

MAKING IT HAPPEN

TRANSITION TO ADULthood



HARBOR
REGIONAL
CENTER



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SECTION 1

TRANSITION TO ADULTHOOD

If you or your family member is an adolescent, an important life transition is ahead. The move to adulthood is an exciting time that will provide new opportunities. We encourage you to start thinking about transition by the age of 14, long before it is time to leave school. Gathering information, understanding choices, making decisions and trying out options - all these steps take time.

We hope the information in this booklet, as well as the help and support from your regional center Service Coordinator; will make this transition go smoothly.

Harbor Regional Center will work with you to ensure that services and supports will be available to meet your/your family member's needs, interests and goals.

Services and supports may assist with:

- Continuing education
- Employment
- Adult Day Activities
- Living Arrangements
- Community Access
- Other services and supports to ensure your/your family member's success as an adult.

The school will play a major role in helping you or your family member transition to adulthood. At the back of this booklet you will find more information about working with the schools during transition to adulthood.



SECTION 2

WHAT OPPORTUNITIES WILL BE AVAILABLE AFTER YOU OR YOUR FAMILY MEMBER LEAVE/S SCHOOL?

You or your family member will have opportunities for:

- strengthening self-help and self-care skills
- continuing education at a university, community college, trade school or specialized training programs
- paid work (with special supports if needed)
- volunteer work, if preferred
- living independently in a home or apartment, with or without roommates, and with supports as needed - or living in a group home, if preferred
- learning new skills, such as how to manage money, how to navigate public transportation, how to cook, and how to take care of a home
- socializing with friends and making new ones.

SECTION 3

WHAT ARE THE COMMUNITY OR PUBLIC RESOURCES THAT MAY BE AVAILABLE TO YOU OR YOUR FAMILY MEMBER?

- Medical insurance through Medi-Cal
- Personal care and protective supervision through In-Home Supportive Services (IHSS)
- Financial assistance through Supplemental Security Income (SSI)
- Vocational training through the Department of Rehabilitation (DOR)
- Educational supports through Disabled Student Services

This is not a complete list and we want to assure you that your HRC Service Coordinator is available to provide you with additional information and to answer your questions.



SECTION 4

WHAT LEGAL AND BENEFIT DECISIONS WILL NEED TO BE MADE AS YOU OR YOUR FAMILY MEMBER TURNS 18?

We at Harbor Regional Center encourage you or your family member to direct your own decision-making to the fullest extent possible. Many adults routinely make decisions on their own behalf with guidance from their family, HRC service coordinator, advocate, or trusted friends. There are many options we can explore:

- Supported decision-making
- Alternatives to conservatorship
- Power of attorney
- Conservatorship
- Special needs trusts and CalABLE accounts

SECTION 5

HOW WILL YOU OR YOUR FAMILY MEMBER WORK WITH THE SCHOOL DURING TRANSITION?

Transition planning with the school occurs in the context of the Individualized Educational Program (IEP) process through the development of the Individual Transition Plan (ITP).

Your Harbor Regional Center Service Coordinator is here to partner with you and can help you prepare.

THE IEP team

- Will focus on areas you will need to prepare for adult life.
- Provide guidance to help you acquire the skills and knowledge needed to achieve life goals.

The law requires a transition component must be included in the IEP when a student reaches age 16. If appropriate it may be included as early as 14.

The PLAN

- Outlines Transition goals and associated services and supports based on your needs and a **comprehensive evaluation** that takes into account your strengths, preferences and interests, personal history, daily living skills, vocational aptitudes and interests, learning style, academic skills, motivation, physical skills and social skills.
- Post-school goals can include continued education, finding a job, living independently, making new friends, and learning new skills that will assist you with independence

Graduation options: A student with a disability should decide which of the three options below should be included in the ITP.

- **Option 1: Diploma.** You will complete all academic requirements, graduate and receive no further services through the school district.
- **Option 2: Certificate.** You do not meet or are not likely to meet the requirements for graduation and will continue attending school and receiving needed services until age 22.



- **Option 3: A Combination.** A viable but not commonly accessed option is for you to delay graduation to obtain services needed to become more independent resulting in either a diploma or a certificate.

Services include: vocational assessment/training/ counseling, functional academics, daily living skills training, job placement and support, social skills development and mobility training.

The ITP must identify and have a plan to invite other involved and available agencies, such as Harbor Regional Center, Department of Rehabilitation, the Employment Development Department, Regional Occupational Programs, and community colleges.

The Transition meeting: The law requires that you receive written notice that an IEP meeting will be held and invites the student and other agencies to attend.

The Parent's Role:

- **Tell the team** about your child's life experiences outside of school and his/her future plans.
- **Encourage** your child to participate to the extent he is able, advocate for what he wants and follow through with plans set forth in the Transition Plan.
- **Create opportunities** outside of school during which you can help him/her to develop employment, independent living, social, and communication and advocacy skills.
- **Think creatively** about how your child's interests and skills might be realized in adult life.

When an individual reaches age 18 he is an adult under the law and is responsible for making his/her own educational decisions. Have your 18 year old sign an *Assignment of Educational Decision-making Authority* if he/she decides, through discussion, that you should continue to be involved in his/her educational planning. This document will assign to the parent the right to make "any and all decisions... regarding [your child's] entitlement to a Free Appropriate Public Education".



SECTION 6

WHERE CAN YOU FIND ADDITIONAL INFORMATION?

- Your HRC Service Coordinator
- HRC Training and Events Calendar
- HRC transition events
- HRC Family Resource Center
- Parent support groups
- HRC publications

You can find all of these things on the HRC website at www.Harborrc.org



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May 2019