

Transition Planning Timeline

From an individual student prospective, the following is a series of events that may need to be considered during the student's transition process. All items will not be applicable to all students. The list is provided to serve as an optional planning tool.

Action	Suggested Age Range
▪ Administer initial vocational assessment.	12
▪ Complete periodic vocational assessments.	12-21
▪ Develop a career plan.	12-21
▪ Participate in strength based person centered planning.	12-21 (at any age)
▪ Develop skills in self-determination and self-advocacy.	12-21
▪ Notify parents that transition services will be incorporated into the IEP beginning at age 15. (or younger as appropriate)	14
▪ Introduce and discuss transition services.	14 (or younger as appropriate)
▪ Assure that copies of work-related documents are available: <ul style="list-style-type: none"> ○ Social security card ○ Birth certificate ○ Obtain working papers (if appropriate) ○ Obtain personal ID card 	
▪ Obtain parental consent so that the appropriate adult agency representatives can be involved.	14-21
▪ Develop post-school outcomes with the student.	14+
▪ Develop transition component of IEP and annually thereafter review and update.	
▪ Explore community leisure activities.	12-2

TOOLS FOR SCHOOLS **Resource Materials**

Action	Suggested Age Range
▪ Consider employment/volunteer experience.	15-20
▪ Consider the need for residential opportunities, including completing applications, as appropriate.	14-21
▪ Visit supportive community agencies and organizations.	14-21
▪ Develop Transportation/Mobility Strategies such as:	16-21
○ independent travel skills training	
○ public or paratransit transportation	
○ needs for travel attendant	
○ obtaining a driver's license	
▪ Consider guardianship or age of majority issues.	16-18
▪ Involve VESID/CBVH, as appropriate, within two years of school exit.	16-21
▪ Investigate post-school opportunities (further educational, vocational training, college, military etc.)	16-18
▪ Apply for post-school college and other educational training programs.	17-21
▪ Investigate SSDI/SSI/Medicaid programs	12-18
▪ Re-apply for SSI, as appropriate.	18
▪ Investigate work incentives.	18
▪ Review health insurance coverage; inform insurance company of son/daughter disability; and investigate rider of continued eligibility.	17+
▪ Male students register for the draft (no exceptions).	18
▪ Register to vote.	18

TEN TRANSITION PLANNING AREAS

The following is a list of suggested areas to be considered for Transition Planning:

1) Occupational/Vocational Education

Participation in occupational education programs can provide important experiences and specific vocational training. Include the following:

- Vocational assessment and training
- Academic skills
- Individualized curriculum to meet transition needs
- Five unit sequence to meet graduation requirements

2) Post Secondary/Continuing Education

Starting in junior high school, the IEP should include educational goals, which prepare the student for further education or vocational training. Include the following:

- Application assistance
- College fairs
- Financial aid
- Transportation
- Study skills
- Discussion of academic supports
- Assistance with contacting on-campus supports

3) Legal/Advocacy

Advocacy is speaking up for oneself and working with others to make systems work for the student. Students have the right to an opportunity for working, living, and socializing in the community. Include the following:

- Learning to advocate
- Understanding accommodations
- Understanding your rights
- Program accessibility

4) Transportation

The ability to “get around” is really important! Inability to use transportation, or the lack of accessible transportation can seriously limit social and work opportunities. Include the following:

- Mobility training
- Transportation to work/school
- Investigate PASS plan to save for transportation
- Use of public transportation
- Driver evaluation/training

5) Financial/Income

Planning in advance is the best way to avoid difficulty. The CSE may be able to provide information on how to get assistance in this area. Include the following:

- Money management/budgeting
- Supplemental Security Income (SSI)
- Social Security Disability Income (SSDI)
- Work incentives
- Wills/Trusts/Estates

6) Personal Independence/Residential

Independence is about self-determination. A student can be independent while living with family or friends. They may choose to live alone and have support staff to assist them. Include the following:

- Personal care
- Meal preparation
- Household chores
- Sexuality
- Identify living options
- Shopping
- Time management
- Banking skills
- Telephone skills
- Decision making skills

7) Medical/Health

Maintain good health so a student can focus on life activities and goals set. Include the following:

- Medication
- Ongoing medical care
- Fitness and nutrition
- Insurance
- Medicaid/Medicare
- Management of personal assistance

8) Employment

- Competitive employment
- Enclave
- Job seeking skills
- Job coach
- Supported employment
- Employer support
- Volunteering

9) Recreation/Leisure

- Community recreation activities
- Leisure time activities
- Special interest areas
- Explore hobbies

10) Other Support Needs

Develop a resource list of supports that will help students. Include the following:

- Support groups
- Counseling
- Respite
- Social peer groups
- Case management
- Assistive technology