking about your future. As young adults, we look forward to being more independent.

Independence means being able to take care of yourself, make choices and be responsible for your own actions. Sometimes it’s fun and sometimes it’s a lot of hard work. Independence means telling others what you want and helping yourself to the best of your ability.

Getting Started - Making a Plan

A group of people who care about you will help you along your way. This is called your transition team. It will include you, your parents, or your support people, as well as teachers and sometimes people from the community. Together the team will help you to learn more about what you want from your life and what you want life to look like after high school. You will choose new skills to learn while you still in school that will help you to achieve those goals. This is called the transition action plan. You can help by taking an active role in making your wishes and your interests known. Only you know what you want and what you want your future to look like!

Here are a few ideas of things you can start thinking about and discussing with your family or your team.

- What kind of work interests you?
- Do you want to continue learning new skills and where? for example: on the job, in a special course, a college setting, at home, or perhaps a day program.
- When you finish high school, where do you want to live?
- What are you worried about do you have any concerns?
- What are you looking forward to most, when you finish school?
- What do you need more information about to help you decide on possible jobs or careers you might be interested in?
- What are some of your favorite things to do? Do you like to read? play games? watch movies? do you have favorite classes? or Sports you like to play? Do you have any clubs or recreation activities in your community that you’ve always wanted to try?
- Do you know what help you might need and how you can ask for it?

Working towards your Goals

Each year in high school, you will meet with your transition team and think about what other information is needed and perhaps you’ll add new ideas to your plan. You may invite other people from your community to join the team who will be able to help you after High School. These people may be some community organizations, service providers, perhaps some potential job employers, some friends who want to help support you to achieve your goals. You may visit different places in the community to see what skills some jobs require or learn more about how to take part a community recreation. It is important to begin early to learn about jobs that match your interests. Some students may be able to volunteer or do school or summer jobs or Co-op placements. These experiences will help you decide what jobs will work for you later.

Remember that you are the most important person on your transition team. Make sure you take the opportunity to tell your story. You can write it down on paper, video tape it, draw it out. You can talk about it with your parents or with one of your transition team members. You can create a portfolio that shows things that you are proud of or enjoy and what you want others to know about you. There are check lists that you can fill out that will help you to figure out your strengths and weaknesses.

Remember, get involved, share information and never be scared to ask a question, ask many questions! and ask questions to different people to make sure you get your answers.
STUDENT INTERVIEW QUESTIONNAIRE

Student’s name: ___________________________ Date: ___________________________

1. What are some of your favorite classes at school? What do you like about that class?
   __________________________________________________________
   __________________________________________________________

2. What classes at school do you like the least and why?
   __________________________________________________________
   __________________________________________________________

3. Do you have some Teachers that you get along with the best? Do you know why You like them better than others?
   __________________________________________________________
   __________________________________________________________

4. What vocational, trades or work skills classes have you taken and which were the most interesting for you? why do you think you enjoyed them more than any other?
   __________________________________________________________
   __________________________________________________________

5. Do you have some challenges in some classes? What are the hardest things for you to do at school?
   __________________________________________________________
   __________________________________________________________

6. Do you have any ideas that might make some of the difficult things easier for you?
   __________________________________________________________
   __________________________________________________________

7. What jobs have you had? List some jobs, both at home and at school, for pay or without pay. And what kind of tasks did you do all those jobs?
   Job: ___________________________ Task: ___________________________
   Job: ___________________________ Task: ___________________________
   Job: ___________________________ Task: ___________________________
   Job: ___________________________ Task: ___________________________
8. Which jobs did you like the best? Why?

________________________________________________________________________

________________________________________________________________________

9. Which jobs did you like the least? Why?

________________________________________________________________________

________________________________________________________________________

10. If you could have any job what would be your dream job? This is really important question, WHY do you want that job?

________________________________________________________________________

________________________________________________________________________

11. What are your favorite things to do on the weekends or after school?

________________________________________________________________________

________________________________________________________________________

12. After High School, would you most like to:

   ☐ Go to work and learn on the job
   ☐ Go to a vocational training or apprenticeship program
   ☐ Go to university or College

13. What plans have you made or activities have you done to get ready for your life after High School?

________________________________________________________________________

________________________________________________________________________

14. Which of the following most describes you at this time in your life

   ☐ I haven’t really thought about life after High School and I am not worried about it.
   ☐ I have a few ideas of what I might like to do and what I’m really good at.
   ☐ I am sure of what I want to do after I leave high school and I have started to make plans for it.
   ☐ I am not sure about what I want to do after high school and I’m a little worried about it.
   ☐ I wish someone could help me figure out what I need to do after high school. These are some of the areas I would like help in:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
SELF-DETERMINATION/SELF-ADVOCACY CHECKLIST

How well do you know yourself? How well do you know what you like or you don’t like? How well do you know what you value as important in your life and how those values affect your decisions. How well can you tell others about yourself, your strength and your challenges? How well can you tell others how they can be supportive when you need help? How well can you look at your life and make changes when you see things that you want to change? The checklist below can help you know yourself a little bit better in these areas. Answer as honestly as you can. If you’re not sure or you don’t know, just check DK.(don’t know)

<table>
<thead>
<tr>
<th>Description of me</th>
<th>School</th>
<th>Home/Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I can describe my strengths</td>
<td></td>
<td></td>
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<tr>
<td>I can describe my challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can explain my disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can explain how I learn best</td>
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<td></td>
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<tr>
<td>I know my interests &amp; what i like</td>
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<td></td>
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<tr>
<td>I can ask for help when I need it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can tell people what I want to learn</td>
<td></td>
<td></td>
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<tr>
<td>I can tell people what I want to do when I graduate</td>
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<tr>
<td>I can tell teachers or supervisors what I need to be able to do my work</td>
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<td></td>
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<tr>
<td>I know how to look for help or support</td>
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<td></td>
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<tr>
<td>I know how to set goals for myself</td>
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<td></td>
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<tr>
<td>I know how to get information to make decisions</td>
<td></td>
<td></td>
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<tr>
<td>I can begin my work on time, and stay on task until I am done</td>
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<tr>
<td>I can work independently</td>
<td></td>
<td></td>
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<tr>
<td>I can tell if my plan is working or not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can change goals or my plan of action</td>
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</tbody>
</table>
Think about your interests. What are the some of the things that you like to do? What do you like about the environment around you? You can use this information about yourself to help make decisions about your life. You need to know your skills and your abilities, your strengths and your challenges, your interest for activities and in the world around you. When you compare some of these things, you can see with your interests, skills and abilities what your life could look like, and make some choices. Read the questions then circle YES or NO. You may be surprised at some of your answers. It’s a great way to ask yourself questions about what you like and don’t like so much.

**Part 1 - Describe yourself in the Environment**

**Think about being outside**
- Do you like to be outside? [ ] Yes [ ] No
- Do you like to be outside when it is hot? [ ] Yes [ ] No
- Would you like to work outside most of the day? [ ] Yes [ ] No
- Do you like to be outside when it’s cold? [ ] Yes [ ] No

**Think about being around people**
- Do you like to do a job by yourself? [ ] Yes [ ] No
- Do you like to cooperate with someone to get a job done? [ ] Yes [ ] No
- Can you work in a crowded space? [ ] Yes [ ] No
- Is it okay if someone bumps into you by accident? [ ] Yes [ ] No
- Do you like being in a public place? [ ] Yes [ ] No
- Are you comfortable being around and talking to people you do not know? [ ] Yes [ ] No
- Can you be polite if someone is rude to you? [ ] Yes [ ] No

**Think about noise!**
- Can you work around noisy equipment for long periods of time? [ ] Yes [ ] No
- Do you need a quiet workplace? [ ] Yes [ ] No
- Can you alternate between a noisy environment and a quiet environment? [ ] Yes [ ] No
- If you need to, could you use a set of ear protectors, to help deal with the noise? [ ] Yes [ ] No

**Think about smells**
- Do most smells bother you? [ ] Yes [ ] No
- Can you work around smells for much of the day? [ ] Yes [ ] No
- Do chemical smells bother you? [ ] Yes [ ] No
- Do animal smells bother you? [ ] Yes [ ] No
- Do floral smells bother you? [ ] Yes [ ] No

**Think about work materials**
- Do you like to work with tools? [ ] Yes [ ] No
- Can you wear gloves, if needed? [ ] Yes [ ] No
- Can you handle cleaning supplies? [ ] Yes [ ] No
- Does it bother you if you get dirty? [ ] Yes [ ] No
- Does it bother you if you get wet? [ ] Yes [ ] No

**Type of physical activity**
- Do you like to work seated for most of the day? [ ] Yes [ ] No
- Do you prefer to move around during most of the day? [ ] Yes [ ] No
- Or be physically active? [ ] Yes [ ] No
- Do you want to alternate between being seated or standing and moving around? [ ] Yes [ ] No
### Variety in what you do
For something you like, can you do the same thing all day?
- Yes
- No
Do you like to do different things throughout the day?
- Yes
- No
Can you switch easily from one thing to another?
- Yes
- No

### Your work hours
Do you want to work the same hours every day?
- Yes
- No
Do you want to work during the day? From Monday to Friday?
- Yes
- No
Can you work evenings?
- Yes
- No
Can you work weekends?
- Yes
- No

### Helping and taking care of others
I like to help and help take care of people.
- Yes
- No
I like to work with and help take care of animals.
- Yes
- No

### Enjoying and taking care of the environment
I enjoy nature
- Yes
- No
I like flowers, trees, and plants
- Yes
- No
I like to work with plants
- Yes
- No
I like to take care of the environment
- Yes
- No
I don’t mind getting my hands or clothes dirty
- Yes
- No

### Building or fixing things
I like to work with tools and build things
- Yes
- No
I like to work with tools and fix things
- Yes
- No
I like Construction
- Yes
- No
I like to keep things clean and tidy
- Yes
- No

### Art activities and expressing yourself
I like to draw and make things
- Yes
- No
I like to express myself through art
- Yes
- No
I like to use the camcorder and make videos
- Yes
- No
I like music and dance
- Yes
- No
I like to paint
- Yes
- No

### Food Service
I like to work in the kitchen, used kitchen tools, and cook
- Yes
- No
I like to clean in the kitchen and I like to operate a dishwasher
- Yes
- No
I like to work in the dining room
- Yes
- No

### Cleaning and fixing things
I like to clean
- Yes
- No
I like to take care of a building
- Yes
- No
I like to work with equipment
- Yes
- No
I like to work with cars
- Yes
- No

### Working in a store or Warehouse
I like working in a store that sells something I like
- Yes
- No
I like working in a warehouse with supplies and equipment I like
- Yes
- No
I like handling and counting money
- Yes
- No
I like working with numbers
- Yes
- No

### Working in an office
I like working in an office
- Yes
- No
I like using the computer
- Yes
- No
I like working with numbers and words
- Yes
- No
I feel comfortable taking telephone messages
- Yes
- No

### Problem solving
I like to figure things out
- Yes
- No
I like to make decisions
- Yes
- No
Pictures and drawings help me to figure things out
- Yes
- No
Written directions help me figure things out
- Yes
- No
Part 2 - What are you good at doing?

Everyone is different! And everyone is good at doing different things. Name three things that you do well.

- These skills and abilities may be strengths for me, and help me with my planning for the future.

<table>
<thead>
<tr>
<th>Something that I do well:</th>
<th>What do I like about it?</th>
<th>What skills and abilities do I use to do it well?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

Part 3 - What is a Challenge for me?

- Some of these skills may be hard and a challenge for me, when I am trying to plan for the future.

<table>
<thead>
<tr>
<th>Something that is hard for me is:</th>
<th>What do I find challenging about this task?</th>
<th>What skill and abilities do I need to make this successful for me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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</tbody>
</table>
Everyone is different! What is most important to me?

3 things that are most important to me:

1. 

2. 

3. 

Choose a life path for Yourself:

When I know these

- My interest for activities and the environment in which I want to be in
- My skills and abilities
- My strengths and my challenges

I can use this information about myself to help make decisions about my life! I can use this “Describe Yourself Checklist” as a tool for my transition plan, during high school, and when I am done Grade 12.
Planning Your Future: Employment Profile – what do you like to do?
Check what applies to jobs you like to do, and the environment you like.

- inside
- outside
- with others
- by yourself
- somewhere noisy
- somewhere quiet
- sitting down
- moving around
- using a computer
- writing things down
- talking out loud
- cooking
- putting things away in order
- cleaning
- building or fixing things
- Other
Planning Your Future: Places you might like to work at –
Check what you may be interested in.

- library
- school
- clothing store
- grocery store
- office
- restaurant
- hotel
- hospital
- nursery/florist
- daycare
- farm
- forestry/fishery
- animal shelter
- movie theatre
- gas station
- Other
Planning Your Future: Education - Learning Skills
Check what you are interested in.

Language Arts  Math  Geography/Social Studies  History

Science  French  Home Economics  Sewing

Industrial Arts  Computer Lab  Gym  Band/Music

Art  Other  Other  Other
Planning Your Future: Education - Learning Skills
Check the task you can do by yourself.

- use the locker room
- know where classes are
- take the right books to class
- follow a schedule
- eat or buy my lunch/cafeteria
- use the library
- get ready for gym
- leave with my class during fire alarm
- know what to do during lock down
- find a bathroom
- know who to ask if need help
- ask for a break
- ride the bus
- Other
- Other
- Other
Planning Your Future: Education - School Jobs that you may like to do, check all that you are interested in.

- collate/staple
- deliver message
- collect attendance
- address envelopes
- fill vending machines
- photocopy
- organize shelves
- recycle
- clean/wipe
- work in school store
- help teacher
- work on school newsletter, social media

Other
Other
Other
Other
Planning Your Future: Education - Learning Skills
Things you may like to do with friends, check all that apply.

- play a board game
- join a school club
- join the band
- go to library
- join a intramural sport
- be a team helper
- study/do homework
- field trip
- hang out/talk with friends
- go outside for a walk
- use the weightroom
- listen to music
- relax
- Other
- Other
- Other
Planning Your Future: Education - Learning Skills
Things you may like to do with friends, check all that apply.

- play a board game
- join a school club
- join the band
- go to library
- join a intramural sport
- be a team helper
- study/do homework
- field trip
- hang out/talk with friends
- go outside for a walk
- use the weightroom
- listen to music
- relax
- Other
- Other
- Other
Planning Your Future: Living Skills
Check what you can do by yourself.

- follow a recipe
- prepare a meal
- use a microwave
- set the table
- wash dishes
- load/empty dishwasher
- use washing machine
- use dryer
- put dirty clothes in basket
- fold/put away clean clothes
- take out garbage
- make bed
- take care of pets
- water plants
- sweep
- ask for help
- use the phone
- Call 911
- exit when fire alarm sounds
- give/tell personal information
Planning Your Future: Personal Care Skills & Community Skills -
Check what you can do by yourself.

Male

- brush teeth
- brush hair
- put on deodorant
- clip nails
- shower
- dressed for the day
- shave
- know what is private/personal

Female

- brush teeth
- brush hair
- put on deodorant
- shave legs, clip nails, brush hair
- shower
- dress for the day
- use a sanitary pad
- know what is private/personal
- use a phone/cell phone
- use a debit machine or go to bank
- pay for something you want
- find a public bathroom
Planning Your Future: Community & Leisure Skills - Check what you can do by yourself.

- use a library card/read a book
- watch or go to a movie
- order from a menu
- go grocery shopping
- cross the street safely
- understand community signs
- play sports
- swim at pool
- singing & dancing
- watch tv, play video or computer games
- invite friend over
- horseback riding
- walk or ride bike
- listen to music
- Other
- Other
Planning Your Future: Future Goals - What do you think applies to You? 
Check what you have been thinking will happen in your future.

Live?
- living with family or relatives
- sharing a home with roommates
- living in a home with supports
- living in a home by myself

Get around?
- in my own or an arranged drive
- public transportation
- walk or ride a bike
- Other

learn work skills?
- University or College
- community placement
- job/volunteer experience
- with a job coach

Leisure time?
- Join a sports team/club
- community activities
- find a group in local area
- Other
ADL Assessment

Name: ___________________________________________

Date: ___________________________________________

Evaluator: ______________________________________

It is suggested that the ADL assessment be completed every year, for review purposes.

SCORING CRITERIA

2 – The individual performs the task independently, without assistance.
1 – The individual actively performs the task with some assistance.
0 – The individual perform the task; requires complete assistance.

Directions: Rate steps of each task using the above criteria. Following each task, recommend possible step for training. Under comments, note any information regarding the individual’s responsiveness to the task, factors interfering with training and other considerations.

Example: Removes pants: 2 – Takes pants off independently.
1 – Actively attempts to remove pants with prompting.
0 – Requires total guidance; makes no attempt to remove pants.

1. EATING

____ Swallows ground food
____ Chews food before swallowing
____ Bites
____ Finger feeds snack items
____ Picks up spoon
____ Scoops food to mouth
____ Removes food from spoon with lips
____ Places spoon on table
____ Feeds self with spoon with minimal spillage
____ Drinks from glass when glass is held
____ Drinks without gulping

____ Holds onto glass when drinking
____ Drinks with minimal spillage
____ Takes appropriate size bites
____ Feeds self with minimal spillage
____ Eats at appropriate pace
____ Eats without choking
____ Eats with fork
____ Wipes mouth with napkin
____ Cuts meat with knife

Recommended training step(s): ________________________

Comments: ______________________________________

____________________________________

____________________________________
## 2. UNDRESSING

- Unties shoes
- Removes shoes
- Removes socks
- Removes coat
- Removes pullover shirt
- Unbuttons shirt
- Removes button-down shirt
- Unzips pants
- Removes pants
- Removes dress or skirt
- Removes underpants
- Removes undershirt
- Removes bra

**Recommended training step(s):**

**Comments:**

## 3. DRESSING

- Picks out clothes
- Puts on underpants
- Puts on undershirt
- Puts on bra
- Fastens bra
- Correctly orients clothes before putting on
- Puts feet into pants
- Pulls pants up
- Puts on pullover shirt
- Puts on button-down shirt
- Buttons shirt
- Tucks in shirt
- Fastens pants
- Zips up pants
- Loops belt into pants
- Buckles belt
- Puts on socks
- Puts on shoes
- Ties shoes

**Recommended training step(s):**

**Comments:**

## 4. TOILETING

- Stays dry for two hours
- Stays dry during the day
- Stays dry at night
- Has two or less BM accidents a week
- Rarely has toileting accidents
- Unfastens pants
- Pulls pants down
- Sits on toilet
- Voids within 15 minutes
- Wipes self
- Pulls underpants up
- Pulls pants up
- Fastens pants
- Flushes toilet
- Washes hands
- Goes to toilet with reminders
- Self-initiates toileting

**Recommended training step(s):**

**Comments:**

---

April 2016
### 5. HAND WASHING

<table>
<thead>
<tr>
<th>Step</th>
<th>Recommended training step(s):</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Turns on water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Adjusts water temperature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Wets hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Applies soap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Lathers hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Rinses hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Turns off water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Obtains towel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Dries hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Hangs up towel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Throws paper towel away</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6. BATHING

<table>
<thead>
<tr>
<th>Step</th>
<th>Recommended training step(s):</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Obtains towel and washcloth from closet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Gets clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Undresses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Turns on water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Adjusts water temperature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Wets washcloth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Soaps washcloth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Washes self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Rinses self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Wets hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Obtains shampoo from container</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Puts shampoo on hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Rubs shampoo into hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Rinses hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Turns water off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Obtains towel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Dries self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Takes dirty clothes and towels to laundry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7. TOOTHBRUSHING

<table>
<thead>
<tr>
<th>Step</th>
<th>Recommended training step(s):</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Obtains toothbrush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Obtains paste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Unscrews cap from paste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Wets brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Puts paste on brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Actively attempts to brush teeth; make brushing motion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Brushes front teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Brushes top back teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Brushes bottom back teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Rinses brush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Puts brush away</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 8. SHAVING

<table>
<thead>
<tr>
<th>Step</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtains razor</td>
<td>✓</td>
</tr>
<tr>
<td>Holds razor</td>
<td>✓</td>
</tr>
<tr>
<td>Plugs in razor</td>
<td>✓</td>
</tr>
<tr>
<td>Turns on razor</td>
<td>✓</td>
</tr>
<tr>
<td>Makes movement with razor on face</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended training step(s):**

-  

**Comments:**

-  

---

### 9. HAIR COMBING/BRUSHING

<table>
<thead>
<tr>
<th>Step</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holds comb/brush</td>
<td>✓</td>
</tr>
<tr>
<td>Moves comb/brush through hair</td>
<td>✓</td>
</tr>
<tr>
<td>Combs/brushes top of head</td>
<td>✓</td>
</tr>
<tr>
<td>Combs/brushes sides of head</td>
<td>✓</td>
</tr>
<tr>
<td>Combs/brushes hair neatly</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended training step(s):**

-  

**Comments:**

-  

---

### 10. MAKE-UP

<table>
<thead>
<tr>
<th>Step</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtains make-up</td>
<td>✓</td>
</tr>
<tr>
<td>Applies lipstick</td>
<td>✓</td>
</tr>
<tr>
<td>Applies eye shadow</td>
<td>✓</td>
</tr>
<tr>
<td>Applies eye liner</td>
<td>✓</td>
</tr>
<tr>
<td>Applies mascara</td>
<td></td>
</tr>
<tr>
<td>Applies blush</td>
<td></td>
</tr>
<tr>
<td>Puts make-up away</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended training step(s):**

-  

**Comments:**

-  

---
### 11. MEAL PREPARATION

<table>
<thead>
<tr>
<th>Task</th>
<th>Recommended training step(s)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtains food from refrigerator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carries items to counter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtains cooking utensils/dishes from cupboard or drawers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opens box, bag or other food containers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pours ingredients from container into bowl/pan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unscrews lid of jar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pours liquids with minimal spillage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses measuring cup to scoop and transfer ingredients from container into bowl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixes with spoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixes with hand beater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixes with electric mixer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spreads butter on bread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cuts bread with a knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rinses vegetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cuts up vegetables with knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combines ingredients into dish as directed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepares cereal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes simple sandwiches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes simple drinks (juice, tea, koolaid)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operates electric can opener</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operates blender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operates toaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operates oven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operates range</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads labels, written/pictures directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands measurements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Recommended training step(s):**

---

### 12. TABLE SETTING

<table>
<thead>
<tr>
<th>Task</th>
<th>Recommended training step(s)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gets placemats, napkins, dishes and utensils from cupboard or drawer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carries dishes, utensils, etc. to table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places dishes/utensils on placemat where staff point to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When given a placemat with pictures or drawings of dishes/utensils on it, can match items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sets complete setting independently</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended training step(s):**

---

**Comments:**

---
### 13. SERVING

- Pours liquid into glass
- Transfers hot food from cooking container to serving dish
- Carries food without spillage
- Carries liquids without spillage

- Spoons out food from dish to plate
- Takes appropriate size portions
- Passes serving dish to others

**Recommended training step(s):**

**Comments:**

### 14. MEAL CLEANUP

- Takes dishes to sink
- Clears table
- Cleans food from plate
- Rinses dishes
- Places dishes into dishwasher
- Puts soap in dishwasher
- Turns dishwasher on
- Removes dishes from dishwasher

- Washes dishes in sink
- Dries dishes
- Puts dishes/utensils in appropriate cupboards and drawers
- Wipes off table, counter, or chairs
- Takes protective clothing to laundry
- Sweeps floor

**Recommended training step(s):**

**Comments:**

### 15. LAUNDRY

- Takes dirty clothes to laundry
- Helps sort clothes by placing clothes in piles pointed to by staff
- Sorts clothes with minimal assistance
- Puts clothes into washer
- Obtains detergent from cupboard
- Measures out detergent
- Pours detergent into washer

- Sets dial, starts washer
- Transfer clothes from washer to dryer
- Folds clothes
- Takes clothes to bedroom
- Puts clothes into drawers
- Places clothes on hangers
- Hangs clothes up

**Recommended training step(s):**

**Comments:**

15. BED MAKING

- Takes blankets/sheets off bed
- Spreads sheets/blankets across bed
- Smoothes out sheet or blanket
- Places pillows appropriately
- Spreads bedspread across bed
- Completely makes bed

Recommended training step(s):

Comments:

16. VACUUMING

- Obtains vacuum from closet
- Turns vacuum on and off
- Pushes vacuum back and forth
- Vacuums small area with supervision
- Vacuums entire room

Recommended training step(s):

Comments:

17. DUSTING

- Obtains furniture polish, cloth, etc.
- Sprays polish
- Actively attempts to dust; makes motion across surfaces
- Completely dusts furniture

Recommended training step(s):

Comments:

18. OTHER DOMESTIC TASKS

- Helps gets out and puts away activity materials
- Gets mail
- Cleans windows/mirrors
- Cleans bathtub
- Empties wastepaper baskets
- Takes out trash
- Puts groceries away
- Washes vehicle
- Shovels snow
- Rakes snow
- Rakes yard
- Mows yard
- Sweeps garage

Recommended training step(s):

Comments:
19. MONEY SKILLS

___ Understands money has value
___ Can identify coins
___ Understand cent value of coins
___ Can make simple change
___ Understands denomination of paper money
___ Carry money without losing it
___ Can purchase simple items up to $10.00
___ Can purchase items over $20.00
___ Saves for simple items
___ Can plan and follow a simple weekly budget

___ Uses savings account; fills out deposit
___ Uses credit or debit card
___ Takes care of own savings/credit accounts
___ Writes a check
___ Has addresses and phone numbers of creditors
___ Pay bills on time
___ Avoids money scams
___ Understands and takes care of entitlement funds, and social security
___ Takes care of tax returns

Recommended training step(s): ____________________________

Comments: __________________________________________

20. SHOPPING

___ Can purchase simple items, and wait for change
___ Gives the correct amount of money
___ Can purchase multiple items adding correct costs
___ Can find items in store
___ Can find items from a list
___ Knows how to ask for help to find something
___ Finds way around store
___ Waits in line without difficulty
___ Gives money and waits for change
___ Shops at convenience store
___ Shops at grocery store
___ Shops at Malls
___ Shops at specialty stores
___ Can go shopping in several stores without supervision
___ Can shop online
___ Purchases own clothing
___ Purchases own personal items
___ Can use public restroom

Recommended training step(s): ____________________________

Comments: __________________________________________
### 21. COMMUNITY/LEISURE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>Can order simple fast food</td>
</tr>
<tr>
<td></td>
<td>Can order food from a menu</td>
</tr>
<tr>
<td>____</td>
<td>Eats appropriately in public.</td>
</tr>
<tr>
<td>____</td>
<td>Waits effectively in line</td>
</tr>
<tr>
<td>____</td>
<td>Goes to the movies, pays for ticket, orders food</td>
</tr>
<tr>
<td>____</td>
<td>Schedules and attends community events (concretes, sporting events)</td>
</tr>
<tr>
<td>____</td>
<td>Rents videos</td>
</tr>
<tr>
<td>____</td>
<td>Attends community recreation</td>
</tr>
<tr>
<td>____</td>
<td>Goes with group of friends</td>
</tr>
<tr>
<td>____</td>
<td>Has leisure interests to occupy time (reading, television, computer, etc.)</td>
</tr>
<tr>
<td>____</td>
<td>Adequately organizes own leisure time</td>
</tr>
</tbody>
</table>

**Recommended training step(s):**

**Comments:**

### 22. SOCIAL BEHAVIOR IN PUBLIC

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>Doesn’t approach stranger inappropriately</td>
</tr>
<tr>
<td>____</td>
<td>Greets others appropriately</td>
</tr>
<tr>
<td>____</td>
<td>Avoids saying rude remarks to strangers</td>
</tr>
<tr>
<td>____</td>
<td>Doesn’t talk loudly at library, church, or movie</td>
</tr>
<tr>
<td>____</td>
<td>Dresses appropriately for public</td>
</tr>
<tr>
<td>____</td>
<td>Willing to help others if needed</td>
</tr>
<tr>
<td>____</td>
<td>Control anger in public</td>
</tr>
<tr>
<td>____</td>
<td>Avoids obvious stereotypic, self stimulation behavior in public</td>
</tr>
<tr>
<td>____</td>
<td>Understands simple manners in public (please, thank you, and sorry)</td>
</tr>
<tr>
<td>____</td>
<td>Doesn’t touch people inappropriately, or invade personal space</td>
</tr>
</tbody>
</table>

**Recommended training step(s):**

**Comments:**

---

**PEI ASSOCIATION FOR COMMUNITY LIVING**

PEIACL.ORG April 2016

38
### 23. COMMUNITY MOBILITY

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Can walk simple distances, with adequate safety skills</td>
<td></td>
<td>Can ride public transportation</td>
<td>Recommended training step(s):</td>
</tr>
<tr>
<td></td>
<td>Can cross street safely</td>
<td></td>
<td>Can schedule Your-Ride or taxi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can read street and community signs</td>
<td></td>
<td>Can find way around immediate area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can read street and community signs</td>
<td></td>
<td>Can find way to frequently visited settings (store, post office, barber shop, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has adequate stranger/danger skills</td>
<td></td>
<td>Can drive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knows how to seek help</td>
<td></td>
<td>Can travel around town, within limited distance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carries ID</td>
<td></td>
<td>Can travel outside of town using a map</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knows own address, telephone number, and emergency contacts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 24. SAFETY/MEDICAL

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Tends to minor cuts</td>
<td></td>
<td>Understands and avoids dangers of electricity</td>
<td>Recommended training step(s):</td>
</tr>
<tr>
<td></td>
<td>Takes own medications</td>
<td></td>
<td>Understand danger of gas and heat (stove, furnace, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses thermometer to take temperature</td>
<td></td>
<td>Understands dangers of simple tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes when medical attention is needed</td>
<td></td>
<td>Understands dangers of household chemicals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knows who to call in emergencies (911)</td>
<td></td>
<td>Can put out simple fires (use extinguisher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can call and make medical appointments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can fill prescriptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Careful with hot objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Careful with sharp objects</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### 25. COMMUNICATION

- Can use telephone
- Keeps list of important phone numbers
- Can use and maintain a cell phone
- Can use internet to find information
- Knows email address
- Can seek out help when needed

**Recommended training step(s):**

**Comments:**

### 26. TIME/READING/WRITING

- Knows how to tell time
- Knows the days of the week
- Knows the month and year
- Reads simple stories
- Reads newspaper articles
- Reads labels
- Reads store signs and street signs
- Can write or print name, address, and phone number
- Can write or print simple notes
- Can write or print letters
- Can fill out applications
- Can do simple addition and subtraction

**Recommended training step(s):**

**Comments:**

### 27. SELF DIRECTION

- Remembers to eat all meals
- Goes to bed on time, gets enough sleep
- Gets up on own in the morning (eg alarm)
- Gets through morning routine and out the door for school or work independently
- Picks out clothes independently
- Plans out day, and follows routine
- Handles changes in routine
- Remembers to do personal maintenance (change clothes every day, use deodorant, brush teeth, etc.)
- Remembers to run errands and do simple chores
- Makes and keeps appointments
- Follows a planner, monthly calendar or other planning tool
- Remembers to follow through with responsibilities/comments
- Keep things organized enough not to lose them
- Thinks about consequences before acting
- Uses simple problem solving skills when faced with a simple problem

**Recommended training step(s):**

**Comments:**
### 28. SELF ADVOCACY/LEGAL/FINANCIAL

<table>
<thead>
<tr>
<th>Task</th>
<th>Recommended training step(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands his own disability including his strengths and interests</td>
<td></td>
</tr>
<tr>
<td>Is able to communicate his disability to others</td>
<td></td>
</tr>
<tr>
<td>Can ask for support if he needs it</td>
<td></td>
</tr>
<tr>
<td>Understands his own vulnerabilities and can advocate for accommodations</td>
<td></td>
</tr>
<tr>
<td>Can assess new situations for light of his vulnerabilities (sensory issues, social challenges, etc.)</td>
<td></td>
</tr>
<tr>
<td>Knows to avoid situations that are above his skill level</td>
<td></td>
</tr>
<tr>
<td>Avoids getting taken advantage of by strangers, salesmen or phone solicitors</td>
<td></td>
</tr>
<tr>
<td>Understands what he is entitled to by the “American Disabilities Act.”</td>
<td></td>
</tr>
<tr>
<td>Understands contact sources for disability services</td>
<td></td>
</tr>
<tr>
<td>Can give informed consent for financial, legal, and medical matters</td>
<td></td>
</tr>
<tr>
<td>Knows how to apply for and correspond with, Social Security, Medicaid, and other disability funds</td>
<td></td>
</tr>
<tr>
<td>Knows how to contact important government services (Secretary of State)</td>
<td></td>
</tr>
<tr>
<td>Knows names and phone numbers of treatment support team members (case manager, vocational support, psychologist, doctor, etc.)</td>
<td></td>
</tr>
<tr>
<td>Facilitates and collaborates in self determination and treatment strategies</td>
<td></td>
</tr>
<tr>
<td>Understand legal responsibilities and knows how to obtain legal services</td>
<td></td>
</tr>
</tbody>
</table>
CURRENT LEVEL OF PARTICIPATION

In the areas below, please note what activities the person currently participates in, and approximate frequency (1x week, 1x month, etc.). The person does not have to be independent, just participate.

Home Chores: (laundry, cooking, cleaning, loading dishwasher, etc.)

Possible areas to expand participation:

Personal Responsibility: (taking care of belongings, make own lunch, getting self up in morning, etc)

Possible areas to expand participation:

Shopping/Community: Grocery shopping, personal shopping, bank, library, etc.)

Possible areas to expand participation:
Social/Leisure: (Movies, church, recreational activities, clubs, outing with friends/relatives, etc.)

Possible areas to expand participation:

Work: (Part time work, volunteer activities, work training, etc.)

Possible areas to expand participation:

Self Directed Leisure: (computer, TV, reading, hobbies, etc.)

Possible areas to expand participation:
COMMUNITY ACCESS RESOURCES PEI

This listing should serve as a guide to support your transition. Please note this is not a complete listing of services and support.

ADVOCACY & SUPPORT ORGANIZATIONS (PEI)

Access Advisor ................................................................. 566-3501
Autism Society of PEI ......................................................... 566-4844
Big Brothers/Big Sisters ..................................................... 569-5437
Boys and Girls Club of PEI ................................................. 831-3297
Brain Injury Association of PEI ........................................... 892-0367
Canadian Council of the Blind ......................................... 368-9005
Canadian Deafblind Association NB/PE – CDBA ............. (506) 452-1544
Canadian Hard of Hearing Association CHHA – PEI Chapter ................................................................. 855-2382
Canadian Mental Health Association – PEI Division .......... 566-3034
Catholic Family Services Bureau – Counseling, Walk-in Clinic, Psychological Services, Mediation .............. 894-3515
Charlottetown Boys & Girls Club ...................................... 566-4901
Children's Wish Foundation of Canada – PEI Chapter ........ 892-1817
City of Charlottetown .......................................................... 566-5526
City of Summerside ............................................................ 368-1025
CNIB ............................................................................... 724-3142
Communication Access Now – Atlantic Canada ............ 566-2580
Community Access Now ................................................... (506) 961-4636
Disability Support Programs (DSP) ................................. (506) 961-4636
- Charlottetown ............................................................... 368-5996
- Summerside .................................................................. 432-2740
- Souris ........................................................................... 687-7059
- Montague ....................................................................... 838-0703
- West Prince ..................................................................... 859-8862
Easter Seals Society of PEI ............................................... 859-8824
Epilepsy PEI Inc ................................................................ 626-7720
Ester Finkle Fund ............................................................... 892-3294
Family Ties Program ......................................................... 436-3278
Family Service PEI ............................................................ 368-4871
- Charlottetown ............................................................... 368-4871
- Summerside ................................................................. 368-4871
Home Instead PEI ............................................................... 436-9171
Inclusions East Inc. (Montague) ....................................... 367-3868
Island First Aid ................................................................. 393-1163
John Howard Society of PEI ............................................. 566-5425
La Coopérative d'intégration francophone de l'I.P.E. ......... 888-1687
Learning Disabilities Association of PEI ......................... 676-5032
Mi'kmaq Wellness Centre – Abegweit First Nations .......... 676-3007
Mi'Kmaq Confederacy of PEI .......................................... 676-3007
Multiple Sclerosis Society ............................................... 675-2224
Muscular Dystrophy Association ..................................... (902) 429-6322
Native Council of PEI PEI Allied Youth Inc..................... 892-5314
PEI Association for Community Living – (ACL) ............. 393-3507
PEI Association for Newcomers ....................................... 368-6623
PEI Cerebral Palsy Association ........................................ 628-6009
PEI Citizen's Advocacy ..................................................... 566-3523
PEI Council of People with Disabilities – Charlottetown ......... 892-9149
- Summerside ............................................................... 436-1296
- Montague ................................................................. 838-5878
PEI Literacy Alliance ......................................................... 368-1810
PEI People First ................................................................. 892-8999
President’s Choice Children’s Charity ................................. (888) 495-5111
Project Lifesaver PEI ....................................................... 620-8916
Quality Tourism Services Inc ........................................... 566-3501
RDEE I.P.E. ..................................................................... 854-3439
Richmond Centre ............................................................ 368-4430
Spina Bifida and Hydrocephalus Association of PEI ....... 436-9579
Spinal Cord Injury PEI Inc .................................................... 370-9523
Stars for Life – Foundation for Autism ............................... 894-0286
Summerside Boys & Girls Club ...................................... 620-8916
Tourette Syndrome Foundation of Canada ....................... (800) 361-3120
Town of Stratford ............................................................. 569-6924
Voluntary Resource Centre ............................................. 368-7337
Voices for Choice (Montague) ......................................... 583-2250
Walking The Red Road .................................................. 892-5314
We Care PEI ................................................................. 894-3025

EDUCATION AND TRAINING OPPORTUNITIES

Academy of Learning College
- Charlottetown ............................................................... 894-8973
- Summerside ............................................................... 436-9889
- Montague ................................................................. 361-8973
Apprenticeship Program – Youth .................................... 368-4463
Apprenticeship Program - Post Secondary Program ......... 368-4460
APSEA – Atlantic Provinces Special Education Authority .... 368-4638
Bricks4Kidz ................................................................. 731-2009
Career Bridges ................................................................. 566-2811
Career Development Services ........................................ 436-0697
Collège Acadie I.P.E ......................................................... 854-3010
College of Piping ............................................................. 436-5377
Department of Education & Early Childhood Development .... 438-4130
English Language School Board ..................................... (800) 280-7965
HEAR (Hearing Education Auditory Resources) .............. 368-4638
Holland College ............................................................. 629-4237
La Commission scolaire de langue française ...................... 854-2975
Microcomputer Science Centre ....................................... (800) 290-6563
PEI Association of Community School ................................ 892-3445
PEI Cerebral Palsy Association ........................................ 892-9694
PEI Home and School Association .................................. 620-3186
PEI Volunteers for Literacy Percé PEI ................................ 368-3620
Stars for Life – Foundation for Autism .............................. 894-9286
Student Loans & Canada Study Grants ............................. 368-4640
Sylvan Learning ............................................................... 200-1629
Tignish Training Centre .................................................. 882-2984
Trade HERizons ............................................................. 368-5040
UPEI Accessibility Services .............................................. 628-4364
Workers Compensation Board ........................................ 368-6357
Young Millionaires ......................................................... 887-3400
## FAMILY RESOURCE CENTRES

<table>
<thead>
<tr>
<th>Centre Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cap enfants (Wellington)</td>
<td>854-2123</td>
</tr>
<tr>
<td>Chances Family Centre</td>
<td>892-8744</td>
</tr>
<tr>
<td>Families First Resource Centre</td>
<td>838-4600</td>
</tr>
<tr>
<td>Family Place (Summerside)</td>
<td>436-1348</td>
</tr>
<tr>
<td>Headstart Early Learning Centre (Charlottetown)</td>
<td>892-5916</td>
</tr>
<tr>
<td>Kids West Inc. (West Prince)</td>
<td>853-4066</td>
</tr>
<tr>
<td>Main Street Family Resource Centre (Souris)</td>
<td>687-3928</td>
</tr>
<tr>
<td>Mi’kmaw Family Resource Centre</td>
<td>892-0928</td>
</tr>
</tbody>
</table>

*Shelley Nelson*
Community Access Facilitator – 620-3746

## EMPLOYMENT AND DAY PROGRAM OPPORTUNITIES

(Note: Some agencies also offer respite care & residential)

<table>
<thead>
<tr>
<th>Organisation Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Another Way – Learning &amp; Social Center</td>
<td>432-2472</td>
</tr>
<tr>
<td>Community Connections Inc. (Summerside)</td>
<td>436-7576</td>
</tr>
<tr>
<td>Community Inclusions (O’Leary)</td>
<td>726-3144</td>
</tr>
<tr>
<td>Coopératives Services Jeunesse</td>
<td>854-3439</td>
</tr>
<tr>
<td>East Prince Youth Development Centre (Summerside)</td>
<td>436-2815</td>
</tr>
<tr>
<td>Fitzroy Centre – CMHA (Charlottetown)</td>
<td>628-6682</td>
</tr>
<tr>
<td>Harbourview Training Centre (Souris)</td>
<td>687-3032</td>
</tr>
<tr>
<td>Harmony Training Centre (Souris)</td>
<td>687-2621</td>
</tr>
<tr>
<td>Hope Centre Clubhouse – CMHA (Alberton)</td>
<td>853-3871</td>
</tr>
<tr>
<td>Inclusions East Inc. – Employment Opportunities Division</td>
<td>838-2516</td>
</tr>
<tr>
<td>Kingswood Centre/Inclusions East (Montague)</td>
<td>838-2516</td>
</tr>
<tr>
<td>K&amp;K Quality Care Ltd. (Charlottetown)</td>
<td>367-5496</td>
</tr>
<tr>
<td>March of Dimes</td>
<td>(902) 717-5740</td>
</tr>
<tr>
<td>Maple House Centre</td>
<td>859-1875</td>
</tr>
<tr>
<td>Melanie’s Community Support Services</td>
<td>394-2972</td>
</tr>
<tr>
<td>Neil Squire Society</td>
<td>(506) 854-9235</td>
</tr>
<tr>
<td>Notre Dame Place – CMHA (Summerside)</td>
<td>888-2237</td>
</tr>
<tr>
<td>PEI Career Development Services</td>
<td>626-3680</td>
</tr>
<tr>
<td>PCC Inc. (Prepare, Challenge, Create, Inc.)</td>
<td>436-0005</td>
</tr>
<tr>
<td>Pauline’s Support Program (Charlottetown)</td>
<td>675-4166</td>
</tr>
<tr>
<td>Queens County Residential Services (QCRS)</td>
<td>566-4470</td>
</tr>
<tr>
<td>Service Canada</td>
<td>(800) 622-6232</td>
</tr>
<tr>
<td>Skills PEI</td>
<td>(877) 491-4766</td>
</tr>
<tr>
<td>Start Right Professional Services</td>
<td>313-3313</td>
</tr>
<tr>
<td>Tremploy Inc. (Charlottetown)</td>
<td>892-5338</td>
</tr>
<tr>
<td>Tremploy Inc. – Employment Assistance Services</td>
<td>892-8460</td>
</tr>
<tr>
<td>YMCA (Summerside)</td>
<td>436-3446</td>
</tr>
</tbody>
</table>

## LEISURE/RECREATIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted Piano Lessons</td>
<td>894-3515</td>
</tr>
<tr>
<td>Adventure Group</td>
<td>628-8668</td>
</tr>
<tr>
<td>Angel Hooves Equine Assisted Psychotherapy</td>
<td>393-3829</td>
</tr>
<tr>
<td>Aqua-Abilities Intro &amp; Advanced</td>
<td>368-4540</td>
</tr>
<tr>
<td>Artist - Lynn Gaudelet</td>
<td>831-3289</td>
</tr>
<tr>
<td>Maurice Bernard</td>
<td>436-8485</td>
</tr>
<tr>
<td>Bridging the Gap (BTG), Have-a-go-events</td>
<td>368-4540</td>
</tr>
<tr>
<td>Brookvale Ski Buddies</td>
<td>672-2896</td>
</tr>
<tr>
<td>Camp Gencheff</td>
<td>569-2669</td>
</tr>
<tr>
<td>Camp Triumph. (902) 542-7439 / 836-4668</td>
<td></td>
</tr>
<tr>
<td>Catholic Family Services Bureau</td>
<td>894-3515</td>
</tr>
<tr>
<td>– Music Therapy, Play Therapy, Choir, Social Skills</td>
<td></td>
</tr>
<tr>
<td>Central Region Sport &amp; Recreation</td>
<td>629-9481</td>
</tr>
<tr>
<td>Challenger Baseball Program</td>
<td>(902) 867-6218</td>
</tr>
<tr>
<td>Cornwall &amp; Parks Recreation</td>
<td>628-6260</td>
</tr>
<tr>
<td>Duke of Edinburgh’s Award</td>
<td>368-6623</td>
</tr>
<tr>
<td>Eastern Region Sport &amp; Recreation Council</td>
<td>940-4115</td>
</tr>
<tr>
<td>Game Force Design</td>
<td>314-0428</td>
</tr>
<tr>
<td>GEAR (Getting Everyone Accessibly Riding)</td>
<td>566-3690</td>
</tr>
<tr>
<td>– Tandem Cycling Club</td>
<td></td>
</tr>
<tr>
<td>Generation XX (Summerside)</td>
<td>436-7699</td>
</tr>
<tr>
<td>GOI PEI</td>
<td>892-6445</td>
</tr>
<tr>
<td>Goal Ball</td>
<td>368-4540</td>
</tr>
<tr>
<td>Horseplay PEI</td>
<td>314-7412</td>
</tr>
<tr>
<td>Hughes-Jones Centre for People and Animals</td>
<td>894-5452</td>
</tr>
<tr>
<td>Inner City Camp (Charlottetown)</td>
<td>368-6860</td>
</tr>
<tr>
<td>Joyriders Therapeutic Horseback Riding Association</td>
<td>368-4540</td>
</tr>
<tr>
<td>Maurice Bernard (Artist)</td>
<td>436-8485</td>
</tr>
<tr>
<td>MacPhail Woods Summer Nature Camps</td>
<td>651-2575</td>
</tr>
<tr>
<td>Murphy’s Community Centre (Charlottetown)</td>
<td>892-1719</td>
</tr>
<tr>
<td>Now n Zen Yoga Studio</td>
<td>314-3738 / 388-6423</td>
</tr>
<tr>
<td>Parafit</td>
<td>368-4540</td>
</tr>
<tr>
<td>ParaSport and Recreation PEI</td>
<td>368-4540</td>
</tr>
<tr>
<td>PEI 4-H</td>
<td>368-6289</td>
</tr>
<tr>
<td>PEI Council Scouts Canada</td>
<td>566-9153</td>
</tr>
<tr>
<td>PEI Girl Guides</td>
<td>894-4936</td>
</tr>
<tr>
<td>Recreation PEI</td>
<td>892-6445</td>
</tr>
<tr>
<td>Rise &amp; Climb (Cornwall)</td>
<td>566-5947</td>
</tr>
<tr>
<td>Singing Sands Music Therapy</td>
<td>393-3825</td>
</tr>
<tr>
<td>Sledge Hockey</td>
<td>368-4540</td>
</tr>
<tr>
<td>Snoezelen Room (in Kay Reynolds Centre) ext.221</td>
<td>892-9149</td>
</tr>
<tr>
<td>Snoezelen Room (S’side Community Connections)</td>
<td>436-7576</td>
</tr>
<tr>
<td>Special Olympics PEI</td>
<td>368-8919</td>
</tr>
<tr>
<td>Sperenza Sport</td>
<td>388-7102</td>
</tr>
<tr>
<td>Sport PEI</td>
<td>368-4110</td>
</tr>
<tr>
<td>Squiggle Brush Art Play Studio (Stratford)</td>
<td>367-4725</td>
</tr>
<tr>
<td>Storybook Adventures</td>
<td>621-2029</td>
</tr>
<tr>
<td>Storybook Stables</td>
<td>621-2029</td>
</tr>
<tr>
<td>SWAD (Swimmers with a Disability)</td>
<td>316-1300</td>
</tr>
<tr>
<td>TRAP-The Rhythmic Arts Project Canada Inc.</td>
<td>367-5408</td>
</tr>
<tr>
<td>Western Region Sport &amp; Recreation Council</td>
<td>859-8856</td>
</tr>
<tr>
<td>Wheelchair Basketball</td>
<td>368-4208</td>
</tr>
<tr>
<td>Wheelchair Curling</td>
<td>368-4208</td>
</tr>
<tr>
<td>YMCA (Summerside)</td>
<td>436-3446</td>
</tr>
</tbody>
</table>

April 2016
### RESIDENTIAL AND/OR RESPITE CARE SERVICES

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberton House</td>
<td>853-3698</td>
</tr>
<tr>
<td>Camp Gencheff (respite care)</td>
<td>569-2669</td>
</tr>
<tr>
<td>K&amp;K Quality Care (Charlottetown)</td>
<td>367-5496</td>
</tr>
<tr>
<td>Canadian Deafblind Association NB/PE -CDBA</td>
<td>(506) 452-1544</td>
</tr>
<tr>
<td>Carroll’s Community Care Facility (Georgetown)</td>
<td>652-2369</td>
</tr>
<tr>
<td>Community Connections Inc. (Summerside)</td>
<td>436-7576</td>
</tr>
<tr>
<td>Community Inclusions Ltd. (O’Leary)</td>
<td>726-3144 / 726-3145</td>
</tr>
<tr>
<td>Fitzroy Centre – CMHA (Charlottetown)</td>
<td>566-4463</td>
</tr>
<tr>
<td>Kay Reynolds Centre (Charlottetown)</td>
<td>566-4729</td>
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<tr>
<td>Life Bridge Inc. (Charlottetown)</td>
<td>367-4120</td>
</tr>
<tr>
<td>MacIntyre House (Souris)</td>
<td>687-3247</td>
</tr>
<tr>
<td>Notre Dame Centre – CMHA (Summerside)</td>
<td>888-2237</td>
</tr>
<tr>
<td>Queens County Residential Services – QCRS</td>
<td>566-4470</td>
</tr>
<tr>
<td>Southern Kings Group Homes (Montague)</td>
<td>838-4078</td>
</tr>
<tr>
<td>Stars for Life – Foundation for Autism</td>
<td>894-9286</td>
</tr>
<tr>
<td>Tignish Group Home</td>
<td>882-3548</td>
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### SPECIALIZED TRANSPORTATION SERVICES

<table>
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<tr>
<th>Organization</th>
<th>Phone Number</th>
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<tr>
<td>Donna’s Transportation Ltd. (Summerside)</td>
<td>436-3394</td>
</tr>
<tr>
<td>Pat and the Elephant (Charlottetown) Team</td>
<td>894-3339</td>
</tr>
<tr>
<td>Taxi (Summerside)</td>
<td>436-4555</td>
</tr>
<tr>
<td>Transportation West Inc. (Alberton)</td>
<td>856-0081 / 856-0080</td>
</tr>
<tr>
<td>Yellow Cab (Charlottetown)</td>
<td>566-6666</td>
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</table>
PRINCE EDWARD ISLAND COMMUNITY
RESOURCE GUIDE
TRANSITIONS FROM SCHOOL TO COMMUNITY

A list of Community Resources and services available to persons with intellectual disabilities and/or developmental disabilities and their families.

Please note this listing should serve as a guide to support your transition, and is not a complete listing of services and support available on the Island.

Prince Edward Island
Association for Community Living

13 Myrtle Street, Stratford, PEI C1P 1P4
(902) 393-3507 | www.peiacl.org

PEI ACL is a family based association empowering people with intellectual disabilities and their families to lead the way in advancing inclusion in their own lives and in their communities. Our priority areas are: Supporting Families, Social Policy Reform and System Change and Employment. If you or a family member needs assistance, please contact our office to find out how we can help.

Camp Gencheff Inc.

PO Box 412, Charlottetown, PEI C1A 7k7
(902) 569-2669 | manager@campgencheff.com
www.campgencheff.com

Camp Gencheff provides an enjoyable, recreational program for individuals with special needs. Aged 6-60 years old. We offer an opportunity for children, teens and adults to participate and develop physically, and emotionally through a safe and fun camping experience. Camp Gencheff’s goals are: To provide an opportunity for special needs children, teens and adults to participate in a residential camping experience. To encourage emotional and physical independence among the campers. To accentuate a sense of responsibility, self-esteem, and acceptance for the campers by encouraging active involvement in all the daily activities. To provide an opportunity for respite to the parents and caregivers of the campers. Camp Gencheff offers year-round services with respite care weekends October to May and a summer camp program that runs July and August.

Catholic Family Service Bureau

Peter Mutch, Executive Director
PO Box 698, 129 Pownal Street
Charlottetown, PEI C1A 7L3
(902) 894-3515 | Fax: (902) 892-4045
admin@catholicfamilyservicebureau.ca

The Catholic Family Services Bureau is a voluntary, not-for-profit, family service agency whose purpose is the promotion and strengthening of the quality of family life on Prince Edward Island. The purpose is carried out through the provision of professional counseling, education and advocacy services which are based on the recognition of the unique worth and dignity of each human being from conception until natural death. The helping and healing process includes the physical, emotional, social and spiritual dimensions of the person. Services are available to all regardless of age, race, creed/religion, marital status, sex, and sexual orientation. Fees are on a sliding scale based on income and family size.
Community Connections Inc

Frank Costa, Executive Director
701 Water Street West, Summerside, PEI  C1N 1E2
(902) 436-7576

Community Connections provides employment, residential and support services to adult persons (over the age of 18) with an intellectual disability. Their approach is to develop person centered case planning on behalf of those persons entering the service. Vocational assessment and information is gathered for training placements. Job coaches are available to training placements and supported employment placement. Funding for the services are provided by individual funding arrangements from the disability support program and block funding to the agency. Application starts with a general application form to community connections. Daily transportation to and from the service is provided where approved.

Community Inclusions Ltd

Kevin Porter, Executive Director
PO Box 460, 24 North Street
O’Leary, PEI Canada C0B1V0
(902) 726-3144/(902) 726-3145
Fax: (902) 726-3146 | info@communityinclusions.com

Community inclusions is a nonprofit organization in West Prince that provides supports to adults aged (18-65) with intellectual disabilities. Services range from residential, employment, supportive, recreational. Vision: Communities where people with intellectual disabilities contribute to and are included in all aspects of community life. Funding for this service is through the disability support program. Direct costs may be some work-related Transportation costs.

Holland College: Student Academic Support Services

Velda Crane, Student Services & Support
(902) 629-4237
www.hollandcollege.com/future-students/student-academic-support-services/

Sometimes a student entering a college program has challenges adjusting to their academic workload. It is important for students to discuss this with their instructor or with a member of the Student Academic Support Services team early in the school year.

Using a variety of resources including counselling, testing, tutoring, and assistive technologies, the team can help students with challenges increase their chances of academic success by helping them to be independent learners and encouraging them to reach their fullest potential. Service are provided free of charge to students. For more information about Student Academic Support Services, call (902) 629-4237.

K&K Quality Care

Kathy Doucette
45 Goodwill Avenue
Charlottetown, PEI C1A 3E4
(902) 367-5496 | www.kkqc.ca

K & K Quality Care Ltd. is a community access program for people with an intellectual disability. It is a person centered program designed to assist individuals in acquiring the life skills necessary for personal growth, enhancing family environment and community life. We offer programs in a broad range of areas such as social skills, and discipline skills, at work/school skills, everyday academics like comprehension, problem solving, communication, self worth and self esteem. Through experiential (everyday) learning in groups or one on one activity we help to adapt old and new skills to the appropriate time and place and accepting accountability. Funding for the service can be applied for under financial assistance and disability Support Program.
Inclusions East Inc.

364 Campbell Avenue, PO Box 563
Montague, PEI C0A 1R0
(902) 838-2516

Inclusions East Inc. provides day services and vocational training as employment preparation and/or personal development. For persons with an intellectual disability over the age of 18. Training areas include Kitchen Arts, Woodworking and Functional Skill Development. Emphasis is placed on community placements as they play an important role to each client to feel they are a contributing member of the community. Vocational training is a core component of the service. Job coaching is done based on the availability. Funding for the service can be applied through the disability support program and financial assistance. Transportation costs can also be discussed within the case plan.

Primary Care Consulting Inc.

Catherine & Jim Dickson
420 Reed Drive, Summerside, PEI
(902) 436-0005

PCC Inc. is a day program for persons with intellectual/ developmental disabilities. We offer training in social skills, life skills, job skills, resume preparation, art, game design, and creative writing. Special groups include two social clubs and a photography club. The ratio of clients to staff is currently 4:1. If a one-on-one is required or a job coach (as well as transportation) that would be an additional cost to be discussed in the case planning.

Special Olympics PEI

Charity Sheehan
40 Enman Crescent
Room 240, 2nd Floor Royalty Center, Charlottetown, PEI
(902)-368-8919 or toll-free at 1-800-287-1196
www.sopei.com

Special Olympics PEI is a non profit organization that provides sports opportunities and programs to people with intellectual disabilities. We currently have 340 Island Athletes participating in over 40 sport programs across PEI. Programs are inclusive of all ability levels. Participants need not have any sport experience to be involved in the programs. Special Olympics is always excited to get new athletes involved in any of the programs. In PEI, there are programs from Souris to Tignish in both the community and competitive sports streams. We offer athletes and volunteers the opportunity to be physically active in our community sports programs by introducing participants to a variety of physical active options. In our competitive sports stream, we offer both athletes and coaches the opportunity to train and compete in a specific sport with the goal of competing for provincially, nationally and regionally. As we are a volunteer-driven organisation, there may be times when we cannot accommodate an individual’s needs due to a lack of volunteers.

Queens County Residential Services Inc. (QCRS)

39 Maypoint Road, Charlottetown, PEI
(902) 566-4470 | qcrs@qcrs.ca

QCRS Inc. is open to any adult, 18 years of age and older with intellectual or other disabilities and provides services such as: Person Centered Planning: qualified staff assist clients in developing their own life plan. Residential Services: our group homes provide long term residential support to clients that require attendant care, life skill development, and assistance in daily activities. Day Programs: A client’s sense of belonging to their community is important in building confidence and relationships with others, and through our day programs, clients will have the chance to try activities that suit their needs and interests. Our Support Inclusion Training Education site located at the QCRS main site on 39 Maypoint Road offers training and personal development activities from 9 am - 4 pm, Monday to Friday. Finding Associate Families: matching our clients with families who will provide a warm and supportive atmosphere, which gives our clients a sense of belonging within the home and community.
Stars For Life : Stars for Life Foundation

23 Maypoint Road
Charlottetown, PEI C1E 0H5
(902) 894-9286 | Fax: (902) 894-2623
office@starsforlife.com

The Stars for Life Foundation for Autism is a Not For Profit Registered Charity, providing “Life Long Living and Learning Opportunities” to young adults and adults with Autism Spectrum Disorders and Asperger’s. Our Goals: To safeguard the future of young people with autism by: Providing continued education, creating workplace opportunities where challenging jobs will be enjoyed, building supported homes across the Island...home where aging parents will see their children living safe, happy lives when they are no longer able to care for them. Our day programming is a one-to-one support service that helps individuals accomplish a wide variety of personal, life, and social skills training. Independent Living skills, healthy relationships, recreational opportunities and finding employment.

Tremploy Inc.

PO Box 936, Enman Crescent
Charlottetown, PEI C1A 7M4
(902) 892-5338 | Fax: (902) 892-5334

Tremploy, Inc is a non-profit organization that provides adults who have an intellectual disability with vocational training, life skills training, life enrichment and support services. Tremploy will assist each individual to explore their potential and empower them to contribute and participate in the community in a meaningful way. Keeping in mind a view of the whole person, vocational training and support services will be directed towards providing opportunities for integration into community. The philosophy of the organization is that every Client has the right to be as productive and self-sufficient as possible and develop to their maximum potential. Whenever possible, this should mean employment in the community at a supportive and/or competitive level. The Organization exists to provide innovative, stimulating, and challenging programming that offers training opportunities to enhance the full development of abilities and facilitate progress towards each Client’s optimum functioning level. Vocational training and support services will be directed towards providing opportunities for community integration which includes, but is not limited to: gainful employment, increased enhancement of quality of life and/or, increased skill development. In most cases families can secure funding for the disability Support Program. There are some additional costs that may have to be taken on individually.

UPEI Student Services

Cathy Rose, Coordinator
UPEI Campus, University Avenue, Charlottetown, PEI
(902) 628-4364 | crose@upei.ca
www.upei.ca/studentlife/service/request-academic-accommodation-and-accessibility

Students with specific academic needs can request academic accommodation through the Webster Centre for Teaching and Learning. Students are responsible for requesting accommodations as early as possible in the semester, preferably prior to the academic term. All requests are to be put in writing on the Accommodation Request Form. If this is your first time requesting accommodations, you must make an appointment with Cathy Rose, Coordinator of Accessibility Services. You will be required to provide documentation of your learning disability in the form of a psycho-educational assessment. Students must discuss how the reason for their request is impacting their academic experience at the university. Students will discuss the recommendations with the coordinator and together, draw up an accommodation plan to be kept on file at the Webster Centre for Teaching and Learning. Once a student receives supports from Accessibility Services, a new request for accommodation must be made each semester by filling out another Accommodation Request Form.