

RECOMMENDED TRANSITION FOR STUDENTS NOT WORKING TOWARDS DIPLOMA

This is a timeline of best practices in transition planning. Transition planning is an individualized and unique experience for each student.

Age 12-21: The following activities can occur at any time from ages 12-21 or are ongoing throughout these transition years.

- Begin administering annual vocational assessments (student interview, parent/guardian questionnaire, teachers and related services provider questionnaire), which are used to inform the PLOP in the IEP
- Consistent career exploration and exposure at home, in school, and in the community
- Ongoing discussion of transition services and planning
- Identify credential or diploma track
- Collect working papers, if appropriate
- Continue work on independent living skills at home and in school: communication, travel, socialization, daily life activities, self-determination, self-advocacy
- Explore transportation options, including travel training through school or other support programs and MTA programs (Access-A-Ride, Reduced-Fare MetroCards, and travel training)
- Apply for OPWDD services (Front Door), if not already receiving services
- Apply for SSI benefits, if eligible based on household resources and income and not already receiving benefits
- Apply for SYEP, summer internship, volunteer opportunities, and/or TOP

Age 18-21:

- Apply for SSI benefits, if not already receiving benefits, or complete the SSI Age 18 Redetermination, if receiving benefits
- Consider guardianship and guardianship alternatives, and if seeking guardianship, petition the court
- Register to vote at 18 years old
- Collect necessary financial and disability documents for adult disability services and systems
- Obtain photo ID card
- Increase awareness of change in law: entitlement → eligibility (IDEA → ADA)
- Research, tour, and apply to postsecondary training and/or adult disability service programs
- Connect with ACCES-VR, OPWDD, and/or OMH, if appropriate
- Ensure final Mandated Three-Year Evaluation is conducted (preferably within last year of high school)
- Have final IEP meeting: obtain exit summary
- Leave high school and begin postsecondary or adult disability service program