



## **Supporting Neurodiverse Youth Transitioning to Adulthood**

A free two-hour workshop hosted by ACT

Tuesday, May 30, 2023

*Presented by Michelle Schmidt, PhD*

### **Territorial Acknowledgement**

As visitors on this land, ACT – Autism Community Training is grateful for the opportunity to work and learn on the ancestral and unceded territory of the Skwxwú7mesh (Squamish), xʷməθkʷəy̓əm (Musqueam) and səliłwətaʔt (Tsleil-Waututh) people who have lived in this area since before recorded time. These nations are hənqəmiñəḥ and Skwxwú7mesh speaking peoples. The hənqəmiñəḥ (Halkomelem) and Skwxwú7mesh (Squamish) languages are part of the Salish Language family, which dates back many millennia. We pay our respects to elders past, and to those present and emerging. As settlers to this land, we are committed to working towards reconciliation.

### **Event Details**

For a young neurodiverse person, moving to adulthood can seem like a challenge. If you're the parent, guardian, or caregiver, helping your child move towards adulthood can seem just as challenging.

This session will provide information and resources regarding assessment and eligibility and how these relate to accessing Services to Adults with Developmental Disabilities (STADD) Navigators as well as adult services including Community Living BC (CLBC) and Adult Day Services, for example. Also learn about eligibility and access in relation to Persons with Disabilities benefits, including working while collecting disability benefits.

### **Event Schedule**

*All times are Pacific Daylight Time (PDT)*

<b>9:30 am</b>	<b>–</b>	<b>10:00 am</b>	Registration (for in-person attendees)
<b>10:00 am</b>	<b>–</b>	<b>12:00 pm</b>	Supporting Neurodiverse Youth Transitioning to Adulthood

### **Accessibility**

ACT is committed to preventing, as well as identifying and removing barriers facing people interacting with our organization. Moving forward, ACT will make every effort to provide CART (communication access realtime translation) services as well as American Sign Language (ASL) interpreters for all our events.

### **Acknowledgements**

Over the years, those who have attended ACT events know that as we are a small not-for-profit organization, we depend on community collaboration and support to sustain our work. We deeply appreciate the many autistic individuals, parents and caregivers, professionals, and organizations across British Columbia who volunteer their time, donate funds, provide sponsorship, and help spread the word – especially during these challenging times.

Thank you also, to Still Interpreting Inc. for providing ASL Interpretation and to Accurate Realtime Inc. for providing CART services.

**Support evidence-based resources – [Donate to ACT!](#)**

### **Free Resources from ACT**

[Autism Videos @ ACT \(AVA\)](#) – View over 80 quality online videos on diverse topics, including Toilet Training, Sleep, Mental Health, Individual Education Plans, Research, and much more – all available free, thanks to our sponsors!

[ACT's Autism & Intellectual Disability \(AID\) Search](#) – Keyword search over 2,000 records containing evidence-based, practical information resources in 36 languages sourced internationally, including B.C.-based community resources useful to families and community professionals.

[ACT in Chinese](#) and [ACT in Punjabi](#) – View ACT in Chinese or Punjabi.

[ACT's Autism Manual for B.C.](#) – View our manual for parents and community professionals with 13 chapters, including New Diagnosis Process, Contracting with Professionals, B.C. Education System, Building a Community Group, and more!

[ACT's Event & Training Alerts](#) – Sign-up to keep in touch with our upcoming events and training opportunities.

[ACT's Facebook](#) – Follow us on Facebook. ACT carefully sources interesting, insightful stories to inform our community of over 9,000 followers.

**ACT – Autism Community Training**

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# ACT Chats

## Supporting Neurodiverse Youth Transitioning to Adulthood

Michelle Schmidt, PhD  
Executive Director, ACT—Autism Community Training  
May 30, 2023

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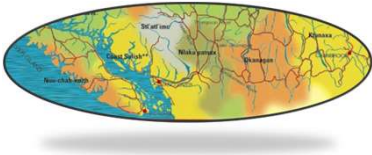
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# Acknowledgement



- As visitors on this land, ACT - Autism Community Training is grateful for the opportunity to work and learn on the ancestral and unceded territory of the Skwamish, Squamish, and Kwantlen peoples who have lived in this area since before recorded time.
- These nations are hənq̓əmiṇəm and Skwxwú7mesh speaking peoples. The hənq̓əmiṇəm and Skwxwú7mesh languages are part of the Salish Language family, which dates back many millennia.
- We pay our respects to elders past, and to those present and emerging. As settlers to this land, we are committed to working towards reconciliation.

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# Aim for the Session

Transition Team	Tools & Resources	Pathways to Graduation/Completion	Adult Non-graduated Students
Transition Path Planning	CLBC & STADD	Employer Accommodations	Disability Benefits

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## It's Never too Early to Start

- It is critical that the transition planning process begins as early as possible, as young as 13 or 14 years old. Starting early allows time to adequately create and implement a transition plan that will prepare the youth for adulthood and fully explore all options.

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## Who and How Many People May Be Involved?

- In addition to the youth and their caregivers, the planning team should consist of at least two members (and as many as eight).
- The core members of the transition planning team typically include:
  - School-Based Case Manager
  - Teacher, Education Assistant, ABA Support Workers and/or Child and Youth Care Worker
  - School Indigenous Graduation Advocates
  - Aboriginal Education Support Workers and
- Aboriginal Social Workers.
  - Principal/Vice Principal
- Current service providers (as applicable)
  - Behaviour Analysts
  - Counsellors or therapists
  - Outreach Workers
  - Nurses or doctors
  - Social workers

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## The core members of the transition planning team may also include:

There are a number of other personnel that may be involved including:

- [Health Services for Community Living \(HSCL\)](#). HSCL supports medical needs of individuals in adulthood and is connected to the individual and their families through CLBC. Other health benefits also come from Persons with Disabilities Benefits (PWD).
- [AHP Medical Benefits](#). AHP Medical Benefits program provides a range of basic, medically necessary items and services; however, *all AHP Medical Benefits come to an end on the last day of the month of a youth's 18th birthday.*

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## Role of the School-Based Case Manager

- Long-range transition planning should be integrated into the IEP process beginning in Grade 8 or 9.
- As the student nears the age of 16, the school-based case manager will work most closely with the student, their caregivers and appropriate government and community agencies, to support planning for adulthood.
- In addition to planning and supporting school programming, school-based case managers have several important tasks in helping students/families prepare for the transition to adulthood, including:

### Confirming CLBC Eligibility

- To be eligible for CLBC services, a current psycho-educational assessment must clearly indicate that a student meets the Diagnostic Statistical Manual of Mental Disorders, Fifth Edition ([DSM-5](#)) Criteria for Intellectual Disability. The DSM-5 is accepted internationally as a primary clinical reference enabling psychologists, psychiatrists, and other professionals to identify and describe a range of intellectual, psychological, psychiatric and related conditions using commonly understood and validated terminology.

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## Psycho-Educational Assessment

- School-based case managers ensure a psycho-educational assessment has been conducted, is current, and includes the documentation required to determine CLBC eligibility. The psycho-educational assessment report must indicate a diagnosis of *mild to moderate/severe intellectual disability*.

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## Psycho-Educational Assessment

- If a diagnosis of *mild to moderate/severe intellectual disability* is not stated in a psycho-educational assessment report or no assessment report exists, the student has not yet been determined to be eligible for Community Living BC (CLBC) services. Depending upon their age, they should be considered a priority for school-based assessment. The following considerations should be made:
  - Referral to School-Based Team (SBT). The school-based case manager must forward the student's name to the SBT who will consider the need for a psycho-educational assessment. If the SBT determines that a psycho-educational assessment should be conducted, the school-based case manager will complete and submit the appropriate referral forms, citing the need to determine CLBC eligibility.
  - Timing. It is most effective practice to have a psycho-educational assessment completed before the student is 16 years of age to prevent a delay in accessing and transitioning to adult services. In some instances, parents may consider a private assessment.
- The psycho-educational assessment must be accompanied by a [CLBC-Eligibility Review Form](#) which has been completed by a registered psychologist. For additional CLBC eligibility information, see [here](#).

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## Planning Tools and Resources

- My Booklet BC
- Transitions To Adulthood Planning Checklist
- What You Need To Know About Me When Working With Me To Create My Transition Plan
- Summary of Things I Can Do Independently or With Minimal Assistance
- My Personal Transition Goals
- My Transition Plan
- Cross Ministry Planning Protocol Tasks And Roles
- Self-Advocate Workbook - My Plan

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## MyBooklet BC:

- FREE online tool that families and people with disabilities can use to create a beautiful and personalized information booklet for a loved one or for themselves.
- Created by the [Family Support Institute](#), MyBooklet BC helps to ensure that you have all of the information in one location, and so you can convey who your child is on a personal level (i.e., not just the medical and diagnostic facts) and do not have to repeat your "story" to doctors, teachers, therapists, friends and family.

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## Transitions to Adulthood Planning Checklist

- School-based case managers utilize this checklist as a component of the IEP process to ensure that teams are considering the elements of transition planning beginning at the age of 13.
- May be attached to a hard copy of the student IEP, then placed in the students permanent file and can be uploaded to the Collaborate platform when a STADD Navigator becomes involved.
- Helps the team delegate roles and responsibilities
- Helps to ensure that actions are completed in a timely manner

Age	Task	Who?	When?	How/Notes	Done?
13	Identify the student's interests, abilities, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
14	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
15	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
16	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
17	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
18	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
19	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
20	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
21	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
22	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
23	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
24	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
25	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
26	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
27	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
28	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
29	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		
30	Identify the student's strengths, interests, and preferences for postsecondary education, training, employment, and independent living.	IEP Team	At least annually		

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## What You Need To Know About Me When Working With Me To Create My Transition Plan

1	GENERAL AREAS OF NEEDS
2	A) Communication
3	<ul style="list-style-type: none"> <li>• <b>Receptive:</b> How I listen and pay attention and what I understand.</li> <li>• <b>Expressive:</b> What I say, how I use words and sentences to gather and provide information.</li> <li>• <b>Written:</b> What I understand about how letters make words, and what I write.</li> <li>• <b>Reading:</b> What I am able to read, what I decide, as well as what I comprehend.</li> </ul>
4	B) Motor Skills
5	<ul style="list-style-type: none"> <li>• <b>Gross Motor:</b> How I use my arms and legs for movement and coordination.</li> <li>• <b>Fine Motor:</b> How I use my hands and fingers to manipulate objects.</li> </ul>
6	C) Relationships
7	<ul style="list-style-type: none"> <li>• <b>Social skills:</b> How I interact with others.</li> <li>• <b>Interpersonal Relationships:</b> What I know about personal boundaries in relationships and dating, sexuality, reproductive health.</li> <li>• <b>Play and Leisure Time Activities:</b> How I use my spare time.</li> <li>• <b>Coping skills:</b> How I deal with challenges. How responsible I am. How I respond to others. How I accept I am about others' feelings.</li> </ul>
8	D) Daily Living Skills
9	<ul style="list-style-type: none"> <li>• <b>Personal:</b> How I am able to look after myself (e.g., eating, dressing, personal hygiene, taking medication).</li> <li>• <b>Domestic:</b> What household tasks I am able to perform (e.g., preparing meals, cleaning, vacuuming).</li> <li>• <b>Community:</b> What I know about time and money. What I know about using the telephone and the computer (including internet usage), and accessing public transportation. What are my abilities to access education, and my employment skills?</li> </ul>

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## Summary of Things I Can Do Independently or With Minimal Assistance

SUMMARY OF THINGS I CAN DO INDEPENDENTLY OR WITH MINIMAL ASSISTANCE						
	Self	Minimal	With	With	With	Comments
Communication	1	2	3	4	5	
Receptive	1	2	3	4	5	
Expressive	1	2	3	4	5	
Written	1	2	3	4	5	
Reading	1	2	3	4	5	
Motor Skills	1	2	3	4	5	
Gross Motor	1	2	3	4	5	
Fine Motor	1	2	3	4	5	
Relationships	1	2	3	4	5	
Social Skills	1	2	3	4	5	
Interpersonal Relationships	1	2	3	4	5	
Play and Leisure Time Activities	1	2	3	4	5	
Coping Skills	1	2	3	4	5	
Personal	1	2	3	4	5	
Domestic	1	2	3	4	5	
Community	1	2	3	4	5	

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## My Personal Transition Goals

MY PERSONAL TRANSITION GOALS	
GOAL CATEGORY	GOAL STATE
Personal/Health	Describe: What I want, what I need, what I am able to do, what I am not able to do, what I am not sure about.
Education/Training	Describe: What I want, what I need, what I am able to do, what I am not able to do, what I am not sure about.
Transportation	Describe: What I want, what I need, what I am able to do, what I am not able to do, what I am not sure about.
Post-Secondary Education/Training	Describe: What I want, what I need, what I am able to do, what I am not able to do, what I am not sure about.
Employment	Describe: What I want, what I need, what I am able to do, what I am not able to do, what I am not sure about.
Living	Describe: What I want, what I need, what I am able to do, what I am not able to do, what I am not sure about.
Others	Describe: What I want, what I need, what I am able to do, what I am not able to do, what I am not sure about.
Community Involvement	Describe: What I want, what I need, what I am able to do, what I am not able to do, what I am not sure about.

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# My Transition Plan



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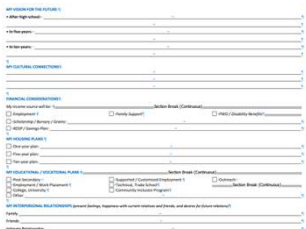
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# My Transition Plan cont.



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# Cross Ministry Planning Protocol Tasks And Roles



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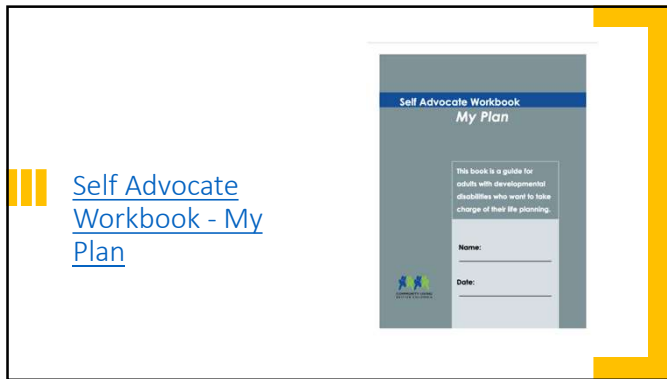
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## Person Centred Transition Planning

Core values of a person-centred approach include individuality, rights, privacy, choice, independence, dignity, respect and partnership. Effective person-centred planning incorporates:

- Family Involvement
- Identification and Use of a Transition Coordinator
- Inter-Agency Collaboration
- Community Involvement

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## Three Pathways to Graduation

1. **BC Certificate of Graduation or Dogwood Program:** The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.
2. **BC Adult Dogwood Program:** BC Adult Dogwood Learners who are 18 years of age or older can combine credits earned at both secondary and post-secondary schools towards a B.C. Adult Graduation Diploma (Adult Dogwood). Adult learners may also pursue a regular B.C. Dogwood Diploma.
3. **School Completion Certificate Program (Evergreen):** School Completion Certificate Program (Evergreen) for students with intellectual disabilities working on IEP driven programming (modified programs).
  - Some students with intellectual disabilities will be capable of achieving a Dogwood Diploma or Adult Dogwood Diploma, and others will follow an Evergreen Leaving Certificate path. The members of the student's educational team (including the parents and student) will make program decisions regarding graduation path at the **end of Grade 9**. Decisions regarding graduation programs should not be made prior to grade 10.

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## BC Certificate of Graduation (Dogwood)

- **80 credits** to graduate.
  - At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career Life Connections
  - At least 28 credits must be elective course credits
- *Effective July 1, 2023:* At least 4 credits must have an Indigenous-focus (see [Indigenous-Focused Graduation Requirements - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/graduation/indigenous-focused-graduation-requirements) for additional information)

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## 52 credits are required from the following:

- Career-Life Education (4 credits), and Career-Life Connections (4 credits)
- Physical and Health Education 10 (4 credits)
- Science 10 (4 credits), and a Science 11 or 12 (4 credits)
- Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
- A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
- A Language Arts 10, 11 and a required 12 (12 credits total)
- An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

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## Three Graduation Assessments

- The Grade 10 Numeracy Assessment (introduced in 2018)
- The Grade 10 Literacy Assessment (introduced in 2019/20)
- The Grade 12 Literacy Assessment introduced in (2021/22)

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## British Columbia Adult Graduation Diploma Program (BCAGD)

- Implemented September 1, 1999
- The British Columbia Adult Graduation Diploma (BCAGD) is recognized by colleges, institutes and universities in the British Columbia public post-secondary system. See the [Adult Basic Education: A Guide to Upgrading in British Columbia's Public Post-Secondary Institutions](#) for additional information regarding transfers, etc.
- 18 years or older
- Three courses must be completed *after* enrolling in an adult program.

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## British Columbia Adult Graduation Diploma Program (BCAGD) cont.

- Prior Learning Assessment may be used to meet any of the requirements for the BCAGD.
- In the secondary school, system Provincial Exams are optional. If the student chooses not to write a provincial exam, the grade will be reported with a "Q" code. *It should be noted that some post-secondary institutions might not accept examinable courses for admission purposes unless the secondary system provincial exam has been written.*
- At least 20 credits in the secondary system or five courses in the post-secondary system.
- Accounting 11 or a college course equivalent to Accounting 11 can be used for the Mathematics 11 credit for the BCAGD. Institutions that deliver Adult Education programs

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## Qualifying Courses

BC POST-SECONDARY SYSTEM Qualifying Courses		BC SECONDARY SCHOOL SYSTEM Qualifying Courses	
A Provincial Level English or higher	OR	English Studies or English First Peoples 12	4 credits
An Advanced or Provincial Level or higher Mathematics*	OR	A Mathematics 11 or 12	4 credits
Three additional courses at the Provincial Level or higher	OR	Three Grade 12 Ministry-authorized Courses (4 credits each)	12 credits
or		or	
Advanced Social Sciences and two Provincial level courses or higher		Social Studies 11 (4 credits) and two Grade 12 Ministry-authorized Courses (4 credits each)	12 credits
<b>Total: 5 courses</b>		<b>Total: 20 credits</b>	

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### School Completion Certificate Program

- Intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma)
- Recognize the accomplishments of students with “special needs” and an Individual Education Plan, who have met the goals of their education program, *other than graduation*
- Not a graduation credential
- Decision to put a student in an Evergreen Program should not be made prior to Grade 10
- Decision should include the informed consent of the student’s parent(s)/guardian(s)

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### IEP

- Personal education goals
  - How the goals will be achieved
  - On-going monitoring
  - Ongoing assessment to know when the goals have been met and an Evergreen Certificate should be issued.
- Parents and, wherever appropriate, the student are to be provided an opportunity to be consulted about the preparation of the IEP.

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### Descriptive Transcripts

- Also entitled to a Ministry transcript of successfully completed Grades 10-12 courses, both for-credit and non-credit
  - Ministry-authorized
  - Board/Authority Authorized (BAA)
  - Locally Developed (LD) courses (e.g., IEP courses)
- Provides prospective employers and post-secondary institutions with relevant information concerning the student’s education program accomplishments
  - meaningful information (i.e., course titles should be (re)titled to meaningfully represent course content prior to submission to the Ministry’s Transcript and Examinations (TRAX) system.
  - Course titles can be customized for every student.

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## GED® General Educational Development

- The GED® (General Educational Development) certificate is not the same as the Adult Dogwood diploma.
- *The Ministry of Education discontinued the GED® program at the end of 2014.*

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## Adult Non-Graduated Students

- The majority of students graduate with their peers at the end of their Grade 12 year.
- In some circumstances, it may be appropriate for a student to continue working toward graduation or toward completion of an Evergreen program.
- Funding for adult non-graduated students with neurodiverse needs are eligible for "special education funding" if they have "special needs" as per:
  - **Level 1** - Designation categories A and B
  - **Level 2** - Designation categories C through G
  - **Level 3** - Designation category H

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To be eligible, adult non-graduate students with special needs must be working towards goals set out in their Individual Education Plan (IEP) and:

- Have been reported on the Form 1701 in the prior school year (i.e., they are continuing their K-12 education program uninterrupted from when they were still school age); and
- Be continuing their program at the same school (i.e., they are continuing their K-12 education program uninterrupted at the same school leading towards a B.C. Certificate of Graduation, the B.C. Adult Graduation Diploma or the School Completion Certificate Program from when they were still school age).

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## Transition Path Planning



- The educational team (including the parent, and student as appropriate) will determine the student's graduation path in accordance with the student's best interests, within the context of transition planning (i.e., in consideration of the student's profile, needs, and aspirations).
- For additional information, see Ministry of Education information [HERE](#).

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## Developing A Successful Transition Plan

### Step 1: Build a Planning Team

- Choose people who know you best and can assist you with identifying your goals, needs and future services. Consider your parents, teacher, social worker, current service providers, service agencies for adults, and people from your personal support network such as peers, friends, classmates and extended family members.

### Step 2: Information Sharing

- Inform your team members about your goals, strengths and needs to ensure the transition plan is centered on you.

### Step 3: Transition Planning

- List the tasks that must be completed to reach your goals as well as the services, supports you use now, and those you will need as an adult.

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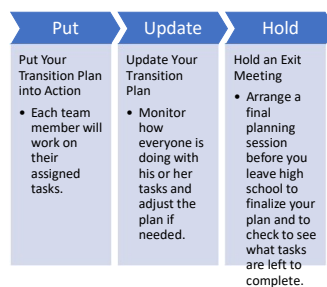
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## Developing A Successful Transition Plan cont.



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## Transitions to Employment

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## WorkBC Assistive Technology Services

- Assistive devices, equipment and technology
- Ergonomic supports (e.g., ergonomic furniture, lighting systems)
- Restorative supports (e.g., canes, crutches)
- American Sign Language (ASL) interpreting and captioning services
- Communication and hearing devices related to work
- Workplace access and modification
- Vehicle modifications

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## Items not funded through Assistive Technology Services:

- Medical treatments and therapies
- Items for daily living
- Employment services and case-management supports (e.g. job coaching, employment and skills training, wage subsidies, etc.)
- Supports and services that are not employment or volunteer related.

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## Eligibility

- Assistive Technology Services are available to individuals who have a work-related barrier due to a disability or a functional limitation. This may include barriers related to traveling to and from the workplace.
- Must:
  - Be a resident of and be legally eligible to work in British Columbia and 16 years of age or older
  - Need assistive equipment, devices or disability supports to start work or to avoid losing:
    - your current work or
    - self-employment or,
    - volunteer work that is part of a longer term goal of employment
- For more information or to access Assistive Technology Services online, [click here](#).

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## Supports and services for people with disabilities



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## Assistive Technology BC

- School
- Employment

[Form A: For Sensory Impairments and All Other Medical Conditions](#)

[Form B: For Learning Disorders, ADD/ADHD, and Mental Health Disorders](#)

[Application for Public Post-Secondary Loan \(PPL\) Services](#)

[Program for Institutional Loans of Adaptive Technology \(PILAT\) Application](#)

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## Communication Assistance for Youth and Adults (CAYA)

- Province-wide service program that supports adults aged 19 years and older who require an augmentative/alternative communication (AAC) system due to a severe communication disability, (i.e., speech that is not functional for daily communication)
- Goal: ensure eligible individuals have access to the communication tools and professional support to enable them to create an adult life to the best of their abilities

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## CAYA Eligibility

- Adults aged 19 years and older already using an AAC system, but require further training and resources to improve or maintain communicative function
- Require an AAC system due to a severe communication disability (i.e., speech that is not functional for daily communication)
- Students in Grade 12 who require an AAC system post-graduation who require transition support for their AAC system as they move to adulthood

CAYA Request for Service (RFS)

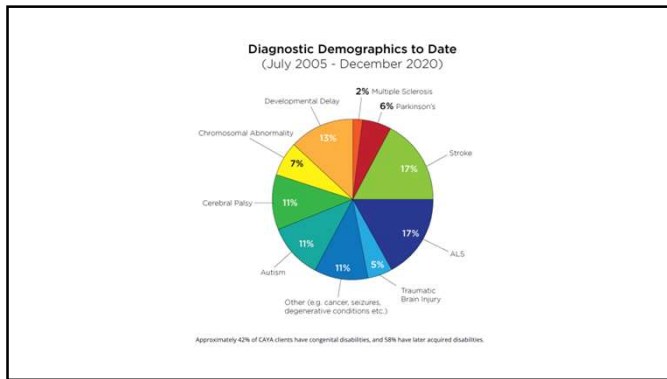
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## CAYA Wait-time for service

- As of January 2021
- An average of 8 months, &
  - A range of 2 – 24 months.

- 3 intake cycles per year
- Triage and activated based on a range of individual factors including:
  - urgency (e.g. terminal diagnosis, imminent loss of housing or employment due to loss of communication)
  - geographical factors (CAYA provides service across BC, to keep costs down we cluster visits to remote regions)
  - transition factors (enabling individuals to smoothly leave school, or move from institutional to individual living situations)length of time on waitlist
  - other factors as identified

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**Communication Disabilities Access Canada (CDAC)**

- In partnership with people who have speech, language and communication disabilities
- Promotes communication accessibility to goods and services
  - [Online resources](#)
  - [Education](#) (e.g., Communication Supports in Exercising Legal Capacity, Control and Autonomy; Communication Access to Justice; Communication Access to Healthcare; Legal Information)

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**[AccessibleEmployers.ca](https://accessibleemployers.ca)**

- [Accessible Employers](#)
- [Service Providers](#)

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## Workplace Accommodation Guide

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What is the  
“Duty to  
Accommodate?”

Duty to accommodate means providing reasonable accommodation unless it causes undue hardship.

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What is  
“Reasonable  
Accommodation  
?”

- While reasonable accommodation differs on a case-by-case basis, it generally means any change to a job, the work environment, or the way things are usually done that allows an individual with a disability to apply for a job, perform job functions, or enjoy equal access to benefits available to other individuals in the workplace.
- An employer must make accommodations to a “reasonable” degree—unless it means incurring undue hardship.

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## What is “Undue Hardship?”

Undue hardship also differs on a case-by-case basis. Generally undue hardship means that an employer would encounter significant difficulty in the workplace in doing anything more to accommodate the employee.

### Myth:

- Making accommodations for employees with disabilities is complicated and expensive.

### Fact:

- Various sources in Canada note that between 50-80 percent of suggested accommodations cost the employer less than \$500.

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## Scheduling/Hours of work accommodations

- Part-time hours
- Flexible work schedule
- Ability to work from home
- Split shifts
- Scheduling work only at one location

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## Providing written materials in large print and alternative formats

- Documents with a font size of at least 18pt and easy to read sans-serif font types (e.g. Verdana, Arial) accommodate employees who have low vision.
- You can also provide these documents in accessible PDF formats (either [remediated internally](#), or remediated by a professional service provider, like [Able Docs](#)) to be used with screen reader software (example: [JAWS](#)).
- Written materials that include photos will also make it easier for some employees with cognitive challenges to understand what is being described.

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### Ensuring all paths of travel to the workspace are clear of barriers

- Ensure all major pathways to key areas/functions of your workspace are clear of obstacles. This will make it easy for all employees to navigate the space.

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### Allow flexibility in job duties for non-essential tasks

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### Other workplace accommodations may include

- Working with a job coach
- Peer mentoring
- Maximize employees' strengths by minimizing distractions (example: quiet space to work, providing earplugs if necessary)
- Relocating the employee's workstation to be closer to other required equipment/rooms
- Providing written job instructions

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## Other workplace accommodations may include (cont.)

- Providing a list of prioritized job tasks
- Providing optical magnifiers to magnify written material
  - Learn more about [tech tools for employees with vision loss](#)
- Allowing audio recording devices for note-taking of instructions or meeting minutes
- Hands-free telephones or voice-to-text/text-to-voice translation
- Document holders to assist in typing
- Keyboards with keys that use high-contrast colours
- Speech recognition software
- Noise cancelling headphones

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## Transitions to Adult Services

- Community Living BC
- Adult Disability Assistance
- Home and Community Care

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## Community Living BC (CLBC)

- A government agency that provides funding to service providers that support adults with developmental disabilities with daily living and community inclusion.

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## Eligibility

- To receive CLBC services, your family member must be 19 years of age or older, but they may apply for eligibility after their 16th birthday
- A person must meet all criteria for either a Developmental Disability OR the Personalized Supports Initiative

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## Developmental Disability Criteria

- "significantly impaired intellectual functioning"
- significantly impaired adaptive functioning
  - these impairments must have started before the age of 18

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## Developmental Disability Required Documents

- Assessment completed by an approved professional that clearly states they meet the "Diagnostic Criteria for Intellectual Disability" cited in the DSM-5.
- CLBC Eligibility Form

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## Personalized Supports Initiative (PSI) Criteria

- Separate from services for adults with developmental disabilities
- Provides services to adults who have both significant limitations in adaptive functioning and either a diagnosis of Fetal Alcohol Spectrum Disorder (FASD) or Autism Spectrum Disorder (ASD)
- Provides an individualized and personalized approach to meeting the needs of eligible adults by coordinating existing community supports to help people to maintain or increase their independence.
- Augments, rather than replaces, existing support
- Where necessary, PSI will provide funding for supports such as supported living, respite, employment support, skill development, homemaker support, and development of support networks

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## Personalized Supports Initiative (PSI) Required Documents

1. A CLBC Eligibility Form completed by an approved professional, and
  2. An Adaptive Functioning assessment report completed by an approved professional that says the person has significant limitations in adaptive functioning
- AND EITHER
- A. An assessment document confirming the diagnosis of FASD completed by an approved professional, OR
  - B. An assessment document confirming the diagnosis of ASD completed by an approved professional

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## CLBC Application Process

- For youth who are already accessing Ministry of Children and Family Development (MCFD) supports...contact your MCFD worker for assistance with transition.
- For adults...contact a CLBC facilitator who can tell you about:
  - the required documents
  - the approved professionals who may complete the needed assessments and documents

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## CLBC Facilitators

- Connect with individuals and their families to determine and request the support services required



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## Community Inclusion Support

- CLBC facilitators can help you explore ways to get involved in your community through Employment, Skill Development, Community-based and Home-based Support



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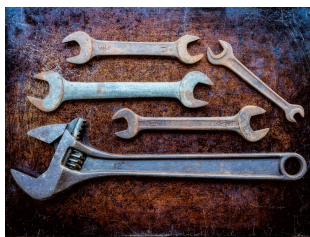
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## Employment Support

- When people request CLBC supports, or change existing supports, a CLBC facilitator will talk about options (e.g., [WorkBC](#)) to help find employment



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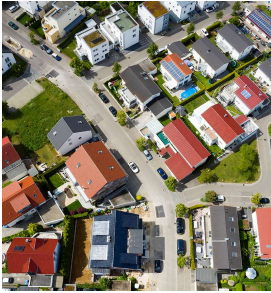
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## Residential Supports

- CLBC funds different types of residential support called supported living, shared living and staffed residential

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## Behavioural Support

- Developing replacement behaviours and positive social or communication skills

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## Individual and Family Wellness (formerly Respite)

- Provides time when family member's needs will be met, by allowing family members to use that time for themselves as they choose
- There are five ways to get support for your well-being:
  - Individual and family wellness support
  - Communication and behavioural
  - Homemaker
  - Psychological
  - Support coordination

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## Connecting with CLBC

- Once the youth turns 16 years of age, and a psycho-educational assessment with completed CLBC eligibility form has been obtained, the school-based case manager and transition team may now support the student and family in their application to CLBC. The connection with CLBC and the subsequent application process will depend on the parents' comfort level and needs. Parents may wish to:
  - Take the assessment documents to CLBC and apply on their own
  - Have their CYSN social worker support them with the application process; or
  - Have the school-based case manager support them with the application process. Where the case manager is supporting the family, they must ensure that the parents have provided informed consent to release information (forms signed). Alternatively, the school-based case manager may decide to invite the parents/guardians to the school and to make the phone call to CLBC together

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## CLBC Information for Families



The flyer provides detailed information about CLBC eligibility, including criteria for eligibility, how to apply, and contact information. It features a photo of a family and the CLBC logo.

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## CLBC Information for Families cont.



This flyer continues the information from the previous one, detailing the application process, required documents, and contact information. It includes a section on how to apply to CLBC and a list of required documents.

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## Welcome Workshop

- Once deemed eligible (ideally, between 17 and 18 year of age), CLBC hosts a [Welcome Workshop](#) for parents/guardians and youth
- At the [Welcome Workshop](#) CLBC assigns a [Facilitator](#). This facilitator becomes a key member of the transition team, spending time getting to know the individual and their family and gathering information regarding the type of CLBC support they will want to access when they become 19 years of age

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## Services to Adults with Developmental Disabilities (STADD) Navigators

- When a youth is deemed eligible for CLBC services, they are also eligible to apply for STADD Navigator support
- School-based case managers should ensure students are connected with STADD Navigators, who will become an integral part of your student's transition planning team and a main point of contact for the families

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## STADD

- Ministry of Children and Family Development (MCFD)
- Ministry of Social Development and Poverty Reduction (SDPR)
- Schools and school district
- Delegated Aboriginal Agencies (DAAs)
- Community Living BC (CLBC)
- WorkBC Employment Service Centres
- Ministry of Advanced Education, Skills and Training (AEST)
- Health Authorities
- Public Guardian and Trustee
- Other community organizations

Partnership encourages, supports, and coordinates information-sharing between government and community resources

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## STADD Navigators

- 145 communities across B.C.
  - **Fraser:** Surrey, White Rock, Delta, Langley, Burnaby/New Westminster, Abbotsford, Coquitlam, and other surrounding communities.
  - **Interior:** Kamloops, Merritt, Oliver, Cranbrook, Williams Lake, and other surrounding communities.
  - **Island:** Nanaimo, Parksville, Qualicum, Courtenay, and other surrounding communities.
  - **North:** Prince George, Prince Rupert/Haida Gwaii, Smithers, Nechako Lakes, Fort St John and other surrounding communities.

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## STADD Navigators

- Navigators act as the primary point of contact for individuals in coordinating transition planning and access to supports and services through the transition period of 16-24 years old
- Navigators help organize a youth's transition planning team and develop a person-centered transition plan
- STADD encourages and supports information-sharing between government and community resources, and leads the coordination of all involved

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## How to Access STADD Navigator Services

- Once you are deemed eligible for CLBC-services, you can request the services of a STADD Navigator or contact 1-855-356-5609 to self-refer
- School-based case managers may also refer the student (with signed consent to release information) for Navigator services through the [STADD Collaborate platform](#)
- The [STADD Collaborate platform](#) is a web-based information sharing tool that the members of the team use to share ideas, the student's goals and the steps they want to take

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## What is the Difference Between CLBC & STADD?

### STADD

- covers the youth transition period from 16-24 years old and include a cross-government approach

### CLBC

- provides *specific* supports to youth transitioning to adulthood, and can be life-long, beginning from age 19

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## Provincial Assessment Centre

- The Provincial Assessment Centre is a part of Community Living British Columbia (CLBC) and is designated as a tertiary care mental health service under the Mental Health Act
- PAC is mandated to provide multi-disciplinary mental health services for referred individuals ages 14 and up with a developmental disability and a concurrent mental illness, or behavior issue

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## Disability Benefits

- Individuals that are eligible for CLBC are eligible to receive [Person with Disabilities \(PWD\) benefits](#) from the BC government. PWD benefits provide individuals with a monthly income assistance, as well as support for transportation/bus pass and medical benefits. For most individuals, PWD can begin when they turn 18 years of age

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## Persons with Disabilities designation application



- [Contact us](#) to request an application. It has three sections:
- You fill out the applicant portion
- A doctor or nurse practitioner fills out the medical report portion
- A prescribed professional fills out the assessor report portion. For example, this could be a doctor, registered nurse or social worker

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## Simplified Application Process



- If you already take part in certain programs, you may be able to use a simplified PWD application process.
- You're eligible for this simplified process if you receive benefits from:
  - Community Living BC (CLBC)
  - The Ministry of Children and Family Development At Home Program
  - BC PharmaCare Plan P – Palliative Care Benefits
  - Canada Pension Plan – Disability Benefits

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## Simplified Application Process



- This means you'll complete a shorter PWD application form that gives the ministry permission to confirm your eligibility from one of those programs. You won't have to complete a full PWD application and get a new diagnosis
- [Contact us](#) to request a Persons with Disabilities Designation—Prescribed Class Application. You'll still have to meet all other eligibility requirements to begin receiving disability assistance

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## Financial Eligibility

- Be 18 years old (you can start the application process when you are 17 ½)
- Have a "severe physical or mental impairment" that is expected to continue for more than two years
- Be significantly restricted in your ability to perform daily-living activities
- Require assistance with daily living activities from
  - Another person
  - An assistive device, or
  - An assistance animal

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You must meet certain income and asset criteria before you can receive disability assistance...Exemptions:

- Cash
- Personal property that can be turned into cash
- Personal interest in a trust

The general asset exemption limits are:

- \$100,000 for a single, couple, or family where one person has the PWD designation
- \$200,000 for a couple where both adults have the PWD designation

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Some assets are allowed and don't count towards the general limit above, such as:

- Your home
- One motor vehicle
- Clothing and necessary household equipment
- A Registered Disability Saving Plan
- Assets held in a qualifying trust

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## Trusts

- If you are a beneficiary of a trust, someone else legally owns money or other assets for your benefit. If you have a trust or are setting up a trust, it must be reviewed and approved it before it qualifies for the exemption
- Get legal advice if you want to create a trust or if you need more information specific to your situation
- [Learn more about trusts \(PDF\)](#)
- [Learn more about transferring assets into a trust or Registered Disability Savings Plan \(RDSP\)](#)

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## Working while collecting Disability Assistance

- Money you earn, up to a certain amount, does not change the amount on your monthly payment. You can earn money anytime during the year and there is no monthly limit
- The annual earnings exemption applies to money you earn from January 1 to December 31. Any remaining exemption doesn't carry over year to year. You will receive a new exemption limit each year. The current exemption limits are:
  - \$15,000 for a single person with the Persons with Disabilities designation
  - \$18,000 for a family with two adults where only one person has the Persons with Disabilities designation
  - \$30,000 for a family where both adults have the Persons with Disabilities designation

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## Working while collecting Disability Assistance cont.

- Any money you earn over the annual earnings exemption limit will be deducted dollar for dollar from your assistance payment.
- But, you always keep 100 per cent of any money you earn yourself. You may want to keep track of your income, especially if you expect to earn more than the annual limit before the end of the calendar year. You'll receive a letter after you've reached 75 per cent of your exemption limit.
- [Check your remaining exemption amount on My Self Serve](#)



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## Home and Community Care

- In B.C., care and support are available from both publicly subsidized and private pay service providers for people having difficulty coping with activities of daily living because of health-related problems or a life-threatening illness. Publicly subsidized services include home support, adult day services, residential care, and more

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## Criteria

- You have recently been discharged from an acute care hospital
- You require care to prevent or reduce the need for hospital or emergency department services or admission to a long-term care home
- You have a life-limiting illness

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In addition to meeting the criteria described above, each service has its own needs assessment criteria that you must meet...

- For more information, use the links below to go to the needs assessment criteria for each individual service.
  - [Community Nursing](#)
  - [Community Rehabilitation](#)
  - [Adult Day Services](#)
  - [Home Support](#)
  - [Choice in Supports for Independent Living \(CSIL\)](#)
  - [Caregiver Respite/Relief](#)
  - [Assisted Living](#)
  - [Group Homes](#)
  - [Family Care Homes](#)
  - [Short-Stay Services](#)
  - [Long-Term Care Services](#)

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## Line 21500 – Disability Supports Deduction

- Individuals who have an “impairment in physical or mental functions” and have paid for certain medical expenses can, under certain conditions, claim the disability supports deduction

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## Eligibility

- Assistive Technology Services are available to individuals who have a work-related barrier due to a disability or a functional limitation. This may include barriers related to traveling to and from the workplace
- Must:
  - Be a resident of and be legally eligible to work in British Columbia and 16 years of age or older
  - Need assistive equipment, devices or disability supports to start work or to avoid losing:
    - your current work or
    - self-employment or,
    - volunteer work that is part of a longer term goal of employment
- For more information or to access Assistive Technology Services online, [click here](#)

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## Exploring Options and Decision-Making

- Making important decisions about the future, while transitioning to adulthood is both exciting and challenging for young people and their families. This is especially true for youth with exceptional needs. Being informed about options, potential pathways in life and the various supports available, are central to this decision-making process. Decisions include making choices regarding future living arrangements and financial matters, further learning/education, employment, community leisure, and social connections

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ACT's Transitions to  
Adulthood Hub

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