



Prince Edward Island
Association for
Community Living
Diversity includes.

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 independence.
- 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.

Source: Resource for the Transition of students with exceptionalities. From School to Work or Postsecondary Education and Adult Life. NB Department of Education, May 2001. Reprinted with permission.

Working towards long term goals

How can you help create and support an effective transition plan?

- Take an active role! You and your son or daughter are an essential part of his or her transition team. Take the opportunity to share your perspective and insight into their skills and interests.
- Find out all you can about what your teen wants to do when she leaves high school and what resources are available in the community.
- Encourage your youth to choose realistic goals that are a good fit with their skills, and interests.
- Learn about the different jobs that may be available in your surrounding community. Begin early to help your young adult learn about the different jobs that are available that may match his or her interests.
- Learn about community organizations, or service providers that may help to provide supports related to employment for example: job coaches, on the job training, supervised day programs. Members of the transition team should be able to help you with identifying these organizations or agencies.
- Give your son or daughter many opportunities to make choices and practice their decision-making. This is an important tool to have in everyday life & a personal growth skill.
- Work towards increasing Independence and personal and self-care skills for your teen. Identify strengths and challenges, and focus on teaching these important life skills.
- Create opportunities for your team to be socially active in the community for example: using community facilities participating in sports and clubs, or church functions they may be interested in.

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 teens 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)

- | | |
|---|--|
| <input type="checkbox"/> Getting dressed | <input type="checkbox"/> Meal preparation/ healthy eating |
| <input type="checkbox"/> Hygiene / grooming | <input type="checkbox"/> Community awareness |
| <input type="checkbox"/> Time management | <input type="checkbox"/> Personal awareness / getting along with other |
| <input type="checkbox"/> Self-advocacy skills | <input type="checkbox"/> Sex education / healthy relationships |
| <input type="checkbox"/> Health and first aid | <input type="checkbox"/> Household management |
| <input type="checkbox"/> Safety awareness | <input type="checkbox"/> Problem solving |
| <input type="checkbox"/> Communication / language | <input type="checkbox"/> \$ 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 played? 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: _____

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)

Description of me

School **Home/Community**
Yes **No** **Yes** **No** **DK**

I can describe my strengths					
I can describe my challenges					
I can explain my disability					
I can explain how I learn best					
I know my interests & what i like					
I can ask for help when I need it					
I can tell people what I want to learn					
I can tell people what I want to do when I graduate					
I can tell teachers or supervisors what I need to be able to do my work					
I know how to look for help or support					
I know how to set goals for myself					
I know how to get information to make decisions					
I can begin my work on time, and stay on task until I am done					
I can work independently					
I can tell if my plan is working or not					
I can change goals or my plan of action					

DESCRIBE YOURSELF CHECKLIST

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

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.

Something that I do well:	What do I like about it?	What skills and abilities do I use to do it well?
1.		
2.		
3.		

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.

<i>Something that is hard for me is:</i>	<i>What do I find challenging about this task?</i>	<i>What skill and abilities do I need to make this successful for me?</i>
1.		
2.		

Everyone is different! What is most important to me?

3 things that are most important to me:

1. _____

2. _____

3. _____

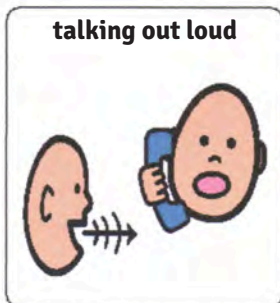
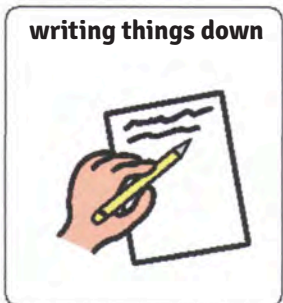
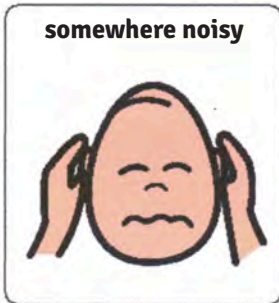
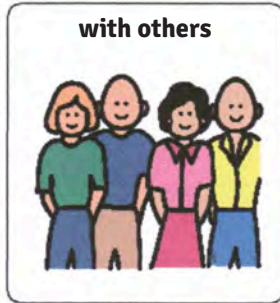
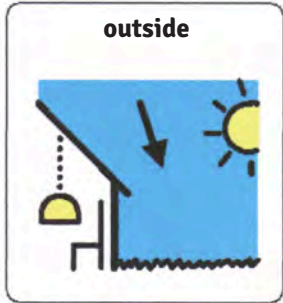
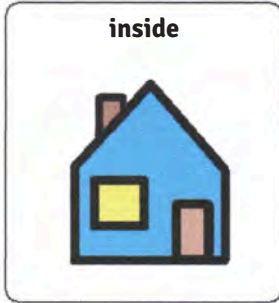
Choose a life path for Yourself:

When I know these

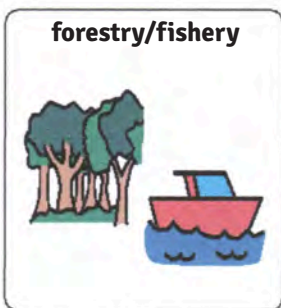
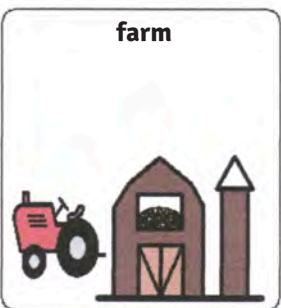
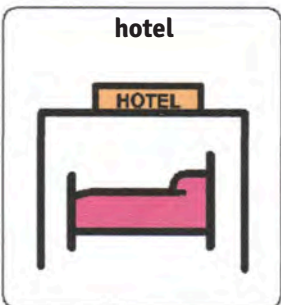
- My interest for activities and the environment in which I want to be in
- My skills and abilities
- My strengths and my challenges

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


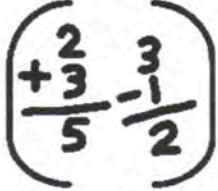



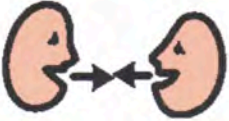









Planning Your Future: Places you might like to work at –
Check what you may be interested in. ✓



Planning Your Future: Education - Learning Skills
 Check what you are interested in.



<p>Language Arts</p> 	<p>Math</p> 	<p>Geography/ Social Studies</p> 	<p>History</p> 
<p>Science</p> 	<p>French</p> 	<p>Home Economics</p> 	<p>Sewing</p> 
<p>Industrial Arts</p> 	<p>Computer Lab</p> 	<p>Gym</p> 	<p>Band/Music</p> 
<p>Art</p> 	<p>Other</p>	<p>Other</p>	<p>Other</p>

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



<p>use the locker room</p> 	<p>know where classes are</p> 	<p>take the right books to class</p> 	<p>follow a schedule</p> 
<p>eat or buy my lunch/cafeteria</p> 	<p>use the library</p> 	<p>get ready for gym</p> 	<p>leave with my class during fire alarm</p> 
<p>know what to do during lock down</p> 	<p>find a bathroom</p> 	<p>know who to ask if need help</p> 	<p>ask for a break</p> 
<p>ride the bus</p> 	<p>Other</p>	<p>Other</p>	<p>Other</p>

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



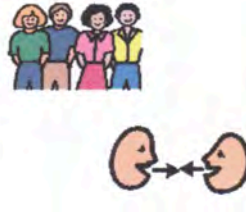
study/do homework



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.

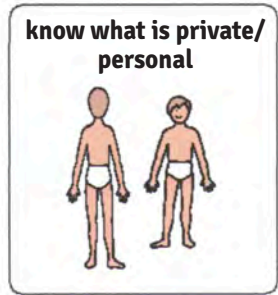
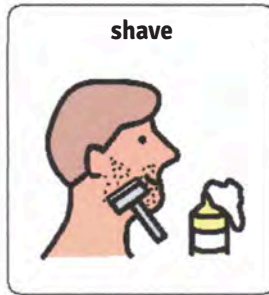


<p>follow a recipe</p>	<p>prepare a meal</p>	<p>use a microwave</p>	<p>set the table</p>
<p>wash dishes</p>	<p>load/empty dishwasher</p>	<p>use washing machine</p>	<p>use dryer</p>
<p>put dirty clothes in basket</p>	<p>fold/put away clean clothes</p>	<p>take out garbage</p>	<p>make bed</p>
<p>take care of pets</p>	<p>water plants</p>	<p>sweep</p>	<p>ask for help</p>
<p>use the phone</p>	<p>Call 911</p>	<p>exit when fire alarm sounds</p>	<p>give/tell personal information</p>

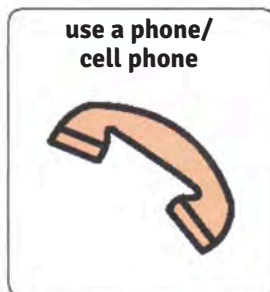
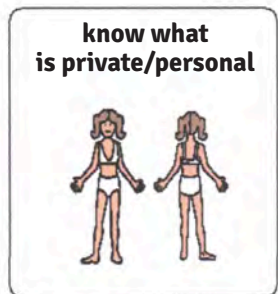
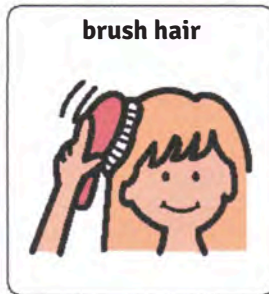
Planning Your Future: Personal Care Skills & Community Skills -
Check what you can do by yourself.



Male



Female



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.

<p>Live?</p>	<p>living with family or relatives</p> 	<p>sharing a home with roommates</p> 	<p>living in a home with supports</p> 	<p>living in a home by myself</p> 
<p>Get around?</p>	<p>in my own or an arranged drive</p> 	<p>public transportation</p> 	<p>walk or ride a bike</p> 	<p>Other</p>
<p>learn work skills?</p>	<p>University or College</p> 	<p>community placement</p> 	<p>job/volunteer experience</p> 	<p>with a job coach</p> 
<p>Leisure time?</p>	<p>Join a sports team/club</p> 	<p>community activities</p> 	<p>find a group in local area</p> 	<p>Other</p>

2. UNDRRESSING

- | | |
|--|---|
| <input type="checkbox"/> Unties shoes | <input type="checkbox"/> Unzips pants |
| <input type="checkbox"/> Removes shoes | <input type="checkbox"/> Removes pants |
| <input type="checkbox"/> Removes socks | <input type="checkbox"/> Removes dress or skirt |
| <input type="checkbox"/> Removes coat | <input type="checkbox"/> Removes underpants |
| <input type="checkbox"/> Removes pullover shirt | <input type="checkbox"/> Removes undershirt |
| <input type="checkbox"/> Unbuttons shirt | <input type="checkbox"/> Removes bra |
| <input type="checkbox"/> Removes button-down shirt | |

Recommended training step(s): _____

Comments: _____

3. DRESSING

- | | |
|--|--|
| <input type="checkbox"/> Picks out clothes | <input type="checkbox"/> Buttons shirt |
| <input type="checkbox"/> Puts on underpants | <input type="checkbox"/> Tucks in shirt |
| <input type="checkbox"/> Puts on undershirt | <input type="checkbox"/> Fastens pants |
| <input type="checkbox"/> Puts on bra | <input type="checkbox"/> Zips up pants |
| <input type="checkbox"/> Fastens bra | <input type="checkbox"/> Loops belt into pants |
| <input type="checkbox"/> Correctly orients clothes before putting on | <input type="checkbox"/> Buckles belt |
| <input type="checkbox"/> Puts feet into pants | <input type="checkbox"/> Puts on socks |
| <input type="checkbox"/> Pulls pants up | <input type="checkbox"/> Puts on shoes |
| <input type="checkbox"/> Puts on pullover shirt | <input type="checkbox"/> Ties shoes |
| <input type="checkbox"/> Puts on button-down shirt | |

Recommended training step(s): _____

Comments: _____

4. TOILETING

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

Recommended training step(s): _____

Comments: _____

5. HAND WASHING

- | | |
|--|--|
| <input type="checkbox"/> Turns on water | <input type="checkbox"/> Turns off water |
| <input type="checkbox"/> Adjusts water temperature | <input type="checkbox"/> Obtains towel |
| <input type="checkbox"/> Wets hands | <input type="checkbox"/> Dries hands |
| <input type="checkbox"/> Applies soap | <input type="checkbox"/> Hangs up towel |
| <input type="checkbox"/> Lathers hands | <input type="checkbox"/> Throws paper towel away |
| <input type="checkbox"/> Rinses hands | |

Recommended training step(s): _____

Comments: _____

6. BATHING

- | | |
|--|--|
| <input type="checkbox"/> Obtains towel and washcloth from closet | <input type="checkbox"/> Wets hair |
| <input type="checkbox"/> Gets clothes | <input type="checkbox"/> Obtains shampoo from container |
| <input type="checkbox"/> Undresses | <input type="checkbox"/> Puts shampoo on hair |
| <input type="checkbox"/> Turns on water | <input type="checkbox"/> Rubs shampoo into hair |
| <input type="checkbox"/> Adjusts water temperature | <input type="checkbox"/> Rinses hair |
| <input type="checkbox"/> Wets washcloth | <input type="checkbox"/> Turns water off |
| <input type="checkbox"/> Soaps washcloth | <input type="checkbox"/> Obtains towel |
| <input type="checkbox"/> Washes self | <input type="checkbox"/> Dries self |
| <input type="checkbox"/> Rinses self | <input type="checkbox"/> Takes dirty clothes and towels to laundry |

Recommended training step(s): _____

Comments: _____

7. TOOTHBRUSHING

- | | |
|---|--|
| <input type="checkbox"/> Obtains toothbrush | <input type="checkbox"/> Brushes front teeth |
| <input type="checkbox"/> Obtains paste | <input type="checkbox"/> Brushes top back teeth |
| <input type="checkbox"/> Unscrews cap from paste | <input type="checkbox"/> Brushes bottom back teeth |
| <input type="checkbox"/> Wets brush | <input type="checkbox"/> Rinses brush |
| <input type="checkbox"/> Puts paste on brush | <input type="checkbox"/> Puts brush away |
| <input type="checkbox"/> Actively attempts to brush teeth; make brushing motion | |

Recommended training step(s): _____

Comments: _____

8. SHAVING

- | | |
|--|--|
| <input type="checkbox"/> Obtains razor | <input type="checkbox"/> Shaves face area |
| <input type="checkbox"/> Holds razor | <input type="checkbox"/> Shaves throat and neck area |
| <input type="checkbox"/> Plugs in razor | <input type="checkbox"/> Turns razor off |
| <input type="checkbox"/> Turns on razor | <input type="checkbox"/> Puts razor away |
| <input type="checkbox"/> Makes movement with razor on face | |

Recommended training step(s): _____

Comments: _____

9. HAIR COMBING/BRUSHING

- | | |
|--|---|
| <input type="checkbox"/> Holds comb/brush | <input type="checkbox"/> Combs/brushes back of head |
| <input type="checkbox"/> Moves comb/brush through hair | <input type="checkbox"/> Combs/brushes hair neatly |
| <input type="checkbox"/> Combs/brushes top of head | |
| <input type="checkbox"/> Combs/brushes sides of head | |

Recommended training step(s): _____

Comments: _____

10. MAKE-UP

- | | |
|---|--|
| <input type="checkbox"/> Obtains make-up | <input type="checkbox"/> Applies mascara |
| <input type="checkbox"/> Applies lipstick | <input type="checkbox"/> Applies blush |
| <input type="checkbox"/> Applies eye shadow | <input type="checkbox"/> Puts make-up away |
| <input type="checkbox"/> Applies eye liner | |

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

- | | |
|---|---|
| <input type="checkbox"/> Takes blankets/sheets off bed | <input type="checkbox"/> Places pillows appropriately |
| <input type="checkbox"/> Spreads sheets/blankets across bed | <input type="checkbox"/> Spreads bedspread across bed |
| <input type="checkbox"/> Smooths out sheet or blanket | <input type="checkbox"/> 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

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

Recommended training step(s): _____

Comments: _____

19. MONEY SKILLS

- | | |
|---|---|
| <input type="checkbox"/> Understands money has value | <input type="checkbox"/> Uses savings account; fills out deposit |
| <input type="checkbox"/> Can identify coins | <input type="checkbox"/> Uses credit or debit card |
| <input type="checkbox"/> Understand cent value of coins | <input type="checkbox"/> Takes care of own savings/credit accounts |
| <input type="checkbox"/> Can make simple change | <input type="checkbox"/> Writes a check |
| <input type="checkbox"/> Understands denomination of paper money | <input type="checkbox"/> Has addresses and phone numbers of creditors |
| <input type="checkbox"/> Carry money without losing it | <input type="checkbox"/> Pay bills on time |
| <input type="checkbox"/> Can purchase simple items up to \$10.00 | <input type="checkbox"/> Avoids money scams |
| <input type="checkbox"/> Can purchase items over \$20.00 | <input type="checkbox"/> Understands and takes care of entitlement funds, and social security |
| <input type="checkbox"/> Saves for simple items | <input type="checkbox"/> Takes care of tax returns |
| <input type="checkbox"/> Can plan and follow a simple weekly budget | |

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

- ___ Can order simple fast food
- ___ Can order food from a menu
- ___ Eats appropriately in public.
- ___ Waits effectively in line
- ___ Goes to the movies, pays for ticket, orders food
- ___ Schedules and attends community events (concretes, sporting events)
- ___ Rents videos
- ___ Attends community recreation
- ___ Goes with group of friends
- ___ Has leisure interests to occupy time (reading, television, computer, etc.)
- ___ Adequately organizes own leisure time

Recommended training step(s): _____

Comments: _____

22. SOCIAL BEHAVIOR IN PUBLIC

- ___ Doesn't approach stranger inappropriately
- ___ Greets others appropriately
- ___ Avoids saying rude remarks to strangers
- ___ Doesn't talk loudly at library, church, or movie
- ___ Dresses appropriately for public
- ___ Willing to help others if needed
- ___ Control anger in public
- ___ Avoids obvious stereotypic, self stimulation behavior in public
- ___ Understands simple manners in public (please, thank you, and sorry)
- ___ Doesn't touch people inappropriately, or invade personal space

Recommended training step(s): _____

Comments: _____

23. COMMUNITY MOBILITY

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

Recommended training step(s): _____

Comments: _____

24. SAFETY/MEDICAL

- | | |
|--|---|
| <input type="checkbox"/> Tends to minor cuts | <input type="checkbox"/> objects |
| <input type="checkbox"/> Takes own medications | <input type="checkbox"/> Understands and avoids dangers of electricity |
| <input type="checkbox"/> Uses thermometer to take temperature | <input type="checkbox"/> Understand danger of gas and heat (stove, furnace, etc.) |
| <input type="checkbox"/> Recognizes when medical attention is needed | <input type="checkbox"/> Understands dangers, of simple tools |
| <input type="checkbox"/> Knows who to call in emergencies (911) | <input type="checkbox"/> Understands dangers of household chemicals |
| <input type="checkbox"/> Can call and make medical appointments | <input type="checkbox"/> Can put out simple fires (use extinguisher) |
| <input type="checkbox"/> Can fill prescriptions | |
| <input type="checkbox"/> Careful with hot objects | |
| <input type="checkbox"/> Careful with sharp | |

Recommended training step(s): _____

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/ commitments
- ___ 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: _____

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	John Howard Society of PEI.....	566-5425
Autism Society of PEI.....	566-4844	La Coopérative d'intégration francophone de l'Î.-P.-É.....	888-1687
Big Brothers/Big Sisters.....	569-5437	Learning Disabilities Association of PEI.....	894-5032
Boys and Girls Club of PEI.....	831-3297	Mi'kmaq Wellness Centre – Abegweit First Nations.....	676-3007
Brain Injury Association of PEI.....	892-0367	Mi'kmaq Confederacy of PEI.....	676-3007
Canadian Council of the Blind.....	368-9005	Multiple Sclerosis Society.....	675-2224
Canadian Deafblind Association NB/PE – CDBA.....	(506) 452-1544	Muscular Dystrophy Association.....	(902) 429-6322
Canadian Down Syndrome Society.....	838-2694	Native Council of PEI PEI Allied Youth Inc.....	892-5314
Canadian Hard of Hearing Association CHHA		PEI Association for Community Living – (ACL).....	393-3507
– PEI Chapter.....	855-2382	PEI Association for Newcomers.....	368-6623
Canadian Mental Health Association – PEI Division.....	566-3034	PEI Cerebral Palsy Association.....	628-6009
Catholic Family Services Bureau – Counseling,	894-3515	PEI Citizen's Advocacy.....	566-3523
Walk-in Clinic, Psychological Services, Mediation		PEI Council of People with Disabilities	
Charlottetown Boys & Girls Club		– Charlottetown.....	892-9149
Children's Wish Foundation of Canada – PEI Chapter.....	892-1817	– Summerside.....	436-1296
City of Charlottetown.....	566-5526	– Montague.....	838-5878
City of Summerside.....	368-1025	PEI Literacy Alliance.....	368-1810
CNIB.....	724-3142	PEI People First.....	892-8989
Communication Access Now – Atlantic Canada.....	566-2580	President's Choice Children's Charity.....	(888) 495-5111
Community Access Now.....	(506) 961-4636	Project Lifesaver PEI.....	620-8916
Disability Support Programs (DSP).....	(506) 961-4636	Quality Tourism Services Inc.....	566-3501
– Charlottetown.....	368-5996	RDÉE Î.-P.-É.....	854-3439
– Summerside.....	432-2740	Richmond Centre.....	368-4430
– Souris.....	687-7059	Spina Bifida and Hydrocephalus Association of PEI.....	436-9579
– Montague.....	838-0703	Spinal Cord Injury PEI Inc.....	370-9523
– West Prince.....	859-8862	Stars for Life – Foundation for Autism.....	894-9286
Easter Seals Society of PEI.....	859-8824	Summerside Boys & Girls Club.....	620-8916
Epilepsy PEI Inc.....	626-7720	Tourette Syndrome Foundation of Canada.....	(800) 361-3120
Ester Finkle Fund.....	892-3294	Town of Stratford.....	569-6924
Family Ties Program.....	436-3278	Voluntary Resource Centre.....	368-7337
Family Service PEI.....	368-4871	Voices for Choice (Montague).....	583-2250
– Charlottetown		Walking The Red Road.....	892-5314
– Summerside.....	892-2441	We Care PEI.....	894-3025
Home Instead PEI.....	436-9171		
Inclusions East Inc. (Montague).....	367-3868		
Island First Aid.....	838-2516		
	393-1163		

EDUCATION AND TRAINING OPPORTUNITIES

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

FAMILY RESOURCE CENTRES

Cap enfants (Wellington).....	854-2123
Chances Family Centre	892-8744
Families First Resource Centre	838-4600
Family Place (Summerside).....	436-1348

Headstart Early Learning Centre (Charlottetown).....	892-5916
Kids West Inc. (West Prince).....	853-4066
Main Street Family Resource Centre (Souris).....	687-3928
Mi'kmaq Family Resource Centre	892-0928

Shelley Nelson
Community Access Facilitor ~ 620-3746

Student Services – ELSB
slnelson@edu.pe.ca
April 2015

EMPLOYMENT AND DAY PROGRAM OPPORTUNITIES (Note: Some agencies also offer respite care & residential)

Another Way – Learning & Social Center	432-2472
Community Connections Inc. (Summerside)	436-7576
Community Inclusions (O'Leary).....	726-3144
Coopératives Services Jeunesse	854-3439
East Prince Youth Development Centre (Summerside)	436-2815
Fitzroy Centre – CMHA (Charlottetown).....	628-6682
Harbourview Training Centre (Souris).....	687-3032
Harmony Training Centre (Souris).....	687-2621
Hope Centre Clubhouse – CMHA (Alberton)	
Inclusions East Inc.	853-3871
- Employment Opportunities Division.....	838-2516
Kingswood Centre/Inclusions East (Montague).....	838-2516
K&K Quality Care Ltd. (Charlottetown)	367-5496
March of Dimes	(902)717-5740
Maple House Centre.....	859-1875

Melanie's Community Support Services	394-2972
Neil Squire Society	(506) 854-9235
Notre Dame Place – CMHA (Summerside)	888-2237
PEI Career Development Services	626-3680
PCC Inc. (Prepare, Challenge, Create, Inc.)	
- Summerside	436-0005
Pauline's Support Program (Charlottetown).....	675-4166
Queens County Residential Services (QCRS)	566-4470
Service Canada.....	(800) 622-6232
Skills PEI	(877) 491-4766
Start Right Professional Services	313-3313
Tremploy Inc. (Charlottetown).....	892-5338
Tremploy Inc. – Employment Assistance Services.....	892-8460
YMCA (Summerside)	436-3446

LEISURE/RECREATIONAL ACTIVITIES

Adapted Piano Lessons	894-3515
Adventure Group.....	628-8668
Angel Hooves Equine Assisted Psychotherapy	393-3829
Aqua-Abilities (Intro & Advanced).....	368-4540
Artist - Lynn Gaudet	831-3289
- Maurice Bernard.....	436-8485
Bridging the Gap (BTG), Have-a-go-events.....	368-4540
Brookvale Ski Buddies	672-2896
Camp Gencheff	569-2669
Camp Triumph.....	(902) 542-7439 / 836-4668
Catholic Family Services Bureau	894-3515
- <i>Music Therapy, Play Therapy, Choir, Social Skills</i>	
Central Region Sport & Recreation	629-9481
Challenger Baseball Program.....	(902) 867-6218
Cornwall & Parks Recreation.....	628-6260
Duke of Edinburgh's Award	368-6623
Eastern Region Sport & Recreation Council.....	940-4115
Game Force Design.....	314-0428
GEAR (Getting Everyone Accessibly Riding)	566-3690
- <i>Tandem Cycling Club</i>	
Generation XX (Summerside)	436-7699
GO! PEI.....	892-6445
Goal Ball.....	368-4540
Horseplay PEI	314-7412
Hughes-Jones Centre for People and Animals	894-5452
Inner City Camp (Charlottetown)	368-6860
Joyriders Therapeutic Horseback Riding Association	368-4540

Maurice Bernard (Artist).....	436-8485
MacPhail Woods Summer Nature Camps	651-2575
Murphy's Community Centre (Charlottetown).....	892-1719
Now n Zen Yoga Studio	314-3738 / 388-6423
ParaFit.....	368-4540
ParaSport and Recreation PEI	368-4540
PEI 4-H	368-6289
PEI Council Scouts Canada.....	566-9153
PEI Girl Guides	894-4936
Recreation PEI.....	892-6445
Rise & Climb (Cornwall)	566-5947
Singing Sands Music Therapy	393-3825
Sledge Hockey.....	368-4540
Snoezelen Room (in Kay Reynolds Centre) ext.221	892-9149
Snoezelen Room (S'side Community Connections).....	436-7576
Special Olympics PEI	368-8919
Sperenza Sport.....	388-7102
Sport PEI	368-4110
Squiggle Brush Art Play Studio (Stratford)	367-4725
Storybook Adventures.....	621-2029
Storybook Stables	621-2029
SWAD (Swimmers with a Disability)	316-1300
TRAP-The Rhythmic Arts Project Canada Inc.	367-5408
Western Region Sport & Recreation Council	859-8856
Wheelchair Basketball	368-4208
Wheelchair Curling	368-4208
YMCA (Summerside)	436-3446

RESIDENTIAL AND/OR RESPITE CARE SERVICES

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

SPECIALIZED TRANSPORTATION SERVICES

Donna’s Transportation Ltd. (Summerside)	436-3394	Transportation West Inc. (Alberton).....	856-0081/ 856-0080
Pat and the Elephant (Charlottetown) Team	894-3339	Yellow Cab (Charlottetown).....	566-6666
Taxi (Summerside).....	436-4555		

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/stuvedent-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 COA 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, resumé 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.



Prince Edward Island
Association for
Community Living
Diversity includes.