Transition Care Notebook

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Joni Bruce, Oklahoma Family Network
Goals of Transition Care Notebook Training

Participants will:

- Be provided tools to prepare for transition by organizing their most important information in a central place
- Be prepared to find and share key information with others who are part of their team
- Be provided transition checklists, resume templates and other useful tools including a CD with all documents for future updating.
What is The Care Notebook?

The core OFN Care Notebook was developed as an organizing tool for families who have children with special health care needs to be used to keep track of important health care and school information. The core notebook was developed by the OFN Care Notebook Task Force including: Joni Bruce, Amanda Chapman, Erica Herrera, Linda Mattingly-Smith, Traci Schaeffer and Louis Worley.

Includes Tabs for: Cover Sheet, Medical Information, Providers, Resources, Evaluations, IEP/IFSP/IP, and Insurance/Legal Information.
A workgroup was formed to create a Secondary Transition Module of the OFN Care Notebook.

The workgroup began meeting in April of 2011 to brainstorm ideas for what should be included in the Transition Section.

Today we present the outcome of that workgroup.
What is the Transition Care Notebook?

- The Transition Care Notebook will be a new component added to THE Care Notebook.
- This new component will assist your child and you with vital planning for your child’s future.
- It will help your child to begin thinking about and make a plan for where he/she will live, work, go to school to get additional training, and live independently.
- There are several sections with specific information to help you prepare.
Helpful Hints for the Transition Care Notebook

• Store it where it is easy to find.
• Add new information as you receive a new evaluation, IEP, surgery, medication change, diagnosis, etc.
• Take it with you to appointments, hospital visits and IEP meetings.
Setting Up Your Notebook

- Gather information you already have
- Look through the pages provided
- Decide which information is most important to include
- Don’t give up! Do a little at a time
- Put the notebook together
- Update it as needed
- Don’t forget to take it with you!
Care Notebook

Jeremy

Example Cover
Transition Tabs Included

- Asset Development
- College Information
- Interviews
- Job Application and W-4
- Resumes and Letters
- References
- Other Files
- Links for Other Resources
Asset Development

- Asset Assessment Tool
- Financial Goal Setting
- Introduction Letter for Money Management
- Monthly Budget Excel Spreadsheet
- Planning for the Future Budget Information
FINANCIAL GOAL SETTING FORM

1. Circle the number that shows how comfortable you feel in each of the following areas with 0 being low and 10 being high.

<table>
<thead>
<tr>
<th>Area</th>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tbody>
<tr>
<td>Budgeting</td>
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<td>6</td>
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<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Debt</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Credit Record</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
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<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Banking</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
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<tr>
<td>Savings</td>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Health Benefits/ Coverage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<td>9</td>
<td>10</td>
</tr>
<tr>
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<td>9</td>
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<td>9</td>
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<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

2. Which one area do you most want to improve?

- Budgeting
- Debt
- Credit Record
- Banking
- Savings
- Health Benefits/ Coverage
- Housing
- Insurance
- Retirement

3. What financial goal could you set for that area?

My goal is ____________________________________________________________

_________________________________________________________________

4. What could you do to make progress towards that goal?

In the next week, I will ________________________________________________

_________________________________________________________________

In the next month, I will ______________________________________________
# Monthly Budget

<table>
<thead>
<tr>
<th>Name:</th>
<th>Amount</th>
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<tbody>
<tr>
<td><strong>Monthly Income</strong></td>
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</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td>$0.00</td>
</tr>
<tr>
<td>Water</td>
<td>$0.00</td>
</tr>
<tr>
<td>Gas</td>
<td>$0.00</td>
</tr>
<tr>
<td>Electricity</td>
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</tr>
<tr>
<td>Groceries</td>
<td>$0.00</td>
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<tr>
<td>Phone</td>
<td>$0.00</td>
</tr>
<tr>
<td>Gas for car</td>
<td>$0.00</td>
</tr>
<tr>
<td>Cable</td>
<td>$0.00</td>
</tr>
<tr>
<td>Internet</td>
<td>$0.00</td>
</tr>
<tr>
<td>Car Insurance</td>
<td>$0.00</td>
</tr>
<tr>
<td>Health Insurance/Medical</td>
<td>$0.00</td>
</tr>
<tr>
<td>Child Care</td>
<td>$0.00</td>
</tr>
<tr>
<td>Car/Transportation</td>
<td>$0.00</td>
</tr>
<tr>
<td>Eating out</td>
<td>$0.00</td>
</tr>
<tr>
<td>Entertainment</td>
<td>$0.00</td>
</tr>
<tr>
<td>Clothing</td>
<td>$0.00</td>
</tr>
<tr>
<td>Credit Cards/Loans</td>
<td>$0.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$0.00</td>
</tr>
<tr>
<td>Donations/Charity</td>
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</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Surplus (Monthly Income - Total Expenses)</strong></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Savings</strong></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Spending Money</strong></td>
<td>$0.00</td>
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</tbody>
</table>
College Information

- Financial Aid/Scholarship Tracking Form
- Common Essay Topics for College Application
- Sample Scholarship Essay
<table>
<thead>
<tr>
<th>ACT/SAT Scores</th>
<th>Class Rank</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Financial Aid/Scholarship Tracking Form

<table>
<thead>
<tr>
<th>Due Date Submitted</th>
<th>Financial Aid/Scholarship</th>
<th>Website</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oklahoma's Promise</td>
<td><a href="http://www.okhighered.org/okpromise/">www.okhighered.org/okpromise/</a></td>
<td>Student must apply between 8th and 10th grade years</td>
</tr>
<tr>
<td></td>
<td>FAFSA/Pell Grant</td>
<td><a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
<td>Must reapply every year</td>
</tr>
</tbody>
</table>

|                     |                          |         |       |
|                     |                          |         |       |
|                     |                          |         |       |
|                     |                          |         |       |
|                     |                          |         |       |
|                     |                          |         |       |
Interviews

- How to Answer Common Interview Questions
- How to Dress for an Interview-Men
- How to Dress for an Interview-Women
What's the appropriate dress code for an interview? You will want that first impression to be a great one! The first impression you make on a potential employer is the most important. The first judgment an interviewer makes is going to be based on how you look and what you are wearing. That is why it is always important to dress professionally for a job interview, even if the work environment is casual. The candidate dressed in a suit and tie is going to make a much better impression than the candidate dressed in scruffy jeans and a t-shirt; however, dress according to the job for which you are applying.

You should be doing the talking, not your clothes!

### Men Business Attire

- **Solid color conservative suit, long-sleeved shirt (tucked in)**
- **Neat hairstyle, trimmed nails, little or no cologne or after shave**
- **Conservative Tie**
- **Dark socks, professional shoes**
- **Portfolio or briefcase**

### Men Business Casual Attire

- **Khaki, gabardine or cotton pants neatly pressed**
- **Long-sleeved button-down shirts, polo shirts, or knit shirts with a collar (tucked in)**
- **Sweaters**
- **Dark socks, leather shoes, and belt**
- **Tie optional**
**How to Dress for an Interview: WOMEN**

### What Not to Wear on a Job Interview

- Flip-flops or sneakers
- Any underwear that shows
- Shorts or Jeans
- Skirts that are too short; Pants that are too low-rise or too tight
- Blouses that are too low-cut or too short; do not show your cleavage or your belly.
- Strapless or spaghetti strap dresses

### What Not to Bring to the Interview

- Gum
- Cell phone
- i-Pod
- Coffee or soda
- If you have piercings, leave them at home.
- Cover tattoos.

**Tips and Warnings:** Perfect **grooming** is your first assignment when you interview for a job. According to image consultants, 55% of another person's perception of you is based on how you look. You have one chance to make a first impression; it is better to dress too formally than to dress too casually; make sure you have appropriate interview attire and everything fits correctly.

**Arrive on time, be confident about yourself, and be enthusiastic about the job!**
Job Application and W-4

• Directions for Completing W-4
• Blank W-4
• Sample Completed Subway Job Application
• Blank Subway Job Application
Screen shot of a sample job application filled out completely

**EMPLOYMENT APPLICATION**

FOR GENERAL RESTAURANT WORK

PERSONAL INFORMATION:

**NAME:** Kyle P. Jones  
**SOC. SEC. #:**  
**STATE/PROVINCE:** OK  
**ZIP/POSTAL CODE:** 73100

**ADDRESS:** 1712 N. 18th St. Tulsa  
**TELEPHONE:** 918-555-1111

Are you 16 years of age or over? Yes No  
Have you ever worked for SUBWAY®? Yes No

**AVAILABILITY:**

Are you legally able to be employed in this country? Yes No  
What type of position are you seeking? Full time Yes No  
Are you able to meet the attendance requirements of the position? Yes No

**SCHOOL MOST RECENTLY ATTENDED:**

**NAME:** Jennifer Bradford  
**ADDRESS:** Tulsa Union High School  
**CITY:** Tulsa  
**TELEPHONE:** 918-357-4323

**TEACHER OR COUNSELOR:** Band, Soccer, Math Club, Choir

**MOST RECENT EMPLOYMENT:**

**COMPANY:** Reaser's  
**ADDRESS:** 2429 E. 15th St.  
**CITY:** Tulsa  
**TELEPHONE:** 918-524-8392

**POSITION:** Wages: $8.25 per hour  
**Wages:** Mgmt. ref. ok, don't hire

**COMPANY:** McDonald's  
**ADDRESS:** 2245 Southwest Boulevard  
**CITY:** Tulsa  
**TELEPHONE:** 918-535-8157

**POSITION:** Wages: $8.25 per hour  
**Wages:** Mgmt. ref. ok, don't hire

**REFERENCES:** Please do not use family members

**INTERVIEWER OR REFERENCE COMMENTS:**

**FOR OFFICE USE ONLY**

**EMPLOYMENT TEST**

(No Calculators Please)

**PART I**

For the following questions, state your answers in terms of bills and coins.

For example, $4.98 would be 4 dollar bills, 2 quarters, 1 nickel, and 3 pennies.

1. If the customer's order came to $3.58 and he gave you a $20.00 bill, what is his change? 1 two-dollar bill, 1 one-dollar bill, 1 quarter, 1 dime, 1 nickel, and 2 pennies.

2. If the customer's order came to $5.22 and he gave you a $20.25, what is his change? 1 ten-dollar bill, 4 dollar bills, and 3 pennies.

**PART II**

A. A customer complains that he was short changed by you receiving only 13 cents change from $2.00 instead of 31 cents. What would you do? I would apologize for the mistake, ask for the 13 cents, and carefully count out 31 cents change into the customer's hand.

B. What do you consider to be the most important qualifications of a Subway employee? A person who is a hard worker, follows directions well, provides friendly service to all customers, and comes to work when scheduled and on time.

C. Do you have your permission to contact your current employer? Yes No  

**Interpretation:**

The Secretary of Health & Human Services has determined that certain diseases, including Hepatitis A, typhoid fever (Salmonella typhi), shigellosis (Shigella spp.), and E. coli (Escherichia coli O157:H7) may prevent you from serving food or handling food equipment in a sanitary or healthy fashion. An essential function of this job involves handling and serving food, food service equipment and utensils in a sanitary and healthy fashion. Are you able to perform the essential functions of this job without a reasonable accommodation? Yes No, explain:

**CERTIFICATION:**

I CERTIFY THAT I HAVE READ AND FULLY COMPLETED BOTH SIDES OF THIS APPLICATION AND THAT THE INFORMATION CONTAINED HEREIN IS CORRECT, TO THE BEST OF MY KNOWLEDGE. I UNDERSTAND THAT ANY OMISSION OR FALSE INFORMATION IS GROUNDS FOR DISMISSAL. I AUTHORIZE THE REFERENCES LISTED ON THIS APPLICATION TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND PERTINENT INFORMATION THEY MAY HAVE PERSONAL AND OTHERWISE. I UNDERSTAND THAT AS A PART OF THE PROCEDURE FOR MY EMPLOYMENT APPLICATION AN INVESTIGATIVE CONSUMER REPORT MAY BE MADE CONCERNING MY CHARACTER, GENERAL REPUTATION, PERSONAL CHARACTERISTICS AND MANNER OF LIVING.

**SIGNATURE:** Kyle P. Jones  
**DATE:** 1-6-2012

WE ARE AN EQUAL OPPORTUNITY EMPLOYER  
Please complete reverse side

Rev. 9/08
Resumes and Letters

- Resume Template, Directions, Sample
- Resume Extracurricular Activities Examples
- Cover Letter Instructions, Sample
- Letter of Resignation Directions, Sample
SAMPLE RESUME
Clyde Glide
1400 N. Prosperous St.
Hope City, Oklahoma, 73133
405-555-9090
cglide@att.net

Education
Hope City High School – Hope City, Oklahoma
8/16/2007-5/20/2011

Skills
● I have basic computer skills and know how to use Microsoft Word and Power Point.
● I have great people skills.
● I have good speaking and writing skills.
● I have a good ability to work by myself to get a job done.

Work Experience
• Target Store, 5/23/2011-present
  ○ Stocker-Automotive Department – I put new items on correct shelves. I make the shelves look neat. I keep aisles clean.
• Homeland Grocery Store, 6/3/2010-4/7/2011
  ○ Cashier – I operated a cash register. I checked out customers. I sacked groceries. I provided excellent customer service.
  ○ Secretary – I answered the telephone and took messages. I organized files. I typed documents and made appointments.

Achievements
● I earned the Principal’s Honor Roll in 10th, 11th, and 12th grades. I earned the Perfect Attendance Award in 10th grade. I earned the Community Service Award in 11th grade.

Volunteer Experience
● Goodwill Industries-I mowed the lawn and cleaned up the building in October of 2010; Feed the Children-I packaged boxed foods in February of 2011; I helped build a house for Habitat for Humanity in March of 2011; I worked as a volunteer for Special Olympics in May, 2009, 2010, and 2011.
● I lettered in basketball and cross country in the 10th, 11th, and 12th grades. I was a member of Spanish Club in the 10th grade. I was a member of Honor Society in the 11th grade. I was a member of Chess Club in the 12th grade.
References

References Directions, Sample, and Blank Template
References Sample

Clyde Glide

David M. Bradley
Director of Management
Management Services Division
A. Datum Corporation
25 Brown Street S.E.
Olympia, WA 69847
(770) 555-0199

Randall Boseman
Director
Consolidated Messenger
207 Oak Street
Buffalo, WA 30047
someone@example.com
(770) 555-0183

Bonnie Kearney
Management Lead
Graphic Design Institute
One South Plaza
700 W. Elm Street
Tulsa, OK 46204
(770) 555-0155

Joseph Matthews
Director of Operations
Trey Research
1234 Main Street, Suite 300
Oklahoma City, OK 64111
someone@example.com
(770) 555-0110
Other Files

- 300+ Acronyms
- My Accommodations Table
- My Awards and Honors Table
- My Postsecondary Goals
- Request for Student Earned Income Exclusion (SEIE)
- Transition Priority Checklist
- Transition Planning Folder
My Postsecondary Goals

What do you plan to do after high school?

Education/Training: ____________________________________________

Work: _________________________________________________________

Living: _________________________________________________________

Recreation/Leisure: _____________________________________________

Other Interests: ________________________________________________
TRANSITION PRIORITY CHECKLIST

The following checklist is a basic guide that may help you with your transition needs. Stay involved in the transition process to ensure that your needs are addressed so you can prepare for life after high school.

**Age 14-15**

___ Learn more about your disability, including your strengths and accommodation needs, including assistive technology.

___ Participate in transition planning by preparing for and attending your scheduled meetings.

___ Create a picture of where you are today and set goals for your future.

___ Begin sharing with your parents and teachers your plans for the future.

___ Gather information from your school and area agencies that serve youth with transition needs.

___ Discuss high school completion options by age 14 and their impact on training and employment after you graduate.

___ Research employment and career opportunities.

___ Ask about career exploration, job training, mentoring opportunities, volunteering and work experience offered through your high school and in the community.

___ Prepare for obtaining a driver’s permit.

**Age 16-17**

___ Participate in your transition planning by preparing for and attending your scheduled meetings.

___ Invite Vocational Rehabilitation (VR) and other agency representatives who may participate in post-high school planning to your meetings.

___ Discuss your transportation plans for after graduation.

___ Discuss medical and psychological care options to meet your needs after graduation.

___ Discuss future training and education options.

___ Apply for agency services, as recommended, to assist you with meeting your post-high school needs and goals.

___ Explore careers, gain job training and work experience.

___ Find part-time jobs to gain work experience and begin building your career portfolio.

___ You may pre-register to vote at 17 and will receive your voter card by mail when you turn 18.

___ Address guardianship options, if appropriate.

___ Prepare for obtaining your driver’s license, ID card or bus pass.

___ Begin taking the ACT or SAT for college entrance.

**Age 18-22**

___ Open a checking and/or savings account.

___ Begin developing a resume and obtaining letters of recommendation.

___ Explore independent living options.


___ Meet with the VR/VS counselor in the spring of your last year of high school to finalize your post-high school plans.

___ Remember that VR can assist eligible individuals with post high school training, job placement, and other services necessary for a successful employment outcome.
Links for Other Resources

- **Alphabet Soup:** This book lists a number of acronyms and terms that are used in the area of developmental disabilities. This booklet is meant to assist professionals, family members and self-advocates to communicate more clearly and understand one another better.
  - [http://www.ouhsc.edu/thecenter/products/alphabetsoup.html](http://www.ouhsc.edu/thecenter/products/alphabetsoup.html)

- **Disability Resource Guide:** The Oklahoma Disability Resource Guide provides a wealth of local, state, and national informational resources on disabilities.
  - [http://okrehab.org/guide/indexmanual.html](http://okrehab.org/guide/indexmanual.html)

- **Univ. Center for Learning and Leadership Community Guide:** This guide lists a variety of community services available to people with disabilities and their families, and provides information about the purpose, eligibility, application process and other elements of these services. It also provides contact information for agencies and organizations throughout Oklahoma.
  - [http://www.ouhsc.edu/thecenter/products/products.html](http://www.ouhsc.edu/thecenter/products/products.html)

- **Oklahoma Family Network (OFN):** The OFN Family-to-Family Health Information Center informs and connects individuals with special health care needs and disabilities, their families and professionals to services and supports in their communities. OFN provides opportunities for individuals and families to strengthen their communities through leadership development and volunteering. The OFN Mentorship Program is the flagship program of the center.
  - [http://www.oklahomafamilynetwork.org](http://www.oklahomafamilynetwork.org)
This project was funded in part by The US Department of Health and Human Services Health Resources and Services Administration Maternal Child Health Bureau Family-to-Family Health Information and Education Center Grant and the OK Dept. of Rehabilitation Services.
If you would like to receive electronic copies of the OFN Care Notebook Pages, one-to-one assistance developing a notebook or more information about OFN please call:

877-871-5072
or 405-271-5072