

Transition to Adulthood for Young Adults with Developmental Disabilities: A Timeline for Parents

Transitions occur in many areas of life as adolescents become young adults. These transitions might include movement from school to work or postsecondary education, the shift from pediatric to adult health care, and leaving the family home. For students with disabilities, preparation for transition should begin by age 14 and focus on academic instruction, community experiences, employment, daily living skills, and exploration of supports needed for success in adult life. This timeline identifies considerations in planning for transition by age, from 14 to the end of your child's educational entitlement at 21.

Age

14+



Age

16+



Age

18+



Age

21+



- Your child's IEP must address transition planning by identifying a course of study and activities that help to develop goals for adult life
- Encourage your child to participate in their IEP meetings
- Explore your child's interests and opportunities to learn more about working, volunteering, and education after high school
- Support your child in developing problem-solving, decision-making, independent living, and advocacy skills
- Help your child learn about their health and how to manage medications, make appointments, and communicate with providers
- Think about the types of support your child may need in the future to make financial, medical, educational and other decisions

- Your child's IEP must include goals for training, education, employment, and independent living after high school, as well as the services needed to achieve them
- Work with your child and their school to find work and volunteer experiences based on interests
- Help your child explore how to get around in your community using public transportation or by learning to drive
- With your child, start identifying adult health care providers by asking your child's pediatrician for recommendations
- If you haven't already, help your child access sexual education and understand changes related to puberty
- Consider options for guardianship and alternatives to guardianship such as supported decision-making, if needed

- Young adults reach the legal age of majority, regardless of disability and whether they still live at home
- Young adults with developmental disabilities (DD) should apply for Supplemental Security Income (SSI), and will automatically receive Medicaid if eligible
- Explore supports available in adulthood and how to apply (see reverse)
- Between ages 18 and 22, your child should begin receiving health care from an adult provider
- Discuss where your child would like to live in the future and the supports they'll need
- Encourage your child to register to vote

- Eligibility for special education services ends once the school year in which your child turns 21 is completed
- Support your child in accessing services through adult systems and providers that will help them reach their goals for continued learning, employment, and community involvement
- If your child no longer wants to live at home, explore housing options and residential supports

Transition Planning

- Charting the Life Course: <https://www.lifecoursetools.com/>
- National Parent Center on Transition & Employment: <https://www.pacer.org/transition/>

Employment

- Association of People Supporting Employment First (APSE): <https://apse.org/>

Health

- Got Transition: <https://www.gottransition.org/>

Post-secondary Education

- Think College: <https://www.thinkcollege.net/>

Supported Decision Making

- National Resource Center for Supported Decision Making: <http://www.supporteddecisionmaking.org/>

Where to Go for Services in New Jersey

Age

14+



NJ Department of Health, Special Child Health Services (SCHS)

SCHS Case Management Units (CMU) work with you and your child's physician and/or specialists to evaluate your child's strengths and needs and develop an individual service plan (ISP). All NJ residents **birth through 21 years** with Special Health Care Needs or at risk for Developmental Delay are eligible. To learn more about SCHS, visit: <https://www.nj.gov/health/fhs/specialneeds/case-management/>

NJ Department of Children & Families, Children's System of Care (CSOC)

CSOC offers services for eligible **children up to age 21** for behavioral health or developmental disability needs, including: community-based services, in-home services, out-of-home residential services, and family support services (including respite). To learn more about CSOC, visit: <https://www.nj.gov/dcf/about/divisions/dcsc/>

NJ Department of Education

Your local school district is responsible for providing special education services, including transition planning. In NJ, the Office of Special Education within the Department of Education supervises and monitors the implementation of special education services. This includes hosting regional Dare to Dream Student Leadership Conferences to promote self-advocacy and leadership skills. To learn more about your child's educational rights and supports up to age 21, visit: <https://www.nj.gov/education/specialed/info/>

NJ Dept. of Labor & Workforce Development, Div. of Vocational Rehabilitation Services (DVRS)

DVRS provides Pre-Employment Transition Services (Pre-ETS) for students with disabilities beginning with the school year in which they turn **14 and ending at age 21**. Pre-ETS include: job exploration and training/post-secondary education guidance; work-based learning experiences, internships, and apprenticeships; training to develop social and independent living skills; and instruction in self-advocacy. To learn more, visit: http://careerconnections.nj.gov/careerconnections/plan/foryou/disable/students_with_disabilities.shtml

NJ Department of Human Services, Division of Medical Assistance and Health Services (DMAHS)

DMAHS administers the New Jersey Personal Preference Program (PPP), which offers personal care attendant services to eligible children and adults who are NJ FamilyCare Plan A members. To learn more about the PPP, visit: <https://www.state.nj.us/humanservices/dmahs/clients/njppp.html>

NJ Department of Human Services, Division of Disability Services (DDS)

DDS serves as a single point of entry for disability-related information and provides self-directed, non-medical personal care assistance for eligible individuals with permanent physical disabilities through its Personal Assistance Services Program (PASP). To learn more, visit: <https://www.state.nj.us/humanservices/dds/home/>

US Social Security Administration, Supplemental Security Income (SSI)

SSI provides a cash benefit that helps people with disabilities and low income to meet basic needs for food, clothing, and shelter. Those receiving SSI are automatically eligible for Medicaid. Young adults with IDD should apply for SSI through the Social Security Administration at age 18. To learn more about applying for SSI, visit: <https://www.ssa.gov/ssi/text-apply-ussi.htm>

21+



NJ Dept. of Labor & Workforce Development, Div. of Vocational Rehabilitation Services (DVRS)

Upon graduation, your child may be eligible to receive adult employment services from NJ DVRS, including: career counseling, supported employment, job accommodations, and training opportunities. Your child can apply to determine eligibility for adult employment supports through DVRS 2 years prior to graduating. To learn more, visit: http://careerconnections.nj.gov/careerconnections/plan/foryou/disable/vocational_rehabilitation_services.shtml

NJ Department of Human Services, Division of Developmental Disabilities (DDD)

DDD provides Medicaid-funded services and supports that assist adults with DD **age 21 and older** to live as independently as possible, including: individual supports at home and in the community; family supports; and employment/day services. Your child must be determined eligible for Medicaid and eligible to receive Division services. Your child may apply for eligibility at 18, but will not begin to receive services (if eligible) until age 21. To learn more about applying for DDD-funded services visit: <https://www.nj.gov/humanservices/ddd/services/apply/index.html>

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<http://rwjms.rutgers.edu/boggscenter> p. 732-235-9300 f. 732-235-9330

Agenda for Student Led IEP Meetings

Teacher/AEA: Hand out Special Education Procedures manual & Age of Majority information, if needed

1. Introduce myself!
2. Then ask everyone at the meeting to introduce themselves and their role
3. Share my **strengths, interests & preferences**:
 - Strengths:
 - Interests:
 - Preferences:
4. Share about my **living skills** -- (when I'm done, then ask for my parents' input)
 - Things that I can do:

 - Things that I still need to learn/improve:
5. Share about my **learning skills** -- (when I'm done, then ask for my teacher's input)
 - What are my goal areas?
 - What helps me learn best in the classroom?
 - What things are difficult for me?

Ask the General Education teacher to share his/her information about how I am doing in class

Ask if there are other teacher comments to be shared

6. Be sure to share my **current grades**

Ask Special Education teacher to give his/her report on my learning data

7. Share about my working skills -- (when I'm done, ask for input from others)

MY FUTURE PLANS:

- After I graduate from high school, I plan to live _____
- After high school, I want to have a job/career as a _____
- Share what additional training/college I will need to do my desired job: _____

8. Talk about my school year is going:

- Good classes & why:

- Difficult classes & why:

Ask my parents to share how they feel I are doing in school, at home, etc. What are their goals/ & or concerns for me?

Ask my special education teacher to go over previous years goals, data and evaluation information/assessments & the goals for the upcoming year

9. Share my goals for the upcoming year

10. Ask anyone if they have anything they would like to share

- **Thank everyone for attending my meeting!**

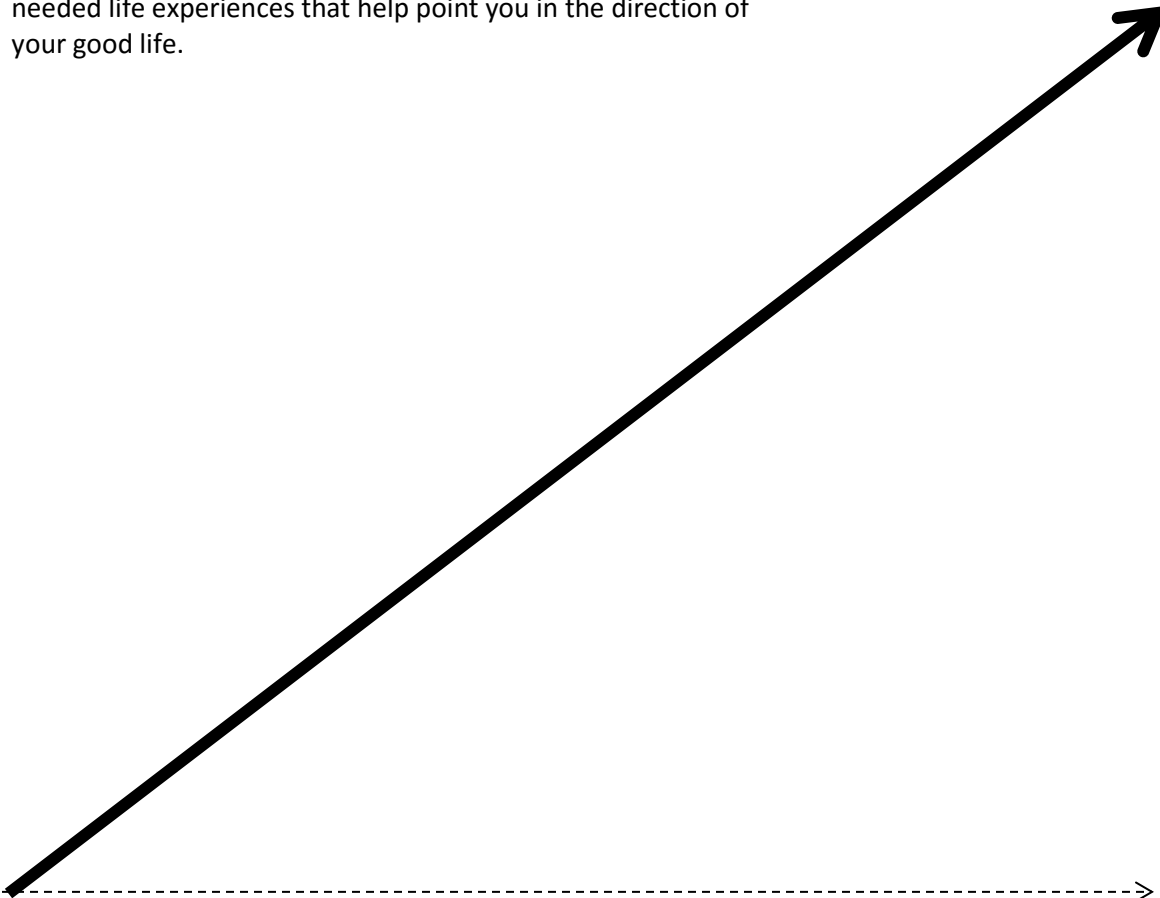
NOTE: This information may be shared during the IEP meeting in multiple ways, such as an on-going conversation, PowerPoint presentation, selecting only a few items to share, etc.

CHARTING the LifeCourse



Life Trajectory Worksheet: Family

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.



VISION for a GOOD LIFE

What I DON'T Want

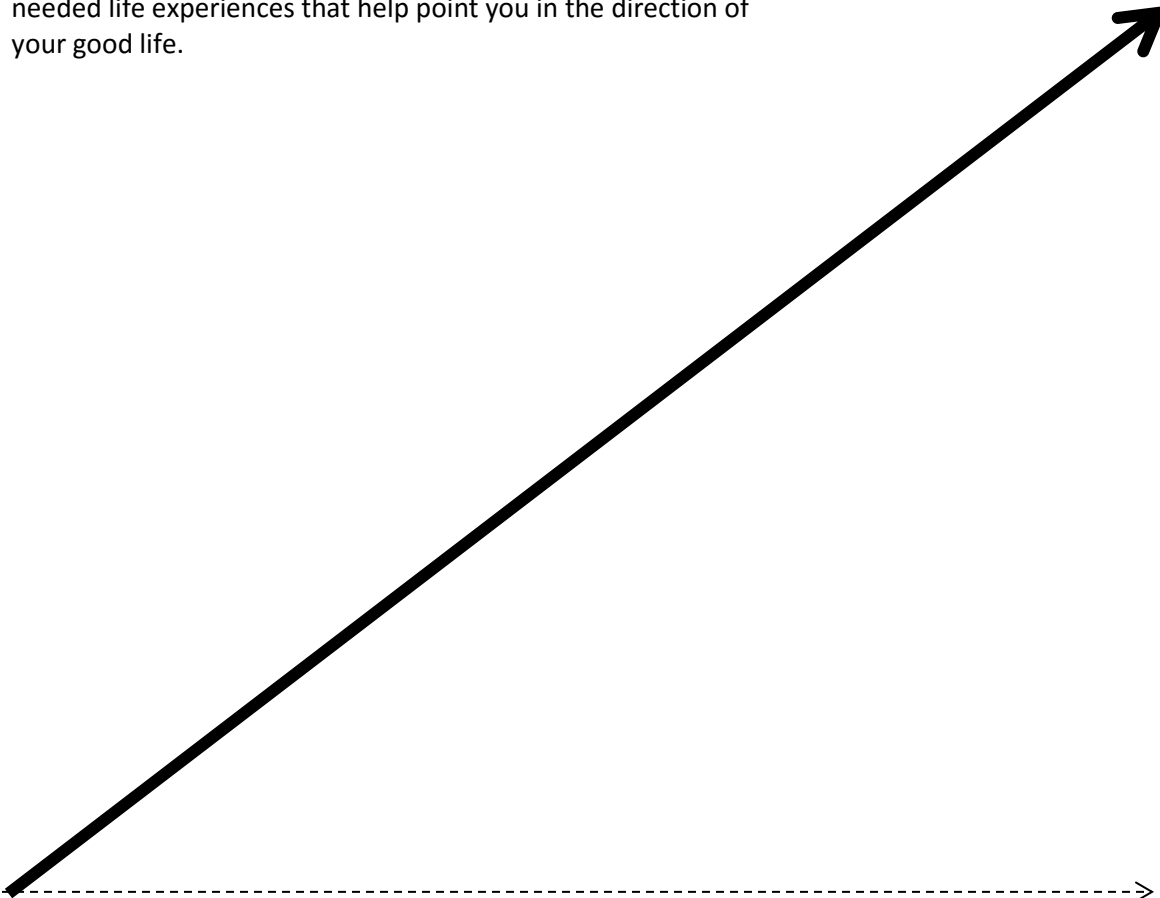


CHARTING the LifeCourse



Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.



VISION for a GOOD LIFE









What I DON'T Want





Exploring Life Possibilities

There are many options for living, working, and playing in the community. What might have been great 30 years ago, may not work for today's vision of a quality life in the community. This tool is to help individuals and families look at a variety of life options in each of the life domains, some of which are traditional or historic and no longer preferred by many, some that are known and tried, but not necessarily the norm, and others that are new or unfamiliar to individuals, families and professionals.

	 Daily Life & Employment	 Community Living	 Social & Spirituality	 Healthy Living	 Safety & Security	 Citizenship & Advocacy	 Supports for Family Unit	 Supports & Services
Innovative Life Options	New ideas; things that someone has tried, and you replicate or adapt for your own needs; things that haven't been thought of yet or tried.							
↑ ↕ ↓	<ul style="list-style-type: none"> • Micro-enterprises • Careers • Competitive employment • College or tech school • Supported employment • Work crews or enclaves • Job coaches • Volunteering • Special college programs 	<ul style="list-style-type: none"> • Co-op • Adapted living space • Environmental technology • Shared living • Public transportation • Independent Supported Living (ISL) • Home of Your Own (program) • Independent Living Center 	<ul style="list-style-type: none"> • Friendships • Dating/relationships • Parks and Recreation • Inclusive faith community • Service/social club/groups • Special Olympics • Special passes • Social skills classes 	<ul style="list-style-type: none"> • Gym membership • Community Health Centers • Health fairs • Family practice providers • In-home or community based therapies • Family member or school staff implement therapy • Special Olympics 	<ul style="list-style-type: none"> • Limited/ joint bank account, automatic bill pay, personal contract, agency agreement • Personal safety devices • Limited guardianship • Remote monitoring • Special Needs Trust • Power of Attorney 	<ul style="list-style-type: none"> • Voting • Neighborhood group or organization • Self-Advocacy • Visiting your legislator • People First/SABE • Disability Rights Day at the Capitol • Project STIR 	<ul style="list-style-type: none"> • Social Media • Technology • Blogs • Family & friends • Peer Support/P2P • Face-to-face local support groups • Online Support Groups • Sib-shops 	<ul style="list-style-type: none"> • Exchange networks • Time banks • Human service co-ops • General education • Self-Directed Supports • \$\$ follows the person • Technology/ remote monitoring
Traditional Life Options	<ul style="list-style-type: none"> • Sheltered workshops • Day habilitation 	<ul style="list-style-type: none"> • Institutions • Intermediate Care Facility (ICF) • Group Homes 	<ul style="list-style-type: none"> • Separate or special church service • Special group outings & activities 	<ul style="list-style-type: none"> • Center-based therapies (PT, OT, Speech, etc) • Special or institutional medical care 	<ul style="list-style-type: none"> • Full guardianship • 24 hour supervision 	<ul style="list-style-type: none"> • Paid advocate or having someone else advocate on your behalf 	<ul style="list-style-type: none"> • Institution or center based support group • Intensive all-day parent training • Disability specific groups 	<ul style="list-style-type: none"> • Systems supports • Provider and agency staff