

## TIMELINE FOR TRANSITION PLANNING

### *To consider at any age:*

- Is my child eligible for Supplemental Security Income (SSI)?
- Is my child receiving service coordination services (case management) through the Medicaid Waiver?
- Is my child involved with recreation/leisure activities?
- Are medical counseling needs being addressed?
- Increase the student's responsibilities at home

Keep the originals in a safe place, and have copies available of the following documents:

- Birth certificate
- Social Security Card
- Immigration papers
- Medical records including immunization record
- Working papers
- Latest IEP and Psychological report

### *By age 12*

- Begin to collect information on Waiver funding and possible services from OMR (if eligible)
- Begin to explore employment interests, aptitudes, and abilities.
- Continue to explore, assess, and teach self-help, ADL skills.
- Continue to develop communication and social skills
- Begin person-centered futures planning processes

### *By age 14*

- Continue employment exploration of interests, aptitudes, and abilities.
- Begin community based employment training.
- School conducts first IEP/Transition Meeting
- School assesses student in transition with focus on adult outcomes
- Begin to apply for appropriate waiver funding if needed
- Apply for Supplemental Security Income (SSI)
- Acquire state identification card

### *By age 15*

- Set up Supplemental Needs Trust
- Open MH/MR case if not done already
- Explore work, residential and leisure options
- Assess and determine eligibility for adult services
- School updates Transition IEP

### *By age 16*

- Identify employment interests and skills the student can use in a career
- IEP meeting must also include any involved agencies to discuss future
- Include activities such as career exploration, job sampling
- Begin to identify community services that provide job training placement and other community resources
- Consider volunteer experiences
- Discussion and writing of the criteria for graduation (either school district requirements or the completion of the IEP)
- Obtain state photo ID
- Begin to gather information regarding guardianship, health care proxy, and emancipation
- Determine need for Financial Support; Supplemental Security Income, Medicaid, state financial supplemental programs
- Identify health care providers

### *Age 16-18*

- Examine social security benefits
- Collect information about residential or independent living services
- Apply to OVR for services if appropriate
- Transportation: use of public transportation, travel training, ride sharing, driver's license training if appropriate.

### *Age 17-18*

- Parents address legal issues of guardianship, health care proxy and emancipation
- Continue to update transition plan
- Have student visit colleges/career training schools if appropriate

### *Age 18*

- Male students register with Selective Service
- Parents review health insurance (private or Medicaid)
- Apply or recertify for Social Security Benefits
- Apply for financial support programs (Vocational Rehabilitation, independent living services, personal assistant services)

### *Age 18-21*

- Continue to review and update transition plan
- Prepare resume and /or portfolio
- Visit programs that may provide vocational or other services for the student after high school ends

## *Age 18-21 cont'd*

- A notice will be given one year before the child reaches the age of majority (21 years old in Pennsylvania) informing the student and parents of his/her IDEA rights, and that they will transfer from the adult to the child.

## *Family Preparation for Transition*

The following is a list of activities for families to help their child prepare for transition from the Gretchen Everhart School in Tallahassee, Florida.

- Doing financial planning, including making a will, getting a social security number for your student, applying for supplemental social security income (SSI).
- Making a determination about guardianship, if needed.
- Encouraging self-reliance, self-determination and independence.
- Reinforcing good work habits.
- Modeling and monitoring good grooming habits.
- Providing sex education.
- Encouraging and facilitating social activities with peers.
- Helping your student to set realistic goals.
- Encouraging your student to work at a community job or a job in the home or neighborhood.
- Teaching daily living skills like cooking, cleaning, laundry.
- Encouraging money management, budgeting, and saving.
- Developing leisure-time skills, like participation in sports, daily exercise, hobbies, computer or table games.
- Helping your student to develop self-advocacy and self-management skills or assisting the student with these skills

## *Additional Transition Planning*

The following is a list of transition related documents that should be kept in a folder so they are easily available. It is adapted from the school district of Philadelphia's Transition to Adult Life.

### *Personal Information*

- Birth Certificate
- Social Security Card
- SSI/SSDI Income
- Medicaid, Medicare Information
- Medical Information
- Health, Vision, Dental Insurance
- Photo Identification
- Selective Service Card
- Voter Registration Card
- Financial Information

### *Educational and Employment Information*

- Recent letter of invitation to IEP meeting
- Progress reports
- Discipline records
- Assessments: PSSA, Vocational, ASVAB, Military
- Most recent agency correspondence
- Work experience
- Resume/portfolio
- Assistive technology information