



Autism and Developmental Disabilities Transition Road Map

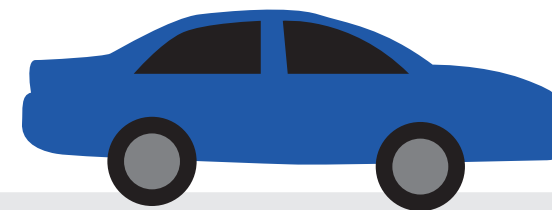


When your child needs a hospital, everything matters.

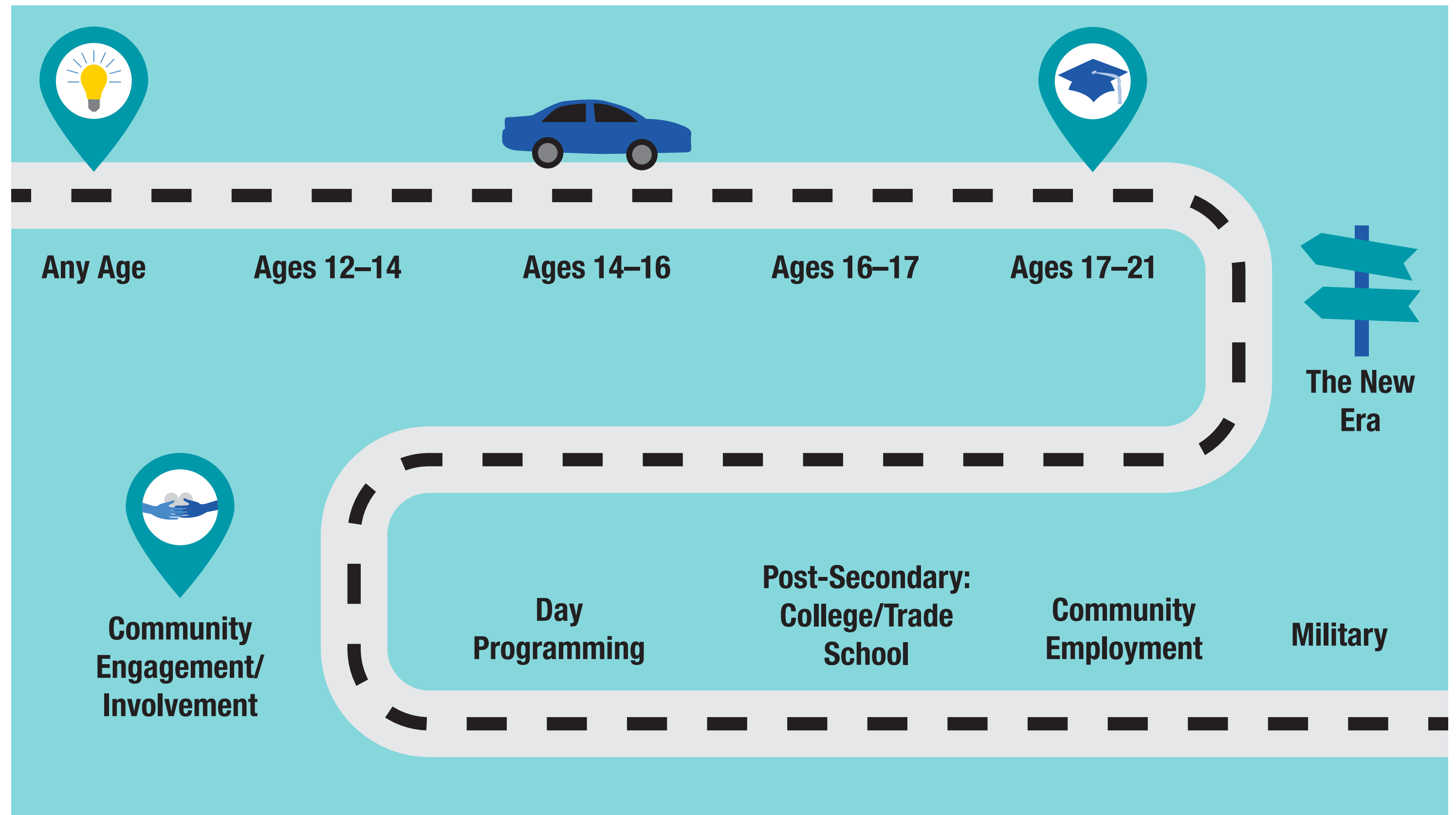


Introduction

Children with autism spectrum disorder and other developmental disabilities sometimes hit milestones at different ages than children who are not affected by these conditions. This booklet serves as a guide to help you or your child transition through the different phases of life and into adulthood.



Transition Roadmap





At any age

- Apply to county board of Developmental Disabilities about services and benefits ^{1,2}
- Apply for Social Security Benefits and Medicaid ³
- Begin estate planning (Special Needs Trusts)
- Open STABLE account ⁴
- Evaluate social skills, self-determination and self advocacy skills ^{5,6}



Ages 12–14

- Begin developing the transition part of the Individualized Education Program (IEP) plan.
- Put together a multidisciplinary team for educational and social needs.
- Identify young person/individual's strengths, challenges, interests, preferences and postsecondary goals. ⁶
- Set up support and activities based on student interest. ^{10,11}
- Consider sexual development and need for education.
- Work on improving comfort in medical settings by seeing pediatrician regularly.

*Numbers next to bullets above and throughout this booklet refer to resources available on page 16.

Ages 14–16

School

- Include adult service providers on the IEP team (such as Opportunities for Ohioans with Disabilities (OOD)).
- Explore backgrounds to see if the young person/individual can get new advanced activities and courses.
- Determine at what age the young person/individual might graduate (students can stay in school until the age of 22).
- Explore options within your home school district: career centers, work study, college credit classes, Project SEARCH, other special programs within the school district.

Medical Care

- Determine other behavioral health needs (counseling, behavior support, etc.)
- Evaluate young person/individual's ability to manage personal health care
- Consider sexual development and need for education, medical attention and possible birth control
 - For example: gynecological visit



Employment

- Start Vocational Rehabilitation process
 - Opportunities for Ohioans with Disabilities (OOD) can begin as early as age 16, depending on vocational need. It should begin no later than two years before leaving high school. ⁸
 - Take part in community based work experiences, job shadowing and/or information sessions. ¹⁴

Transportation

- Develop mobility/travel safety skills
 - Learn to use public transportation (COTA) ¹²
 - Learn to use special transportation (COTA Mainstream, Lyft, Uber)
 - Get a driver's license
 - Explore special needs driving programs as needed ¹³



Ages 16–17

- Look into the need for guardianship and/or power of attorney. Paperwork can be filed close to the age of 18.¹⁷
- Identify responsibilities and privileges that the individual has at this age.
- Refine and reevaluate postsecondary goals. Start to identify appropriate future track.
- Make sure young person/individual has social security card, birth certificate, personal ID, Autism ID and insurance cards.

Medical Care

- Explore options for adult medical care
 - Primary care doctor
 - Mental health provider
- Review checklist for transitioning medical care



Ages 17–21



- Confirm graduation/degree requirements and future implications.
- Evaluate financial literacy and goals.
- Prepare future goals and expectations.

High School Diploma

- This diploma is awarded to young people/individuals who have passed required courses and exams in a number of subjects. The diploma is generally accepted for admission everywhere: 2 and 4 year colleges as well as military and trade schools.

General Education Development (GED) Diplomas

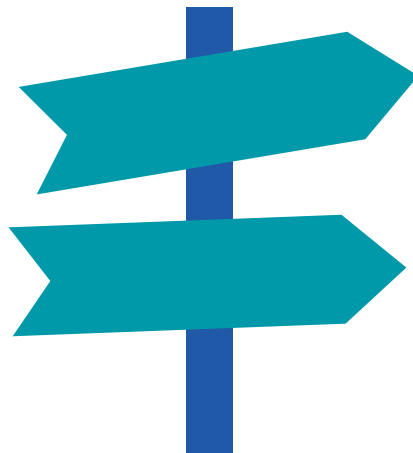
- This diploma is awarded to young people/individuals who have passed the GED exam. The GED is generally accepted by military, trade schools, and some junior/community colleges (sometimes need additional qualifications).

IEP/Local Diplomas or Certificates of Completion

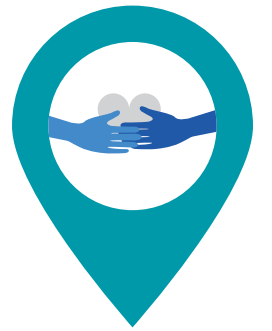
- This diploma is awarded to young people/individuals who have reached the goals on their Individualized Education Programs. The IEP qualification is not recognized as a diploma by 2 and 4 year colleges, the majority of companies, or the military. It is not accepted for admission to any postsecondary degree program without other testing or certification.

The New Era (Ages 18+)

- Complete guardianship/power of attorney paperwork.¹⁷
- Understand legal rights.
- Set new priorities for future goal setting.
- Do a benefits analysis.
- Apply for Social Security Benefits and Medicaid (SSA considers only the individual's income and assets at the age of 18).³
- Register to vote.¹⁸
- Males should register for the draft, no matter the level of functioning.²⁵
- Review health insurance for continued coverage.
- Start to discuss independent living options.¹⁰
- Assess capacity for independent living.
- Review travel safety skills and public transportation options.^{12, 13}
- Gather paperwork verifying disability and necessary accommodations to provide to adult service providers.
- Transition to adult health care (vs. medical) providers.



Community Engagement/Involvement



Recreation/Leisure

- Look into summer programs
- Connect with peer groups
- Connect with disability specific organizations (Best Buddies, Special Olympics, Next Chapter Book Club, etc.)^{10, 11}
- Seek out volunteer opportunities
- Select fitness activities and routines

Transportation Needs

- Decide on the best mode of transportation
 - Public transportation (COTA)¹²
 - Consider COTA mobility training
 - Specialized transportation (COTA Mainstream, Lyft, Uber)
- Hire homemaker personal care services, if funding is available
- Secure medicaid transportation for health care appointments¹³
- Get a driver's license
 - Explore special needs driving program as needed

Day Programming

- Ensure funding is in place (i.e., typically requires a waiver)
- Tour different facilities
- Decide which facility is the right fit
- Have intake meeting with facility of choice
- Have paperwork for supports needed and coordinate a meeting with current providers and new providers
- Monitor goals and progress
- Check the interests of the young person/individual to decide what programs to sign them up for



Postsecondary: College/Trade School

- Complete vocational assessments (can be found on Ohio Means Jobs website and other assessments) ²⁰
 - Understand differences between college and high school ²¹
- Evaluate need for special college programming (ACE, Marshall)
- Take standardized tests (ACT/SAT) ^{22, 23}
- Write resume
- Help plan what courses the young person/individual needs to take to meet their education or trade goals
- Tour options
- Apply for college & training programs
 - Application
 - Essay
 - Obtain letters of reference as needed
- Think about where the young person/individual will live during school
 - Think about transportation options
 - Review adaptive/self care skills, communication/self advocacy, mental health, etc. in determining appropriate level of independence
- Explore financial aid options ²⁴
- Complete the FAFSA (form for federal aid to pay for school) ²⁴
- Apply for other scholarships
- Meet with Disability Services office at college selected to discuss accommodations needed (keep in mind colleges do NOT have IEPs)
- Have a copy of your most recent IEP and disability related documents

Community Employment

- Ensure linkage with Opportunities for Ohioans with Disabilities (OOD) ⁸
- Complete vocational assessments (can be found on Ohio Means Jobs website) ²⁰
- Take part in community-based work experiences
- Take part in job shadowing and/or informational interviews
- Write a resume
- Practice social skills that will be used in the workplace
- Ensure work-related documents are available: social security card, birth certificate, personal ID
- Work with Opportunities for Ohioans with Disabilities (OOD) for the following services:
 - Job development
 - Job coaching
- Work with county board for employment-related services: transportation and long-term follow along ^{1, 2}
- Review benefits

Military

- Ensure you meet eligibility requirements ^{19, 25}
- Research the five branches (Air Force, Army, Coast Guard, Marine Corps and Navy)
- Research what you need to do to enlist and how to get ready
- Contact a recruiter
- Spend a day at the Military Entrance Processing Station (MEPS)
- Take the ASVAB (Armed Services Vocational Aptitude Battery) test
- Complete physical exam
- If you decide to enlist wait for orders for Basic Training

Provided by Joseph Ordillas with help from the Center for Autism Spectrum Disorders at Nationwide Children’s Hospital.

Resources

1. www.OACBDD.org
2. FCBDD.org
3. www.Benefits.ohio.gov
4. www.StableAccount.com
5. SDIPRDWB.ku.edu
6. www.OU.edu/Education — Centers & Outreach, Zarrow Center for Learning Enrichment, Transition Resources, Assessments
7. www.NCWD-Youth.info
8. ood.ohio.gov
9. Nisonger.osu.edu — Adolescent Services
10. www.BestBuddies.org
11. SOOH.org
12. www.COTA.com — Riding COTA, Accessible Services
13. www.OhioMH.com — Resources, Transportation Assistance
14. OhioEmploymentFirst.org —Transition Planning
15. www.OhioAATALibrary.org/
16. DDC.ohio.gov
17. Probate.FranklinCountyOhio.gov/Departments/Guardianship
18. www.Vote.org
19. www.SSS.gov
20. OhioMeansJobs.ohio.gov
21. WorkSupport.com
22. www.ACT.org
23. CollegeReadiness.CollegeBoard.org/SAT/
24. StudentAid.gov
25. www.USA.gov

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