

Washington State Supports and Services

Division of Developmental Disabilities (DDD): 360-725-3413 or 1-800-737-0617
<http://www1.dshs.wa.gov/ddd/index.shtml>

Children with Special Health Care Needs (CSHCN) Program: 1-800-322-2588
<http://www.dohi.wa.gov/cfh/mch/CSHCNhome2.htm>

Family Health Hotline: (Within Reach) 1-800-322-2588 <http://www.hmhbw.org>

Washington State Infant Toddler Early Intervention Program (ITEIP): 360-725-3500 or 1-800-322-2588
<http://www1.dshs.wa.gov/iteip>

Parent to Parent (P2P): 1-800-821-5927 http://www.arcwa.org/parent_to_parent.htm

Supplemental Security Income (SSI): 1-800-772-1213 <http://www.ssa.gov/>

SSI for Children: <http://www.ssa.gov/pubs/10026.html>

SSI for Youth: <http://www.ssa.gov/work/Youth/youth.html>

SSI for Adults: <http://www.ssa.gov/work/>

SSI Work Incentives (PASS): <http://www.ssa.gov/online/ssa-545.html>

Washington State Fathers' Network (WSFN): 425-747-4004 ext. 4286 <http://www.fathersnetwork.org/>

Office of Superintendent of Public Instruction (OSPI): 360-725-6000 <http://www.k12.wa.us/specialed/>

Washington Protection and Advocacy System (WPAS): 1-800-562-2702 <http://www.wpas-rights.org>

Washington Assistive Technology Act Program (WATAP): 1-800-214-8731 <http://watap.org/>

Ethnic Outreach (King County ARC): 206-364-4645 <http://www.arcofkingcounty.org/>

Parents are Vital in Education (PAVE): 1-800-572-7368 <http://www.washingtonpave.org/>

Washington State ARC: 1-888-754-8798 <http://www.arcwa.org/>

Washington State Insurance Commissioner's Office: 1-800-562-6900 <http://www.insurance.wa.gov/>

Youth Leadership Forum (YLF): 360-438-3167 <http://fortress.wa.gov/esd/portal/gcde/youth>

Department of Vocational Rehabilitation (DVR): 1-800-637-5627 <http://www1.dshs.wa.gov/dvr/>

Developmental Disabilities Council (DDC): 1-800-634-4473 <http://www.wa.gov/ddc>

Washington Initiative for Supported Employment (WISE): 206-343-0881 <http://www.theinitiative.ws/>

People First: 1-800-758-1123 <http://www.peoplefirstofwashington.org>

Centers for Independent (CILs): 1-800-624-4105 <http://www.wasilc.org/>

Healthcare for Workers with Disabilities (HWD): 1-800-337-1835
<http://fortress.wa.gov/dshs/maa/eligibility/HWD.htm>

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In collaboration with:



Infant Toddler Early
Intervention Program



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Transition Timeline for Children and Adolescents with Special Needs: Developmental Disabilities/Delays

Children and families experience many transitions, large and small, over the years. Some predictable transitions occur: when children transition out of early intervention services at age three, when they move from preschool programs into kindergarten, when they approach adolescence, and when children move from adolescence into adulthood. Other transitions children make include moving into new programs, working with new agencies and care providers, and making new friends. A move from hospital to home is another transition some children and families may experience. Transitions involve changes: adding new expectations, responsibilities, or resources, and letting go of others.

As a parent of a child with special needs, disabilities, and/or developmental delays, you may be caught up in day to day survival. You may ask, "How can I think about tomorrow when I'm just trying to make it through today?" But when those moments come when you can catch your breath it may be helpful to be aware of those transitions and allow yourself to think about the future.

Tips: Review the timeline and identify where you are. Pick a place for action- you can't do everything at once! Link with others who have already transitioned.

Transition Timeline for Children and Adolescents with Special Needs: Developmental Disabilities/Delays

Parent and Child Interactions that Encourage Independence

- Birth to 3, or according to your child's developmental ability**
- Assure your infant the world is a good place in which to live. The development of a sense of trust is vital to the development of a healthy personality.
 - Allow your child to develop at his/her own individual rate
 - As a parent it is important to take short breaks from your child to renew energy with which to enjoy him/her.
 - Begin keeping a record of your child's early intervention, educational and medical history, including immunizations.

Transition to Preschool: Supports or Services to Consider

- Birth to 3**
- Contact a Family Resources Coordinator (FRC) for services/programs to help you and your child. If eligible, the FRC will coordinate needed services for your family through an Individualized Family Service Plan (IFSP). Call Family Health Hotline (1-800-322-2588) for your local FRC contact.
 - Seek a parent program for emotional support and networking.
 - Involve your child and family in community and recreational activities that include children with and without special needs.
 - Begin transition planning (from Early Intervention Program to Early Childhood Special Education Services/Public School Preschool or community program) by age 2 1/2: the FRC coordinates this.
 - A transition plan meeting must be held at least 3 months before your child's third birthday and a written plan developed.
- By age 3**
- If your child is eligible for Early Childhood Special Education Services an Individualized Education Program (IEP) must be in place by your child's 3rd birthday – or the FRC will work with you to identify other programs/services.

- By ages 3-5, or according to your child's developmental ability**
- Assign your child chores appropriate for his/her ability level.
 - Encourage decision making skills by offering choices.
 - Teach consequences of your child's behaviors and choices.
 - Continue involvement in community and recreational activities that include children with and without special needs.
 - Begin asking "What do you want to do when you grow up?"
 - Begin teaching your child about his/her special need.
 - Begin teaching your child self-care skills: usual skills and those related to his/her special need.
 - Begin helping your child interact directly with doctors, nurses, therapists, teachers.

- By ages 6-11, or according to your child's developmental ability**
- Assess your child's perception and basic knowledge of his/her special needs. Build on their understanding.
 - Continue teaching your child usual self-care skills as well as skills related to his/her special need.
 - Encourage hobbies and leisure activities; include exploring community and recreational activities, clubs, 4-H, Scouts, Campfire, YMCA, sports, etc.
 - Continue to encourage decision making skills by offering choices.
 - Continue assigning your child chores appropriate for his/her ability level.
 - Take your child shopping whenever possible so he/she can help in choices.
 - Let your child choose how to spend some or all of allowance.
 - Teach your child the consequences of his/her behaviors and choices.
 - Allow your child to experience the consequences of a poor choice as well as a good choice.
 - Begin teaching your child self-advocacy skills.
 - Continue asking your child "What will you do when you grow up?"

- By ages 12-18, or according to your child's developmental ability**
- Assess your teen's perception and basic knowledge of his/her special need. Fill in gaps in understanding.
 - Continue teaching your teen age-appropriate self-help skills as well as skills related to special need. Continue teaching self-advocacy skills.
 - Begin helping your teen keep a record of his/her medical history, including conditions, operations, treatments (dates, doctors, recommendations) and Individualized Education Program (IEP) if on an IEP.
 - If on an IEP, encourage teen to participate in IEP meeting.
 - Begin helping your teen take responsibility for making and keeping his/her own medical appointments, ordering his/her own supplies, etc.
 - Begin exploring health care coverage for young adult
 - Discuss relationships and sexuality with your teen.
 - Help your teen identify and build on his/her strengths.
 - Explore support groups, if teen is interested.
 - Begin to explore and talk about possible career interests with your teen.
 - Help your teen find work and volunteer activities.
 - Continue to allow your teen to help with family chores.
 - Continue to encourage hobbies and leisure activities.
 - Help your teen identify and be involved with adult or older teen role models.
 - Begin, with your teen, looking for an adult health care provider.

- By ages 18-21, or according to your child's developmental ability**
- If on an IEP, you may want to encourage young adult to stay in a school program until age 21.
 - If young adult is on an IEP, continue to encourage participation in IEP meeting and transition planning with IEP team, including employment and adult life activities.
 - Act as a resource and support to young adult.
 - Encourage young adult to participate in support groups and/or organizations relevant to his/her special need.
 - Finalize health care coverage plan with young adult.
 - With young adult, finalize transfer of medical care to adult provider.

Transition to Adulthood: Supports or Services to Consider

- By age 16**
- Transition Plan from School to Post-School options begins for teens on IEPs. They must be invited to participate in their IEP meeting.
- By age 17**
- Begin exploring health care financing for young adult.
 - Notify Division of Vocational Rehabilitation (DVR) for teens with and without IEPs by Autumn of the year before they graduate.
 - If appropriate begin guardianship procedures 2 months before the teen turns 18. Guardianship may be full or limited.
 - Notify student of rights that will transfer to him/her on reaching the age of majority at least one year before the student reaches the age of majority (age 18 in WA state).
- By age 18**
- Check eligibility for SSI the month the teen turns 18.
 - Investigate SSI Work Incentives such as Plan for Achieving Self-Support (PASS).
- By Age 21**
- For young adults with developmental disabilities, notify Division of Developmental Disabilities (DDD) for adult vocational services.
 - Can sign up for DDD at any age, the earlier the better.

Supports and Services to Consider (see back for contact information)

