



Guidance for a Successful Transition to Adult Life

*Factors to Consider When Helping a Young Adult
Transition to Life After School*

Grades 4-6

KALAMAZOO RESA
INSPIRING EDUCATIONAL EXCELLENCE

Transition Checklist

Transition means helping students with disabilities think about their life after school. The team must identify long-range goals and work together to ensure that the young adult gains the skills and connections they need to achieve these goals. Planning for the future is an investment in a student's well-being. Every member on the team plays an important role. Below you will find some important factors to consider during the transition process.

Families & School Staff Should Work Together with the Student on The Following:	
	Support the introduction of in-class jobs at school.
	Discuss activities around career awareness, exploration, and preparation.
	Discuss the differences between a Michigan Merit Curriculum Diploma and a Certificate of Completion.
	Have the student discuss what he or she might like to do as an adult. Introduce student to people who do various types of work. Discuss what the workers do and encourage student to talk about likes and dislikes.
	Encourage student to strive for early independence and socialization. Involve the student in social activities that foster self-respect, self-esteem, and self-determination.

Families Should Work with the Student on the Following:

	Develop or update a Transition Planning file. Things to include may be: birth certificate, state ID, social security card, IEPs, evaluations, and other related documents.
	Attend and participate in the IEP meeting. Attend informational meetings regarding services available to your child.
	Explain the IEP process to your student and encourage student to attend the IEP meeting, or at least part of it.
	Encourage your child to dress and groom appropriately, and to take care of his or her own self-care needs. Use routines at home for self-care and daily living skills. Increase expectations for your child as he or she gets older.
	Introduce the concept of work and responsibility into everyday activities at home. Make your child a productive part of the household by introducing chores. Assign your child specific duties around the house.
	Get your child involved in after-school leisure and recreational activities within the community (such as scouts, sports, music, etc.). Help your child develop age-appropriate friendships and social skills at home and in the community.
	Consider having some initial conversations with your child about their disability. Continue the conversation with them about what strengths they have and what challenges they may face.
	Teach cyber safety for using the internet, phones and social media appropriately.
	Prior to starting middle school, visit the middle school and meet the teachers for a smooth transition.
	Seek opportunities for your child to engage in typical peer-related organizations (scouts, band, youth groups, libraries, museums, etc.).
	Inquire about peer mentors for school classes and activities.
	Have conversations with your child about stranger danger and other safety/vulnerability issues.

Helpful Transition Resources

Each local school district, as well as county-wide Kalamazoo RESA, has a Transition Coordinator on staff. It is the role of the transition coordinator to work with the schools, students, and families to make connections with transition programs, provide information about available community resources, and help students to successfully transition from school life to post-school life.

<u>Service Area</u>	<u>Districts Included in Service Area</u>	<u>Transition Coordinator</u>	<u>Phone Number</u>
Central Service Area	Kalamazoo	Kevin Downing	269-492-4323
Eastern Service Area	Climax, Comstock, Galesburg-Augusta, Parchment, Gull Lake	Jennifer Chiechi	269-484-2061
Southern Service Area	Portage, Schoolcraft, Vicksburg	Libby Danielson	269-910-8914
Kalamazoo RESA	-----	Jordan Stripling	269-250-9621

A listing of all community resources and agencies can be found on the
Kalamazoo RESA Transition Services webpage:

<http://kresa.org//site/Default.aspx?PageID=1449>

Accessing Community Resources

<u>Community Resource</u>	<u>Services Offered</u>	<u>How to Connect</u>
<p style="text-align: center;">Integrated Services of Kalamazoo (ISK)</p>	<ul style="list-style-type: none"> ▪ Supports Coordination ▪ Supported Employment ▪ Skill Building Assistance ▪ Enhanced Healthcare Services ▪ Community Living Supports ▪ Respite Care 	<p>To qualify for Developmental Disabilities Services, individual must have significant impairment. Note that services typically only offered to individuals who have Medicaid.</p> <p>Address: 418 W. Kalamazoo Ave Kalamazoo, MI 49007</p> <p>How to apply: Call The ISK Access Center at (269) 373-6000</p>
<p style="text-align: center;">Michigan Rehabilitation Services (MRS)</p>	<ul style="list-style-type: none"> ▪ Job Placement ▪ Job Coaching ▪ On the Job Training ▪ Vocational training MCTI ▪ Project SEARCH ▪ Support Services ▪ Job Readiness training ▪ Vocational exploration 	<p>A student MUST have a State ID and Social Security Card to become connected with MRS.</p> <p>To connect a student to MRS, contact Site Manager, Rebecca Hill. She can be reached at hillr1@michigan.gov or (269)337- 3700.</p>
<p style="text-align: center;">Disability Network</p>	<ul style="list-style-type: none"> ▪ Independent Living Skills Training ▪ Services for all disability related questions ▪ Booths and disability related trainings. 	<p>Visit www.dnswm.org for all information.</p>
<p style="text-align: center;">Community Advocates</p>	<p>Community Advocates can help students to understand their rights and speak their needs and wants. They can help with all areas - including school, housing, employment and community participation.</p>	<p>Visit www.communityadvocates.org</p>

Applying for Services

<u>Community Resource</u>	<u>Services Offered</u>	<u>How to Connect</u>
<p style="text-align: center;">Department of Human Services</p>	<ul style="list-style-type: none"> ▪ Food Stamps ▪ Medicaid ▪ Cash Assistance ▪ Variety of Other Programs 	<p>Online: https://www.mibridges.michigan.gov/access/</p> <p>In person:</p> <p>Fill out paper packet ahead of time. You can find it online at https://www.michigan.gov/dhs/0,4562,7-124-5439_5439_5439-69226--,00.html</p> <p>Turn in application at local DHS office; 322 E. Stockbridge Ave. Kalamazoo MI, 269-337-4900.</p> <p>Adult with disability will need a representative (someone filing on behalf of adult)</p> <p>Adult with disability will need to designate someone as your payee who will receive your cash assistance and help manage and will also have a copy of your Bridge Card (food stamps)</p> <p>Needed information that DHS staff will ask for after complete initial application: SSN, family size, DOB, proof of identity (e.g., birth certificate, etc.), proof of income and assets, proof of enrollment in school and documentation of disability (e.g., MET report, doctor’s report, psychological testing, etc.)</p>
<p style="text-align: center;">Social Security Administration</p>	<p style="text-align: center;">Supplemental Security Income</p>	<p>Schedule an appointment with local SSI office by calling 1-800-772-1213. Interview can either be in person or via phone.</p> <p>Fill out application online at https://secure.ssa.gov/iClaim/dib</p> <ul style="list-style-type: none"> • Having the following information on hand is helpful: Your date and place of birth and Social Security number, name, address and phone number of someone we can contact who knows about your medical conditions and can help with your application. • Detailed information about your medical illnesses, injuries or conditions and names, addresses, phone numbers, patient ID numbers and dates of treatment for all doctors, hospitals and clinics. • Names of medicines you are taking and who prescribed them; and names and dates of medical tests you have had and who sent you for them. <p>Determination usually takes several months (four to seven) and generally only 30% of people are approved. The key is to emphasize and highlight student’s areas of need (e.g. , skills that individual is unable to do that affect daily life such as balancing a check book, maintaining a budget, etc.).</p>