

14 – 15 years of age

Education/Employment

- IEP should express a specific Transition Plan
- Sign up for Volunteer Experience
- Start exploring post-education working interests
- Start to understand your disability and need for accommodations

Financial

- Set up independent bank account
- Start researching about special needs trusts / ABLE act

Legal

- Parents should have a Will

Community

- Become involved in outside of school activities (church, community group, ect.)

16-17 years of age

Education/Employment

- Make sure your IEP Transition Plan is in line with your goals of post-secondary employment/ education
- Invite community resource to your IEP meeting (OVR ect...)
- Start exploring different work experiences (volunteer or paid)
- Develop a Resume

Financial

- Obtain State ID
- Start applying for SSI (if needed)
- Consider Special Needs Trust or ABLE Act
- Get IQ testing 1 year prior to 18th birthday
- Research about medical insurance coverage as approach adulthood

Legal

- Start researching Power of Attorney versus Guardianship
- Consider Living Will

Community

- Consider housing plans after graduation

Get involved in activities outside of school (church, community, volunteer)

Practice independence in self-care at home (making meals, wash clothes, budget money, ect..)

18-21 years of age

Education/ Employment

During IEP meeting ask for assistance with job placement, training and accommodations

Make sure you have IQ testing prior to complete high school to document disability

Keep resume updated

Apply for jobs

Financial

Consider SSI as supplement to employment

Ask Insurance provider about requirements for transition in adult healthcare coverage

Should be managing own bank account independently or with assistance

Consider Special Needs Trust or ABLE Act

Legal

Should have Power of Attorney or Guardianship in process or established

Apply to vote and men should register with selective services

Community

Disability = Diversity

Dependence → Independence → Interdependence

Housing plan should be in place

Establish community outside of school structure

Should be working on or proficient in self-care skills at home (making meals, wash clothes, budget money, ect..)