This guide supports the transition process, to ensure an effective team conversation and facilitate success for your student to reach their post secondary goals.

<table>
<thead>
<tr>
<th>Age 14</th>
<th>Age 15</th>
<th>Age 16</th>
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<tbody>
<tr>
<td><strong>School &amp; Family</strong></td>
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</tr>
<tr>
<td>• Consider chores with allowance and increase life skills</td>
<td>• Ask about summer volunteer/job activity experiences, competitive integrated employment</td>
<td>• Consider VR/YTP referral</td>
</tr>
<tr>
<td>• Increase life and job skills, consider volunteer opportunities</td>
<td>• Increase appropriate levels of independence and independent living</td>
<td>• Update and share resume/career portfolio</td>
</tr>
<tr>
<td>• Develop and increase community and personal safety skills</td>
<td>• Maintain list of support people and community organizations</td>
<td>• At 17, Inquire about SSI application, submit SSDI application (if eligible)</td>
</tr>
<tr>
<td>• Increase independence, discuss transportation options</td>
<td>• Explore and participate in leisure activities (4-H, local clubs, parks and rec)</td>
<td>• Create competitive integrated work opportunities</td>
</tr>
<tr>
<td>• Explore leisure activities, increase social and summer camp opportunities</td>
<td>• Explore guardianship before age 18 — finalize as appropriate</td>
<td>• Work with appropriate agencies to formulate life beyond school</td>
</tr>
<tr>
<td>• Inquire about participation in school and community-based extra-curricular activities</td>
<td>• Confirm healthcare insurance for post-age 18</td>
<td></td>
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<tr>
<td>• Create and share one-page profile - update annually, adding training and employment interests</td>
<td>• Explore Pre-Employment Transition Services (Pre-ETS)</td>
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<table>
<thead>
<tr>
<th>Attend IEP Meetings</th>
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<tbody>
<tr>
<td>• Encourage student to attend and participate in IEP meetings</td>
<td>• Encourage student to actively participate in or lead IEP meetings</td>
<td>• Consider VR/YTP referral</td>
</tr>
<tr>
<td>• Explore and discuss diploma options</td>
<td>• Review diploma decision</td>
<td>• Update and share resume/career portfolio</td>
</tr>
<tr>
<td>• Bring list of questions and concerns to meetings, give input</td>
<td>• Use age appropriate transition assessments to identify PINS</td>
<td>• At 17, Inquire about SSI application, submit SSDI application (if eligible)</td>
</tr>
<tr>
<td>• Sign release of information, update annually</td>
<td>• Discuss transfer of rights</td>
<td>• Create competitive integrated work opportunities</td>
</tr>
<tr>
<td>• Invite service provider(s) to IEP meetings</td>
<td>• Align IEP transition services toward independence</td>
<td>• Work with appropriate agencies to formulate life beyond school</td>
</tr>
<tr>
<td>• Discuss blending ISP with IEP</td>
<td>• Continue to explore Pre-Employment Transition Services (Pre-ETS)</td>
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<tr>
<td>• Ask about career opportunities</td>
<td>• Discuss what happens after age 18 (living arrangements, SSDI benefits, future education)</td>
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<tr>
<td>• Use age-appropriate transition assessment to identify PINS</td>
<td>• Ask about job shadow/paid work, summer work opportunities</td>
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</tr>
<tr>
<td>• Add post-secondary goals to IEP the year student turns 16</td>
<td>• Discuss blending IPE/ISP with IEP</td>
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<tr>
<td>• Explore Pre-Employment Transition Services (Pre-ETS)</td>
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<thead>
<tr>
<th>Agency Support</th>
<th>Agency Support</th>
<th>Integrated Competitive Employment</th>
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</thead>
<tbody>
<tr>
<td>• Explore parent support agencies and events</td>
<td>• Consider VR/YTP referral</td>
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<tr>
<td>• Begin exploring application for services (if not completed)</td>
<td>• Update and share resume/career portfolio</td>
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<tr>
<td>• Develop relationship with DD services coordinator</td>
<td>• At 17, Inquire about SSI application, submit SSDI application (if eligible)</td>
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</tr>
<tr>
<td>• Explore what plans/services you are eligible to receive</td>
<td>• Create competitive integrated work opportunities</td>
<td></td>
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<tr>
<td>• Ask about creating one-page profiles</td>
<td>• Work with appropriate agencies to formulate life beyond school</td>
<td></td>
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<tr>
<td>• Explore community resources</td>
<td></td>
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</tr>
<tr>
<td>• Begin to explore Vocational Rehabilitation Services</td>
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</tbody>
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**Definitions**
- IEP: Individualized Education Program
- ISP: Individual Support Plan
- IPE: Individual Plan for Employment
- DD: Developmental Disability
- VR: Vocational Rehabilitation
- YTP: Youth Transition Program
- SSI: Supplemental Security Income
- SSDI: Social Security Disability Insurance
- Pre-ETS: Pre-Employment Transition Services
- PINS: Preferences, Interests, Needs & Strengths
- SOP: Summary of Performance
### Your Transition Partners

#### School District Transition Services

**Eligibility Requirements**
- Student is on an Individual Education Plan (IEP) or a 504 Plan
- Student has not graduated with a standard diploma (modified, transition certificate, etc.)

**Services Offered**
- Case management, life skills, employment skills and experiences and related services as determined by the IEP team during the school day and the school year

**School Contact:**
- Name
- Phone
- Email

#### Youth Transition Program (YTP)

**Eligibility Requirements**
- If your school has YTP, students considered eligible for YTP services, are youth who have a disability and are in need of VR services to overcome a barrier to employment. Check with school to see if they have YTP

**Services Offered**
- Youth Transition Program (currently not available everywhere in Oregon) provides additional employment-related transition support

**Transition Specialist Contact:**
- Name
- Phone
- Email

#### Vocational Rehabilitation

**Eligibility Requirements**
- Documentable physical or mental disability that impacts one’s ability to work
- Legal to work in the United States
- Must have social security card and current photo ID

**Services Offered**
- Finding and keeping a job that matches one’s skills, interests, and abilities (e.g. assessment, counseling, independent living, assistive technology, training, job placement)
- Support is offered in pursuit of ongoing community-based competitive-wage employment options (not volunteer or sheltered work)

**VR Contact:**
- Name
- Phone
- Email

#### Developmental Disabilities Services

**Eligibility Requirements**
- Serve individuals with intellectual (ID) or other types of developmental disabilities (DD) who also have a significant level of impairment.
- Onset of there condition must be age 18 for ID and age 22 for DD.

**Services Offered**
- Case management, crisis intervention, protective service investigation and support, vocational services, residential services, comprehensive in-home supports, supported living, foster care
- Cannot duplicate school services
- May subcontract with community partners

**DD\Brokerage Contact:**
- Name
- Phone
- Email

**Additional Contacts:**
- Name
- Phone
- Email

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**Transition Path to Adulthood**

A guide to helping you and your child...

#### Your student’s transition to adulthood

**Important path to future success**
- Different path for each student
- Different timeline for each student

**Process**
- Can be challenging, need to consider everything from daily living to training and employment

**You and your child will need continual support and guidance**
- To prepare for life after school: Awareness of how their disability will impact the work that they do and the life they will live

**When your child has an understanding of his/her strengths, interests, and needs**
- This will benefit them as they enter the workforce or pursue secondary education, acquire “soft skills” for jobs and life, ask for help, deal with conflict and accept direction to be successful