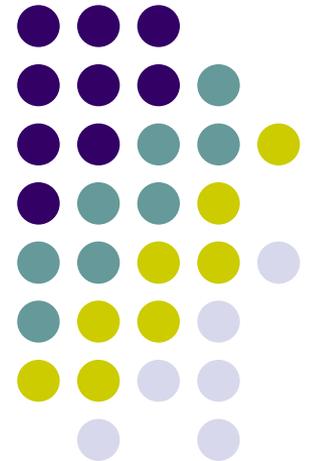


# Transition Timeline

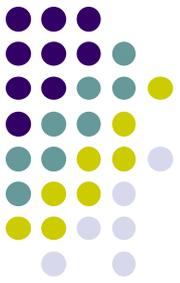
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What to do...when????

**Southwest Coop Next Steps Series**



# 14 ½ Years Old



- **Transition Planning begins in the IEP**
  - **Student should be attending IEP meeting**
    - **“Nothing about them without them”**
- Identify personal learning styles and the necessary **accommodations** to be a successful learner and worker.
- **Identify career interests and skills**, complete interest and career inventories, and identify additional education or training requirements.
- Identify and build on **strengths**.
- Begin exploring **career interests**

# 16 Years Old

- Explore **options for post- secondary education** and admission criteria.
- Identify interests and **options for future living arrangements, including supports.**
- Be able to **explain your disability** and the accommodations needed.
- Learn and practice **informed decision making skills.**
- **Investigate assistive technology** tools that can increase community involvement and employment opportunities.
- Broaden experiences with **community activities**
- Pursue and use **local transportation** options *outside of family.*
- Investigate **money management** and identify necessary skills.
- Identify and begin learning skills necessary for **independent living.**
- Learn and practice **personal health care.**
- **Complete the PUNS database** list at your local PAS agent (Suburban Access, PACT, Services Inc.)
- **Acquire identification card (Disabled persons ID)** and the ability to communicate personal information
- Open a **case with the Department of Rehabilitation Services.**

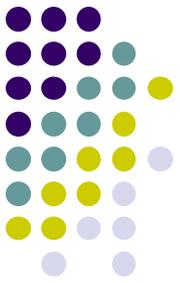




# 17 Years Old

- Schedule appointments for SSI and Guardianship so can be completed as soon as child turns 18
- Identify **personal learning styles** and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, **complete interest and career inventories**, and identify additional education or training requirements.
- Explore options for **post- secondary education and admission criteria**.
- Identify interests and options for **future living arrangements, including supports**.
- Be able to **explain your disability** and the accommodations you need.
- Investigate assistive technology tools that can increase community involvement and **employment opportunities**.
- Broaden experiences with **community activities**
- Pursue and use **local transportation options *outside of family***.
- Investigate **money management** and identify necessary skills. **(Banking Account)**
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.
- If college is an option –
  - **visit special services offices** and investigate services provided.
  - **Complete FAFSA and Scholarship applications**

# 18 Years Old



- Identify community support services and programs (**Vocational Rehabilitation, County Services, Centers for Independent Living, etc.**)
- Update **PUNS** database annually
- **Register to vote** and for selective service (if a male).
- Begin visiting **adult service agencies**
- Match career interests and skills with **vocational course work and community work experiences.**
- Gather more information on post secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams. May also look into non credit classes.
- Determine the need for and apply for financial support (Supplemental Security Income, state financial supplemental programs, Medicaid/Medicare).
- Learn and **practice appropriate interpersonal, communication, and social skills** for different settings (employment, school, recreation, with peers, etc.).
- Explore legal status (**Guardianship/Power of Attorney**)
- Begin a **resume** and update it as needed.
- Identify needed **personal assistant services**, and if appropriate, learn to direct and manage these services.



# 19 – 20 Years Old

- Update **PUNS** database annually
- If on **Medicaid** make sure child is switched to adult Medicaid
  - They may not contact you
- Identify the **post-secondary school** to attend and arrange for accommodations.
- Identify **adult service agency** to attend and investigate funding/payment options
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.
- **Specify desired job** and obtain paid employment with supports as needed.
- Increase **recreation-leisure independence**.
- **Increase transportation independence (Travel training or door to door)**.
- **Assume responsibility for health care needs** (making appointments, filling and taking prescriptions etc.).

# Last Year of School Program



- **Return to PAS** agent for a services intake.
- Update **PUNS** database annually
- Meet with **DRS counselor**.
- Identify the **post-secondary school you plan to attend and arrange for accommodations**.
- Begin trial at **adult service agency** to confirm appropriate placement
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.
- Specify desired job and **obtain paid employment with supports** as needed.
- Take responsibility for arriving on time to work, appointments, and social activities.
- **Update all assessments** (Psychological, Audiological, Social History Report, Speech and Language Report) **Complete during child's last three year eligibility IEP meeting**
- Ask the school for a copy of your child's "**Summary of Performance**"