



Texas Parent to Parent

When do I get started on transition?

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We on the Pathways to Adulthood (PTA) team are often asked the question, when should we start on transition? One answer is, from birth! Some waiting lists are years long and an early start will really help provide supports as your child matures. Another answer is, whenever you get interested. This answer is particularly useful for parents asking about when to sign up for our PTA workshop. Sometimes we have parents attend whose children are three to six years old – they are thinking about adulthood early. Some families attend whose children are in late elementary, but the majority have children 12-20, and the biggest number is 16-18, when transition really can no longer be ignored! Transition begins in earnest in the teen years, but thinking and planning can start at any time.

We have developed a Transition Time-Line for Families Planning for Life after Graduation, included below. You'll see that some suggestions are for elementary-middle school ages, while most are for age 14 and up. Knowing what lies ahead can always help you prepare, even if the next step to take is several years away. And note that the ages in some cases are flexible, like for activities to do at home, while some steps are required at a particular age.

We hope this Time-Line gets you started, at whatever age your child. Please call us and go to our website, txp2p.org, Pathways to Adulthood, for more information on all these topics.

Age of child	Steps to take
Anytime, ASAP	Get on Medicaid Waiver Interest Lists
By age 6	Give your child tasks to do at home
8-12	Start talking with your child about work, planning for the future; encourage interests and talents
10-12	Explore volunteer and paid jobs in the neighborhood; keep a work experience log
14 +	Have your child participate in ARD meetings
14+	Request a planning process at school but outside of ARD process. Bring in relevant staff and community; inventory the present, discuss and document goals and needs post graduation; translate into IEP goals
14	Your child's school staff must start to include transition planning in the IEP process

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website: www.txp2p.org ★ Email: info@txp2p.org

Age of child	Steps to take
14	By 9 th grade, determine when your child will graduate, under what graduation plan, using what end-of-year tests
14	If planning for college, make sure student is on the graduation plan that prepares him for college
14+	Learn about DARS transition services
14-18	Look for adult medical services to replace pediatric, how to pay for adult medical services, how to have a voice in medical issues after child turns 18
14-18	Encourage your child to begin to speak for himself with medical providers, school staff, etc.
14-18	Find ways for your child to get vocational experience on and off campus; use school services to get a job before graduation
14-17	Make sure you do not have assets above \$2000 in accounts and other financial instruments in your child's name
17.5	Prepare to apply for SSI/Medicaid: prepare to provide proof of disability, low income
17.5	Consider your child's decision-making abilities and what level of assistance she will need after age 18
18	If your child needs assistance making decisions, consider guardianship or other legal instruments that allow you to speak for or assist your child with legal, financial and medical issues, such as power of attorney or a Supported Decision Making document
18	Apply for SSI (after age 18, based on child's income, not family's)
18	Child graduates and gets diploma or walks the stage and stays in school for 18+ program (ARD decision); may stay in school until year student turns 22, depending on birthdate
Last years of school	Find opportunities to link up with other students and families for social life after graduation
Last years of school	Sign up with DARS counselor, use DARS transition services
Last year of school	Get Summary of Performance from school; use to get college accommodations and as proof of disability
Last year of school	Move planning group from school-based to community-based; develop a network of community supports

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