

## Transition Timeline

<b>Prior To Age 13</b>
Keep a notebook of doctor names, psychological evaluations, IEPs, agency contacts, dates when applications were completed, and other important information. Having this information accessible will help to make completion of future paperwork and applications easier and more efficient. (SS cards, insurance cards, social security, and Medicaid information should also be accessible, but in a secure location.)
Help develop self-advocacy skills. In an age and developmentally appropriate way, discuss and/or observe what your student struggles with and what helps with their struggles.
Help develop organizational and time management skills through practice and routine. This will help your student as the class and homework demands increase in school.
Help develop functional skills (decision making, chores, cooking, laundry, shopping, etc.) in age and developmentally appropriate ways.
Help develop self-advocacy skills by encouraging your student to participate in their IEP and share their needs/accommodations with others, in age and developmentally appropriate ways.
Help develop self-determination goals by working with your student to set and accomplish small goals and begin dreaming about the future.
Explore social and recreation opportunities for your student.
Begin exploring financial planning options, including Special Needs Trusts and Georgia ABLE Accounts.
<b>As appropriate, apply for the following supports:</b>
<ul style="list-style-type: none"> <li>• Medicaid</li> <li>• Katie Beckett Waiver (Available for those denied Medicaid due to income, but who require extensive medical/therapeutic supports.)</li> <li>• Family Support Funds (Additional financial support for families with children ages 3 and up who developmental and/or intellectual disabilities. Funds can pay for respite, camps, supports for the family and more. Typical cap is \$3,000.</li> <li>• Supplemental Security Income (SSI)</li> <li>• NOW/Comp Waiver (Financial resources and supports for individuals with developmental/intellectual disabilities. It is especially helpful to do this while your student's psychological is less than 3 years old. This is a Medicaid Waiver, but your child does not have to have Medicaid for the initial process.)</li> </ul>
<b>Age 13* and Beyond</b>
<i>*Transition plans are added to the IEP in which the student will turn 14 during the course of the plan.</i>
Discuss graduation requirements with your student's case manager and IEP team. Students who participate in a modified curriculum and testing may be in school until age 22.
Begin discussing your student's timeline for leaving high school and if your student will participate in the Transition Program during high school.
Work with your student's case manager and IEP to develop the Transition Plan within the IEP annually.
Find the schedule of Transition Talks at the beginning of each school year and plan to attend topics that are important for your student.
Encourage your student to take an active role in their IEP and Transition Plan (as developmentally appropriate).
Prior to entering high school, explore clubs and other extracurricular activities of interest to your student.
By age 16, obtain a state ID.
If applicable, apply for NOW/Comp Waiver and SSI by age 16.
By age 16, begin looking into the process for obtaining accommodations on the SAT/ACT and in college, if applicable.
By age 18, schedule visits to post-secondary options (Inclusive Post-Secondary Education programs, vocational training programs, day programs, residential facilities) for students who will not go straight to work or college after high school.
Complete the application for Vocational Rehabilitation when it is sent home. Your student will generally receive this in their last year of high school. (You may receive a shorter VR application for a service called Pre-ETS prior to the student's last year.)