

YEARS

First year	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
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(During the years from birth to 3)

- Participate with early intervention services in your community
- Learn about the IFSP and the IEP process and feel empowered to participate
- Keep a record of your child's medical history
- Encourage your child to explore his/her environment

(By age 3-5, or according to developmental ability)

- Participate in the planning, development and implementation of your child's IEP
- Begin helping your child to interact with people in service provider roles
- Access input from assistive technology team, if appropriate
- Discuss emotions with your child

(By age 6-11, or according to developmental ability)

- Help your child experience the community using travel training/ Orientation and Mobility as appropriate
- Help your child interact with people in the community

(By age 12-15, or according to developmental ability)

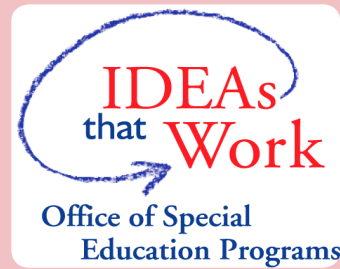
- Begin to help your child keep a record of medical history, including conditions, treatments and medications
- Consider family and child asset management
- Begin to help your child identify and build on strengths and explore career options

(By ages 16-18, or according to developmental ability)

- Begin looking with your child for adult health care providers and ÜbÜbVb[
- Address guardianship two months before 18th birthday. Child assumes adult rights and responsibilities at age 18 (age of majority)
- Check for eligibility for SSI the month your child turns 18
- Encourage your child to interact directly with doctors during appointments

(By Age 18 and through adult life)

- Act as a resource and support to your child
- :]bU]nY\YUñ WfYÜbÜbVb[ÜbX transfer records with your child



FAMILY AND SCHOOL

TRANSITION TIMELINE

- Begin teaching your child about his/her special needs → Assess and build on your child's understanding of his/her special needs → Encourage your child to participate in support groups
- Attend transition fairs and roundtables to become educated on the transition process

- Help your child to make friends → Increase opportunities for social interactions → Help your child identify and be involved with peer role models
- Assign your child chores appropriate to ability level → Take your child to your place of work; start asking, "What do you want to be when you grow up?" → Provide opportunities for your child to work in groups
- Use consistent daily routines to establish anticipation skills
- Offer your child choices → Encourage decision making by providing choices → Allow your child to experience the natural consequences of behavior and choices
- Learn as much as possible about your child's special needs → Explore organizations that focus on your child's disability or syndrome
- Play with your child in a variety of ways, related to his/her preferences → Expose your child to a variety of leisure activities → Encourage and facilitate your child's involvement in hobbies, recreation and leisure activities
- Communicate with your child using auditory, visual and tactile cues → Work together to develop a system of communication which may include the use of AT devices → Increase number of communication partners

Early Intervention

Preschool

Local School District/Special Education/504 accommodations/Extended School Year

Supplemental Security Income (SSI) (based on eligibility)

APPLY SSI (based on individual's assets)

Medicaid card if on DSPD waiver or based on family eligibility

Medicaid medical card (based on individual's assets)

Establish ongoing contact with the Division of Services for People with Disabilities (DSPD) Family Support / Respite / Supported Living / Residential / Supported Employment / Day Programs

APPLY FOR CHIP (Children's Health Insurance Program) watch for open enrollment

Explore eligibility

Vocational Rehabilitation

SUPPORT AND SERVICES

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