



Transition Timeline

A CHECKLIST FOR IEP TEAMS



This checklist is intended to assist IEP teams in developing a transition plan for young adults. Not every component included in this checklist is appropriate for every young adult. Many of the activities listed are intended to be ongoing. As the young adult reaches the age milestones outlined below, ensure that all previously mentioned activities have been completed.

By age 13

- _____ Introduce and discuss transition services at the IEP. Transition activities must be incorporated into the IEP beginning at age 14, but transition activities can begin at a younger age. Once the young adult turns 14, transition services will be a required component of their annual IEP.
- _____ Introduce the young adult and their family to Nebraska VR. This outside agency helps people with disabilities prepare for, find, and keep jobs. Nebraska VR provides Pre-Employment Transition Services to eligible young adults. For more information, see Nebraska VR's website at <http://www.vr.nebraska.gov/>.
- _____ If the young adult has a lifelong developmental disability, complete the application for Developmental Disabilities (DD) services. Services provided by DD occur after high school graduation at age 21. This can be done at any age if there is evidence supporting eligibility. For more information regarding Developmental Disabilities, see <http://dhhs.ne.gov/pages/developmental-disabilities.aspx>.
- _____ Recognize that young adults are eligible to continue receiving special education services until receipt of a signed, regular diploma OR until the end of the academic year in which the student turns 21 years of age.

By age 14

- _____ Transition planning now is the foundation of every young adult's annual IEP.
- _____ Conduct age-appropriate transition assessments annually, gathering input from the young adult, their family, and school staff. Identify learning styles, strengths, preferences, interests and needs that pertain to employment, education/training, and independent living now and after graduation. Transition assessments must be used to develop the young adult's post-secondary goals (PSGs).
- _____ IEP teams are required to develop postsecondary goals (PSG). PSG are outcomes intended to be completed after graduation from high school. PSG are based on age-appropriate transition assessment. The PSG must be reviewed and updated at the annual IEP meeting.

- Starting at age 14 and continuing until graduation, schools are required to invite young adults to their IEP meetings. Encourage the young adult to attend and participate in the discussion. Prepare the young adult for the IEP meeting so that they may fully engage in the planning process.
- Review the school district's requirements for high school graduation. Graduation planning must be a part of all IEPs for young adults ages 14 and over. Young adults in special education may attend school until the end of the academic year in which they turn age 21. Young adults may participate in the graduation ceremony with their peers and receive a certificate of attendance. These young adults are still eligible to continue receiving special education services, as long as they have not received a signed, regular diploma.
- Develop multi-year courses of study (required and elective courses) that assist the student in meeting their current and post-secondary goals (PSG).
- Help the young adult communicate learning styles, strengths, preferences, interests, and needs effectively - this builds self-advocacy skills.
- Begin a record of involvement in school activities, employment, and community involvement. This will help with future resume writing, completing college and job applications, and applying for scholarships.
- IEP teams must consider inviting outside agencies with written consent of the parent prior to the IEP meeting. These agencies are invited if they may be providing services during the course of the next IEP, or if they may provide services after graduation. Nebraska VR is the most common outside agency invited to IEP meetings. Written parental consent for an outside agency to attend must be obtained for every IEP meeting.
- Identify and practice independent living skills, such as budgeting, shopping, cooking, and housekeeping.

By age 15

- Expect the young adult to take responsibility for arriving on time to school, appointments, work, and social activities.
- Look into rules and requirements for obtaining legal identification (state ID) or driver's permit.
- Encourage the student to attend and participate in their Individualized Education Program (IEP).
- Continue to invite appropriate outside agencies to participate in the IEP. Written parental content for an outside agency to attend the IEP must be obtained for each IEP meeting. Nebraska VR is an example of an outside agency that may be invited to participate in every IEP meeting.
- Teach the young adult how to explain his or her disability and the accommodations they are using to access a free, appropriate public education (FAPE)
- Explore assistive technology tools that can increase academic performance, communication, community involvement, and employment opportunities. For more information regarding assistive technology, see the Nebraska Assistive Technology Partnership at <https://atp.nebraska.gov/>.
- Learn and practice personal health care tasks. Begin to let the young adult make medical appointments, help fill prescriptions, and compile a personal health history.

- Develop and implement strategies to increase the young adult’s responsibilities and independence at home and at school. Allow the young adult to learn and practice informed decision-making skills. Continue to increase the young adult’s independence and responsibilities as they get older.
- In order to prepare for future employment, obtain a social security number and keep the card in a safe place. Locate original or certified copy of birth certificate.

By age 16

- Consider the need for unpaid work experiences or pre-vocational instruction to build strong employment skills.
- Explore part-time and summer employment options. If appropriate, Nebraska VR may provide work-based learning opportunities for young adults whose parents have signed a formal consent for VR Pre-Employment Services (Pre-ETS).
- If the young adult is employed and eligible for disability benefits, evaluate the need for disability-related benefits analysis. If the young adult’s parents have signed a formal consent for Nebraska VR’s Pre-Employment Services (Pre-ETS), this agency can refer the young adult and to Easter Seals and Goodwill to assist in the process of benefits analysis.
- Pursue and use local transportation options. Obtain a driver’s license, if appropriate. Consider the need for mobility and travel safety skills.

By age 17

- Continue to outline and discuss graduation plans.
- Register to vote if the young adult will be 18 by the day of the next election.
- Tour colleges and research costs associated with post-school education and living arrangements. Explore degree programs or vocational programs.
- Consider taking college entrance exams and ask for accommodations, when appropriate. ACT is offered to juniors (unless taking alternate assessment) in all public schools in Nebraska.
- Develop a resume.

By age 18

- Re-evaluate current Social Security Income (SSI) and Medicaid benefits. At age 18, the young adult’s financial resources are considered, rather than parental resources. If the young adult is already receiving Medicaid, eligibility is re-evaluated at age 18/19 with a different definition of disability.
- If the young adult has not previously received Social Security Income (SSI), apply for SSI once the young adult turns 18. At age 18, the young adult’s financial resources are considered, rather than parental resources. This typically pertains to young adults with lifelong developmental disabilities - call PTI Nebraska and ask to speak with a parent/professional to determine if applying for SSI is appropriate for the young adult.

- _____ If your young adult has applied for and is eligible for SSI, they are also eligible for Medicaid. Apply for Medicaid - call PTI Nebraska and ask to speak with a parent/professional to obtain assistance with the Medicaid application.
- _____ Review existing health care coverage. Talk with your primary insurance company and discuss retaining coverage beyond age for the young adult with a disability. Call PTI Nebraska and ask to speak with a parent/professional to obtain information about health insurance coverage.
- _____ Register males with the Selective Service within 30 days of his 18th birthday, regardless of nature and extent of disability.
- _____ Register to vote if the young adult will be 18 by the day of the next election.
- _____ Notify the young adult and his/her family regarding the age of majority (transfer of decision-making rights to the young adult upon reaching the age of 19 in Nebraska). Ensure this notification occurs at least one year before the student reaches the age of majority. For more information on reaching the age of majority, see the Nebraska State Bar Foundation at <https://www.nebarfnd.org/civics-education/age-majority>.
- _____ Determine if the young adult will be able to make his/her own health care, financial, and life decisions at age 19 (the age of majority/adulthood in Nebraska).
- _____ If the young adult needs assistance with decision-making, consult an attorney to discuss guardianship and other alternatives (also known as a Substituted Judgement Plan). Attorney fees are the responsibility of the family.
- _____ Begin Substituted Judgement Plan procedures 2-6 months before the young adult turns 19. This plan may be full or limited. Your attorney will help select the type of plan most appropriate for the young adult.

Senior Year - if graduating in May and exiting special education with a signed, regular diploma

- _____ For young adults planning to attend college, contact the college's office of Student Disability Services to request accommodations, prior to the start of school. This process is initiated by the young adult.
- _____ Recognize the transfer of rights under the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a young adult turns 18, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student.
- _____ Apply to college. Explore financial aid and scholarships - plan meetings with the school counselor to identify post-school plans.
- _____ Complete adult application for Nebraska VR services. Consult your Nebraska VR counselor to inquire about available services for adults.

- Notify the young adult and his/her family regarding the age of majority (transfer of decision-making rights to the young adult upon reaching the age of 19 in Nebraska). Ensure this notification occurs at least one year before the student reaches the age of majority. For more information on reaching the age of majority, see the Nebraska State Bar Foundation at <https://www.nebarfnd.org/civics-education/age-majority>.
- Complete the Summary of Performance at the end of senior year.

By age 19, for young adults continuing to receive special education services after the completion of their senior year

- Continue age-appropriate transition assessment in the area of employment, education/training, and independent living. Consider functional vocational assessments, interest inventories, preference indicators, adaptive behavior inventories, etc.
- If the young adult is eligible for Developmental Disabilities (DD) services from the Department of Health and Human Services (DHHS) and receiving Medicaid, parents may contact DHHS and request a services coordinator be assigned to the young adult. Learn more about accessing future Developmental Disabilities services at <http://dhhs.ne.gov/Pages/DD-Transitioning-from-High-School.aspx> or call DHHS at 402-471-3121. Parents must initiate the request for a services coordinator.
- Services provided by Developmental Disabilities (DD) occur after high school graduation at age 21. Early and continuous planning for the young adult's transition to DD services is beneficial.
- If a services coordinator is assigned to the young adult, invite them to attend annual IEPs. Written parental consent must be obtained prior to inviting a services coordinator to every IEP meeting. Including the services coordinator in IEP meetings allows them time to learn about the young adult's strengths, preferences, interests, and needs. When the services coordinator is knowledgeable about the young adult, better decisions regarding future services and supports can be made.
- If the young adult is eligible for DD services coordination, begin discussing the steps needed to transition them to adult services. The young adult and their family can ask the services coordinator for help locating, touring, and selecting adult service agencies.
- If the young adult is eligible for Developmental Disabilities services, check the waiting list status regarding rehabilitative and residential (adult) services.
- Begin voting in elections, if appropriate.
- Learn how employment wages affect SSI, Medicaid, and other benefits. If the young adult's parents have signed a formal consent for VR Pre-Employment Services (Pre-ETS), this agency can refer the young adult and to Easter Seals and Goodwill to assist in the process of benefits analysis.
- Investigate SSI Work Incentives such as Plan for Achieving Self-Support (PASS).
- Notify the young adult and his/her family regarding the age of majority (transfer of decision-making rights to the young adult upon reaching the age of 19 in Nebraska). For more information on reaching the age of majority, see the Nebraska State Bar Foundation at <https://www.nebarfnd.org/civics-education/age-majority>.
- Understand at age 19, the young adult is legally able to make their own legal decisions about their life, health care, and finances, unless they have a substitute decision-maker.

By age 21

- _____ Understand If the young adult has continued to attend a public school program after their senior year, their eligibility for special education support is completed at the end of the school year in which they turn 21.
- _____ With parental consent, contact the young adult’s DD services coordinator from and notify them of the date the young adult will exit school services and plan for adult support services to begin.
- _____ Ensure all necessary support services are ready to be provided immediately after graduation.
- _____ At graduation, convey a signed, regular diploma upon completion of IEP goals. Write summary of performance (SOP). The date on the diploma must reflect the date the student exits special education services.
- _____ Make certain the young adult is aligned with their cohort (the group of students in which they participated in the graduation ceremony their senior year) for the purposes of alumni activities and reunions.

For more information about transition planning, contact your child's special education teacher, a PTI Nebraska parent/professional at (800) 284-8520 and pti-nebraska.org, or the Nebraska Department of Education at (402) 471-2471 and education.ne.gov/sped/.

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. See <https://sites.ed.gov/idea/> for more information on IDEA.

Rule 51 is the document that outlines regulations and standards for special education programs in Nebraska. Rule 51 can be found on the Nebraska Department of Education’s website: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule51_2017.pdf.

Rule 55 is the document that outlines rules of practice and procedure for due process hearing in special education contest cases. Rule 55 can be found on the Nebraska Department of Education’s website: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule55_2012.pdf

SOURCES

“Transition Timeline: Where to Start.” Transition Timeline: Where to Start | Perkins ELearning, www.perkinselearning.org/transition/what-transition/transition-timeline-where-start#.

https://www.naset.org/fileadmin/user_upload/Forms_Checklist_Etc/Transition_Services/Transition_Planning_Timeline_ChkIst.pdf

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Transition/2015%20Transition%20Manual/3TranMan%20Transition%20Timeline-%20III%20-June2015.pdf>

<https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/78/transitionplanningtimeline.pdf>

<https://www.youth-move.org/transition-timeline>

<https://www.oprfhs.org/special-education/transition-checklisttimeline>

<https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/51/special-education-transition-timeline.pdf>