

Age 14

Age 15

Age 16

School & Family

- Consider chores with allowance and increase life skills
- Increase life and job skills, consider volunteer opportunities
- Develop and increase community and personal safety skills
- Increase independence, discuss transportation options
- Explore leisure activities, increase social and summer camp opportunities
- Inquire about participation in school and community-based extra-curricular activities
- Create and share one-page profile - update annually, adding training and employment interests

Attend IEP Meetings

- Encourage student to attend and participate in IEP meetings
- Explore and discuss diploma options
- Bring list of questions and concerns to meetings, give input
- Sign release of information, update annually
- Invite service provider(s) to IEP meetings
- Discuss blending ISP with IEP
- Ask about career opportunities
- Use age-appropriate transition assessment to identify PINS
- Add post-secondary goals to IEP the year student turns 16
- Explore Pre-Employment Transition Services (Pre-ETS)

Agency Support

- Explore parent support agencies and events
- Begin exploring application for services (if not completed)
- Develop relationship with DD services coordinator
- Explore what plans/services you are eligible to receive
- Ask about creating one-page profiles
- Explore community resources
- Begin to explore Vocational Rehabilitation Services

Definitions

PINS: Identify Preferences, Interests, Needs & Strengths IEP: Individualized Education Program SSI: Supplemental Security Income VR: Vocational Rehabilitation
 Pre-ETS: Pre-Employment Transition Services ISP: Individual Support Plan SSDI: Social Security Disability Insurance YTP: Youth Transition Program
 SOP: Summary of Performance IPE: Individualized Plan for Employment DD: Developmental Disability

Age 17

Age 18

Age 19-21

School & Family

- Ask about summer volunteer/job activity experiences, competitive integrated employment
- Increase appropriate levels of independence and independent living
- Maintain list of support people and community organizations
- Explore and participate in leisure activities (4-H, local clubs , parks and rec)
- Explore guardianship before age 18 – finalize as appropriate
- Confirm healthcare insurance for post-age 18

Attend IEP Meetings

- Encourage student to actively participate in or lead IEP meetings
- Review diploma decision
- Use age appropriate transition assessments to identify PINS
- Discuss transfer of rights
- Align IEP transition services toward independence
- Continue to explore Pre-Employment Transition Services (Pre-ETS)
- Discuss what happens after age 18 (living arrangements, SSDI benefits, future education)
- Ask about job shadow/paid work, summer work opportunities
- Discuss blending IPE/ISP with IEP

Agency Support

- Consider VR/YTP referral
- Update and share resume/career portfolio
- At 17, Inquire about SSI application, submit SSDI application (if eligible)
- Create competitive integrated work opportunities
- Work with appropriate agencies to formulate life beyond school



**Integrated
Competitive
Employment**

Your Transition Partners

Eligibility Requirements

Services Offered

School District Transition Services



- Student is on an Individual Education Plan (IEP) or a 504 Plan
- Student has not graduated with a standard diploma (modified, transition certificate, etc.)

- Case management, life skills, employment skills and experiences and related services as determined by the IEP team during the school day and the school year

School Contact: _____
Name Phone Email

Youth Transition Program (YTP)



- If your school has YTP, students considered eligible for YTP services, are youth who have a disability and are in need of VR services to overcome a barrier to employment. Check with school to see if they have YTP.

- Youth Transition Program (currently not available everywhere in Oregon) provides additional employment-related transition support

Transition Specialist Contact: _____
Name Phone Email

Vocational Rehabilitation



- Documentable physical or mental disability that impacts one's ability to work
 - Legal to work in the United States
 - Must have social security card and current photo ID
- Note: When disability is Blindness or Deaf-Blindness the Commission for the Blind is the primary service provider

- Finding and keeping a job that matches one's skills, interests, and abilities (e.g. assessment, counseling, independent living, assistive technology, training, job placement)
- Support is offered in pursuit of ongoing community-based competitive-wage employment options (not volunteer or sheltered work)

VR Contact: _____
Name Phone Email

Developmental Disabilities Services



- Serve individuals with intellectual (ID) or other types of developmental disabilities (DD) who also have a significant level of impairment.
- Onset of there condition must be age 18 for ID and age 22 for DD.
- Potential qualifying diagnoses include ID, Autism Spectrum Disorder, Traumatic/Acquired Braiun Injury, Fetal Neurological Disorders, Epilepsy, Cerebral Palsy, Tourette's, genetic and other conditions resulting in an ID.

- Case management, crisis intervention, protective service investigation and support, vocational services, residential services, comprehensive in-home supports, supported living, foster care
- Cannot duplicate school services
- May subcontract with community partners

DD\Brokerage Contact: _____
Name Phone Email

Additional Contacts: _____
Name Phone Email

Name Phone Email



Transition Path to Adulthood

A guide to helping you and your child. . .

Your student's transition to adulthood

Important path to **future success**
 Different **path** for each student
 Different **timeline** for each student

Process can be challenging, need to consider everything from **daily living** to **training** and **employment**

You and your child will need continual **support** and **guidance** to prepare for life after school: Awareness of how their disability will impact the **work** that they do and the **life** they will live

When your child has an understanding of his/her **strengths, interests, and needs** this will benefit them as they enter the **workforce** or pursue **secondary education**, acquire "soft skills" for jobs and life, **ask for help**, deal with **conflict** and **accept direction** to be successful