



Transition Timeline

The Maine Department of Health and Human Services (DHHS) created this timeline as a suggested guide to assist youth and their support team along the path of transition.



(X) Age 14

<input type="checkbox"/>	<p>Youth and their teams begin conversations about the youth’s interests and dreams for the future. It is important to start looking at natural and paid supports for the future because every individual’s life includes supports from a variety of people.</p>	<p>Why: The youth is entering a new and exciting stage in their life. During adolescence, the team must take the youth’s lead on what they want their future to look like.</p> <p>For helpful tools to assist with person-centered planning, visit: https://www.maine.gov/dhhs/oads/get-support/adults-intellectual-disability-and-autism/person-centered-planning</p>
<input type="checkbox"/>	<p>Following the discussion, the youth and their team will develop a transition plan and goals based on their dreams, interests, and desired outcomes for adulthood in employment, postsecondary education and training, housing, recreation and leisure, and community involvement. Be sure to include potential barriers and assistance that may be needed.</p>	<p>Why: Planning with clear goals and deadlines ensures everyone is on the same page and improves outcomes for the individual.</p>
<input type="checkbox"/>	<p>Work with the Individualized Education Program (IEP) team to include goals and activities to develop the youth’s self-determination and self-advocacy skills.</p>	<p>Why: Self-determination skills empower individuals to make things happen – make choices and decisions, set goals, and plan how to achieve them. Self-advocacy skills prepare individuals to speak up for themselves.</p>

<input type="checkbox"/>	Practice supported decision making. Start with small decisions and build upon these each year.	<p>Why: Practicing supported decision-making increases an individual’s competency in looking at the pros and cons of each decision and discussing options with trusted people.</p> <p>To learn more about supported decision making: https://drme.org/</p>
<input type="checkbox"/>	An annual transition planning form will be developed with the youth and their team.	<p>Why: This is a requirement to ensure that youth agree with the transition plan.</p>

(X) Age 15

<input type="checkbox"/>	At the IEP meeting, the youth and their team will revise and update IEP goals and objectives. The team will administer and review ongoing assessments.	<p>Why: It is essential to build upon the previous year’s successes.</p>
<input type="checkbox"/>	Connect with Vocational Rehabilitation to explore eligibility for Pre-ETS (Pre-Employment Transition Services).	<p>Why: These services are designed to assist students in preparing for education and employment at an earlier age.</p> <p>To learn more about services offered through Vocational Rehabilitation (VR), visit: https://www.maine.gov/rehab/dvr/</p>
<input type="checkbox"/>	Youth and families will work with case managers/care coordinators to become familiar with the Office of Aging and Disability Services (OADS) adult services.	<p>Why: Services for adults are different from those for youth. When youth start learning about options early, they can better plan for adulthood. le services and begin planning.</p> <p>To learn more about OADS services, visit: https://www.maine.gov/dhhs/oads</p>

(X) Age 16

<input type="checkbox"/>	The youth and the team will develop a vocational exploration plan that focuses on skill development.	<p>Why: Being employed gives many people a sense of purpose, money to spend as they want (such as to enjoy recreational activities), opportunities to meet new people, and many other benefits.</p>
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<input type="checkbox"/>	<p>Obtain a State ID, if not pursuing a driver's license.</p>	<p>Why: Identification is needed to pursue opportunities such as employment, banking, secondary education, and traveling.</p> <p>To learn more about obtaining an identification card, visit: https://www.maine.gov/sos/bmv/licenses/id.html</p> <p>Or call: 207-626-8400 and ask to be connected to the Bureau of Motor Vehicles.</p>
<input type="checkbox"/>	<p>Collaborate with doctors to obtain medical records and create a summary of medical information. Keep a copy for yourself.</p>	<p>Why: Maintaining and sharing accurate medical information with new doctors is important to ensure consistency in medical care.</p>
<input type="checkbox"/>	<p>The youth and their family should attend a school Transitional or Resource Fair, if available in their area.</p>	<p>Why: Transition (or Resource) Fairs are another means for youth and families to learn what resources are available to them as they transition into adulthood.</p>
<input type="checkbox"/>	<p>Two years before graduation or exiting high school, Community Case Managers/Care Coordinators and other support people can be invited to the IEP meetings to ensure coordination and access to community-based supports and adult services post-graduation. Families and youth should determine who they want at the IEP meeting and notify the school to find out the process of inviting community support people.</p>	<p>Why: To ensure optimal outcomes and consistency in care and transition planning.</p>

(X) Age 17

<input type="checkbox"/>	<p>Continue to review natural supports and community resources that may benefit the youth.</p>	<p>Why: This should happen throughout a person's life as supports and desires change often.</p>
<input type="checkbox"/>	<p>Consider applying for OADS Developmental Services (DS) eligibility, which OADS can review at age 18.</p>	<p>Why: If eligible, youth may receive adult case management services and support from OADS DS Crisis Prevention and Intervention Services.</p> <p>or visit: https://www.maine.gov/dhhs/oads/get-support/adults-intellectual-disability-and-autism/case-management</p>

(X) Age 18

<input type="checkbox"/>	Apply for Supplemental Security Income (SSI).	<p>Why: By age 18, parental income is no longer a determining factor in whether an individual is eligible for SSI.</p> <p>To learn more about applying for SSI, visit: https://www.ssa.gov/ssi</p> <p>Or call: 800-772-1213</p>
<input type="checkbox"/>	Look for a new adult doctor and dentist, if needed.	<p>Why: Switching from a Pediatrician and from a Pediatric Dentist to an adult doctor and dentist can take time due to waitlists and finding the right fit.</p>
<input type="checkbox"/>	Explore supports needed in healthcare, finances, medical directives, and guardianship, and follow up with any necessary paperwork.	<p>Why: This process takes time and many discussions to ensure that individuals have the most control over their lives.</p>
<input type="checkbox"/>	Be sure team members are explaining and discussing supported decision-making with the individual.	<p>Why: Supported decision-making allows youths to own their lives while ensuring they have trusted individuals supporting them with making informed decisions.</p>
<input type="checkbox"/>	The individual and their IEP team will continue discussing and planning for post-secondary education or training, community-based work experiences, independent living skill development, community connections, and progress.	<p>Why: Discussions and exploring options allow individuals and their teams to create person-centered goals to bring them the life they envision.</p>
<input type="checkbox"/>	Continue to involve the individual in volunteer and work experiences to determine their preferences, strengths, and abilities.	<p>Why: As youth transition into adulthood, it is essential to determine their preferences, strengths, and abilities to have meaningful and purposeful lives.</p>
<input type="checkbox"/>	The individual and their IEP team will discuss the potential exit date from school.	<p>Why: An exit date allows the team to create a transition plan that ensures that the individual reaches milestones and applies for adult services in a timely manner.</p>
<input type="checkbox"/>	If youth is ineligible for MaineCare, look into other health insurance options.	<p>Why: It is important for youth to have consistent healthcare without a lapse in coverage.</p>

□	Register to vote.	Why: All US citizens have the right to vote. For more information on registering to vote, visit: https://www.maine.gov/sos/cec/elec/voter-info/voterguide.html
□	Individuals assigned male at birth need to register for Civil Service.	Why: All individuals assigned male at birth must register for Civil Service at age 18 regardless of disability. To register, visit: https://www.sss.gov/register/

(X) Beyond age 18 to age 22

□	The individual and their family/support team should continue exploring adult services after graduation.	Why: Once a youth becomes an adult, they will change from a system of being entitled to certain rights and privileges to a system of eligibility. Support services, from children's services to adult services, will vary. It is important to be knowledgeable about what is available.
□	Apply for OADS Waiver Services, if applicable. This can be completed once the individual turns 18 or after.	Why: Waivers currently have waitlists. It is important to get added to the list as soon as possible.
□	If the individual intends to go to post-secondary school, they should look at options before or at the beginning of the year they plan to graduate.	Why: Applications and FAFSA (Free Application for Federal Student Aid) have deadlines that must be followed. For the best consideration, the FAFSA should be no later than March 1st of a student's senior year. The earlier, the better.
□	If attending college or vocational programs, work with the school's disability services for any accommodations that may be needed.	Why: For best outcomes, set up accommodations before school starts. Although the youth is now an adult, planning and goals are essential for success.
□	Work with the Vocational Rehabilitation Coordinator to apply for VR adult services.	Why: Vocational Rehab provides essential vocational training and support to individuals interested in entering the workforce.
□	Complete assessments to determine eligibility and supports the individual will need to live as independently as possible.	Why: OADS has contracted with a third party to manage its Statewide Assessing Services. This single Assessing Services Agency (ASA) Program determines eligibility for programs and services vital to adults.

□	Plan for graduation and any accommodations that may be needed.	Why: This should be an exciting and happy time for all involved! Planning and making accommodations beforehand gives the individual the best possible experience.
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The transition project is a joint project between the Office of Aging and Disability Services (OADS) and the Office of Child and Family Services (OCFS)

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