

Visits to the program for students transitioning out of high school in the current school year or those recently graduated can be scheduled in the months prior to graduation. Once a student visits and expresses a desire to apply, their Care Coordinator must submit a service authorization form to the Central New York Developmental Disabilities Regional Office (DDRO) and required paperwork to the college. If openings are available, an intake meeting will be scheduled to determine suitability and acceptance into the program.

Criteria used to determine acceptance of a student into the program:

1. Student must be approved for the group day habilitation and/or community prevocational service via the Front Door; this is the initial contact through the Office for People with Developmental Disabilities (OPWDD).
2. Student must possess the ability to receive information and instruction from staff and provide independent responses and feedback.
3. Acceptable social behavior verified by family, school, or agency. Included is the ability to get along with peers, follow rules, accept supervision, and have no history of criminal convictions.
4. Student must have the motivation and eagerness to learn. This includes a history of commitment through regular school attendance.
5. Student must be independent in areas of mobility, daily living skills, administration of medication, and regulation of their behavior. This program is not designed for students who require 1:1 supervision and assistance.
6. Submit a completed application that supplies requested documentation.

SETTING

Foundations, located in Coyne Hall at Onondaga Community College is on the Centro bus line. Currently, transportation for program participants is provided and partially funded through the HCBS waiver. The program is year-round and runs on a rolling admission. Program hours are 9 a.m. – 2:30 p.m. Monday–Thursday and 10 a.m. – 2:30 p.m. on Fridays.



Foundations Transition Program



To schedule a visit, please call the College for Living department at 315-498-6006 or 315-498-6022 or e-mail ancillod@sunyocc.edu, mecha@sunyocc.edu

*FOUNDATIONS
TRANSITION PROGRAM*

Students who have intellectual disabilities have often learned to interact and adapt in ways that promote a “helpless” approach to decision making, with little understanding of their role in the problem-solving process. This limits opportunities in every area of life: social, educational, and vocational. Our goal is to create environments in which students realize success by becoming responsible and independent contributors to their surroundings and assume an active role in outcomes.

Foundations Transition Program is for students who desire a solid awareness of who they are and what they can accomplish through effective communication and problem solving. The focus is on fostering independence while building on employability.

This program is designed for individuals with a mild intellectual disability who have participated in career exploration and work-based learning classes while in high school. Students with borderline to mildly deficient adaptive functioning in receptive, expressive, and written communication, as well as daily living skills and socialization will benefit from this program.

To be considered for the program, an individual must first be determined to have an intellectual disability and establish eligibility through the New York State Office for People with Developmental Disabilities (OPWDD). The Central New York Developmental Disabilities Regional Office (DDRO) is the starting point to apply for services. To access the Foundations Transition Program, an individual must also be eligible for the Home and Community Based (HCBS) Medicaid Waver.



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The *Foundations* transition program takes a structured learning approach to teach pro-social skills. Classroom instruction is designed to introduce and reinforce positive independent living skills using the four-step process of: Demonstration – Modeling – Rehearsal – Application. Content areas blend with daily living experiences, offering choices to expose students to the basics of the problem-solving process.

The day habilitation program provides training and instruction in the following areas:

- Functional Academics: Shopping, budgeting, time and money management
- Decision making/problem solving
- Interpersonal Relationships: Friendships and dating
- Communication: Effective listening and interactions
- Independent Living: Housekeeping, healthy meal preparation
- Health and Physical Wellness: Hygiene and appearance, exercise program

Community pre-vocational service is offered along with the day program for current eligible students.

Students who receive both group day habilitation and pre-vocational services attend classes for half the day and volunteer in the community the remainder of the day. Individuals in the pre-vocational program are expected to possess a maturity level where the desire to learn is evident, but additional time is needed to practice and master the skills necessary for employment and further independence. The ideal student for this program is one who can independently and appropriately regulate their conduct in a variety of settings. Off-site community experiences and on-campus activities are important for each student's personal development; they provide an arena to apply skills learned in the program and an accurate assessment of outcomes.



