Emerging Adulthood: Successful Transitioning from School to the Adult Community
Emerging Adulthood

- *Emerging Adulthood: The Winding Road From the Late Teens Though the Twenties* (Oxford University Press, 2004) by Jeffrey Arnett, Ph.D.
- Period between ages ±18–25
- Relatively recent phenomenon related to economic and social changes
- Somewhat controversial since some argue that it is unique to middle and upper class socioeconomic groups.
Emerging Adulthood

- **Age of identity exploration**
  Young people are deciding who they are and what they want out of work, school and love.

- **Age of instability**
  The post–high school years are marked by repeated residence changes, as young people either go to college or live with friends or a romantic partner. For most, frequent moves end as families and careers are established in the 30s.
Emerging Adulthood—continued

- **Age of self-focus**
  Freed of the parent- and society-directed routine of school, young people try to decide what they want to do, where they want to go and who they want to be with—before those choices get limited by the constraints of marriage, children and a career.

- **Age of feeling in between**
  Many emerging adults say they are taking responsibility for themselves, but still do not completely feel like an adult.

- **Age of possibilities**
  Optimism reigns. Most emerging adults believe they have good chances of finding a lifelong soul mate.
Challenges of Graduation

- Lost predictability, structure, and comfort of school
- Loss of familiar support personnel for families and young adults
- Navigating new system of agencies, services, supports
- “What will happen to my child?”
- “What will happen to me?”
ID/DD Placement Challenges

- Individuals are often identified as “difficult to place”
  - Behavioral challenges
  - Parental challenges
  - Complex medical, physical and/or social needs
ID/DD Placement Challenges

Consequences of young adults with serious and chronic mental illness who fail to transition successfully

- Decreased productivity of families responsible for caring for their adult children with disabilities

- Significant financial, emotional, and medical impact to the individuals themselves.

- Many of these individuals also have developmental and intellectual disabilities

20-year follow up of children with developmental disabilities showed high unemployment, financial dependence on family members, and social isolation from peers.

(Keogh, Bernheimer and Guthrie, 2004)

Low employment rate of people with disabilities (38 percent) compared with people without disabilities (78 percent)

(Rehabilitation Research and Training Center on Disability Demographics and Statistics, 2005).

Low employment rates among young adults with disabilities
- Autism – 47 percent presently employed
- Intellectual disabilities – 31 percent presently employed
- Multiple disabilities – 49 percent presently employed

(National Longitudinal Transition Study-2, 2009).
Adults with Disabilities

- Labor Force Participation
- Unemployment Rate
- Poverty Rate

People with disabilities
People without disabilities
Guideposts for Success

Critical areas that promote successful transition among young adults with disabilities:

- Education/Training
- Career Preparatory Experiences
- Youth Development and Youth Leadership
- Family Involvement
- Connecting Activities

The National Alliance for Secondary Education and Transition (NASET),
National Collaborative on Workforce & Disability for Youth (NCWDY)
MOST™ Program
Meaningful Opportunities for Successful Transitions™

- Post-graduate (gap) year to solidify skills
- Bridge between structure of school and independence of adult day
- Build support network, social and recreational opportunities within adult community
- Portal:
  - to existing service community
  - to social, recreational, and therapeutic resources
  - to further education and employment
Program Components

- Assessment
  - Skills
  - Interests
  - Needs
  - Preferences
  - Participation in other agency-sponsored activities
Program Components

Develop Individual Transition Plan

• Case Management
  • Independent living skill training and practice
    • Travel training
    • Cooking, cleaning, ADL’s

• Recreational activities
  • Socialization
  • Provide opportunities for individual to pursue new interests
Program Components—continued

- **Vocational or Prevocational Experience**
  - Targeted Placements
  - Work or educational experience to build resume

- **Family support**
  - Monthly family support groups
  - Ongoing individual family support
Program Components

- **Collaboration**
  - Critical to this program
    - With families
    - Vocational providers
    - Educational programs
    - Recreational programs
    - Social/therapeutic programs
  - Familiarize families and clients with services available to support them within the community
Staffing

• MOST™ Administrator experienced in human services field and vocational supports

• MOST™ direct support professionals trained to provide behavioral, vocational, recreational, and social supports

• Part–time nurse available

• Volunteers and interns provide additional supports
Licensure and Funding

Agency is licensed to provide ID and DD Medicaid Waiver services in both Virginia and Maryland.

Maryland funds program through Individual Supports Services as an Innovative Services Program.

Virginia funds program through its ID and DD waivers.

Private Fees.
Active Family Partnerships

- Support efforts to maintain and promote independence
- Provide monthly multi-family group
- Provide ongoing support to family
- Educate and inform of resources available
- Support efforts to identify opportunities for social, recreational, educational services
Client Characteristics

- Have a wide range of abilities

- Are in need of a one-year transition program
  - May stay for less than one year, but not one day longer than one year

- Are willing to comply with program

- Understand that goal of program is transition
Exclusions – specific to JFGH’s MOST™ (may not be applicable to other settings)

- Individuals who are a danger to themselves or others
  - Facility location and layout does not lend itself to supporting this population

- Elopers
  - Facility location is close to high volume of traffic, so risk of injury is high

- Individuals with significant on-site medical care needs
  - Must meet Nurse Administrator’s professional comfort with delegation of responsibilities
Goals in Three Domains

- Self-sufficiency
- Community
- Vocation
Self-Sufficiency
Individual Identifies Outcomes (examples)

- Personal hygiene
- Dressing
- Food preparation
- Safety

- Household chores
- Interpersonal communication
Community Integration
Individual Identifies Outcomes (examples)

- Social skills
- Recreational activities
- Public transportation
- Shopping
Vocation
Individual Identifies Outcomes (examples)

- Prevocational skill development
- Volunteer opportunities
- Resume Building

- Educational planning
- College
Admissions Procedure – specific to MOST™

- Review materials:
  - Psychological Assessment
  - Psychosocial History
  - Medical History
  - Educational History including most recent IEP and Transition Plan

- Interview
  - Applicant
  - Family
  - If indicated, professionals who provide services
Admissions Procedure—continued

- Observe
  - In school
  - At home, if indicated
  - In current work-place, if indicated

- Complete Individualized Transition Plan
  - Individual with family identifies goals and desired outcomes
  - Individual in collaboration with staff identifies strategies for achieving goals and outcomes
# Individualized Transition Plan (ITP) (example)

<table>
<thead>
<tr>
<th>Transition Area</th>
<th>Goal</th>
<th>MOST™ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-sufficiency</strong></td>
<td>Explore independent living skills</td>
<td>Weekly life skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review weekly expenses</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>Accountability to daily routine and schedule</td>
<td>Plan and shop for groceries for weekly lunches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adhere to daily schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrival and return from lunch on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use daily planner</td>
</tr>
<tr>
<td><strong>Vocation</strong></td>
<td>Obtain employment</td>
<td>Communicate needs and changes to schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop resume</td>
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<tr>
<td></td>
<td></td>
<td>Identify and try out job placements in the community</td>
</tr>
</tbody>
</table>
Admissions Procedure—continued

- Admission Review and Discharge Committee recommends admission
  - Committee consists of physicians, allied health care professionals, and educators with experience working with individuals with a range of disabilities and ages
MOST™ Milestones

- Meeting with applicant and family up to 2 weeks before admission to review ITP and adjust to reflect current status
- Ensure all documents are completed
- Confirm that transportation and other logistics are secured
- Outline expectations for first week in program
MOST™ Milestones

- Daily staff meeting during first week
- 30 Day Meeting
  - Review preliminary ITP
  - Review goals, add, change, or discontinue as needed.
  - Add, change, or discontinue strategies as indicated.
- Quarter 1 Meeting
  - Review ITP
  - Add, change, or discontinue goals and strategies as needed
Each quarter thereafter, the team meets again to review ITP

- Goals and outcomes are reviewed
- Strategies are reviewed, changed, added
- Decisions are data driven based on progress towards goals
### Daily Log Sheet

<table>
<thead>
<tr>
<th>Name: George</th>
<th>Date: 5/28/12</th>
<th>Day:</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual MOST Goals</strong></td>
<td>Initial</td>
<td>30 day</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>1. Improve self-care skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Increase communication skills</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Participate in social and recreational activities</td>
<td></td>
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<tr>
<td>4. Explore vocational opportunities</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal#</th>
<th>Act#</th>
<th>Activity</th>
<th>Did It Today?</th>
<th>Notes</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Practice dressing</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Type daily communication</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>Participate in social/recreational activities with peers</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>Participate in volunteer opportunities at MOST</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>Participate in volunteer opportunities in the community</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Family/Advocate Responsibilities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Progress Today?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Attend monthly parent meetings at MOST.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>32. Maintain communication with MOST staff as needed.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>33. Attend quarterly team meetings.</td>
<td>Y N</td>
<td></td>
</tr>
</tbody>
</table>

### Comments on Family Involvement

### General Comments

### Staff Name
MOST™ Milestones

At the Quarter 2 meeting
- Identify placement options
- Identify steps to be accomplished by conclusion of year

During Quarter 3
- Contact with community providers
- Contact with educational programs
- Trial placements may be pursued
MOST™ Milestones

By conclusion of Quarter 3
◎ Transition goal is being completed
◎ Individual may have started to work or attend classes.
◎ Next step is actively being pursued and/or implemented

By conclusion of Quarter 4 transition is complete
During first 3 years of program majority of participants were disconnected from adult provider system

Due to:

- Not accepted where he or she applied.
- Began a job or program after leaving school, that did not work out
- Dropped out of "system,"
- Parents did not engage in transition planning

Currently

- Individually directed exploration of options and opportunities
Examples of Person–Centered Goals

Person–Centered Self–Sufficiency Goals
- Increased independence in living environment
- Travel independently

Person Centered Community Goals
- Increased independence in community
- Adjustment to new community

Person Centered Vocation Goals
- A long commute
- Start own business
Post–MOST™ Placements

- Employment with naturally occurring supports
- Employment with drop-in supports
- Employment with 1–1 supports
- Enrollment in college program
- Enrollment in skill–based training program
- Enrollment in traditional day habilitation
  - Medical day program
  - Mental health program
- In–Home supports
Examples of Outcomes Beyond Initial Goals

- Goal was to work in sheltered environment, now employed in community
- Called “unemployable,” now working in community
- Deinstitutionalized client now travelling and working independently in the community
- Family failed to follow through with transition planning, now employed in community
A New Model for Transition

Standard Transition Model

- Transition goals identified at school
- Programs define criteria for admission
- Adjustment and transition are incorporated into program
- Frequently focus is on finding a single “forever” placement

MOST™

- Additional year of transition is provided by community–based provider
- Program is entirely individually focused, person–centered and determined
- Program does not have pre–determined outcomes
A New Model for Transition

Standard Transition Model

- Defies natural developmental progression of maturation and evolution of goals and interests (Emerging Adulthood)
- Person–centered goals are frequently retro–fitted into program structure

MOST™

- Admission criteria focus on individual willingness to work toward transition goals
- Concrete goals for one year at MOST™
- Transition goals framed as continually evolving throughout adulthood
- Focus on next step, but build skills for later steps
A New Model for Transition

Standard Transition Model

- Vocational goals and independent community based living are typically done sequentially
- First placements are frequently last placements

MOST™

- Provides “roadmap” for individual and new provider to understand interests, motivations, challenges.
- Providers can refer prospective participants to address transition needs before accepting them (back) into program
Challenges

- Ensuring appropriate measurable outcomes and goals are identified
- Continue to track outcomes
  - Ensuring staff use Daily Log
- A one–year program is a new service model for state agencies which fund Medicaid waivered services for adults
- Availability of providers to continue to support MOST™ “graduates”
Contact Information

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