



TRANSITION To ADULTHOOD

**FOR STUDENTS
WITH A DISABILITY**

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* Adopted and revised with permission from Clovis Unified School District Family Resource Center/Special Education

Dear Students and Families,

Families often wonder when they should start planning for life after high school for their child. There are many things that you will need to take into consideration, and those conversations should start in the years **before** your child turns 18 years old. While there are many joys and rewards of entering the world of adulthood, the path can sometimes be overwhelming to navigate. We want to offer you support and information so that you can understand some of the changes that will take place after high school.

We encourage you to keep your important paper work in this binder or in an organized manner so that you can refer to it when needed. Please feel free to contact us with any questions.

Kern High School District
Special Education District Office

5801 Sundale Ave. Bakersfield, CA 93309

Phone: (661) 827-4529

Fax: (661) 827-3303

CHECKLIST FOR PARENTS

A Transition Plan will be a part of the students IEP before he/she turns 16 years old. Upon graduating from High School, the goal is for students to be as independent as possible. Sometimes though, for students with disabilities, support may be needed.

Here are some things to keep in mind:

- Discuss with your child what they see for their future.
- Discuss with the IEP team potential types of post-graduation options.
- Consider consulting with an attorney, with your child, BEFORE they turn 18.
- Consider the legal changes that take place at age 18, such as:
 - Medical - HIPPA laws mean that you will no longer be able to make medical decisions for your child, have access to their records or have discussions with medical personnel. Will you need a look into Conservatorship or Power of Attorney?
 - Insurance – Will your child still be eligible for coverage on your policy?
 - Financial Privacy- All of your child’s financial records will now be private. Will you need to have discussions with their college’s financial aid officers, government aid workers, banking institutions, loan officers?
 - Records and Grades- Even if you are paying for their college tuition, it does not allow you access to their records.
 - Agency Contact Information – Kern Regional Center & Department of Rehab. provides assistance to students with disabilities while in high school and upon graduating from high school.
 - Kern Regional Center (661) 327-8531
 - Department of Rehab. Bakersfield Branch (661) 395-2525
 - Legal Competency
 - What “rights” will you have as a parent, after your child turns 18?
 - What legal papers do you need to have in place **before** your child turns 18?
 - What self-management skills will your child be in charge of?
 - Who will make decisions, if your child is not able to, in the event of your passing?
 - Selective Service
 - Does your son with a disability still need to register?
 - Check out the requirements at: <https://www.sss.gov/Registration/Who-Must-Register/Chart>

- Teaching your child to self-advocate
 - Start the conversation early!
 - By age 16 or 17, you can start giving your child responsibilities for their health and finances, (making appointments, taking the “lead” during doctors’ appointments, calling in refills, opening a joint bank account with you, etc.)
 - Start allowing them to make decisions, to the best of their ability.

- Healthcare
 - Get organized! (Binder, App, etc.)
 - Finding a new provider (You may have been with your pediatric provider for many years, but you might need to find new Adult provider (s)
 - Does your child know about their condition, medication, insurance, and what to do in an emergency?

- Education (Post-Secondary Options)
 - What are their unique talents and interests?
 - What do they want in life now and in the future?
 - What are the main barriers to getting what they want from school and their community?
 - What are their options for achieving those goals? College, Vocational Program, Employment?

EDUCATION

AFTER

HIGH SCHOOL

KNOWING YOUR OPTIONS

It is important for families to understand that students Individualized Education Plan (IEP) does not continue after high school. Although colleges are required by law to provide accommodations to students with documented disabilities, what services they offer can vary widely. Some colleges offer specialized programs that are highly structured and include a wide range of academic and behavioral supports for students with disabilities. Other colleges offer support services that are less intensive and that require students to 'take the lead' in monitoring their progress and managing their special needs on campus.

Some questions to consider for education after high school:

- Going to College (Community or University)?
- Straight to work?
- Trade or Tech Program?
- Regional Center funded program?
- Where will I live?
- Do I have the skills to live independently?
- Can I handle my own medical needs?
- Will I need assistance with transportation?

MAKING THE TRANSITION HIGH SCHOOL TO COLLEGE

Provided by Bakersfield College Disabled Students Programs & Services

KNOW THE DIFFERENCES

High School	College
The primary law is the individuals with Disabilities Education Act (IDEA). The Americans with Disabilities Act and Section 504 of the 1973 Rehabilitation Act also apply.	Students are covered by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. (IDEA is not in effect.) Colleges may not discriminate in recruitment, admissions and participation in programs and services solely on the basis of disability.
The school district is responsible for identifying, evaluating and documenting the disability.	Students wanting reasonable accommodations must: self-identify, provide current disability documentation and request disability-related services.
The Individualized Education Plan (IEP) process determines placement, appropriate services and goals.	The process for accessing services may vary widely among colleges. Students are responsible for setting their own goals, requesting services and monitoring their own progress.
The proposed outcomes, evaluation criteria and instructional methodologies may be modified.	Because of confidentiality regulations (FERPA), students over 18 years of age are expected to be in charge of their self-advocacy for accommodations.
Once a disability is documented, services are made available and included in the student's daily schedule.	After documentation has been provided and appropriate accommodations have been identified; students are responsible for requesting the accommodation(s) each time they are needed.
Parents are notified and must give permission for any decisions regarding their son or daughter.	Parents are not notified of services their son or daughter requests unless the student grants permission for that information to be released.
Teachers, administrators and parents advocate for the students.	Students must advocate for themselves.
Re-evaluation of students is conducted by the school on a regular basis.	Re-evaluation of a disability is not generally required if a student remains continuously enrolled in the college.
The District ensures that the IEP is implemented and that progress on goals is made.	The student is responsible for his/her own progress.
Assignments may be shortened and make up test may be offered. If established in the IEP, a student may have a lower standard of course mastery.	Students take the same exams as their peers and are expected to meet the same grading and mastery with approved, reasonable accommodations (such as extended time, alternate testing site, scribe).

Students follow a prescribed curriculum established by the school district.	Students take courses based on placement test results, degree fields of study and personal preferences.
Students go from one class to another every day of the week for about 6 hours per day. Students usually spend about 30 hours in the classroom each week. Often teachers help students study and prepare for the tests in the class.	Actual time spent in the classroom is considerably less in college. Professors usually expect students to read and study on their own. For every hour in a college class, a student should expect to spend 2-3 hours studying on their own (such as reading, reviewing notes, or researching).
Classes are scheduled for students and their attendance in class is carefully monitored.	Students will arranged their own schedule with the help of a Counselor or Advisor. Professors may not formally take roll but they know who attended. Missing classes is directly correlated to failure in college.
Teachers provide students with information missed when absent.	Professors expect students to ask classmates for any notes or material from missed classes.
Teachers often write information on the board to cue note-taking. Note-taking may not be essential.	Reading assignments can be lengthy and in-class material from lectures may be substantial. Professors will expect students to identify the important points to include in their notes. Good class notes in college are essential.
Students are provided textbooks at little or no expense.	Student will need to budget for and purchase their textbooks.
Teachers give students materials to help them understand the course content. Often students are only responsible for what is presented in class.	Professors may or may not follow the textbook. They may offer illustrations, background information or relevant research to help students understand the content. They will expect the students to assimilate the textbook readings even if they aren't covered in class.
Homework is checked. Students are reminded if assignments are missing.	Professors often assume homework is completed and may not remind students of missing assignments or problems with work submitted.

INFORMATION FOR STUDENTS

While still in high school, you need to:

1. Find out about your disability

Talk to your parents, high school special education teacher, or guidance counselor to learn about your specific disabilities. Understand the academic impact of your disability:

- Understand your areas of strength and weakness
- Understand how your disability might affect future employment and/or career choices.
- Make sure that you have current documentation (request updated testing or a re-evaluation before you leave high school).
- Read your disability documentation and understand what it says.

2. Actively participate in all transition related meetings (i.e. IEP, 504, IPE)

- Participate in Self-Advocacy Training
- Learn to express your current and future needs, concerns, interests, and preferences.
- Know what your rights & responsibilities are and what the grievance procedures are at your selected colleges.

3. Develop a personal information file with disability related information:

- Current High School Records (e.g. grade transcript, standardized achievement testing scores)
- Medical records (if relevant to educational progress)
- Copy of current IEP or 504 Plan
- College Entrance Exam results/ info (SAT, ACT)
- Psychological and Educational Evaluation Records

4. Select and Plan for College Choices

- Select the colleges you'd consider attending
- Visit each campus (make sure to meet the person(s) in charge of the Office of Disability Services)
- Do your homework!
- Consider:
 - What services/programs each prospective college provides through their disability support office or other office that handles disability accommodations
 - How often are services available? Are the service providers on campus and available on an as needed basis?
 - Are there restrictions (e.g. times per week) or additional costs for using these services?

YOU'VE BEEN ACCEPTED TO A COLLEGE!

Step's to take upon being accepted:

1. Register with the college's disability services office or program. Remember you need to:

- Contact that campus office—they will not find you.
- Provide disability documentation that is current & meets college guidelines.
- Request that accommodations you will need (note-takers, assistive listening devices, testing modifications, textbooks on tape, etc.).
- Request those accommodations before scheduled placement tests or you will not receive accommodations for those tests.

2. Arrange other supports not provided by the school.

- Do you need things like counseling, medication management, or other supports? Who will provide them for you & how will they affect your schedule?
- Develop back up plans for these supports.

Local College Contact information for Disabled Students Services



Bakersfield Community College (661) 395-4334



Cal State University, Bakersfield (661) 654-3360



Taft Community College (661) 763 -7799

SELF-ADVOCACY

What is Self-Advocacy?

- Self-advocacy means speaking or acting for yourself.
- It means deciding what is best for you.
- It means standing up for your rights as a person.
- It teaches others about our rights and responsibilities.

Why is it important?

- It helps us to develop assertiveness skills & good communication skills
- It teaches us to make decisions and choices that affect our lives so that we can be more independent
- It helps us to develop confidence about our abilities

When will I use it (at college)?

- When you need additional accommodations
- When you don't have access to some activity on the campus and you need to have that barrier removed
- When you are having disability-related difficulty in a class and need some extra assistance

How can I practice being a self-advocate?

- Understand what your disability is and how it affects you
- Understand your rights and responsibilities under the Section 504 of the Rehab Act and the ADA
- Use this information to achieve your goals and advocate for yourself

MEDICAL CARE

AFTER

AGE 18

PEDIATRIC CARE vs ADULT CARE

Pediatric Care	Adult Care
Parents are in charge	Care is self-directed
Care is monitored by parents and health care providers	Care is self-monitored and supported by health care providers
Appointments are scheduled	Adult schedules their own appointment
Parents are responsible for finances	Adult is responsible for own finances and payment
Parents have insurance	Will not be eligible to be on parents' insurance policy after age 26. (Waiver for disabled dependent, may apply)
Transportation provided by parents	Adult provides or arranges own transportation
Parents request information and outcome	Must request own treatment information

FINDING AN ADULT HEALTH CARE PROVIDER

If your primary care doctor is a pediatrician, typically you will need to transition to an adult provider around age 18. This might apply to any specialist that you see, as well. It is important to find your adult doctors early. If possible, have your first appointments and send your records to your new doctors while you are still being seen by your old doctors in case there are questions about your condition and/or treatment.

How to Find Adult Providers:

- Ask your current doctor for a referral
- Consider your parents' doctor
- Call your insurance company
- Check with your local support groups
- Ask your Care Coordinator or Case Manager for suggestions
- Ask friends for suggestions

Questions to ask the potential new doctor's office:

- Does the doctor accept your insurance coverage?
- Is he/she taking new patients?
- Is the office accessible (easy to reach and easy to get around inside the building or clinic area)?
- What are the office hours? How can the doctor be reached after hours?
- How will the doctor exchange information with your specialists?
- Will the office be flexible to meet your health needs (allow service dog, schedule visits so you will not miss a meal, or schedule at quiet times if you are sensitive to noise)?

Ask the doctor:

- Is the doctor willing to discuss your health history and special needs with your pediatric doctor?
- Does the doctor currently see patients with health conditions similar to yours?
- At what hospital does the doctor schedule procedures?
- Where did the doctor get his/her medical school and specialty training? Is he/she board certified?
- Does the doctor have any special interests or more advanced training?

Ask yourself:

- Does the doctor listen to your questions or is he/she constantly interrupting you?
- Can the doctor explain information so that you can understand it?
- Does he/she take enough time to answer your questions?
- Does the doctor treat you with respect?

TIPS ON PREPARING TO SEE THE DOCTOR

The more organized you are, the more credibility you will have and the more thorough the visit will be. Always take someone with you for moral support and to help remember things you might miss.

1. GET READY:

- a. Bring Health Insurance Card, or Medical Card.
- b. Bring phone/tablet or pen and paper to take notes.
- c. Be specific about all changes in your health status.
- d. Have a list of all medications you are currently using (Medication Schedule in binder), including over the counter drugs and note any adverse reactions.
- e. Write your questions down before calling or visiting the physician.

2. TELL THE DOCTOR:

- a. Detailed information about changes and symptoms that are different from your normal status and when they started.
- b. What you tried to relieve the symptoms and your response.

3. DON'T LEAVE THE DOCTOR'S OFFICE WITHOUT:

- a. Understanding all follow-up questions including how to report changes in symptoms.
- b. Asking physician if you need a follow-up appointment.
- c. Making the next appointment, if needed.

ORGANIZING YOUR HEALTH RECORDS

It is important for adults to have their health records organized and easily accessible in an emergency. A personal health record (PHR), can be as simple or elaborate as a person chooses.

Experts agree on a few basic items that every organized health record should have:

- (1) The names and phone numbers of your health care providers
- (2) Your insurance identification, policy number and phone number
- (3) Emergency contact numbers
- (4) A list of your medications (including any over-the-counter drugs or supplements)
- (5) Any allergies
- (6) A list of your most recent surgeries or hospitalizations.

Some ways to organize records:

- Sheet of paper or note card kept in purse or wallet
- Parent Binder
 - It is portable and easily accessible for respite workers, staff and/or family.
 - It does not depend on having computer access or being computer literate, so you can easily customize it to your needs.
- Online organizer or APP
 - Is easy to manage large amounts of information and easy to keep current (you can add records/reports as they come in).
 - Is accessible from a smartphone. More doctors are using EMR's that let you link records and information.

**EMERGENCY
INFORMATION**

&

**EMERGENCY
CARE PLAN**

An EMERGENCY INFORMATION worksheet is included for you to post somewhere in your home. This contains important information for yourself or emergency personnel to have on hand.

EMERGENCY INFORMATION SHEET

Contact	Phone #
Emergency	911
Home Address	
Nearest Cross Roads	
Poison Control	1-800-222-1222 <small>(all of California)</small> www.calpoison.org
Primary Doctor	Name: Address: Phone:
Hospital	Name: Address: Phone:
Pharmacy	Name: Phone:
Medical Supply Co.	Name: Phone:
Social Worker	Name: Phone:
Nearest Relative	Name: Phone:
Neighbor	Name: Phone:
Parents	Name: Phone:

The EMERGENCY CARE PLAN, HEALTH HISTORY, AND LIST OF DAILY MEDICATIONS can be used to when going to the doctor's office, so that you will not forget important information.

Make copies of your immunization records and insurance card, to keep with these documents.

EMERGENCY CARE PLAN

Take this form with you to the Doctors

Date Completed _____

Name _____ Date of Birth _____

Nickname _____

Address _____

Preferred contact number: Cell/home _____

Best time to reach _____ Best way to reach: Text Phone Email

Alternate number _____

Email _____

Parent/Guardian Name _____

Relationship _____

Preferred contact number: Cell/home _____

Best time to reach _____ Best way to be reached: Text Phone Email

Alternate number _____

Email _____

Health Insurance/Plan _____

Group & ID # _____

Insurance provider phone number _____

Current diagnosis: _____

Diagnosed by whom? _____

Date of diagnosis? _____

EMERGENCY INFORMATION

Emergency contact _____

Relationship _____ Phone _____

Preferred emergency care location _____

Common emergent problems

Suggested tests _____

Treatment considerations _____

SPECIAL CONCERNS

Sensory or environmental sensitivities

Allergies & procedures to be avoided

Medications to avoid _____

CURRENT CONCERNS

Primary Concern _____

Secondary Concern: _____

Current Medications

Medication	Dose	Frequency

HEALTH HISTORY

This is important information. If you do not know the answers to these questions, have family or caregiver help you find them.

Name: _____

Birth Date: _____

Birth Information

Hospital & County of Birth _____

Concerns at birth _____

Past Medical Illnesses

(To help you remember any illnesses that have required hospitalization and any other significant health problems)

- Accidents, broken bones, other serious injury Date _____
- Allergies (asthma, eczema, hay fever), food allergies
- Anemia (low blood count) or bleeding problems
- Bladder/kidney problems: frequent infections, control problems (if unusual for child's age)
- Growth problems: poor weight gain, etc.
- Emotional problems: depression, ongoing or past abuse concerns, behavior problems
- Heart problems, murmur, etc.
- Gastrointestinal problems: frequent upset stomach, diarrhea
- Lung problems: pneumonia, asthma, croup, etc.
- Neurologic: seizures, developmental or learning disabilities, cerebral palsy, headaches
- Skin problems
- Sleep problems: insomnia, night terrors, etc.
- Tuberculosis (or positive skin test)

Other (dates and details on items checked above): _____

Are immunizations up to date? Yes No (**Have ready a current copy of immunization records**)

When was the date of the last dental visit? _____

Past Surgery (include approximate date and type of procedure):

Current medications (include over-the-counter medicines, aspirin, vitamins etc., with dose and frequency):

Allergies to any medication: (list medication and reaction): _____

Family History

Please list medical history of biological relatives:

Relationship	Name	Age	Living/Deceased	Medical Problem
Mother	_____	_____	_____	_____
Father	_____	_____	_____	_____
Brother/Sister	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Is there any history in the family of the following illnesses?

	Yes	No	Who?
Allergies, severe	<input type="checkbox"/>	<input type="checkbox"/>	_____
ADHD/Learning Disorder	<input type="checkbox"/>	<input type="checkbox"/>	_____
Autism	<input type="checkbox"/>	<input type="checkbox"/>	_____
Depression or mental illness	<input type="checkbox"/>	<input type="checkbox"/>	_____
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cancer (what organ?)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Heart problems, before 50	<input type="checkbox"/>	<input type="checkbox"/>	_____

Intellectual Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	_____
Kidney disease	<input type="checkbox"/>	<input type="checkbox"/>	_____
Liver disease	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lung disease	<input type="checkbox"/>	<input type="checkbox"/>	_____
Seizures	<input type="checkbox"/>	<input type="checkbox"/>	_____
Tuberculosis	<input type="checkbox"/>	<input type="checkbox"/>	_____

Special information for health care professionals or questions and concerns for today's visit:

PERSCRIBED & OVER-THE-COUNTER MEDICATIONS

Medication Name: _____
Rx #: _____ Dr. _____
Date Begun: _____
Reason Prescribed: _____
Instructions: _____

Medication Name: _____
Rx #: _____ Dr. _____
Date Begun: _____
Reason Prescribed: _____
Instructions: _____

Medication Name: _____
Rx #: _____ Dr. _____
Date Begun: _____
Reason Prescribed: _____
Instructions: _____

Medication Name: _____
Rx #: _____ Dr. _____
Date Begun: _____
Reason Prescribed: _____
Instructions: _____

Medication Name: _____
Rx #: _____ Dr. _____
Date Begun: _____
Reason Prescribed: _____
Instructions: _____

Transition Websites

- California Department of Developmental Services: <http://www.dds.ca.gov/>
- California Department of Rehabilitation: <http://www.rehab.cahwnet.gov/>
- California Career Café: <http://www.cacareercafe.com/>
- California Career Resource Network: <http://www.californiacareers.info/>
- California Career Center: <http://www.calcareercenter.org/>
- California Career Zone: <https://www.cacareerzone.org/>
- Career One Stop: <https://www.careeronestop.org/>
- Jobs Made Real: <http://www.jobsmadereal.com/>
- My Next Move: <https://www.mynextmove.org/>
- Who Do U Want 2B: <http://whodouwant2b.com/student/pathways>
- Youth Transition Toolkit: <http://tknlyouth.sdsu.edu/>