



HCP Transition Reminders (Pending System Messages)



Transition Reminders

Pending system messages sent to each HCP Care Coordinator for each child when they turn the following ages:

1. *Ages 10-14: Awareness – Start Transition!*

The following child is between the ages of 10 and 14. Please keep the following Transition items for building life skills and increasing family involvement in mind as you continue to work with this family. Try to incorporate some of these items into the child's Action Plan, as appropriate.

Life Skills for Emerging Adults:

- *Order meals at restaurants independently*
- *Pay for items at the store independently*
- *Learn how to use a cell phone and carry one, if applicable*
- *Find adult mentor/role model with similar disability*
- *Talk about your dreams for the future with the people you care about and ask for their help*
- *Increase independence of Activities of Daily Living (ex: dressing, feeding, bathing, toileting, etc.)*
- *Initiate social activities with peers outside of school*

Family Involvement:

- *Discuss child's hopes and dreams*
- *Assign chores to teach your child living skills*
- *Discuss sexuality and family planning issues*
- *Open bank account for child and discuss money and budgeting*
- *Inform local fire department of necessary accommodations for emergency preparedness*
- *Develop family plan of what to do in case of an emergency*
- *Set up Special Needs Trust, if applicable*
- *Talk about "End of Life" plans with family*
- *Facilitate opportunities for your child to make his or her own choices and decisions*
- *Find or create a safe place to talk about experiences with the disability (family discussions, support groups, counseling)*



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School:

- *Incorporate transition planning into last middle school IEP because it will follow student to high school*
- *Update IEP as often as necessary, at least once per school year*
- *All IEP requests should be in writing to the school district & special education department*
- *Support student to engage in middle school & high school classes & extra-curricular activities related to their interests & strengths*
- *If assistive technology (AT) device is needed at school, make sure it is written into IEP*
- *Parents: get involved in child's school to create partnerships & build relationships*

Career:

- *Start thinking about and researching possible career interests: take advantage of career fairs, job shadowing opportunities*
- *Volunteer in a variety of environments*
- *Start thinking & researching different career interests*

Health:

- *Ask questions at doctor appointments*
- *Obtain EPSDT services from Healthy Communities, if on Medicaid*
- *Build relationships with your medical providers*
- *Ask for care coordinator through insurance to help with services & needs*
- *Learn more about your health & health care needs*
- *Create a portable medical summary including medications, doctors, therapists, equipment vendors, etc. in case of emergency*
- *Develop a family medical history*

These recommendations are from the Family Voices Colorado "Guide to Transition" Wheel. www.familyvoicesco.org



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2. Ages 15-17: Exploration – Explore Interests and Talents!

The following child is between the ages of 15 and 17. Please keep the following Transition items for building life skills and increasing family involvement in mind as you continue to work with this family. Try to incorporate some of these items into the child's Action Plan, as appropriate.

Life Skills for Emerging Adults:

- *Arrive on time to appointments, work, and activities*
- *Carry state ID card or driver's license and a copy of health insurance card*
- *Schedule your own appointments*
- *Talk about future living arrangements with other people*
- *Carry a cell phone, if applicable*
- *Work on self-advocacy in meetings and appointments*
- *Seek care from adults, other than parents, so that you learn to interact with new people and communicate needs to others*
- *Attend a sleep away camp to foster independence*
- *Create an e-mail account or text access to increase social interactions and gain independence*

Family Involvement:

- *Teach teen how to handle emergency vs. non-emergency medical situations*
- *Discuss vocational training vs. post-secondary education*
- *Set up Special Needs Trust, if applicable*
- *Create opportunities to test independence of youth in a safe environment*
- *Explore public transportation together or use a community resource to learn about transportation to increase independence*
- *Talk about future living arrangements with child*
- *Find or create a safe place to talk about experiences with the disability (family discussions, support groups, counseling)*
- *Assist youth in connecting with an adult mentor/role model with a similar disability*

School:

- *At 15, incorporate first transition goal into IEP*
- *Update IEP/ transition goals as often as necessary, at least once per school year*
- *Student attends own IEP meeting to work on self-advocacy*
- *Transition goals should be individualized to student's interests*
- *Decide on transition program with vocational training vs. graduation & higher education*



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- *Support student to engage in classes & extra-curricular activities related to their interests & strengths.*

Career:

- *Begin job shadowing*
- *Practice completing job applications*
- *Develop a resume or video resume*
- *Work summer job, if applicable*
- *Volunteer in a variety of environments*
- *Learn about a variety of career opportunities based on your interests & strengths*
- *Remember, it's ok to think outside the box!*

Health:

- *Establish plan for adult medical services & obtain referrals*
- *Update portable medical summary*
- *Obtain a Letter of Medical Necessity for use with insurance, therapies, SSA, & other systems*
- *Learn more about your medical background*
- *Learn to schedule medical appointments independently*
- *Learn to refill prescriptions independently*

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3. Age 18: Preparation – Welcome to Adulthood!

The following child is 18 years old. Please keep the following Transition items for building life skills and increasing family involvement in mind as you continue to work with this family. Try to incorporate some of these items into the child's Action Plan, as appropriate.

Life Skills for Emerging Adults:

- *Register to vote – find out where accessible voting is available. Males must register for draft*
- *Plan future living arrangements*
- *Carry a cell phone, if applicable*
- *Prepare your "elevator speech" about your diagnosis for providers, therapists, teachers, etc.*
- *Obtain a passport, if desired*
- *Work on self-advocacy in meetings and appointments*
- *Seek care from adults, other than parents, so that you learn to interact with new people and communicate needs to others*
- *Initiate social activities with peers outside of school*



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Family Involvement:

- *Assist teen with living options*
- *Discuss vocational training vs. post-secondary education*
- *Inform local fire department of necessary accommodations for emergency preparedness*
- *Learn and discuss guardianship, Medical Durable Power of Attorney, or conservatorship options*
- *Set up Special Needs Trust, if applicable*
- *Facilitate opportunities for your child to make his or her own choices and decisions*
- *Find or create a safe place to talk about experiences with the disability (family discussions, support groups, counseling)*
- *Assist youth in connecting with an adult mentor/role model with a similar disability*

School:

- *Update IEP/ transition goals as often as necessary, at least once per school year*
- *Student attends own IEP meeting to work on self-advocacy*
- *All IEP requests should be in writing to the school district & special education department*
- *Transition goals should be individualized to student's interests*
- *Make plans to walk at graduation with high school class if graduating or if utilizing school transition services*

Career:

- *Continue job exploration / job training; contact county or DVR for funded programs*
- *Work summer job, if applicable*
- *Volunteer in a variety of environments*
- *Complete resume and/or video resume*
- *Find opportunities to connect with career interests*

Health:

- *Switch to adult medical providers*
- *Obtain EPSDT services through age 20, if on Medicaid*
- *Apply for adult SSI in order to keep Medicaid, if applicable*
- *Update portable medical summary*
- *Have an understanding of medical background & needs*
- *Update Letter of Medical Necessity with current abilities & needs*

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4. Age 19-21: Education/Training – Focus on Job Skills and Life Skills!

The following child is between the ages of 19-21. Please keep the following Transition items for building life skills and increasing family involvement in mind as you continue to work with this family. Try to incorporate some of these items into the child's Action Plan, as appropriate.

Life Skills for Emerging Adults:

- Inform local fire department of necessary accommodations for emergency preparedness
- Carry a cell phone, if applicable
- Bring together people you care about to plan with you and help you reach your goals (Person-Centered Planning)
- Practice self-advocacy in interactions with doctors and professionals
- Seek care from adults, other than parents, so that you learn to interact with new people and communicate needs to others
- Talk about your dreams for the future with the people you care about and ask for their help
- Initiate social activities with peers outside of school

Family Involvement:

- Plan future living options
- Develop a long term financial plan
- Discuss vocational training vs. post-secondary education
- Determine guardianship, Medical Durable Power of Attorney, or conservatorship
- Set up Special Needs Trust, if applicable
- Support independent choices
- Find or create a safe place to talk about experiences with the disability (family discussions, support groups, counseling)

School:

- Update IEP / transition goals as often as necessary, at least per school year
- Student attends own IEP meeting to work on self-advocacy
- Transition goals should be individualized to student's interests
- At 21, complete school transition services
- Begin post-secondary education, if desired
- Utilize 504 Plan (ADA) to receive accommodations in college & work



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Career:

- *Determine vocational direction & apply to job postings*
- *Continue volunteering to learn about opportunities & to network*
- *Learn to self-advocate for accommodations in the work environment*
- *Look into work incentive programs through SSA*

Health:

- *Build relationships with adult medical providers*
- *EPSDT services through age 20 (dental & vision coverage may end if on Medicaid)*
- *Dental & vision care can be written into DD service plans*
- *Update portable medical summary*
- *Assume responsibility for health care needs (make appointments, fill prescriptions, manage medication), if applicable*
- *Update Letter of Medical Necessity with current abilities & needs*

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