



Guidance for A Successful Transition to Adult Life

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

Grades 9 - 12

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:	
	Complete and conduct transition assessments to help the student identify interests and preferences in regards to career, post-secondary education, daily living and community participation.
	Discuss information concerning services offered through community agencies. Determine whether it is appropriate to invite any community agencies to the student's IEP. This may include Community Mental Health, Michigan Rehabilitation Services, Family & Children Services, Therapists, etc.
	The IEP should include a transition plan. Be sure that class choices and annual goals support the student's post-secondary vision.
	Work to determine whether a Michigan Merit Curriculum diploma or a Certificate of Completion is appropriate for the student. This decision is based upon educational history and current performance.
	Help the student begin a transition portfolio. This may include interest inventories, awards, IEPs, volunteering experience, and other related information.
	Help the student to develop a resume and practice interview skills.
	Expose the student to different types of jobs that people have in the community. Consider employment training opportunities such as job shadowing, career exploration, Work Based Learning, EFE/EFA, Career Cruising, etc
	Encourage the student to find activities, work or volunteer experiences to help them explore their interest and abilities. (Working students age 14-17 must have a work permit. See the High School Guidance Counselor for further information)
	Help the student to develop self-determination and self-advocacy skills. Help the young adult to learn to communicate his or her interests, preferences and needs effectively. It is important for students to be able to identify accommodations needed for success and express those needs.
	Review graduation/exit requirements. Explore and discuss requirements and possible date of exit.

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 transition fairs/college fairs to gather information and contacts from available resources.
	Visit post-secondary education, employment and independent living programs to identify what options will be available when your young adult leaves school.
	Develop and implement strategies to increase responsibilities at home. Encourage the student to participate in chores such as cooking, housekeeping, laundry, personal care and shopping. Ensure that they have a working knowledge of household tools, equipment and appliances for everyday use.
	Develop and implement strategies to increase independence at home. Allow the young adult to participate in decision making. To foster problem solving, help your student to create a list of people he/she could go to if help was needed.
	Increase community activities and access to social events. Help your young adult to make connections with friends or social groups that can continue after school.
	Develop transportation strategies for your young adult. This may include independent travel skills training, public transportation or the need for a travel attendant. Students are able to apply for reduced fair through the Kalamazoo Metro Bus system by calling 337-8858. Students may also become connected with Kalamazoo Metro County Connect.
	When applicable, investigate and apply for funding sources that benefit your young adult (SSI, Medicaid, etc). Social security benefits are based on income and level of disability. If you feel your young adult may qualify prior to age 18, contact the Social Security Office at 1-800-772-1213 for more information. You can also visit www.ssa.gov .
	Your young adult should be informed about sexuality and family planning issues.
	Discuss guardianship or power of attorney options and procedures. Determine which option is in the student's best interest. Community Advocates for Persons with Developmental Disabilities can provide assistance to individuals and their families concerning guardianship and alternative to guardianship.
	Discuss the possibility of developing a plan for a special needs trust, living arrangements and other assets that could affect your young adult's eligibility for benefits after the age of 18.
	If your young adult is currently receiving Mental Health services through Community Mental health, discuss with your provider what needs to be done to continue services after the age of 18, as there may be changes in insurance coverage for your young adult.
	Contact Disability Network or Community Advocates to learn how working & wages can affect your young adult's benefits.

The Student, with Assistance as Needed, Should Work on the Following:

	If considering college, take college entrance exams (ACT, SAT, KVCC Compass) and complete applications for both the college and financial aid, if applicable.
	If considering college, investigate which colleges provide the support and services that may be needed. Contact those colleges to confirm access to educational and housing supports. Young adults attending college or vocational school are responsible for disclosing their disability and requesting services needed.
	If appropriate, take drivers education to obtain a driver's license (age 16).
	Obtain a state ID card, if student does not possess a driver's license.
	Attend an orientation with Michigan Rehabilitation Services within the last 2 years of school, when appropriate.
	At age 18, males must apply for selective service.
	At age 18, register to vote.
	Identify the rights and responsibilities of an adult citizen.

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	Veola McFerrin-Nelson	269-337-0300 x328
Eastern Service Area	Climax, Comstock, Galesburg-Augusta, Parchment, Gull Lake	Janan Zimmerman	269-250-8924
Southern Service Area	Portage, Schoolcraft, Vicksburg	Megan Richter	269-323-5013
Kalamazoo RESA	-----	Kai McDonald	269-250-9325

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>

Transition Checklist created by the Kalamazoo County Wide Transition Tools Committee:

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Accessing Community Resources

<u>Community Resource</u>	<u>Services Offered</u>	<u>How to Connect</u>
Kalamazoo Community Mental Health	<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 CMH Access Center at (269) 373-6000</p>
Michigan Rehabilitation Services	<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>In order to connect a student to MRS, contact Vocational Counselor, Rebecca Hill. She can be reached at hillr1@michigan.gov or (269)337-3700.</p>
Disability Network	<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>
Community Advocates	<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>