

# **Planning Transition Services for Youth with Disabilities:**

## **A literature review and environmental scan**

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## Executive Summary

Recently, Inclusion Winnipeg collaborated with the Canadian Centre on Disability Studies to conduct research to support the development of a program to support youth with disabilities and their families as they transition to adulthood. This report offers a descriptive analysis of some of the key challenges, barriers and opportunities facing youth and their families, as well as an overview of existing services, supports and other relevant community resources in Winnipeg and surrounding areas of Canada.

Findings indicate that youth with disabilities can experience challenges and barriers to employment, post-secondary education and training, living independently, establishing fulfilling relationships, meaningful participation in social, recreational or leisure activities and overall community life. These challenges are compounded by limited funding and availability of community services; as well as a lack of continuity in services and supports from childhood to adulthood.

Previous research has examined a number of approaches and strategies to support youth and their families as they encounter these challenges. There is opportunity now for Inclusion Winnipeg to critically consider the development of a program or service that builds on evidence of effective approaches. Previous research suggests that effective services for youth:

- ✓ Promote multifaceted role engagement which refers to having multiple meaningful roles and identities in adulthood such as being a friend or partner, being an employee or volunteer, being a student, etc.
- ✓ Should be responsive, provide information to support individual and family options and decision making, and be respectful of the youth's readiness for self-determination.
- ✓ Adopt a holistic lifespan perspective recognizing self-development as a lifelong process and offering ongoing continuous support.
- ✓ Use client-centred strengths-based approaches that involve parents/caregivers and promote opportunities for the inclusion of individuals in integrated community events and situations.

Our findings indicate that service providers can address the complexities involved in transitions to adulthood using holistic and collaborative approaches. The environmental scan identified a number of potential partners and collaborators currently supporting diverse youth in Winnipeg and some surrounding areas of Canada.

Going forward, Inclusion Winnipeg may consider the development of a program logic model to support strategic thinking about service development that aligns with organizational values. They may also consider further discussions with other providers to consider opportunities for collaboration and the enhancement of community inclusion of youth with disabilities. In this way, Inclusion Winnipeg could promote participation of youth in integrated settings. This report concludes with a list of online resources, a detailed bibliography and more information about local and national programs and services that currently exist for youth and their families.

# **Planning Transition Services for Youth with Disabilities: A Literature Review and Environmental Scan**

## **Introduction**

Like all young people, youth with disabilities face a number of life transitions when they leave high school and enter into adulthood. Unlike all young people, youth with disabilities may experience unique challenges and barriers during these transitions. These challenges have, in part, led to the development of social service programs to support youth with disabilities as they journey into adulthood.

Recently, Inclusion Winnipeg found a need to further develop services for youth with intellectual and other disabilities in Winnipeg Manitoba. For almost 60 years, Inclusion Winnipeg has been dedicated to making life better for children and adults living with intellectual disabilities. Inclusion Winnipeg connects people, assists families to navigate systems, and works toward the advancement of human rights. These activities promote respect, empowerment and belonging to ensure equality for all.

In August 2017, Inclusion Winnipeg collaborated with the Canadian Centre on Disability Studies (CCDS) to conduct research to support the development of a program for youth. From September 2017 to January 2018, CCDS collected information on various program models, best practices and other community resources that serve the diverse interests and needs of youth with disabilities and their families. This information is intended to support evidence-based decision making and support Inclusion Winnipeg to position itself as a unique and cooperative contributor of community resources for youth and their families in Winnipeg. This report offers a descriptive analysis of some of the key challenges, barriers and opportunities facing youth and their families; as well as an overview of existing services, supports and other relevant community resources in Winnipeg and surrounding areas of Canada.

## **Research Scope**

This study takes an intersectional and cross-disability perspective, inclusive of mental health. For the present study, disability is defined in accordance with contemporary international standards found in the United Nations Convention on the Rights of Persons with Disabilities (CRPD). The CRPD states: "Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." The research was conducted with recognition that people with disabilities represent a complex and multilayered social position in Canada, shaped by experiences of race/ethnicity, gender, age, sexual orientation, class, ability, etc. The intersecting characteristics of people disabilities can produce simultaneous experiences of discrimination or privilege and is increasingly being considered in various fields of research, policy and community practice.

This study specifically considers how to promote the use of high-quality evidence in the design and implementation of policies, programs, and practices that reflect an intersectional perspective. This study was guided by the following research questions:

1. What are the key challenges, barriers and opportunities facing youth with disabilities and their families as they transition into adulthood?
2. What programs, services, supports, and other resources currently exist for youth and their families in Winnipeg and the surrounding areas of Canada?

## **Methods**

To respond to the research questions, the following methods were used:

### ➤ **Literature and document review.**

The review included scholarly peer-reviewed literature, as well as reports, handbooks, guides, and other resources found on the internet (i.e., grey literature). The literature review search strategy was designed to identify the key challenges, barriers and opportunities facing youth with disabilities and their families as they transition into adulthood. It was also designed to identify some evidence-based practices supported by evaluation research. Search keywords, target articles, journals and/or other sources of relevant literature were determined based on conversations with Inclusion Winnipeg representatives. In addition, we mined reference lists from articles, reports, guidebooks and other resources included in the literature review to identify new resources. We also searched websites of relevant programs to identify other related resources. The search included sources written from 2005 to present. The geographic scope included literature from Canada and other OECD countries (e.g., USA, Western Europe, Australia).

### ➤ **Environmental Scan.**

The purpose of the scan was to identify programs, services, supports, and other resources currently in existence for youth and their families in Winnipeg and some surrounding areas of Canada. For this scan, we have included a range of programs serving youth with and without disabilities aged 13 years and up. This range was determined based on conversations with Inclusion Winnipeg. Our scan focused primarily on identifying services, programs and other community resources in Winnipeg, Manitoba and extended outward to other geographic areas when other relevant programs were identified through the literature review or scan. Information and resources collected in this scan are the result of online internet searches using a set of keywords including but not limited to: “youth”, “transition”, “disability”, “student(s)”, “program(s)”, etc. In addition, we mined reference lists from articles, reports, guidebooks and other resources included in the literature review. We also searched websites of relevant programs to identify other related programs and services.

The literature review and scan started with a list of select resources based on previous research by Inclusion Winnipeg. We also searched national and provincial government websites to identify programs, benefits and services that are available to youth with disabilities and/or their families. The links at these sites sometimes led to programs offered in various departments or by other community organizations. We also searched websites of relevant organizations (e.g., non-profit organizations that provide services to youth), and internet search engines (e.g., Google).

A clear filing and recording system was developed, using simple spreadsheets, to help us keep track of where and how information had been identified. We used this spreadsheet to keep a record of our scan and maintain direction and focus throughout the process. The spreadsheet was used as an audit trail to document the search strategy.

### **Analysis**

Our methodology utilized a researcher-driven 'value of information' approach to assessing resources (Adams et al., 2016; Pawson, Greenhalgh, Harvey, & Walshe, 2005). Using this approach, individual resources were included if the information provided was considered relevant to answering the research questions. Findings from these resources were summarized to provide an overview the key challenges, barriers and opportunities facing youth with disabilities and their families as they transition into adulthood. Findings were also summarized to provide an overview of various programs, services, supports, and other resources currently in existence for youth and their families in Winnipeg and some surrounding areas of Canada. We also reviewed and assessed areas in which resources are absent or limited, and/or any limitations with existing evidence from the literature.

### **Limitations**

This study was conducted as a scoping review to provide a preliminary assessment of the potential size and scope of available literature and resources to support youth with disabilities in transition to adulthood. Scoping reviews aim to identify the nature and extent of evidence and usually involve ongoing research. This means that the present study is not intended to be a comprehensive or systematic review of all relevant literature or programs, services and other resources for youth with disabilities and their families. The present study is intended to provide a starting point for practical program development by pointing to areas for further consideration and exploration. This study also attempts to be methodical and transparent to inform Inclusion Winnipeg staff as to whether further research is needed.

## Findings

Previous literature and research indicates that youth with disabilities can experience challenges and barriers to employment, post-secondary education and training, living independently, establishing fulfilling relationships, meaningful participation in social, recreational or leisure activities and overall community life (e.g., King, Baldwin, Currie, & Evans, 2005; Savage, McConnell, Emerson, & Llewellyn, 2014; Stewart et al., 2014). These challenges and barriers may affect youths' self-esteem, confidence, sense of hope and ability to formulate life goals (e.g., Savage et al., 2014). Moreover, these challenges are compounded by systemic barriers such as physical inaccessibility of workplace buildings and classrooms, inflexible educational curricula, limited personal care supports, housing affordability and low levels of income supports (e.g., Sally Lindsay et al., 2014; Torjman, 2015). Other factors that complicate the transition process include caregiver stress and burnout; family and youth financial and social support resources; family and youth capacity (e.g., knowledge and ability to navigate life transitions); complexity and severity of youth's disability; funding and availability of services; as well as a lack of continuity in services and supports from childhood to adulthood (King et al., 2005). To plan positive transitions for youth, information is needed about what approaches and strategies can be most effective to support youth through the myriad of potential challenges and barriers.

Previous literature indicates that a successful transition process can result in youth with enhanced self-determination and esteem; higher success in post-secondary education and training; higher rates of quality competitive employment; lower levels of poverty; greater participation in social, recreational and leisure activities in community; and more and better friendships (e.g., Gerhardt, McCallum, McDougall, Keenan, & Rigby, 2015; King et al., 2005; Kingsnorth, King, McPherson, & Jones-Galley, 2015). In the short term, positive outcomes can include enhanced self-knowledge with a vision for the future; enhanced skills; increased sense of support; increased knowledge and sense of community; and more supportive environments. Specifically, enhanced skills may include personal development skills in communication, planning, decision making, problem solving, and self-advocacy. Other skills may include employment and work skills, as well as social and interpersonal skills.

Previous literature also indicates, "Having multiple roles and identities in adulthood is related to overall life satisfaction and less social isolation, and it has an enhancing or protective effect on physical and emotional health" (King et al., 2005, p. 196). This means that youth need to find the roles and settings that fit their individual needs and strengths. Overall, "The smoothness of the transition process depends on youths' development, level of readiness, and the complexity of their needs; the capacities and resources of the youth and family; and the existence of environmental supports and the availability of choices" (King et al., 2005, p. 197). The present



project is intended to address the need for supports and choices for youth that facilitate a positive transition into adulthood.

To conceptualize these factors and considerations for successful transitions for youth, King et al. (2005) present a useful integrated model of approaches and strategies in the development of programs and services. The following sections give an overview of this model.

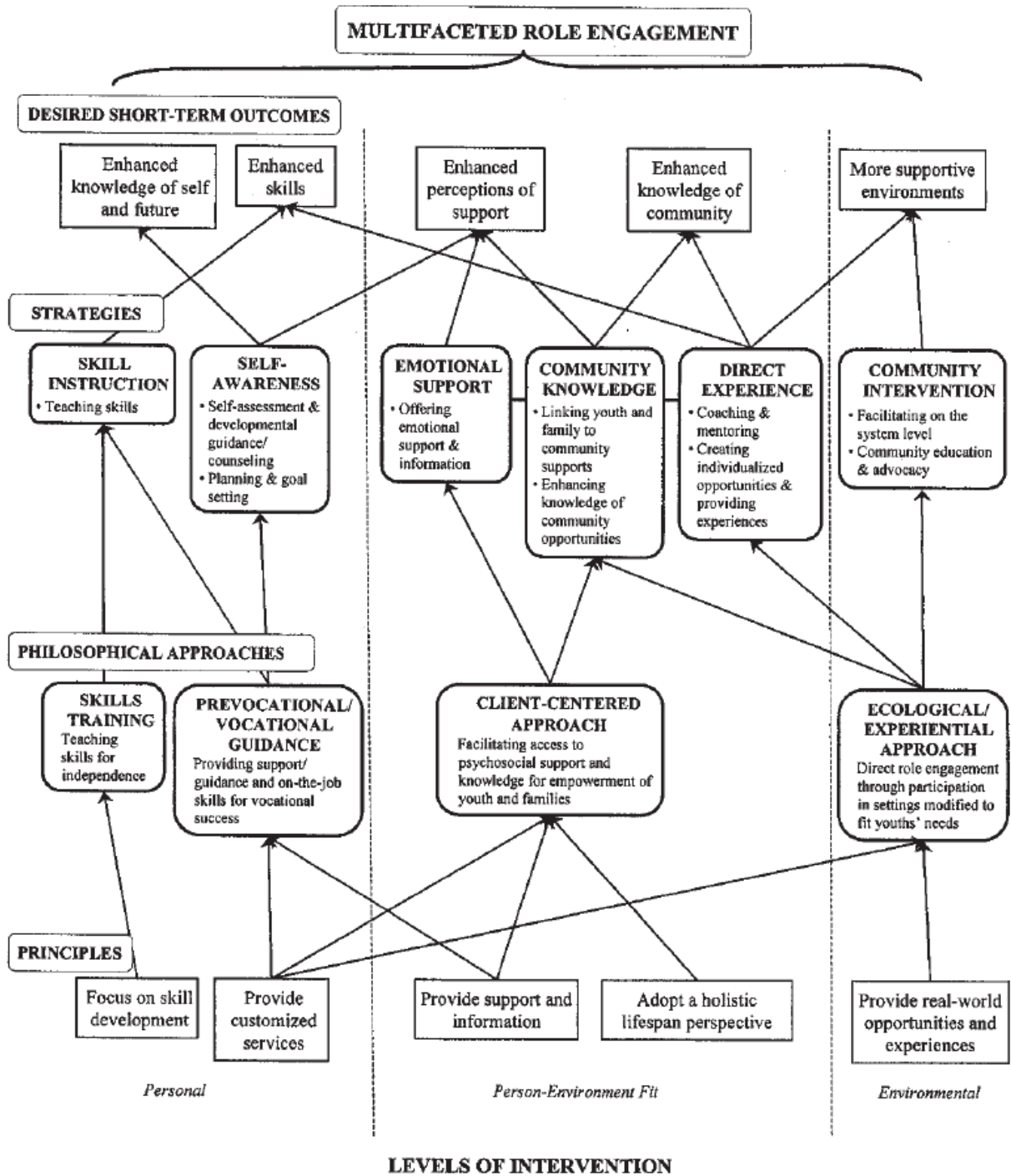
### ***Conceptual Model***

A number of approaches and strategies are described in the literature to support youth with disabilities. The following model includes the key approaches and strategies found in the literature to facilitate transition planning. This model presents multiple levels of intervention (i.e., services and supports) at the personal, person-environment, and environmental level. These levels of intervention are guided by principles of practice and philosophical approaches to transition. Philosophical approaches are connected to six groups of referenced strategies that are theoretically linked to short term outcomes and the long-term goal of multifaceted role engagement within communities of the individual's choice. Multifaceted role engagement refers to having multiple meaningful roles and identities in adulthood such as being a friend or partner, being an employee or volunteer, being a student, etc.

This conceptual model is “a visual map that can be used to ensure the congruence between philosophical approaches and the strategies selected to bring these approaches to life” (King et al., 2005, p. 213). In other words, it encourages program planners to align their service philosophy and values with their activities and strategies toward successful youth transitions.

This model is included here because it encompasses some of the key factors identified in other articles, reports, guidebooks, etc. reviewed for the present study. The model offers a starting point for the range of approaches that could be implemented at the personal/individual, person-environment, and environmental/system levels of support. As King et al. (2005) describe, the model gives a picture of types of approaches and services which can enable program planners to make informed decisions about how much to focus on youth skill development, environmental accommodations, employment and vocational training, advocacy, etc. According to the authors, these decisions should be based on the organization's vision, mission and values, evidence of the effectiveness of strategies, and available resources.

Figure 1: An integrated model of approaches and strategies to address role transitions for youth with disabilities (King et al., 2005)



This integrated model outlines five principles or beliefs that underlie various approaches to youth transition services and supports. For instance, providing customized services means that guidance, goal setting and supports should be uniquely designed to meet each individual's needs. Services should be responsive, provide information to support individual and family options and decision making, and be respectful of the youth's readiness for self-determination. Adopting a holistic lifespan perspective means recognizing self-development as a lifelong process and offering ongoing continuous support. These client-centered approaches emphasize the importance of giving support, guidance, and on-the-job skills for vocational success. The client-centered approach deals with the fit between the individual and family, and the environment. This approach focuses on emotional support and information to assist youth and their families in adapting to various environmental (i.e., community) settings.

The principle of providing real-world opportunities and experiences means that supports should be oriented toward inclusion of individuals in integrated community events and situations. This also means that individuals should be supported to choose opportunities of interest to them and to request the supports they need. The assumption is that participation in "real-world environments" (ibid, p. 202) will have multiple effects, including the development of skills, relationships, and a sense of belonging and contributing to society. It is also presumed that environments will become more welcoming as people in the community come to know and interact with youth with disabilities.

The model illustrates that different approaches all have a role to play in the transition process and are linked to discrete impacts and outcomes. In this way, the model illustrates how particular strategies lead to particular outcomes. As such, personal level supports can lead to individual outcomes but may not facilitate more supportive environments to provide greater opportunity for community inclusion. The literature indicates that the most effective programs are those that offer multiple supports and span multiple settings to connect youth to the opportunities that best suit their interests and needs. In this way, services should be responsive to provide information and resources that support individual and family options, self-determination and informed decision making.

### ***Evidence of Best Practices***

Recent research indicates that service providers can address the complexities involved in transitions to adulthood using holistic, strengths-based and collaborative approaches. For example, Stewart et al., (2014) recently conducted a qualitative study to explore the experiences of youth with different disabilities from across Canada during their transitions from adolescence to adulthood. Over 50 people, including youth with different disabilities, parents/caregivers and service providers from different organizations and systems across Canada took part in individual or group interviews. The researchers found an overall theme of “complexities” related to the interactions between person and environment during transition experiences.

These researchers found a need for service providers to address the interactions between person and environment rather than personal and environmental factors in isolation of each other. They also found that youth and parents/caregivers should be actively involved in all aspects of transition planning and service provision to ensure the best person-environment fit. In this study, Canadian youth with disabilities recommended strengths-based services and natural supports that focus on enhancing individual and family capacities rather than focusing on a youth’s limitations alone.

While these considerations are important to keep in mind, much of the literature reviewed to date focus on personal level interventions. This is not surprising given the persistent dominance of individual models of disability in public discourse (e.g., Prince, 2009). Nevertheless, studies have found some positive impacts of personal level interventions. For instance, Kingsnorth et al. (2015) examined the achievements, skills acquired and program attributions of youth with physical disabilities who participated in an immersive residential life skills program (The Independence Program) in Toronto, Ontario over the past 20 years (see also Appendix B for more information about this program provided by Holland Bloorview). The Independence Program works with groups of young adults between the ages of 17 and 21 with physical or cognitive disabilities. These youths are supported to learn how to live away from home by staying at a university or college residence for a period of three weeks. The three weeks include workshops on how to buy groceries and prepare meals; how to manage money; how to safely take public transit; how to direct an attendant for care needs; and other independent living and social skills. These researchers found that participants reflected positively on the opportunities provided by the program to develop their independent living and life skills, extend their social networks and understand their personal strengths and weaknesses. According to the findings from this study, the group atmosphere of the program afforded social learning and peer support. The success of this program was attributed, in part, to its capacity to address multiple high valued goals desired by youth (i.e., independent living skills, friendships). However, the study also found that the use of acquired skills dropped following attendance. This indicates

that “participants’ ‘real lives’ provided fewer opportunities to be independent (ibid, p. 381) and suggests the need for longer-term ongoing supports.

Other researchers have investigated the effectiveness of tailored one-on-one support strategies to facilitate social participation of youth with disabilities through the use of the Internet (Raghavendra, Newman, Grace, & Wood, 2013). One strategy involved youth with cerebral palsy, physical disability or acquired brain injury between 10–18 years old. These youths received support, training and assistive technology at their home to learn to use the Internet for building social networks. Results showed that youth felt positive about the benefits of hands-on training at home leading to increased use of the Internet for social networking. The authors concluded that the Internet could be a workable method to facilitate social participation for youth with disabilities. Youth participants found the benefits of one-to-one support at home and training of the family compared with typical group training at school.

Similarly, another study found that youths social participation online could function as a bridge to social ties offline (Söderström, 2009). This means that membership in social network organizations on the Internet can provide disabled youth with possibilities to create offline connections which can be maintained and developed online, regardless of geographic distance. Importantly, this study found that social connections originated offline were more likely to be maintained either online or offline. The authors concluded that the increasing dissemination and adaptation of information and communication technology is a critical part of the social lives of youth. This means that services and supports need to account for technological developments. The authors also found it beneficial to conceptualize young people’s everyday lives as a mixed reality between the real and virtual worlds.

Another strategy proposes the use of goal menus to support friend-making among youth with disabilities. For example, researchers in Toronto (Gerhardt et al., 2015), found potential benefits of the development of goal menus that could be used to help families and youth identify and structure friend-making goals. They suggested that goals could be explicitly structured to reflect an individual’s current level of friendships, a vision for the future and expectations after receiving support to develop friendships. This proposed menu would present standardized goals and be adaptable for individuals’ interests and needs. In this way, each goal is customized to match the skill level and ambition of each individual. This research identified several factors influencing friend-making, including individual’s priorities and motivations, access to opportunities for friendship development, and “a little bit of luck” in making friends.

These authors acknowledged that “in clinical practice, the goal of making friends has typically had a narrow focus, and targeted individual social skills, and research has traditionally focused on these types of person factors” (p. 1023). They also found the efficacy of social skills interventions reviewed in the literature has shown to be modest at best. However, there has

been initial support for interventions that go beyond person factors, such as the Circle of Friends Program.<sup>1</sup>

In the USA, evaluations of the Circle of Friends Program have indicated that the program contributes to reduced feelings of isolation among parents of children with disabilities and provided ecological conditions for the social inclusion of students with disabilities. In this way, some authors (e.g., Calabrese et al., 2008) have suggested that the Circle of Friends Program provides environmental conditions for the social inclusion of students with disabilities. They also suggested that the program has the potential to reframe stereotypes and myths about students with disabilities. These authors found that the Circle of Friends Program resulted in some longer lasting friendships between students with and without disabilities. However, they also noted that the program required continual advocacy with school administrations, as well as financial and other resources for sustainability. It is also worth noting that this particular program (as described by the researchers) began with the premise that encouraging general education students to interact with students with disabilities would help students with disabilities learn social skills.

Other similar programs have been associated with person-centered planning. For example, the Mental Health Commission of Canada recognizes the value of family, friends and community in the promotion of recovery and well-being. Specifically, the Commission provides a set of suggested guidelines for the involvement of “circles of support” including family, friends and community in the lives of individuals experiencing mental health issues. Their guidelines note:

The person experiencing mental health problems has the right to define their “circle of support” and how family members, caregivers, peers and significant others should be involved, with consideration for what is age appropriate...Input from family members, caregivers, peers and significant others can help inform personal recovery plans and improve the planning, organization and delivery of mental health treatments, services and supports. (Mental Health Commission of Canada, 2015, p. 44)

These guidelines recognize and affirm a person’s roles and relationships for their well-being and respects the choice of the person experiencing mental health issues regarding the involvement of others in their lives. The guidelines also provide practical suggestions for how and why to include friends, family and community in the provision of services and supports to individuals. This circle of support model differs from the Circle of Friends program by working with existing

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<sup>1</sup> “One program that seeks to increase levels of social inclusion for students with disabilities is the Circle of Friends Program (COFP). Its purpose is to widen the social network of students with disabilities by linking them to the social network of general education students.” Retrieved from Calabrese et al. (2008) [http://www.wholeschooling.net/Journal\\_of\\_Whole\\_Schooling/IJWSIndex.html](http://www.wholeschooling.net/Journal_of_Whole_Schooling/IJWSIndex.html)

natural supports and fulfilling valued roles and responsibilities within these significant relationships.

For students with disabilities, previous research indicates that parents and caregivers have unique and valuable insights about their children's likes, dislikes, interests and hobbies because they see their children in various environments and settings (Miller-Warren, 2016). Research shows that students with disabilities thought it was important for them to have their family involved in the transition planning process. This research also recognized that parents and caregivers may not always share the same vision as their child(ren) when it comes to transition planning, but that their input and participation in transition meetings are vital to successful transition outcomes. For example, studies have found that children of parents who were involved in their individualized education plan in high school were more likely to be employed after graduation (Hirano et al., 2017). Parent involvement has also been shown to have a positive impact on student achievement as measured by grades, standardized test scores, teacher ratings and other measures of academic behaviours and attitudes (Halliday, 2010). In addition, students with parent involvement were more likely to report enjoying life several years after high school and more likely to attend postsecondary education (Hirano et al., 2017).

Previous research also indicates that parents and caregivers find the youth transition process confusing, difficult to navigate and at times, overwhelming (e.g., Burke, Patton, & Taylor, 2016). Parents have reported challenges finding and accessing appropriate services to help them plan for their child(ren)'s adult life. Parents have also described the service delivery system as inconsistent, complex, and unresponsive. Indeed, youth and parents/caregivers have described similar barriers in the transition process such as service providers' use of jargon; gaps in knowledge about the process and available options for transition services; limited opportunities to provide input on the transition process and; perceptions that service meetings by service providers are professionally driven, document-focused, time-limited, and structured based on organizational compliance needs (e.g., deFur, 2012; Powers, Geenen, & Powers, 2009)

Another important factor in the social participation and inclusion of youth is the weather. A recent study explored the experiences of daily activities during Canadian winter among a sample of youth aged 15-22 who had a physical disability requiring the use of a mobility device (S. Lindsay & Yantzi, 2014). Findings showed youth encounter several vulnerabilities to participating in social and recreational activities in winter, including physical barriers, health and safety concerns; and psychosocial issues such as worry, isolation and dependence. Findings also pointed to several strategies that youth utilized to adapt to barriers and enhance their participation during winter. The research suggested that service providers should ensure that youth are properly trained on how to use their mobility device, as well as offer a winter survival guide. Moreover, service providers should be taught to recognize signs of loneliness, isolation and depression, and support access to local resources and activities during the winter. At a

broader level, the researchers suggested that rehabilitation engineers should focus their efforts on adapting mobility devices to enhance the safety of youth during winter.

Further discussions of participation and inclusion of youth with disabilities often includes a focus on employment. Previous research suggests that receiving job search and job placement services was associated with successful employment outcomes for youth with disabilities (Alsaman & Lee, 2016). These findings are consistent with many other studies that suggest employment supports increase the likelihood of employment for consumers with disabilities (e.g., Crawford, 2016; Torjman & Makhoul, 2016). This broad literature highlights the person-environment fit and includes a number of resources for people of all ages to access workplace accommodations and to promote the business case for hiring people with disabilities (e.g., Conference Board of Canada, 2012; Fredeen, Martin, Birch, & Wafer, 2013). Specifically, for youth, Alsaman and Lee (2016) argued that employment support providers need to consider the effects of changes in overall unemployment rates on youth with intellectual disabilities. These authors suggested it is crucial to understand how changes of economic conditions affect service users. In turn, service providers can develop strategies that enhance employment outcomes for those who are particularly vulnerable to economic changes in the labour market. This requires attention to local labour market demands and the needs of employers rather than a sole focus on the individual.

To facilitate better connections with local employers, previous research indicates work experiences for youth with disabilities in high school facilitates better connections to the labour market after graduation (Halliday, 2010). This research indicates that students who participate in integrated work settings in their communities are more likely to gain competitive employment at higher wages than those who do not participate in integrated workplace opportunities. Integrated work placements during the school year and/or during the summer months provides youth with work experience and skill development that can be leveraged for employment post-graduation.

However, previous literature also raises concerns about focusing specifically on employment for youth with disabilities because paid work can be an elusive goal for youth with disabilities. It is elusive because of persistent systemic barriers including lack of transportation, accommodations, discrimination, etc. (Butcher & Wilton, 2008). Some authors have argued that the continued focus on contribution and status via paid employment further excludes young people with disabilities and perpetuates a misunderstanding about their work ethic and valued citizenship (MacIntyre, 2013). Accordingly, Butcher and Wilton (2007) suggest a focus on services that support broader goals of “transition to meaningful activity” as defined by youth. This suggestion harkens back to the conceptual model described above which describes the need for multifaceted role engagement for youth in transition including being an employee, friend or partner, volunteer, student, etc. Overall, previous literature suggests that employment



supports for youth with disabilities should fit their skills and interests, align with the needs of the local labour market, and provide a level of support that is adequate for success as determined by the individual.

To support youth to identify their goals and ideas for success, previous research suggests that involvement in extracurricular activities can provide students with a context for exploring new or deepening existing interests, strengths, and preferences (Carter, Swedeen, Colleen K, Moss., & Pesko, 2010). Involvement in a variety of activities can expand opportunities for peer relationships and access to social support, as well as increasing a sense of belonging within the school and broader community. Supporting the involvement of youth with disabilities in extracurricular activities can also help students develop important social, academic, leisure, and everyday life skills. Moreover, such involvement can help youth plan for the future, promote leadership development and self-determination, enhance a sense of belonging and connection, teach students to manage multiple tasks, and encourage friendship development with peers who share their interests.

Thus, previous literature indicates the need for involvement of a variety of stakeholders (family, friends, teachers, employers and communities) with youth at the centre. Previous research indicates that effective youth transition service providers involve these stakeholders through interpersonal and interagency collaboration. It is considered critical for service providers to understand the transition process and to identify key stakeholders and available resources for youth with disabilities as well as each other's roles and responsibilities in the process (Park, 2014). As such, the following section identifies some of the available programs, services, supports, and other resources available for youth and their families in Winnipeg and the surrounding areas of Canada

### ***Program Models: An Environmental Scan***

With consideration of the literature reviewed, this environmental scan includes an overview of existing programs, services and other community resources for youth with and without disabilities and their families. The scan focused primarily on resources in Winnipeg and the surrounding region. Additional initiatives from across Canada were also included. This scan provides an overview of local youth programs and services to assist Inclusion Winnipeg in the development of their own youth transition program.

This scan includes more than 45 programs and services serving youth in Winnipeg and the surrounding region (see Appendix A) and 16 programs and services in other areas of Canada (see Appendix B). Many of these programs appear to support all youth, while others support particular population groups such as youth who identify as indigenous, LGBTQ+, immigrants and refugees, youth coming out of the child welfare system, and youth with disabilities.

Many of these programs are housed within various non-profit service providing organizations. A few programs include collaborative efforts by several organizations, as well as a few that are offered by the Government of Manitoba. Information shared here is based on what was available on the Internet. This means that the programs identified here may offer additional supports and/or serve a broader or narrower population group than what was indicated on the web.

### **Winnipeg Programs**

In general, we have found that programs and services provide multiple supports for youth with and without disabilities and their families in Winnipeg. The Winnipeg Quick Look Table (Appendix A) points to several programs that offer support to prepare for, obtain and retain employment; develop skills; and/or participate in leisure and recreation activities. Employment supports can include resume writing, job search assistance, and facilitating access to paid or unpaid work experience. Skill development can include life skills, money management, cooking and nutrition classes, healthy decision making, shopping, cleaning, reading programs, learning public transit, literacy classes, computer classes, ASL (American sign language) etc. Leisure and recreation activities can include organized sports, arts and cultural activities, music therapy, music lessons and health and fitness.

As noted in the Winnipeg Quick Look Table:

- *Thirty-six (36) programs offer skill development services and supports;*
- *Twenty-six (26) programs offer leisure and recreational activities; and,*
- *Twenty-three (23) programs offer support and assistance towards employment.*

Some organizations provide support for friendship and relationship development to promote and help individuals build friendships and teach social/relationship skills. This can include opportunities for peer support and help develop a sense of connectedness, relationship and social skills classes and building personal support networks. A relatively small number of organizations provide support for housing and post-secondary education. Housing support can include access to temporary shelter or obtaining and maintaining independent living. There are also programs that have housing for individuals to reside in (residential and independently). Educational supports can include post-secondary planning and preparation which may involve assistance for high school students or recent graduates.

Another small number of organizations explicitly offer community education at a system level. This can include interagency agreements to provide access to real world opportunities and facilitate successful transitions for youth through changing community attitudes, facilitating community inclusion, changing institutional policies, etc. Community education may also

involve sharing information with youth and their families to support system navigation and the transition from children to adult services.<sup>2</sup>

As noted in the Winnipeg Quick Look Table:

- *Nineteen (19) programs offer assistance or support in friendship/relationship building;*
- *Sixteen (16) programs offer community education;*
- *Twelve (12) programs offer support to obtain and maintain housing or independent living; and,*
- *Six (6) programs provide educational supports.*

Results of this scan also revealed at least nineteen (19) programs and services that specifically support youth and young adults with disabilities in Winnipeg. At least ten (10) of these programs show specific supports for youth and adults with intellectual disabilities. Specifically, Community Venture, Epic Opportunities and Turning Leaf provide services for housing support, leisure and recreational activities, skill development and friendship/relationship building. Epic Opportunities also offers employment and transition services to help individuals and their families to develop a transition plan for future services and advocate for funding. Turning Leaf includes an outreach crisis stabilization unit.

We found three (3) day programs that support youth and adults with intellectual disabilities in Winnipeg. These include the Transition and Milestones Programs offered by New Directions, and G.R.O.W (Gaining Resources Our Way). G.R.O.W is described as a transitional life skills day program for young adults (aged 21 years and older) preparing for independent living.

In addition, Connect Employment supports adults with intellectual disabilities with employment services. Inspire Community Outreach offers family-centered education and programming. Project Search of SCE LifeWorks and Youth in Care Transitioning of Community Living Disability Services offer supports for transition planning for youth and their families. Specifically, Project Search provided by SCE Life Works offers integrated community work experiences for youth with intellectual disabilities and autism in high school. The Age of Majority Planning - Youth in Care Transitioning program offered by Community Living disABILITY Services through the Government of Manitoba provides holistic support for youth transitioning from children to adult services.

Children's Service Navigation of the Society for Manitobans with Disabilities (SMD) offers children and families with assistance navigating the system to gain access to specialized resources and supports such as respite, equipment and special medical supplies. The SMD

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<sup>2</sup> In this context, system navigation involves enhancing knowledge and linking youth and families to community resources. This could also involve coaching, mentoring and offering emotional support and information about the transition from children to adult services. According to the Government of Manitoba's Community Living disABILITY Services of Manitoba Family Services, adult services begin at the age of 18 years old. System navigation may facilitate access to community opportunities and advocacy.

service coordinators work closely with parents to develop family capacity to cope with the specialized needs of children with disabilities. This work involves educating families about things they can do at home on a daily basis and working with community organizations to help ensure children's needs are met in school and in the community.

In addition, we found a variety of after school programs throughout Winnipeg (i.e., YMCA, Kildonan Youth Activity Centre, Maples Youth Activity Centre, Spence Neighbourhood Association, Teen Stop Jeunesse, West Central Community Program, West Broadway Youth Outreach, Broadway Neighbourhood Centre, Rossbrook House and Youth for Christ). This means there are opportunities for extracurricular activities and involvement for youth in Winnipeg.

### **Other Canadian Programs**

We have identified sixteen (16) programs in the Quick Look Table for Programs Outside Manitoba (Appendix B) including eleven (11) programs and services that specifically support youth and adults with disabilities. Three of these programs are described specifically for youth and adults with intellectual disabilities. Similar to the Winnipeg scan, we found programs offered multiple supports for youth with, and without, disabilities and their families.

Most of these programs indicated support for skill development, friendship and relationship building, leisure and recreation, and employment. For example, Between Friends in Calgary offers social and recreation opportunities that promote self development opportunities. Heads up for Inclusion in Ontario matches students facing barriers to inclusion with students (or individuals) who are well connected and supportive of others to meet, spend time together and form relationships. Lifetime Networks in Vancouver offers a number of programs including a "Best Buddies" program that matches University of Victoria students with people with disabilities to engage in social and recreational activities. The organization also offers social groups to assist individuals with learning new activities and supporting new friendships.

As noted in the Quick Look Table for Programs Outside Manitoba:

- *Fourteen (14) programs offer skill development services and supports;*
- *Nine (9) programs help and support with friendship and relationship building;*
- *Eight (8) programs offer leisure and recreational activities; and,*
- *Seven (7) programs offer support and assistance with employment.*

A smaller number of organizations offer education supports or programs, community education and housing. As noted in the Quick Look Table:

- *Four (4) programs offer assistance for housing and housing supports;*
- *Four (4) programs provide community education; and,*
- *Three (3) programs offer educational supports.*

Most of these programs are located in Ontario. For instance, S.T.A.Y. (Supportive Transitional Apartments for Youth) in Ontario provides transitional housing for youth in crisis for up to one year while supporting them to develop their independent living skills. Another housing program is provided by LIGHTS in partnership with Community Living Toronto. This program assists families and individuals with intellectual disabilities to envision and plan an alternative living arrangement outside the family home.

With regard to education supports, Holland Bloorview offers consultative support to help students with disabilities prepare for transition from secondary school. The Youth in Transition Worker Program provided by Resolve Counselling assists youth to plan and make decisions regarding their educational and other life goals. The Inclusive Education program provided by Ontario Colleges offers tailored courses to meet individuals needs (for persons with a developmental disability, intellectual disability or other learning challenges) while getting the opportunity to experience college life and pursue a postsecondary education.

Overall, we found most services and programs support multifaceted role engagement by offering services for multiple aspects of life. However, we found more services available for skill development, leisure and recreation, employment and friendship/relationship building than for housing, community education, and post-secondary education support. We also found programs that support youth up to the ages of 17 and 18 years and a few up to the age of 21 years. We found fewer programs for youth and young adults after the age of 21 years. This indicates a potential gap in services for youth and young adults over the age of 21 years old and in the midst of transitioning to adult life. Moreover, we found few programs that support families with transition planning and the transition process which indicates another potential gap in services.

## Summary and Considerations Going Forward

Findings indicate that youth with disabilities can experience challenges and barriers to employment, post-secondary education and training, living independently, establishing fulfilling relationships, meaningful participation in social, recreational or leisure activities and overall community life. These challenges are compounded by limited funding and availability of community services; as well as a lack of continuity in services and supports from childhood to adulthood.

Previous research has examined a number of approaches and strategies to support youth and their families as they encounter these challenges. There is opportunity now for Inclusion Winnipeg to critically consider the development of a program or service that builds on evidence of effective approaches.

This study indicates that the most effective transition support programs are those that offer multiple supports across various settings to connect youth to the opportunities that best suit their interests and needs. Input and involvement from family, friends and other natural supports is also critical to understanding youth's interests and needs. Our research indicates a need for service providers to address the interactions between person and environment rather than personal and environmental factors in isolation of each other. To address this need, strengths-based services and natural supports may be used to focus on enhancing individual and family capacities rather than focusing on a youth's limitations alone.

Previous research indicates a predominant theme of personal level interventions based on individual, deficit-based approaches to disability. While there have been some positive impacts of personal level interventions, there is opportunity to shift service models and public discourse toward a social model of disability that recognizes the person-environment interaction. In this way, service providers could look at ways of removing barriers that restrict life choices for people with disabilities through community education and direct experience.

Some specific considerations that arose from the literature involve the use of the Internet and goal menus to promote social participation and friend-making among youth. The Mental Health Commission of Canada provides a set of suggested guidelines for the involvement of "circles of support" such as family, friends and community in the lives of individuals with disabilities, inclusive of mental health. Previous research also suggested that service providers should support youth to access training on the use of mobility devices, as well as offer a winter survival guide. Moreover, service providers should be taught to recognize signs of loneliness, isolation and depression especially during the winter, and support access to local resources and activities.

Overall results of the environmental scan found a greater number of programs and services that provide support for individual skill development, leisure and recreation activities and employment. Fewer programs appear to focus on housing and post-secondary education

supports and resources. Inclusion Winnipeg may consider how to fill this gap by creating new or enhancing existing services.

Going forward, Inclusion Winnipeg may consider the following suggestions in the development of a programs or services to support youth and their families as they journey through the transition to adulthood.

- **Develop a program logic model.** A logic model is a visual illustration of a program's resources, activities and expected outcomes. It is a tool used to simplify complex relationships between various components and can be used during program planning and implementation through to evaluation. The process of developing a program logic model could support Inclusion Winnipeg to align organizational values with potential strategies and activities to support successful youth transitions. The development of a model could also help to consider a range of approaches that could be implemented at the personal/individual, person-environment, and environmental/system levels of support. These approaches could be evaluated with consideration of organizational resources and other existing programs and services for youth and their families in Winnipeg and the surrounding areas of Canada. The model could be flexible and adaptable to change as the program unfolds but can serve to support strategic thinking about program and service development.
- **Talk with other providers.** This report includes points to a number of existing programs and services that support diverse youth. Inclusion Winnipeg may select those programs they find most closely align with their values and find out more about how to adapt program models or how they might collaborate with other organizations to mutually support the needs and interests of youth with disabilities and their families in Winnipeg. These conversations could be held informally or be conducted as formal interviews to collect qualitative data about opportunities and gaps in supports.
- **Promote participation in integrated settings.** Previous research suggests that youth who participate in integrated work settings and extracurricular opportunities during high school experience better outcomes after graduation. For example, youth are more likely to gain competitive employment, develop social connections and explore new or deepen existing interests, strengths, and preferences. Inclusion Winnipeg could consider how to enhance knowledge and link youth and family to existing community supports and opportunities. Inclusion Winnipeg could also offer expertise on accommodations and modifications to various organizations to promote inclusion of youth with disabilities in their settings.

Youth with disabilities have multiple interests, needs and characteristics which should be reflected in the development and provision of services. As such, a one size fits all approach may not appropriately meet the diversity of interests and needs among youth. A better approach may be one that recognizes the multi-faceted aspects of the individual such that their needs may arise from many factors which all need to be considered. This involves awareness of the environmental context and broader impact of any service beyond and including the intended beneficiaries of youth with disabilities.

In conclusion we have provide a list of local and national online resources, guides and other reports collected through this research. We have also provided a detailed bibliography of literature cited. Following that are the Quick Look Tables that include existing programs and services for youth and their families in Winnipeg and the surrounding areas of Canada of programs. These resources are organized according to geographic location and services offered. The URL for each program and service is noted in these tables for easy access to further information.



## Online Resources, Guides and Other Reports

### Resources from Manitoba:

- City of Winnipeg Leisure Guide  
<http://www.winnipeg.ca/cms/recreation/leisure/leisureguide.stm>
- Supporting Student Transition from School to Post-Secondary Education and Employment  
[https://www.edu.gov.mb.ca/k12/docs/support/learn\\_disabilities/module8.pdf](https://www.edu.gov.mb.ca/k12/docs/support/learn_disabilities/module8.pdf)
- SMD: Education Snapshot  
[https://www.smd.mb.ca/uploads/ck/files/services/Snapshot\\_Education.pdf](https://www.smd.mb.ca/uploads/ck/files/services/Snapshot_Education.pdf)
- Employment Programs and Services for People with Disabilities Guide  
[https://www.gov.mb.ca/jec/emb/smbus/pdfs/ent\\_w\\_disabilities.pdf](https://www.gov.mb.ca/jec/emb/smbus/pdfs/ent_w_disabilities.pdf)
- Non-Profit Employment Services in Manitoba Guide  
[http://www.entryprogram.ca/asset\\_library/page/2m2r/Employment\\_Services\\_Manitoba\\_v\\_er\\_April\\_2016.pdf](http://www.entryprogram.ca/asset_library/page/2m2r/Employment_Services_Manitoba_v_er_April_2016.pdf)
- Winnipeg Transition Center: Employment Assistance & Resource Services (EARS) Program  
<http://www.winnipegtransitioncentre.com/employment-assistance-programs/>
- Role of the Parent in the Individual Education Plan (IEP) Process (Winnipeg School Division)  
[file:///C:/Users/agoodbrand/Downloads/Role%20of%20the%20Parent%20in%20the%20Individual%20Education%20Plan%20\(IEP\)%20Process%20-%20Brochure.pdf](file:///C:/Users/agoodbrand/Downloads/Role%20of%20the%20Parent%20in%20the%20Individual%20Education%20Plan%20(IEP)%20Process%20-%20Brochure.pdf)
- A Parent's Guide to Inclusion Support Services (Winnipeg School Division)  
<file:///C:/Users/agoodbrand/Downloads/A%20Parent's%20Guide%20to%20Inclusion%20Support%20Services-%20Brochure.pdf>
- Winnipeg School Division- Inclusive Education  
<https://www.winnipegssd.ca/Education%20Services/InclusiveEducation/Pages/default.aspx>

### Resources from Across Canada:

- Youth in Canada Today: Government of Canada  
<http://www.horizons.gc.ca/en/content/youth-canada-today>
- NEADS: National Educational Association of Disabled Students  
<https://www.neads.ca/en/>
- Transition to Adulthood Services and Supports for Youth with Disabilities in Ontario: Best Practice Guidelines  
<https://www.canchild.ca/en/resources/108-transition-to-adulthood-services-and-supports-for-youth-with-disabilities-in-ontario-best-practice-guidelines>
- 13 Ways to Modernize Youth Employment in Canada  
[file:///C:/Users/agoodbrand/Downloads/13\\_Ways\\_to\\_Modernize\\_Youth....pdf](file:///C:/Users/agoodbrand/Downloads/13_Ways_to_Modernize_Youth....pdf)
- "The Best Journey to Adult Life" For Youth with Disabilities  
<https://canchild.ca/system/tenon/assets/attachments/000/000/688/original/BJAmodelandbestpracticeguidelinespdf2009.pdf>
- Mental Health Commission of Canada: *Recovery Guidelines*  
[https://www.mentalhealthcommission.ca/sites/default/files/MHCC\\_RecoveryGuidelines\\_ENG\\_0.pdf](https://www.mentalhealthcommission.ca/sites/default/files/MHCC_RecoveryGuidelines_ENG_0.pdf)

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## Appendix A:

### Quick Look Table for Winnipeg Programs

Youth Transition | January 2018

#### Legend

**E:** Employment

**H:** Housing

**L:** Leisure/ Recreation

**SD:** Skill Development

**CE:** Community Education

**F:** Friendship/Relationship Development

**ED:** Education

\*\*\*: Variety of programs offered

Program	Organization	Location	Population served	E	H	L	SD	CE	F	ED	URL for more information:
***	West Broadway Youth Outreach	Winnipeg	Youth ages 4 & up			X	X		X		<a href="http://www.westbroadwayyouthoutreach.com/">http://www.westbroadwayyouthoutreach.com/</a>
***	Rossbrook House	Winnipeg	Children and youth ages 6 – 24	X		X	X		X	X	<a href="https://rossbrookhouse.ca/">https://rossbrookhouse.ca/</a>
***	Boys and Girls Club of Winnipeg	Winnipeg	Children and youth ages 6-18	X		X	X		X		<a href="http://www.bgcwinnipeg.ca/programs">http://www.bgcwinnipeg.ca/programs</a>
<b>Youth drop in program- North Y Youth Centre</b>	YMCA	Winnipeg	Anyone from preschool to 17 years of age			X					<a href="http://www.ywinnipeg.ca/programs/community-initiatives/youth-drop-in-programs/">http://www.ywinnipeg.ca/programs/community-initiatives/youth-drop-in-programs/</a>
***	Art City	Winnipeg	All ages for youth with and without disabilities			X					<a href="http://www.artcityinc.com">http://www.artcityinc.com</a>
<b>Children / Youth Recreation and Leisure Programming</b>	Society for Manitobans with Disabilities (SMD)	Winnipeg	Children and youth with a disability (ages 6-18+) involved with SMD			X					<a href="https://www.smd.mb.ca/smd-services/children-services/childrens-recreation-life-skills">https://www.smd.mb.ca/smd-services/children-services/childrens-recreation-life-skills</a>
<b>Children's Service Navigation</b>	Society for Manitobans with Disabilities (SMD)	Winnipeg	Children and families involved with SMD until the time they leave school (or turn 21).					X			<a href="https://www.smd.mb.ca/smd-services/children-services/childrens-service-navigation">https://www.smd.mb.ca/smd-services/children-services/childrens-service-navigation</a>
<b>Youth Development Programs</b>	Ma Mawi Wi Chi Itata Centre	Winnipeg	Indigenous youth	X	X	X	X		X		<a href="http://www.mamawi.com/our-programs/youth-development/">http://www.mamawi.com/our-programs/youth-development/</a>

Program	Organization	Location	Population served	E	H	L	SD	CE	F	ED	URL for more information:
***	Newcomers Employment and Education Development Services (N.E.E.D.S.) Inc.	Winnipeg	Immigrant and refugee children and youth and their families	X		X		X		X	<a href="http://www.needsinc.ca/">http://www.needsinc.ca/</a>
***	Manitoba Council for Exceptional Children	Winnipeg	Children and youth with "exceptional needs"					X			<a href="http://community.cec.sped.org/mcec/home">http://community.cec.sped.org/mcec/home</a>
***	Broadway Neighborhood Centre	Winnipeg	Children, youth and families	X		X	X	X	X	X	<a href="http://www.thebnc.ca/">http://www.thebnc.ca/</a>
***	Ndinawemaa-ganag Endaawaad Inc.	Winnipeg	Winnipeg children, youth and families in need		X	X	X		X	X	<a href="https://www.ndinawe.ca/">https://www.ndinawe.ca/</a>
<b>Kildonan Youth Activity Centre</b>	Seven Oaks School Division	Winnipeg	Youth ages 8-17			X	X		X		<a href="http://www.7oaks.org/Programs/KYAC/Pages/default.aspx">http://www.7oaks.org/Programs/KYAC/Pages/default.aspx</a>
<b>Youth Drop in Center (variety of programs)</b>	Teen Stop Jeunesse	Winnipeg	Any youth ages 8-18			X	X		X		<a href="http://www.teenstop.ca/">http://www.teenstop.ca/</a>
<b>Maples Youth Activity Centre</b>	Seven Oaks School Division	Winnipeg	Youth ages 9-17			X	X		X		<a href="https://www.7oaks.org/Programs/myac/Pages/default.aspx">https://www.7oaks.org/Programs/myac/Pages/default.aspx</a>
<b>Youth Crew Program</b>	Spence Neighborhood Association	Winnipeg	Youth 11-16	X			X				<a href="http://www.spenceneighbourhood.org/about1-c1qj2">http://www.spenceneighbourhood.org/about1-c1qj2</a>
<b>Youth Leadership</b>	YMCA	Winnipeg	Youth 12-17 years old			X	X				<a href="http://www.ywinnipeg.ca/programs/youth-leadership/">http://www.ywinnipeg.ca/programs/youth-leadership/</a>
***	YAA (Youth Agencies Alliance)	Winnipeg	Youth serving agencies					X			<a href="https://www.youthagenciesalliance.com/">https://www.youthagenciesalliance.com/</a>

Program	Organization	Location	Population served	E	H	L	SD	CE	F	ED	URL for more information:
<b>Peer Project for Youth</b>	Rainbow Resource Centre	Winnipeg	LGBT2SQ+ youth ages 13-21			X	X		X		<a href="https://rainbowresourcecentre.org/programs/youth">https://rainbowresourcecentre.org/programs/youth</a>
<b>Youth Programs</b>	Immigrant and Refugee Community Organization of Manitoba	Winnipeg	Youth from newcomer families ages 13-18			X	X		X		<a href="http://www.ircom.ca/about-us/mission-and-objectives/">http://www.ircom.ca/about-us/mission-and-objectives/</a>
<b>Futures Forward</b>	<i>Collaboration of:</i> Youth Employment Services, Community Financial Counselling Services, and the Canadian Mental Health Association, Manitoba and Winnipeg	Winnipeg	Youth 15-29 currently or formerly involved with the child welfare system	X	X		X	X			<a href="https://mbwpg.cmha.ca/programs-services/futures-forward/">https://mbwpg.cmha.ca/programs-services/futures-forward/</a>
<b>Building Skills</b>	Resource Assistance for Youth Inc. (RaY)	Winnipeg	Youth needing assistance with employment or training (Youth under 30)	X			X	X			<a href="http://rayinc.ca/building-skills/">http://rayinc.ca/building-skills/</a>
<b>Age of Majority Planning - Youth in Care Transitioning</b>	Community Living disABILITY Services - Government of Manitoba	Winnipeg	Youth with intellectual disabilities ages 15 and up	X	X		X	X			<a href="https://www.gov.mb.ca/fs/pwd/age_of_majority_planning.htm">https://www.gov.mb.ca/fs/pwd/age_of_majority_planning.htm</a>
<b>Project Search</b>	Life Works	Winnipeg	Youth in high school with an intellectual disability or autism	X			X				<a href="http://www.lifeworks.mb.ca/projectsearch.html">http://www.lifeworks.mb.ca/projectsearch.html</a>
<b>MB4YOUTH</b>	Government of Manitoba	Winnipeg	Youth up to the age of 29	X				X			<a href="http://www.gov.mb.ca/cyo/youth/index.html">http://www.gov.mb.ca/cyo/youth/index.html</a>

Program	Organization	Location	Population served	E	H	L	SD	CE	F	ED	URL for more information:
<b>Manitoba Youth Transitional Employment Assistance and Mentorship (MYTEAM)</b>	Ka Ni Kanichihk Inc	Winnipeg	Youth 16-21 currently or formerly involved with the child welfare system	X		X	X	X			<a href="http://www.kanikanichihk.ca/programs/manitoba-youth-transitional-employment-assistance-and-mentorship/">http://www.kanikanichihk.ca/programs/manitoba-youth-transitional-employment-assistance-and-mentorship/</a>
<b>First Jobs 4 Youth (FJ4Y)</b>	Spence Neighborhood Association	Winnipeg	Youth 16-18	X			X				<a href="http://www.spenceneighbourhood.org/about1-c1qj2">http://www.spenceneighbourhood.org/about1-c1qj2</a>
<b>Training Resources for Youth (TRY)</b>	New Directions	Winnipeg	Youth with disabilities, 16-19	X			X				<a href="http://newdirections.mb.ca/training-education-programs/training-resources-for-youth/">http://newdirections.mb.ca/training-education-programs/training-resources-for-youth/</a>
<b>Independent Living with Supports Program (ILS)</b>	Macdonald Youth Services	Winnipeg	Youth 16-21 transitioning out of care into independent living	X	X		X			X	<a href="https://www.mys.ca/services/transition-resources">https://www.mys.ca/services/transition-resources</a>
<b>Work Force – Job Studio</b>	Youth for Christ (in partnership with Bethlehem Aboriginal Fellowship)	Winnipeg	Youth between the ages of 16 and 20	X			X				<a href="http://yfcwinnipeg.com/work-force.html">http://yfcwinnipeg.com/work-force.html</a>
***	Youth Employment Services (Y.E.S. Manitoba Inc.)	Winnipeg	Youth 16-29 years old	X			X	X			<a href="https://www.youthemploymentservices.com/">https://www.youthemploymentservices.com/</a>
***	Inspire Community Outreach Inc.	Winnipeg	Youth and families living with mental health issues and neurological/ cognitive differences				X	X			<a href="http://inspirecommunityoutreach.ca/">http://inspirecommunityoutreach.ca/</a>
<b>Life Train</b>	Macdonald Youth Services	Winnipeg	Youth 18-29 years of age	X			X	X			<a href="https://www.mys.ca/services/transition-resources">https://www.mys.ca/services/transition-resources</a>

Program	Organization	Location	Population served	E	H	L	SD	CE	F	ED	URL for more information:
<b>Transition Program (Day Program)</b>	New Directions	Winnipeg	For adults with intellectual disabilities	X		X	X	X	X		<a href="http://newdirections.mb.ca/training-education-programs/alternative-solutions/transition-program/">http://newdirections.mb.ca/training-education-programs/alternative-solutions/transition-program/</a>
<b>Milestones Program (Day program)</b>	New Directions	Winnipeg	Adults with intellectual disabilities & dual diagnosis (not exclusive to persons with mental health issues)	X		X	X		X		<a href="http://newdirections.mb.ca/training-education-programs/alternative-solutions/milestones-program/">http://newdirections.mb.ca/training-education-programs/alternative-solutions/milestones-program/</a>
<b>G.R.O.W. in Winnipeg (Day program)</b>	Gaining Resources Our Way Inc. (G.R.O.W.)	Winnipeg	21 and older (with social and intellectual disabilities)	X		X	X				<a href="http://www.gainingresourcesourway.ca/winnipeg">http://www.gainingresourcesourway.ca/winnipeg</a>
<b>Transition Year Program</b>	University of Winnipeg	Winnipeg	First year indigenous students – First Nation, Métis and Inuit				X			X	<a href="https://www.uwinnipeg.ca/assc/transition-yr-program.html">https://www.uwinnipeg.ca/assc/transition-yr-program.html</a>
***	Pulford Community Living Services Inc.	Winnipeg and Manitoba	Young adults living with a disability and onward.		X	X	X	X			<a href="http://www.pulford.ca/">http://www.pulford.ca/</a>
***	Epic Opportunities	Winnipeg	Does not specifically state age but for people with intellectual disabilities	X	X	X	X	X	X		<a href="http://epicmb.ca/">http://epicmb.ca/</a>
***	Changes	Winnipeg	Does not state		X	X	X		X		<a href="http://changeswinnipeg.ca/">http://changeswinnipeg.ca/</a>
***	Turning Leaf	Winnipeg	To those experiencing intellectual challenge and mental illness		X	X	X		X		<a href="http://turningleafservices.ca/">http://turningleafservices.ca/</a>



Program	Organization	Location	Population served	E	H	L	SD	CE	F	ED	URL for more information:
***	Connect Employment Services	Winnipeg	For adults with intellectual disabilities	X			X				<a href="http://www.connectemployment.ca/index.htm">http://www.connectemployment.ca/index.htm</a>
***	Community Venture	Winnipeg	Adults with intellectual disabilities		X	X	X		X		<a href="http://communityventure.mb.ca/">http://communityventure.mb.ca/</a>
<b>Housing</b>	Ten Ten Sinclair Housing	Winnipeg	For persons with physical disabilities		X						<a href="http://www.tenten.mb.ca/">http://www.tenten.mb.ca/</a>
***	S.P.I.K.E. Inc. Special people in Kildonan East	Winnipeg	For individuals with disabilities		X	X	X		X		<a href="http://www.spikeinc.org/">http://www.spikeinc.org/</a>

## Appendix B:

### Quick Look Table for Programs Outside of Manitoba

Youth Transition | January 2018

#### Legend:

**E:** Employment

**H:** Housing

**L:** Leisure/ Recreation

**SD:** Skill Development

**CE:** Community Education

**F:** Friendship/Relationship Development

**ED:** Education

\*\*\*: Variety of programs offered

Program	Organization	Location	Population Served	E	H	L	SD	CE	F	ED	URL for more information:
***	Between Friends	Calgary	For persons with disabilities ages 4-40 depending on program			X	X		X		<a href="http://www.betweenfriends.ab.ca">www.betweenfriends.ab.ca</a>
***	Holland Bloorview	Ontario	Children and youth with disabilities	X		X	X			X	<a href="https://www.hollandbloorview.ca/programsandservices/therapeuticrecreationandlifekills/youth/buildingyourskills">https://www.hollandbloorview.ca/programsandservices/therapeuticrecreationandlifekills/youth/buildingyourskills</a>
<b>After School Special Needs Program</b>	YMCA	All over Canada	Students with disabilities, ages 13-21  For parents who require after school supports for employment purposes.			X	X		X		<a href="http://www.ywinnipeg.ca/programs/community-initiatives/after-school-special-needs-programs/">http://www.ywinnipeg.ca/programs/community-initiatives/after-school-special-needs-programs/</a>
<b>Youth Employment Strategy &amp; Skills Link program (YES)</b>	Government of Canada- Employment and Social Development	Canada	Youth ages 15-30	X			X	X			<a href="https://www.canada.ca/en/employment-social-development/news/2017/03/backgrounder_-_youthemploymentstrategyskillslinkprogram.html?wbdisable=true#wb-info">https://www.canada.ca/en/employment-social-development/news/2017/03/backgrounder_-_youthemploymentstrategyskillslinkprogram.html?wbdisable=true#wb-info</a>
<b>Youth Services Program</b>	St. Johns Ambulance	Canada	Young individuals				X				<a href="http://www.sja.ca/English/Community-Services/Pages/Youth%20Program/Youth-Services-default.aspx">http://www.sja.ca/English/Community-Services/Pages/Youth%20Program/Youth-Services-default.aspx</a>
<b>S.T.A.Y (Supportive Transitional Apartments for Youth)</b>	360 Kids	Ontario	16-26 years of age	X	X	X	X				<a href="https://www.360kids.ca/programs-and-services/transitional-apartments/">https://www.360kids.ca/programs-and-services/transitional-apartments/</a>

Program	Organization	Location	Population Served	E	H	L	SD	CE	F	ED	URL for more information:
<b>Youth in Transition Worker Program</b>	Resolve Counselling	Ontario	Available to youth 16-24 years of age	X	X		X			X	<a href="https://resolvecounselling.org/counselling-community-services/youth-transition-worker/">https://resolvecounselling.org/counselling-community-services/youth-transition-worker/</a>
<b>Lights</b>	Created in partnership with Community Living Toronto	Toronto	Anyone over 18 with an intellectual disability		X		X		X		<a href="http://lights.to/">http://lights.to/</a>
***	Extend a Family	Toronto	Individuals with disabilities			X	X	X	X		<a href="http://www.extendafamily.ca">www.extendafamily.ca</a>
<b>Amigos in the Community &amp; Amigos School Program</b>	Heads up for Inclusion	Ontario	Individuals with or without disabilities who experience barriers to inclusion			X	X		X		<a href="http://www.headsupforinclusion.ca/">http://www.headsupforinclusion.ca/</a>
***	Plan Lifetime Advocacy Network	Canada	Persons with disabilities				X		X		<a href="http://plan.ca/">http://plan.ca/</a>
***	Lifetime Networks	Vancouver	Persons with disabilities	X		X	X		X		<a href="http://www.lifetimenetworks.org/">http://www.lifetimenetworks.org/</a>
***	Best Buddies	Canada	People who have an intellectual or developmental disability				X		X		<a href="http://www.bestbuddies.ca">www.bestbuddies.ca</a>

Program	Organization	Location	Population Served	E	H	L	SD	CE	F	ED	URL for more information:
<b>Ready, Willing and Able</b>	National Initiative between the Canadian Association for Community Living (CACL) and the Canadian Autism Spectrum Disorders Alliance (CASDA)	Canada	For individuals with intellectual disabilities and individuals with autism spectrum disorder	X				X			<a href="http://readywillingable.ca/">http://readywillingable.ca/</a>
***	WJS Canada	British Columbia, Alberta and Ontario	Persons with disabilities (children, youth and families)	X	X	X	X	X	X		<a href="https://wjscanada.com/content/">https://wjscanada.com/content/</a>
<b>Inclusive Education</b>	Ontario Colleges	Ontario	Individuals with developmental disability, intellectual disability or other learning challenges							X	<a href="https://www.ontariocolleges.ca/en/programs/education-community-and-social-services/inclusive-education">https://www.ontariocolleges.ca/en/programs/education-community-and-social-services/inclusive-education</a>