



Family Support  
Center of  
New Jersey

# Transition Timeline

Welcome to  
21+

## Age 16

- Continue with self-advocacy and effective communication skills.
- Continue to explore and request transition assessment options both formal and informal (career interest inventories, vocational, functional, situational, psychological, etc.)
- Develop appropriate measurable post-secondary goals in specific areas of continuing education/training, employment and independent living.
- Support student to actively participate in the IEP meetings.
- Explore opportunities for paid employment after school or in the summer months.
- Assist student in understanding his/her disability needs.
- Contact DVRS for technical consultation, and if graduating at 18 determine eligibility.

## Age 17

- Consider developing a person-centered plan addressing long-term goals in areas such as: continuing educational needs, career preferences, community experiences and independent living.
- Complete vocational assessments and interests surveys to determine preferences, abilities and needs.
- Explore transportation options (Driver's License, Travel Training, etc.)
- Investigate the need for guardianship and other legal protections, such as power of attorney, healthcare proxy, special needs trust and conservatorship.
- Investigate the need for Social Security/Medicaid benefits, and review eligibility requirements.

## Ages 14-15

- Request an IEP meeting to discuss transition from school to adult life including when student should receive diploma.
- Talk about the value of work and teach behaviors that develop employment potential.
- Allow as much independence as possible; assign responsibility for certain chores to help instill a positive work ethic.
- Introduce the concept of money management skills through experiences such as banking and shopping.
- Provide opportunities to make choices and decisions, to explore and take risks, and to learn from experiences of success and failure.
- Provide workshops on transition to become informed in the process of transition planning.
- Introduce the concept of self-advocacy and teach effective communication skills.
- Determine which pre-vocational evaluations are needed.

## Ages 18-19

- Apply for Social Security/Medicaid. Consult a professional regarding special needs trust or other arrangements that will protect eligibility for benefits.
- Investigate community living options. Apply for Section 8 housing vouchers. Make sure emphasis on IEP post-secondary goals will make the biggest difference in the life of the individual.
- Register even for laborer service.
- If applicable, have the student registered to vote.
- If appropriate, have the student registered for voter services.
- Contact DVRS for technical consultation, and if graduating at 21 determine eligibility.
- Attend transition specific seminars/workshops. Network with other families who have been through the transition process.
- Incorporate Community Based Instruction as the student's IEP.
- Begin to identify opportunities concerning education/training providers in your area.
- If student will be attending DOD and/or DVRS identify consistency based service providers in your area.

## Ages 19-20

- Visit different community based agencies that provide habilitation services, enrichment classes and other day/employment reports.
- If accessing services through DOD complete Person-Centered Planning. Talk with school personnel that know the student best.
- Become familiar with and prepare for the DOD-Individualized Service Plan.
- Interview and identify support coordination Agencies.
- If accessing services through DVRS ensure the Individual Plan for Employment is in place prior to exiting the school system.
- Prior to exiting the school, explore the possibility of the student having an after-school job or weekend job with pay.
- Make sure the student has REAL work experiences in their home community and interactions with local businesses.
- Find an adult primary care physician and dentist.



# Ages 14-15

- Request an IEP meeting to discuss transition from school to adult life including when student should accept diploma.
- Talk about the value of work and teach behaviors that develop employment potential.
- Allow as much independence as possible; assign responsibility for certain chores to help instill a positive work ethic.
- Introduce the concept of money management skills through experiences such as banking and shopping.
- Provide opportunities to make choices and decisions, to explore and take risks, and to learn from experiences of success and failures.
- Provide opportunities to see people with disabilities working in different settings.
- Attend workshops on transition to become informed on the process of transition planning.
- Introduce the concept of self-advocacy and teach effective communication skills.
- Determine which pre-vocational evaluations are needed.

# Age 16

- Continue with self-advocacy and effective communication skills.
- Continue to explore and request transition assessment options both formal and informal (career interest inventories, vocational, functional, situational, psychological, etc.)
- Develop appropriate measurable post-secondary goals in specific areas of continuing education/training, employment and independent living.
- Support student to actively participate in the IEP meetings.
- Explore opportunities for paid employment after school or in the summer months. .
- Assist student in understanding his/her disability needs.
- Contact DVRS for technical consultation, and if graduating at 18 determine eligibility.

# Age 17

- Consider developing a person-centered plan addressing long-term goals in areas such as: continuing educational needs, career preferences, community experiences and independent living.
- Complete vocational assessments and interests surveys to determine preferences, abilities and needs.
- Explore transportation options (Driver's License, Travel Training, etc.)
- Investigate the need for guardianship and other legal protections, such as power of attorney, healthcare proxy, special needs trust and conservatorship.
- Investigate the need for Social Security/Medicaid benefits, and review eligibility requirements.

# Ages 18-19

- Apply for Social Security/Medicaid. Consult a professional regarding special needs trust or other arrangements that will protect eligibility for benefits.
- Investigate community living options. Apply for Section 8 Housing vouchers.
- Make sure emphasis on IEP post-secondary goals will make the biggest difference the life of the individual.
- Register men for Selective Service.
- If applicable, have the student registered to vote.
- If appropriate apply for the Division of Developmental Disabilities adult services.
- Contact DVRS for technical consultation, and if graduating at 21 determine eligibility.
- Attend transition specific trainings/workshop. Network with other families who have been through the transition process.
- Incorporate Community Based Instruction in the student's IEP.
- Begin to identify opportunities continuing education/training.
- If student will be accessing DDD and/or DVRS identify community based service providers in your area.

# Ages 19-20

- Visit different community based agencies that provide habilitation services, enrichment classes and other day/employment supports.
- If accessing services through DDD complete Person Centered Planning Tool with school personnel that know the student best.
- Become familiar with and prepare for the DDD-Individualized Service Plan.
- Interview and Identify Support Coordination Agencies.
- If accessing services through DVRS ensure the Individual Plan for Employment is in place prior to exiting the school system.
- Prior the exiting the school, explore the possibility of the student having an after-school job or weekend job with pay.
- Make sure the student has REAL work experiences in their home community and interactions with local businesses.
- Find an adult primary care physician and dentist.



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- Develop appropriate measurable post-secondary goals in specific areas of continuing education/training, employment and independent living.
- Support student to actively participate in the IEP meetings.
- Explore opportunities for paid employment, internship or in the summer months.
- Assist student in understanding his/her disability needs.
- Contact DORS for technical consultation, and if graduating at 18 determine eligibility.

## Age 17

- Consider developing a person-centered plan addressing long-term goals in areas such as continuing educational needs, career preferences, community experiences and independent living.
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- Attend workshops on transition to become informed on the process of transition planning.
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## Ages 18-19

- Apply for Social Security/Medicaid. Consult a professional regarding special needs trust or other arrangements that will protect eligibility for benefits.
- Investigate community living options. Apply for Section 8 housing vouchers.
- Make sure emphasis on IEP post-secondary goals will make the biggest difference in the life of the individual.
- Register now for selective service.
- If applicable, have the student registered to vote.
- If appropriate apply for the Division of Developmental Disabilities adult services.
- Contact DORS for technical consultation, and if graduating at 21 determine eligibility.
- Attend transition specific trainings/workshops. Network with other families who have been through the transition process.
- Incorporate community based instruction in the student's IEP.
- Begin to identify opportunities containing education/training providers in your area.
- If student will be accessing DDD and/or DORS identify community based service providers in your area.

## Ages 19-20

- Visit different community based agencies that provide habilitation services, enrichment classes and other day/employment supports.
- If accessing services through DDD complete Person Centered Planning.
- Visit with school personnel that know the student best.
- Become familiar with and prepare for the DDD-Individualized Service Plan.
- Interview and identify Support Coordination Agencies.
- If accessing services through DORS ensure the individual plan for employment is in place prior to exiting the school system.
- Prior the exiting the school, explore the possibility of the student having an after school job or weekend job with pay.
- Make sure the student has IRLA work experiences in their home community and interactions with local businesses.
- Find an adult primary care physician and dentist.