**TRANSITION TIMELINE**

- Begin teaching your child about his/her special needs
- Assess and build on your child’s understanding of his/her special needs
- Encourage your child to participate in support groups

- Attend transition fairs and roundtables to become educated on the transition process

- Help your child to make friends
- Increase opportunities for social interactions
- Help your child identify and be involved with peer role models

- Participate in your child’s first person-centered planning before transition to preschool and review it annually
- With your child begin transition planning as a part of the IEP process

- Assign your child chores appropriate to ability level
- Take your child to your place of work; start asking, “What do you want to be when you grow up?”
- Provide opportunities for your child to work in groups

- Use consistent daily routines to establish anticipation skills
- Offer your child choices
- Encourage decision making by providing choices
- Allow your child to experience the natural consequences of behavior and choices

- Learn as much as possible about your child’s special needs
- Explore organizations that focus on your child’s disability or syndrome

- Play with your child in a variety of ways, related to his/her preferences
- Expose your child to a variety of leisure activities
- Encourage and facilitate your child’s involvement in hobbies, recreation and leisure activities

- Communicate with your child using auditory, visual and tactile cues
- Work together to develop a system of communication which may include the use of AT devices
- Increase number of communication partners

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**Supplemental Security Income (SSI)** (based on eligibility)  
- Medicaid card if on DSPD waiver or based on family eligibility  
- Establish ongoing contact with the Division of Services for People with Disabilities (DSPD) Family Support / Respite / Supported Living / Residential / Supported Employment / Day Programs

**Preschool**  
- APPLY FOR CHIP (Children’s Health Insurance Program) watch for open enrollment

**Local School District/Special Education/504 accommodations/Extended School Year**  
- APPLY SSI (based on individual’s assets)
- Medicaid medical card (based on individual’s assets)

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**Early Intervention**

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**IDEAs that Work**

Office of Special Education Programs
Children and families experience many transitions, large and small, over the years. Three predictable transitions occur:

1. When children reach school age.
2. When they approach adolescence.
3. When children move from adulthood.

Other transitions children make include moving into new programs, working with new agencies and care providers, and making new friends. Transition involves changes, adding new expectations, responsibilities, or resources, and letting go of others.

As a parent of a child with deafblindness or other severe disabilities 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.

The Transition Timeline for Children and Adolescents with Deafblindness and/or Severe Disabilities may help you think about the future. We hope this timeline will give you ideas to help your child achieve independence as you face the transitions ahead of you.

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For Children and Adolescents with Deafblindness and/or Severe Disabilities

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**Adapted by Utah’s Deafblind Project, Transition Task Force.**

**Sources**


For more information and additional copies please contact:

Deafblind Division, 742 Harrison Boulevard, Ogden, UT 84404, 801-629-4732, Toll Free 1-800-990-9328, TDD 801-629-4701.

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