



Guidance for a Successful Transition to Adult Life

*Factors to Consider When Helping a Young Adult
Transition to Life After School*

Grades 7-8

KALAMAZOO RESA
INSPIRING EDUCATIONAL EXCELLENCE

Transition Checklist

Transition means helping students with disabilities think about their life after school. The team must identify long-range goals and work together to ensure that the young adult gains the skills and connections they need to achieve these goals. Planning for the future is an investment in a student's well-being. Every member on the team plays an important role. Below you will find some important factors to consider during the transition process.

Families & School Staff Should Work Together With the Student On The Following:	
	Assist the student with time management skills; prioritization and daily organization of personal belongings, routines, schedules and schoolwork.
	Continue to increase the student's awareness of their strengths, challenges and about their disability. Have student learn how to communicate these factors to others.
	Work as a team to determine whether a Michigan Merit Curriculum Diploma or a Certificate of Completion is appropriate for the student. This decision is based on educational history and current performance.
	Prior to the annual IEP meeting, determine who will be invited to the IEP meeting. If appropriate, invite any community agency representatives that would benefit in the IEP meeting to aid in planning the transitions for the student.
	Support efforts to provide vocational exploration and training as part of the school program.

Families Should Work with the Student on the Following:

	Develop or update a Transition Planning file. Things to include may be: birth certificate, state ID, social security card, IEPs, evaluations, and other related documents.
	Attend and participate in the IEP meeting. Attend informational meetings regarding services available to your child.
	Explain the IEP process to your student and encourage student to attend the IEP meeting.
	Begin to create a vision for your child's life after high school. Consider and explore options regarding jobs/careers, continuing education, recreation, independent living and volunteering.
	Talk to other families who have been through the transition process. Seek out families through Part to Parent of Southwest Michigan.
	Help your child to learn and practice healthcare. Have your child aim to do the following independently: shower, use deodorant, brush hair, brush teeth, dress appropriately with clean clothes.
	Develop and implement strategies to increase child responsibilities and independence at home.
	Expose your child to a variety of activities to learn and practice etiquette, dress code, etc.
	Prior to the start of high school, visit the high school together with your child to meet teachers for a smooth transition.
	Seek out social mentor programs available in your high school.
	Create a list of people and contact information that your child can go to for help.
	Allow your child to make their own decisions as appropriate.
	Social Security benefits are based on income and level of disability, If you think your child may qualify before the age of 18, contact the Social Security office for more information. 1-800-772-1213 www.ssa.gov To apply for Medicaid, call the Dept. of Human Services 269-337-4900

Helpful Transition Resources

Each local school district, as well as county-wide Kalamazoo RESA, has a Transition Coordinator on staff. It is the role of the transition coordinator to work with the schools, students and families to make connections with transition programs, provide information about available community resources, and help students to successfully transition from school life to post-school life.

<u>Service Area</u>	<u>Districts Included in Service Area</u>	<u>Transition Coordinator</u>	<u>Phone Number</u>
Central Service Area	Kalamazoo	Kevin Downing	269-492-4323
Eastern Service Area	Climax, Comstock, Galesburg-Augusta, Parchment, Gull Lake	Jennifer Chiechi	269-484-2061
Southern Service Area	Portage, Schoolcraft, Vicksburg	Libby Danielson	269-910-8914
Kalamazoo RESA	-----	Jordan Stripling	269-250-9621

A listing of all community resources and agencies can be found on the

Kalamazoo RESA Transition Services webpage:

<http://kresa.org//site/Default.aspx?PageID=1449>

Accessing Community Resources

<u>Community Resource</u>	<u>Services Offered</u>	<u>How to Connect</u>
Integrated Services of Kalamazoo	<ul style="list-style-type: none"> ▪ Supports Coordination ▪ Supported Employment ▪ Skill Building Assistance ▪ Enhanced Healthcare Services ▪ Community Living Supports ▪ Respite Care 	<p>To qualify for Developmental Disabilities Services, individual must have significant impairment. Note that services typically only offered to individuals who have Medicaid.</p> <p>Address: 418 W. Kalamazoo Ave Kalamazoo, MI 49007</p> <p>How to apply: Call the ISKAccess Center at(269) 373-6000</p>
Michigan Rehabilitation Services	<ul style="list-style-type: none"> ▪ Job Placement ▪ Job Coaching ▪ On the Job Training ▪ Vocational training MCTI ▪ Project SEARCH ▪ Support Services ▪ Job Readiness training ▪ Vocational exploration 	<p>A student MUST have a State ID and Social Security Card to become connected with MRS.</p> <p>In order to connect a student to MRS, contact Vocational Counselor, Rebecca Hill. She can be reached at hillr1@michigan.gov or (269)337-3700.</p>
Disability Network	<ul style="list-style-type: none"> ▪ Independent Living Skills Training ▪ Services for all disability related questions ▪ Booths and disability related trainings. 	<p>Visit www.dnswm.org for all information.</p>
Community Advocates	<p>Community Advocates can help students to understand their rights and speak their needs and wants. They can help with all areas - including school, housing, employment and community participation.</p>	<p>Visit www.communityadvocates.org</p>

Applying for Services

<u>Community Resource</u>	<u>Services Offered</u>	<u>How to Connect</u>
<p style="text-align: center;">Department of Human Services</p>	<ul style="list-style-type: none"> ▪ Food Stamps ▪ Medicaid ▪ Cash Assistance ▪ Variety of Other Programs 	<p>Online: https://www.mibridges.michigan.gov/access/</p> <p>In person:</p> <p>Fill out paper packet ahead of time. You can find it online at https://www.michigan.gov/dhs/0,4562,7-124-5439_5439_5439-69226--,00.html</p> <p>Turn in application at local DHS office; 322 E. Stockbridge Ave. Kalamazoo MI, 269-337-4900.</p> <p>Adult with disability will need a representative (someone filing on behalf of adult)</p> <p>Adult with disability will need to designate someone as your payee who will receive your cash assistance and help manage and will also have a copy of your Bridge Card (food stamps)</p> <p>Needed information that DHS staff will ask for after complete initial application: SSN, family size, DOB, proof of identity (e.g., birth certificate, etc.), proof of income and assets, proof of enrollment in school and documentation of disability (e.g., MET report, doctor’s report, psychological testing, etc.)</p>
<p style="text-align: center;">Social Security Administration</p>	<p style="text-align: center;">Supplemental Security Income</p>	<p>Schedule an appointment with local SSI office by calling 1-800-772-1213. Interview can either be in person or via phone.</p> <p>Fill out application online at https://secure.ssa.gov/iClaim/dib</p> <ul style="list-style-type: none"> • Having the following information on hand is helpful: Your date and place of birth and Social Security number, name, address and phone number of someone we can contact who knows about your medical conditions and can help with your application. • Detailed information about your medical illnesses, injuries or conditions and names, addresses, phone numbers, patient ID numbers and dates of treatment for all doctors, hospitals and clinics. • Names of medicines you are taking and who prescribed them; and names and dates of medical tests you have had and who sent you for them. <p>Determination usually takes several months (four to seven) and generally only 30% of people are approved. The key is to emphasize and highlight student’s areas of need (e.g. , skills that individual is unable to do that affect daily life such as balancing a check book, maintaining a budget, etc.).</p>