



## Transition Timeline

### Purpose

This document aims to highlight the Transition timeline. Transitions occur at many stages throughout an individual's life and early planning is a helpful way to ensure that the student and family are well-prepared. The transition process involves identifying the strengths, needs, and preferences of the individual across multiple settings, including school, work, home and community. "Developing connections, resources and skills during the transition years to build a full and enriching life".

### Introduction

In Rhode Island, secondary transition planning occurs between the ages of 14 – 22 for students with disabilities. Some students are diagnosed with an Intellectual or Developmental Disability that indicates support services into adulthood may be needed. For those students, this is a suggested timeline of actions to be taken at each age of transition.

This timeline is based on exit from school funded services at age 22. School exit date is discussed annually during the Individualized Education plan process. If a youth is exiting school funded services prior to age 22, actions from age 19 – 22 will need to be completed sooner.

### AGE 14

- Talk with your young person about their interests and hopes for the future. Begin to make connections with your family, friends and community resources to help build upon those interests.
- Discuss these interests and community connections together with your young person and educators during the Individualized Education Plan (IEP) process. Develop goals and actions based on the student's needs, interests and desired outcomes for adult life in the areas of employment, postsecondary education and training and independent living, including recreation and leisure, community participation and home living.
- At every age, be sure the IEP includes activities to develop your young person's self-determination and self-advocacy skills. Self-determination means making things happen in their life – making choices and decisions, setting goals and planning to achieve them. Self-advocacy means speaking up for themselves.
- Practice supported decision making. Start with small decisions and build upon these each year.

## AGE 15

- During the IEP meeting, help your young person revise and update IEP goals and objectives with educators to build on previous year's successes.
- Ask to see transition assessments from the previous year and use these to develop a plan of action. These assessments should begin at age 14.
- Your team will give you and your youth a packet of information about adult services at the IEP meeting. Be sure to review and become familiar with this information. Ask questions if you have any.

## AGE 16

- Expand upon employment discussions with the Office of Rehabilitative Services (ORS) staff assigned to the school. This discussion will be part of the IEP meeting at every age. Support your young person to engage in these discussions.
- Work with your child's doctor to create a medical summary. Keep a copy for yourself. Consider this link to review Healthcare needs and decision making during the transition years.  
<https://www.gottransition.org/resource/?hct-family-toolkit>
- Attend Parent Transition Conference held annually by RI Parent Information Network (RIPIN). See more information at [www.ripin.org](http://www.ripin.org)

## AGE 17

- Together with your young person, begin to learn about Supported Decision Making and Alternatives to Guardianship – <https://www.drri.org/>
- Apply for services through the Division of Developmental Disabilities (BHDDH/DDD) [https://bhddh.ri.gov/developmentaldisabilities/transition\\_services.php](https://bhddh.ri.gov/developmentaldisabilities/transition_services.php)
- A representative from RIPIN will attend the IEP to discuss adult service options and if needed, will assist in completing the DDD application. You can also call RIPIN for assistance at 401-270-0101.
- Update and strengthen the IEP by reviewing transition assessments from the previous year. Consider natural supports and community connections that have meaning for your young person. Build upon these relationships and resources and include them in the IEP.

*Together*



### AGE 18

- Apply for Supplemental Security Income (SSI) <https://www.ssa.gov/benefits/ssi/>
- Work with your youth's current doctor to find a new adult doctor, if needed. Update your young person's medical summary with the doctor. Have the doctor send this to your young person's new adult doctor. Keep a copy for yourself.
- Together with your young adult and the IEP team, discuss and plan for post-secondary education or training, community-based work experiences, independent living skill development and community connections. Annually, review progress in these areas and potential date of exit from school funded services.
- A representative from RIPIN will attend the IEP to discuss adult service options unless the student is DDD eligible, in which case the DDD Transition Coordinator will attend the IEP.

### AGE 19

- If receiving in home PASS or HBTS services, communicate with the CEDAR agency re: continuation of these services until age 21.
- Consider requesting a transition meeting with your young adult's teacher; inviting agencies or individuals currently providing services to your young adult to the meeting.

- If your young adult is eligible for DDD, at age 19.5 the DDD Transition Coordinator makes referral for the Supports Intensity Scale assessment (SIS-A) to be completed.
- The DDD Transition Coordinator will attend the IEP unless the young adult is eligible for DDD services and exiting school funded services within 1 year, in which case a DDD social worker will attend.

### AGE 20

- If eligible for DDD, a social caseworker is assigned and will attend the IEP. Typically, the ORS counselor will also attend the IEP and discussion about employment will be part of this meeting.
- The DDD social case worker can assist you and your young adult to understand the transition to adult service, explore community resources, adult DD organizations and self-directed supports. Stay in contact with your DDD social caseworker and ask questions when you have them.
- DDD will schedule time for a Supports Intensity Scale (SIS) assessment together with the young adult, caregiver and school staff. This assessment will result in a funding level or "Tier" which is used to pay for adult supports.
- If PASS, HBTS, Nursing services or communication devices will continue to be needed beyond age 21, work with your DDD social worker to plan for this.

## Age 21

- The DDD social worker will attend the IEP and provide information re: the following:
  - Development of an Individualized Support Plan (ISP) with assistance of a plan writer using person-centered services including natural supports, community resources, ORS, agency managed services and/or self-directed services.
  - Completion of the DHS-2 Waiver application, necessary for access to funding.
  - Submission of the ISP to DDD for review and authorization of funding.

## Age 22

- Adult services begin

*Together*



## Conclusion

Transition can be a time of both excitement and anxiety. Families and young adults typically have many questions along the way. The staff at DDD and RIPIN are here to help. If you have any questions re: transition, please call DDD at [462-3421](tel:462-3421) and ask to speak with the Transition Coordinator or Transition Administrator or call RIPIN at [270-0101](tel:270-0101) and ask to speak with a member of their Transition staff.



*Community*

