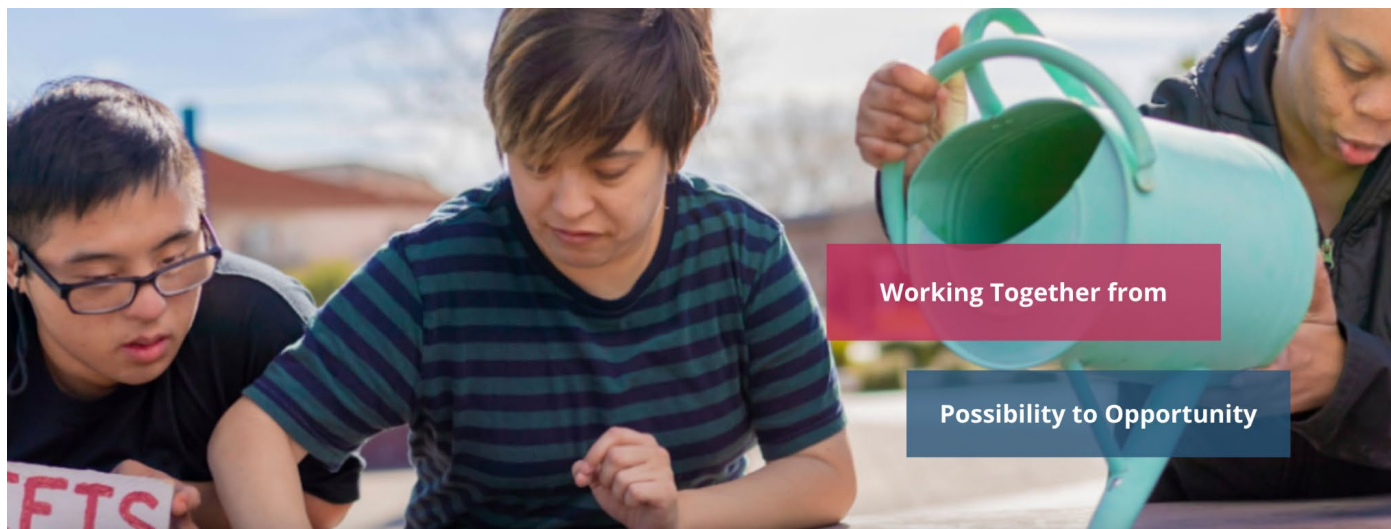


Action Plans for the Transition to Adulthood



Find action plans and resources for key areas of the transition to adulthood. All action plans are customizable based on the individual's needs and goals. Whether you are a person with an intellectual or developmental disability (IDD), a family member, an IEP team member, or an adult service provider, we hope these action plans will help you work together to turn ***possibility into opportunity***.

Disclaimer: These action plans are for informational purposes only. It is not intended to be comprehensive, and should not be taken as legal advice. Services and programs mentioned may vary by county. Please consult with professionals with expertise in this topic area for guidance specific to you, your family or student/client's situation. The "approximate age" listed with each item is a general recommendation for when to get started on an action item; however, everyone has a different timeline and for many of the items, it's never too late to take action! Have a suggested correction or addition to this checklist? Email worktogethern@med.unc.edu.



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Employment Action Plan


Individuals with disabilities are employable. NC's Division of Employment and Independence for People with Disabilities is an important partner in the process of helping youth with career exploration, employment readiness skills, and job placement.

Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals. (4) Start taking action, one step at a time!

Acronym Key: IEP=Individualized Education Program. Pre ETS= Pre Employment Transition Services , EIPD= Division of Employment and Independence for People with Disabilities

<input checked="" type="checkbox"/>	Developing skills for the workplace	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Learn to use time management strategies at home and in school (i.e., checklists, calendar, planner).	As early as possible & ongoing	Individual, family	Time management supports Time management tips
	Take on more chores at home.	As early as possible & ongoing	Individual, family	The ultimate list of age appropriate chores How to create an autism friendly chore chart
	Review work readiness skill checklists and target skills in need of further development.	As early as possible & ongoing	Individual, family, School/IEP Team	Work ready checklist Workplace soft skills checklist



	<p>Consider taking community based classes to expand hard and soft skills and explore interests (i.e., Adult Basic Ed programs at community colleges, programs at Parks & Rec or local library, toastmasters, webinars).</p>	<p>As early as possible & ongoing</p>	<p>Individual, family</p>	<p>Soft skills to pay the bills</p> <p>Apprenticeships NC</p> <p>Adult basic education</p>
	<p>Consider higher education options (i.e., community college, University, trade school, certificate programs).</p>	<p>Start at 14 and ongoing (i.e., community college, University, trade school, adult basic education programs)</p>	<p>Individual, family, School/IEP Team</p>	<p>What's Next: College!? Guide</p> <p>NC postsecondary opportunities</p> <p>Postsecondary Education Action Plan</p>
	<p>Learn about workplace rights under the Americans with Disabilities Act . Refer to the Self Advocacy action plan to further develop self advocacy skills.</p>	<p>Start at 14 and ongoing</p>	<p>Individual, School/IEP Team, EIPD</p>	<p>Self Determination/Self Advocacy action</p> <p>Learn about my rights</p>
	<p>Gaining volunteer or work experience</p>	<p>Approximate Age</p>	<p>Who can help?</p>	<p>Resources</p> <p><i>Click the links to view and download</i></p>
	<p>Begin exploration of personal learning styles and necessary accommodations/supports to be successful in a work setting.</p>	<p>As early as possible & ongoing</p>	<p>Individual, school/IEP Team</p>	<p>Job Accommodation Network</p>
	<p>Review how course of study pathways can support the student's employment options (i.e., certificate versus, occupational course of study and future ready diploma pathway).</p>	<p>13 (Middle School) and ongoing</p>	<p>School Personnel/IEP Team</p>	<p>NC high school graduation requirements</p>
	<p>Identify career interests and skills, complete interest and career inventories, and identify education or training requirements for careers.</p>	<p>Starting in middle school and ongoing</p>	<p>Individual, school/IEP Team</p>	<p>NC Careers</p>




	Learn about different types of work and determine the best fit: self employment, customized employment, or traditional employment.	Starting in middle school and ongoing	Individual, school/IEP Team, EIPD	What is customized employment? Solutions for youth with disabilities A guide to self employment for people with disabilities
	Explore assistive technology & communication tools that can increase employment opportunities.	Starting at age 14 & ongoing	Individual, family, school/IEP Team	Assistive technology resources
	Explore apprenticeship and/or internship options.	Starting at age 14 & ongoing	Individual, school/IEP Team, EIPD	Apprenticeship NC Project SEARCH
	Consider job shadowing or informational interviewing.	Starting at age 14 & ongoing	Pre Employment Transition Service Programs	Informational interviewing Do's and don'ts of job shadowing
	Consider summer employment or volunteer experience.	High school	Individual and family	VolunteerMatch NC Careers
	Accessing Resources	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Explore Pre Employment Transition Service (Pre-ETS) Programs offered locally.	Age 14-21	Individual, family, school/IEP Team, EIPD	Pre Employment Transition Service FAQ
	Learn about social security programs such as the Ticket to Work and Benefits Counseling and policies such as Work Incentives (i.e., Student Earned Income Exclusion).	Benefits counseling services are available starting at age 14	Individual and family, EIPD	Work incentives Student earned income exclusion



Set up a meeting with a benefits counselor.	Benefits counseling services are available starting at age 14	Individual and family, Community Agency (i.e., EIPD, Service Source)	NC benefits counseling services Benefits counseling
Explore transportation options for getting to work.	Age 15	Individual, School/IEP Team, and Family	Transportation resources Transportation action plan
Seek out an evaluation for services by NC EIPD *Note: Evaluation for EIPD adult services could risk in school EIPD services if student is deemed ineligible for "competitive integrated employment".	Age 16	Individual and family	Local office listing
Request meeting with an EIPD Counselor, including inviting them to IEP meetings.	Age 16	Individual, school/IEP Team, EIPD	NC EIPD
Explore Work Together NC's employment service library and contact service agencies of interest.	Starting at age 16 & ongoing	Individual, family, school/IEP Team, EIPD	Employment services
Determine eligibility for SSI, and apply, if desired. Learn about asset limits (the impact of work income on benefits). See the adult services action plan for more details.	Start the application at 17.5	Individual, school/IEP Team, EIPD or other benefits counseling agency (i.e., Service Source)	Supplemental security income Adult services action plan



	Finding a job	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Set short and long term employment goals based on student's strengths and interests.	Starting at age 14 & ongoing	Individual, School/IEP Team, EIPD	Setting and pursuing goals
	Participate in mock interviews and job fairs.	Starting at age 14 & ongoing	Individual, Pre Employment Transition Service Programs, School/IEP Team, EIPD	NC Works job fair calendar Disability solutions: job seeker events
	Begin a resume and update it as needed.	Starting at age 16 & ongoing	Individual, school/IEP Team, EIPD	Resume resources
	Match career interests/skills with vocational course work as well as school and community-based work experiences (called "work-based learning").	High school	Individual, School transition facilitator/IEP Team	Internships, apprenticeships, and other work based learning
	Apply for jobs. Check out Work Together NC's Alliance of IDD Inclusive Employers!	High school	Individual/Family, Pre Employment Transition Service Programs, EIPD	IDD Inclusive Employment Alliance



Postsecondary Education Action Plan

Learning is lifelong and doesn't end with high school. Postsecondary education settings include universities and colleges, as well as trade, continuing education, and vocational schools.

Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals.(4) Start taking action, one step at a time!


Acronym Key: IDEA=Individuals with Disabilities Education Act ADA=Americans with Disabilities Act CTP=Comprehensive Transition Program. IEP=Individualized Education Program. FERPA=Family Educational Rights and Privacy Act, EIPD= Division of Employment and Independence for People with Disabilities, MCO= Managed Care Organization

✓	Continuing education after high school	Approximate Age	Who can help?	Resources
	Work on study skills and organizational habits (i.e., using time management tools).	As early as possible & ongoing	Individual, Family, School/IEP Team	Foundational skills for college success
	Explore options for postsecondary education, training, or continuing education. As a starting point, check out Work Together NC's postsecondary education program library and Exploration Guide.	Start in middle school and ongoing	Individual, Family, School/IEP Team	What's Next: College!? Guide NC Postsecondary Services
	Review how high school course of study could impact the student's postsecondary options (i.e., certificate versus diploma pathway).	13 (Middle School) and ongoing	School/IEP Team	NC high school graduation requirements
	Become familiar with the key differences between high school and college (I.e., IDEA vs ADA, accommodations vs modifications, IEP vs person centered planning, changes in expectations).		14 Individual, School/IEP Team	The transition from high school to college




	Attend open houses, college fairs, virtual or in-person tours of postsecondary options.	Start at 14 and ongoing	Individual, Family, School/IEP Team	NC virtual college fair
	Become familiar with parental rights regarding the young person's educational records, as outlined in the Family Educational Rights and Privacy Act (FERPA).	Year before entry to Post-secondary	Family	NC Parental Rights and Responsibilities
	Identify a representative from chosen postsecondary option to attend IEP meetings, if possible.	Year before entry to Post-secondary	Individual, Family, School/IEP Team	
	Determining which postsecondary programs to apply to	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Refer to the employment action plan to clarify career interests and goals, which will inform postsecondary goals.	As early as possible	Individual, Family, and School/IEP Team, EIPD	Employment action plan
	Compare program admissions criteria, location, cost, residential options, # years, and other factors that may influence decision making. Consider which options are most aligned with the individual's goals.	Start at 14 and ongoing	Individual, Family, and School/IEP Team, EIPD	NC postsecondary programs Think College search tool Self advocate guide to choosing a PSE program
	Identify the postsecondary option(s) of interest, based on career and life goals. Work with support team to ensure admissions criteria are met.	14-16	Individual, Family, and School/IEP Team, EIPD	Think College search tool
	Create a College Foundation of North Carolina account and explore the resources on this site.		16 Individual, Family, and School/IEP Team, EIPD	College Foundation of NC



	Attend open houses, college fairs, virtual or in-person tours of postsecondary options--consider accessibility of the physical environment.	1-3 years before entry to postsecondary program	Individual, Family, and School/IEP Team	Self advocate guide to choosing a PSE program Self examination: how inclusive is your campus?
	Research financial aid options, such as FAFSA (if program is a CTP), Vocational Rehabilitation, NC Legislative Scholarships, NC Promise, Ruby's Rainbow, and other individualized scholarship programs.	1-2 years before entry to Postsecondary	Individual and family, School/IEP Team/School financial aid officer or guidance counselor	
	<h2>Finding resources in postsecondary education</h2>	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Explore how adult services can be used in a postsecondary setting (i.e., vocational rehabilitation services, NC Medicaid Waiver or 1915(i) services). See Adult Services action plan for more details.	Year before entry to Post-secondary	Individual, Family, and School/IEP Team, Managed Care Organization, EIPD	Adult services action plan
	Gather more information on support services offered at programs of interest (i.e., disability services, peer support groups). Connect with the accessibility and disability support services office when visiting college campuses or vocational programs.	16-18	Individual, Family, School/IEP Team, Postsecondary Program	Help your young adult learn about accessing accommodations
	Research student wellness programs at identified programs of interest (i.e., for mental health, study/organizational skills).	Year before entry to Post-secondary	Individual, Family, School/IEP Team, Postsecondary Program	



	Completing applications	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	If applicable, make arrangements for accommodations to take college entrance exams.	16-17	School/IEP Team	Accommodations for college entrance testing
	Collect/request final copies of all necessary financial and disability documents for applications/ accommodations after high school (I.e, Most recently updated IEP, Medical documentation of disability , Power of attorney & other guardianship documentation).	During the last year before graduation	School/IEP Team	Self advocacy action plan
	Complete applications and await admissions decisions. Consider applying to multiple programs in case the student does not get into their top choice.	Depends on admissions window (see website for program of choice) and desired year of entry	Individual, Family, School/IEP Team	
	Develop “back up” plans in case the student is not admitted to their desired PSE program or any programs. Consider ways a “gap year” could be used to further prepare for PSE.	When applying to PSE programs	Individual, Family, School/IEP Team	



Housing/Community Living Action Plan

Addressing the community living and housing needs for individuals with disabilities is greater than just finding places for them to live. It's also involves developing daily living skills, setting up adult services for daily living needs, and finding "belonging" in the community.

Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals.(4) Start taking action, one step at a time!

Acronym Key: MCO= Managed Care organization, Pre-ETS= Pre Employment Transition Services, IDD=Intellectual and Developmental Disability

<input checked="" type="checkbox"/>	Preparing for Community Living	Approximate age	Who can help?	Resources <i>Click the links to view and download</i>
	Explore natural support resources to help develop an individual's social network.	13 and ongoing	Individual, Family/Guardian, and Transition Facilitator/IEP Team	Natural support network development
	Utilize resource mapping tools to gain awareness of local resources.	13 and ongoing	Individual, Family/Guardian, and Transition Facilitator/IEP Team	Community resource mapping Community resource mapping toolkit
	Contact your local MCO to assess the child's eligibility for services. If eligible, ensure the child is added to the Registry of Unmet Needs (also known as the "waitlist") for the NC Innovations Waiver.	As early as possible– infancy is not too young. It can take 15+ years to get off the waitlist!	Individual and family	NC DHHS: IDD LME/MCO Directory NC Innovations Waiver



	Contact your local MCO to ask about eligibility for home and community services. Even if an individual is still on the Registry of Unmet Needs, they may qualify for other services. [see Adult Services action plan for information].	Contact MCO at least once a year, starting at 14 (there are oftentimes updates in policies/services available)	Individual and family	Accessing IDD services Adult services action plan
	Learn about housing rights for people with disabilities.	14	Individual, Family/Guardian, and School/IEP Team	Your housing rights Fair housing equal opportunity information
	Contact your MCO or other IDD services provider organizations to help identify housing programs of interest and navigate to applications.	Middle school or as early as possible	Individual, Family/Guardian	Work Together NC service search
	Explore other Work Together NC action plans that are relevant to community living: transportation, adult services, financial well-being, self determination, and more!	As early as possible and ongoing	Individual, Family/Guardian, and Transition Facilitator/IEP Team, Adult Service Providers	Work Together NC action plans
	Developing daily living skills	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Review life skills checklists and resources throughout the transition process.	As early as possible & ongoing	Individual, School/IEP Team	Life skills checklist (en español) Lista de Verificacion de Habilidades para la Vida



	Learn daily living skills (budgeting, shopping, cooking) from classroom and community-based instruction or life experiences.	As early as possible & ongoing	Individual and School/IEP Team, Pre-ETS programs	Life skills checklists Pre employment transition services
	Increase responsibilities at home (i.e., chores, using a schedule or planner) and explore support needs (i.e., assistive technology, visual checklists).	As early as possible & ongoing	Individual and Family	Using technology to increase independence
	Identify preferred leisure activities for home and the community. If necessary, develop a choice board or other structure needed for leisure time.	As early as possible & ongoing	Individual and family	Parks and recreation, churches, YMCA, community billboards & kiosks
	Learn and practice coping skills.	As early as possible & ongoing	Individual, Family, School/IEP Team, Therapist	Coping and calming skills
<input checked="" type="checkbox"/>	Achieving safety and social belonging in the community	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Learn and practice communication and self-advocacy skills for different settings (employment, school, recreation).	As early as possible & ongoing	Individual, Family, School/IEP Team	Advocacy toolkit Building self advocacy and self care skills Self advocacy action plan
	Learn and practice community safety skills.	As early as possible & ongoing	Individual and family, School/IEP Team	Safetypowers program Safety in the community Bridging to adulthood tips



	Become familiar with safety strategies for social media i.e., how to recognize scams, avoid predators, protect personal information.	As early as possible & ongoing	Individual and family, School/IEP Team	How to stay safe online
	Broaden experiences and skills through community activities. Check out Work Together’s social/recreational program library.	As early as possible & ongoing	Individual and family	Work Together NC service search
	If applicable, prepare for living with roommates (i.e., practice relevant social skills like setting boundaries, communicating preferences).	High School	Individual and family	Guide to living with a roommate Common guides to living with a roommate
	Learn how to understand and respond to emergencies in the home and community.	High School	Individual and family, School/IEP Team	Types of emergencies
	Exploring options for housing	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Identify the types of future living arrangements that fit your preferences and support needs. Tip: many adults with ID and family members can find useful information from resources about housing types for Autistic people.	Start in middle school and ongoing	Individual, Family/Guardian, School/IEP Team, Managed Care Organization	Finding the right housing toolkit Housing checklist Deciding where to live: getting started
	Explore Work Together NC’s online libraries where you can find information to use with your family and trusted adults to learn more about the types of living arrangements that might be right for you. Tip: some of these resources focus on autism, but they have useful information for adults with ID.	Start in middle school and ongoing	Individual, Family/Guardian, School/IEP Team, Managed Care Organization	Work Together NC resource library A place in the world report Supporting people with IDD to identify appropriate housing



<p>Learn about the NC Medicaid Supported Living Definitions and understand what they mean for your family. If the individual is receiving the NC Innovations Waiver, talk to your MCO Care Coordinator. If the individual is not receiving the NC Innovations Waiver, ask a Care Coordinator from your MCO about supported living services that may be available through the State of NC.</p>	<p>Individuals are re-assessed for their "level" every 3 years by the MCO</p>	<p>Individual, Family/Guardian, Managed Care Organization</p>	<p>Supported living services Supported living guidebook LME/MCO Directory</p>
<p>Contact housing services providers to understand the availability of residential housing options and your eligibility. Use the WorkTogetherNC.com Find Services page to search by county, region, and for agencies that serve people in all areas of the state.</p>	<p>High school</p>	<p>Individual, Family/Guardian, Managed Care Organization</p>	<p>Housing services search Residential options toolkit Housing choices</p>
<p>If you are interested in living in an apartment or another type of rented space, research affordable housing programs that assist people to pay for rent.</p>	<p>High school</p>	<p>Individual, Family/Guardian, Managed Care Organization</p>	<p>NC affordable housing authorities Housing choice voucher</p>

Healthcare Action Plan

Youth with disabilities are encouraged to take an active role in their healthcare, as early as possible. It is important to understand how to navigate Medicaid or other insurance options, how to find doctors and specialists that meet your needs, and how to access assessments/evaluations when needed.

Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals. (4) Start taking action, one step at a time!

Acronym key: MCO=Managed Care Organization

✓	Physical Health	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Consider applying for Medicaid. See the adult services action plan for more information on how to navigate Medicaid's IDD services.	As early as possible	Individual and Family/Guardian	Medicaid.gov Adult services action plan
	Explore Work Together NC's library of healthcare services.	As early as possible & ongoing	Individual and Family/Guardian	Healthcare services
	Consider acquiring a medical information ID card for emergencies.	As early as possible	Individual and Family/Guardian, Doctor	Medical identification for emergencies
	Ask doctor if and at what age they no longer care for young adults.	12-13	Individual and Family/Guardian	Getting ready for the age of majority A healthcare guide for youth and families
	Identify adult health care providers and become informed about sexuality and family planning options.	13	Individual, family/guardian, and MCO	Finding adult healthcare Find a family planning clinic



Learn what your teen knows about their health, health care, and family medical history. The individual and parent/caregiver can take Got Transition's Transition Readiness Assessments* and discuss this together and with a doctor.	14-15	Individual, Family/Guardian, Doctor	A family toolkit: pediatric to adult healthcare transition
Learn what your teen knows about potential healthcare accommodations for them, assist them in creating a personalized accommodations report.	14-15	Individual, Family/Guardian, Doctor	Autism healthcare accommodations tool
Provide the individual with their own health insurance card.	14-15	Individual and Family/Guardian	
Prepare the individual for what to do in case of a health emergency.	14-15	Individual and Family/Guardian	What to do in a medical emergency
Practice making a doctor's appointment and ordering prescription refills (either by phone, online, or through an app).	14-15 and ongoing	Individual and Family/Guardian	How can I teach telephone skills at home?
Work with your teen and the doctor to make and share a medical summary.	16-17	Individual and Family/Guardian, Doctor	Creating a medical health summary
Before your teen turns 18 and becomes a legal adult, figure out if they will need help making health care decisions. See the "Supported Decision Making & Guardianship" section for more information. *Unless other arrangements have been made (ie., healthcare power of attorney), at age 18, the individual is a legal adult and legally responsible for their care. You cannot access their medical information or be in the doctor's visit unless your young adult agrees or certain legal forms have been completed.	16-17	Individual and Family/Guardian, Doctor	Supported decision making action plan
Talk with your teen about the age they want to transfer to a new doctor for adult care.	16-17	Individual and Family/Guardian	Got Transition



Review health insurance coverage: inform insurance company of child's disability and investigate rider of continued eligibility.	17	Individual and Family/Guardian	How do child riders on life insurance work?
If appropriate, assume additional responsibility for health care needs (making appointments, etc).	18	Individual	5 important daily living skills Basic life skills for adults with disabilities
Request/advocate for an updated educational psych eval from the school, which may be useful when entering adult services or postsecondary programs.	Within last 2 years of leaving high school	Individual and Family/Guardian, School/IEP Team	Advocacy assistance
Mental/Behavioral Health	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
Explore Work Together NC's library of mental health services.	As early as possible & ongoing	Individual and family	Healthcare action plan
Explore options for peer support and other community-based resources.	As early as possible & ongoing	Individual, school, adult service providers	Nami
If appropriate, assume additional responsibility for mental health care needs (making appointments, etc).	16	Individual with help of others	5 important daily living skills Basic life skills for adults with disabilities
Complete a needs assessment with your managed care organization.	17	Individual, family, and MCO	NC Snap LME/MCO Directory
Review insurance coverage for mental health services: inform insurance company of child's disability and investigate rider of continued eligibility.	17	Individual and family	How do child riders on life insurance work?



Adult Services Action Plan (Navigating SSI/Medicaid)

Service systems become more complicated as youth enter adulthood. It is important to learn how to use these systems so that the exit from high school doesn't feel like a "drop off" in support!

Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals.(4) Start taking action, one step at a time!

Acronym Key: MCO= Managed Care Organization. DMV= Department of Local vehicles. CAP=Community Alternatives Program. SSI=Supplemental Security Income. SSDI= Social Security Disability Insurance. IDD=Intellectual and Developmental Disabilities. TBI=Traumatic Brain Injury

✓	Getting documents in order	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Acquire a state identification card at the DMV.	16	Individual and/or guardian	NC DMV
	Start a folder of your child's important documents (Social Security Card, Birth Certificate, Diagnosis paperwork).	16	Family/Guardian	
	Register to vote and register for selective service (if male).	18	Individual and/or guardian	How to register to vote Selective service
	Obtain an updated psychological evaluation and adaptive behavior assessment. Documentation of IDD or TBI is required to access adult IDD services.	Within 2 years of applying to access adult services	Family/Guardian, Licensed Clinical Psychologist	



✓	Navigating NC Medicaid	Approximate Age	Who can help?	
	Establish residency in NC.	N/A	Individual and guardian/family	What information do I need to apply for Medicaid
	Apply for Medicaid. Consider submitting an appeal if denied.	As early as possible	Individual and guardian/family, NC Department of Health and Human Services	NC Medicaid
	Contact your local managed care organization (MCO) to assess the child's eligibility for services. If eligible, ensure the child is added to the Registry of Unmet Needs (also known as the "waitlist") for the NC Medicaid Waiver.	If eligible for the waiver, get on the registry of unmet needs as early as possible— infancy is not too young!	Individual and guardian/family, MCO	DHHS IDD Resources LME MCO Directory NC Innovations Waiver
	Contact your local MCO to ask about eligibility for home and community services. Even if an individual is still on the registry of unmet needs, they may qualify for other services.	Contact MCO at least once a year, starting at 14 (there are oftentimes updates in policies/services available)	Individual and family, MCO	Accessing IDD Resources
	If medically fragile/physically disabled, contact your local MCO to assess the child or adult's eligibility for the Community Alternatives Program (CAP).	As early as possible— children and adults may be eligible	Individual and guardian/family, MCO	CAP/DA



<p>Care coordinators are assigned to help MCO clients and their families. If you do not know how to contact your assigned care coordinator, contact your MCO's help line.</p>	<p>As early as possible</p>	<p>Individual and guardian/family, MCO</p>	<p>LME MCO Directory</p>
<p>Re-contact your care coordinator/MCO to check your child's status on the waitlist (If applicable) and share any updated medical or behavioral changes.</p>	<p>Annually</p>	<p>Individual and guardian/family, MCO</p>	
<p>Become familiar with the difference between a Medicaid standard plan versus tailored plan, and in collaboration with your MCO, determine which option is most appropriate for your child. Most people with IDD will qualify for the tailored plan.</p>	<p>Once enrolled in Medicaid</p>	<p>Individual, Family/Guardian, MCO</p>	<p>Comparison of NC Medicaid Plans NC Medicaid Managed Care What is care management?</p>
<p>If your child is (a) medicaid-eligible and (b) between the ages of 0-21, become familiar with the "Early Periodic Screening, Diagnostic and Treatment Medicaid Services for Children" (EPSDT) and ask your child's case manager about it.</p>	<p>As early as possible</p>	<p>Individual, Family/Guardian, MCO</p>	<p>Wellness visits</p>
<p>Ask your care coordinator about whether your child is eligible for 1915(i) services, which includes supported employment, respite, and community living supports. Having the waiver is NOT required to receive these services!</p>	<p>As early as possible</p>	<p>Individual, Family/Guardian, MCO</p>	<p>1915(i) State Plan 1915(i) services</p>
<p>If your child does not have medicaid, ask your managed care organization what services they may qualify for.</p>	<p>As early as possible</p>	<p>Individual, Family/Guardian, MCO</p>	<p>NC DHHS service definitions</p>



	If the person is eligible for SSDI as a child (so, parent is retired, deceased, or disabled), the person will be eligible for Medicare and should learn how to navigate it. Medicare will be their primary healthcare funding, whereas Medicaid would be secondary.	Circumstantial	Individual, Family/Guardian, Medicare help line	SSDI & Medicare Coverage
<input checked="" type="checkbox"/>	Navigating Social Security	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Become familiar with SSI and the application process.	16	Individual, Family/Guardian, Social Security Administration, Benefits Counseling Services	Social security income
	Become familiar with the benefits reductions that could happen if you get legally married OR live with a long term partner, due to income/resource limits.	16	Individual, Family/Guardian, Social Security Administration, Benefits Counseling Services	Treatment of married couples in the SSI program
	Find your Social Security Administration office by searching your zip code (linked in resource column).	17.5	Individual, Family/Guardian	SSA office locator
	Upon turning 18, SSI is based on the disabled individual's income rather than the family income. So, apply or seek out a re-evaluation. *Be aware, an individual with more than 2000 in assets will be penalized (car and home are not counted).	18	Individual, Family/Guardian, Social Security Administration, Benefits Counseling Services	Social security income SSA office locator



<p>Learn about resource/asset limits and consider opening an ABLE account. Seek out benefits counseling through Service Source or Vocational Rehabilitation.</p>	<p>For the ABLE account, have to be diagnosed with a disability before the age of 26. An ABLE account or Special Needs Trust can be opened at any age.</p>	<p>Family/Guardian, Benefits Counseling Services</p>	<p>What are ABLE accounts? Cuentas ABLE</p>
<p>If the parent becomes deceased, disabled, or retired, it will impact the adult child's benefits. "Disabled adult child" benefits will be triggered. Seek out benefits counseling to learn about what this will mean for your family. Additionally, notify your MCO care coordinator.</p>	<p>When applicable</p>	<p>Family/Guardian, Benefits Counseling Services</p>	<p>NC benefits counseling services Work incentives and benefits counseling SSDI Benefits: how to qualify</p>
<p>Learn about social security programs such as the Ticket to Work and Benefits Counseling and policies such as Work Incentives (i.e., Student Earned Income Exclusion).</p>	<p>Age Limit to access Student Earned Income Exclusion is 22</p>	<p>Family/Guardian, Benefits Counseling Services</p>	<p>NC benefits counseling services Work incentives and benefits counseling</p>
<p>If receiving multiple benefits from multiple funding streams (i.e., Medicaid AND SSI, SSI and Section 8), seek out benefits counseling and counseling from your SSI case manager to learn how these interact with each other and prevent losing your benefits.</p>	<p>When applicable</p>	<p>Family/Guardian, Benefits Counseling Services</p>	<p>NC benefits counseling services Work incentives and benefits counseling</p>

Financial Well-being Action Plan

Teaching individuals skills that further their economic self-sufficiency and ability to control personal finances is vital to their success as adults. Learning with practice needs to start as early as possible. Families play an important role in financial planning for the future.

*Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals.(4) Start taking action, one step at a time!
action, one step at a time!*

Acronym Key: PASS=Plan for Achieving Self Support , ABL= Achieving a Better Life Experience

✓	Managing money	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Learn about money: why is it important, how does it work?, What do typical items cost?, How do you get money?, How do you pay for items?	As early as possible & ongoing	Individual, Family/guardian, School/IEP Team	Financial Wellness Tools Money Management for Young People on the Spectrum
	Consider strategies for practicing earning and using money, for example: an allowance for doing chores or a simple neighborhood "job" such as walking a neighbor's dog or helping to clean in a neighbor's yard.	As early as possible & ongoing	Individual, Family/guardian	How to Teach Money Management for Independent Living with Autism - Autism Awareness
	Learn about budgeting and "needs versus wants" as this fits for different ages. Learn how goals work with budgeting.	As early as possible & ongoing	Individual, Family/guardian, School/IEP Team	New money management lessons for adults with disabilities - MI Money Health Financial Wellness Tools



<p>Explore options with your bank (e.g., joint bank account) to learn about money and management.</p>	<p>As early as possible & ongoing</p>	<p>Individual, Family/guardian</p>	<p>Your Money, Your Goals Focus on People with Disabilities</p> <p>Lessons Materials on Money Management for Caregivers and People with Disabilities</p>
<p>Learn about money safety, how to say spot scams and how to say "no" to requests for money.</p>	<p>As early as possible & ongoing</p>	<p>Individual, Family/guardian</p>	<p>Identity Theft and Scams</p> <p>Beware of Scams - MI Money Health</p>
<p>Consider opening an ABLE account, which allows people with disabilities to save money for certain categories of expenses without affecting their benefits.</p>	<p>As early as possible & ongoing</p>	<p>Individual, Family/guardian, NC ABLE staff</p>	<p>ABLE - Connecting People with Disabilities</p> <p>ABLE Accounts</p> <p>Spanish: Cuentas ABLE</p>
<p>Consider estate planning, living trust and special needs trust. Seek out a lawyer that specializes in special needs trusts.</p>	<p>As early as possible & ongoing</p>	<p>Family/guardian, Lawyer</p>	<p>ABLE- Special Needs Trust</p> <p>Spanish: Fideicomiso para necesidades especiales</p> <p>ABLE- Living Trust</p> <p>Spanish: ABLE- Fideicomiso en vida</p>
<p>Write a letter of intent for your special needs trust.</p>	<p>As early as possible</p>	<p>Family/guardian, Lawyer</p>	<p>Letter of Intent Planning Guide</p> <p>Letter of Intent- SNA</p>



	Revisit your will.	Every 8 years	Family/guardian, Lawyer	
	Learn about Financial Wellness. What does this mean?, What does it look like for individuals with disabilities?	Middle School & ongoing	Individual, Family/guardian, School/IEP Team	Meet the Faces of Financial Wellness - National Disability Institute
	Consider obtaining a debit card and/or credit card, with safeguarding strategies and monitoring as needed (i.e., prepaid cards, spending limits).	Middle to High school	Individual, Family/guardian	Green Light Debit Card Comparison Chart of Types of Cards to Use for Purchases
	Learn about paying taxes.	High school	Individual, Family/guardian	National Disability Institute: Taxes and Tax Preparation
	Ask about including financial well being goals planning in transition plan portion of IEP.	High school	Individual, Family/guardian, School/IEP Team	STAR Goal Setting Worksheet
	Explore online money management tools.	High school	Individual, Family/guardian	Online Money Management Tools 10 Questions to Ask When Selecting an Online Money Management Tool
<input checked="" type="checkbox"/>	Accessing Financial Support	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Seek out benefits counseling services.	As early as possible	Individual and family/guardian, Benefits Counseling Services	Work Incentives and Benefits Counseling North Carolina Benefits Counseling Services.



Learn about financial rights for individuals with disabilities.	Middle school	Benefits counseling services, Attorneys, Local Banks	Blog: Financial Inclusion 101 - National Disability Institute
Figure out the areas in which support is needed by taking a financial well-being assessment.	16	Individual and family/guardian	Financial Well-Being Assessment
Determine the need for government-based financial support (Supplemental Security Income, Social Security Disability Insurance, Medicaid, Medicare). See Adult Services action plan for more details.	16	Individual and family/guardian	Adult Services Action Plan
Consider establishing a Representative Payee for Social Security Benefits/Medicaid/Medicare, if appropriate.	18	Individual	Frequently Asked Questions (FAQs) for Representative Payees
Consider other sources of Income and Savings: Savings Accounts, PASS Accounts, Individual Development Accounts.	High school	Individual and family/guardian, Social Security Administration, Benefits Counseling Services	Frequently Asked Questions (FAQs) for Representative Payees Examples of types of accounts to keep your money safe Plan to Achieve Self-Support (PASS)
Contact NC financial assistance programs such as First in Families, Temporary Assistance for Needy Families, Community colleges, Religious organizations.	When needed	Individual and family/guardian	Assistance programs in North Carolina. First In Families of North Carolina

Transportation Action Plan

Transportation is a key barrier to employment and community participation for many individuals with disabilities. Accessible transportation options, like paratransit and public transit, can help break down these barriers and offer a gateway to opportunity and adventure in adulthood.

Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals.(4) Start taking action, one step at a time!

Acronym Key: EIPD= Division of Employment and Independence for People with Disabilities

<input checked="" type="checkbox"/>	Finding ways to get around	Approximate Age	Who can help?	Resources Click the links to view and download
	Explore Work Together NC's library of transportation options and services.	As early as possible and ongoing	Individual and family	Find Services
	Review Work Together NC's guide to transportation options for people with IDD in NC.	As early as possible and ongoing	Individual and family, School/IEP Team	Transportation In North Carolina: A Guide to Transportation Services, Problems, & Solutions
	Practice community safety skills (i.e., identifying signs, using crosswalks, being aware, etc.).	As early as possible and ongoing	Individual, family, and school/IEP Team	Courses for Parents to Teach Community Safety Skills Cursos para que los padres enseñan habilidades de seguridad en la comunidad
	Practice using Google Maps or other map apps.	Middle school and ongoing	Individual, family, and school/IEP Team	Google Maps
	Explore/practice transportation options (public, paratransit, uber/lyft). Consider factors such as cost, safety, and level of support needed.	As early as possible and ongoing	Individual and family, school/IEP Team, community agencies, EIPD counselor	Paratransit: FAQ



	Obtain driver's training and license, if appropriate.	15 or later	Individual, family, and community agencies	Official NCDMV: Online Services
	Ask your EIPD counselor about funding for a driver assessment and training.	15 or later	Individual, family, EIPD counselor	
	Ask about including transportation goals in transition plan portion of IEP.	High school	Individual and family, School/IEP Team	
<input checked="" type="checkbox"/>	Using public or paratransit	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	If interested in public transit, download apps for your local area.	As early as possible and ongoing	Individual with help of others	
	Create a personal transportation plan, including your chosen mode(s) of transportation and any "Plan B"/back up plan options.	As early as possible and ongoing	Individual and family	
	If appropriate, apply for paratransit.	15	Individual, family with support from school/IEP Team/transition facilitator and community agencies	Your Rights and Responsibilities for Paratransit
	Utilize the toolkits and instructional videos in the transportation section Work Together NC's resource library.	Starting at age 15	Individual, family, and school	Find Resources- Transportation Transportation Toolkit
	Seek out public or paratransit training, ideally through a peer mentorship model. The transportation section of Work Together NC's service library lists several transit training programs designed for people with IDD.	16	Individual, family, community agencies	Find Services

IEP Action Plan

When youth with an IEP turn 16 years of age, they will actively engage in individualized transition planning. This process helps youth learn about themselves, make decisions, set goals, and interact with their IEP team to identify objectives and activities.


Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals. (4) Start taking action, one step at a time!

Acronym Key: EIPD= Division of Employment and Independence for People with Disabilities. AC=Adapted Curriculum. OCS=Occupational Course of Study FRC=Future Ready Core. IEP = Individualized Education Program . SSI=Supplemental Security Income. SSDI= Social Security Disability Insurance.

<input checked="" type="checkbox"/>	Items to include in the IEP	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Develop parent/student's vision for future (after high school).	Age 16 (state required) Age 11-14 (best practice) k-6 (recommended)	Student, Family, School/IEP Team	I'm Determined
	Complete age-appropriate transition assessments which help identify needs, preferences, and interests for post-school goals.	Age 16 (state required) Age 11-14 (best practice) k-6 (recommended)	School/IEP Team	Indiana Secondary Transition Resource Center
	Develop the secondary transition goals on the IEP (education/training, employment, and independent living).	Age 16 (state required) Age 11-14 (best practice) k-6 (recommended)	Student, family, school/IEP Team, EIPD	Overview of Transition section IEP (DPI)
	Determine transition activities and instruction needed to reach secondary transition goals. At minimum, 1 measurable annual goal should be related to a transition goal.	Age 16 (state required) Age 11-14 (best practice) k-6 (recommended)	Student, family, school/IEP Team, EIPD	Pre-Employment Transition Services Secondary Transition in North Carolina
	Outline accommodations and modifications required for student to access their education.	K-12	Student, family/ School/IEP Team	Neuron and Rose Psychological Services



				Special Education and Accommodations - Exceptional Children's Assistance Center (ECAC) Ultimate List of IEP Accommodations, Modifications & Strategies (SDIs)
	If applicable, identify related services and service delivery frequency (SLP, OT, PT, etc).	K-12	Student, family/ School/IEP Team	Transitions for Children and Youth- How Occupational Therapy Can Help NC School-Based Physical Therapy School-Based Service Delivery in Speech-Language Pathology (asha.org)

	IEP Meeting Considerations	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Student should be invited to IEP (regardless of their Course of Study) and supported to express their interests, needs, and goals. Best practice is to prepare the student before the meeting.	K-12 (Best practice)	Individual, Family/Guardian, School/IEP Team	10 Ways to Involve Young Adults in their IEP Meetings
	Review course of study options (i.e., certificate versus diploma pathways) to ensure best fit. Present levels and assessment data should inform this decision. *once student is in a course of study, changing it happens in unique circumstances. There are implications for graduation timelines.	Age 11-14 (before high school)	Individual, Family, /Guardian School/IEP Team	High School Graduation Requirements Heading to High School: Choosing a Course of Study



<p>Attend IEP meetings and discuss transition goals and services.</p>	<p>Age 16 (state required) Age 11-14 (best practice) k-6 (recommended)</p>	<p>Individual, Family/Guardian, School/IEP Team, EIPD</p>	<p>Transition Goals in the IEP Center for Parent Information and Resources</p>
<p>A representative from any agency likely to be responsible for providing/paying for transition services can attend IEP meeting(s) with parent consent (if student is not 18 already).</p>	<p>K-12</p>	<p>Individual, Family/Guardian, School/IEP Team, EIPD, Managed Care Organization</p>	
<p>Discuss transfer of rights one year prior to 18, when rights to make decisions for the IEP will fully transfer to the student (unless alternatives to guardianship have been established).</p>	<p>Age 17</p>	<p>Individual, Family/Guardian, School/IEP Team, EIPD</p>	<p>DRNC Guardianship Info</p>
<p>Discuss progress towards graduation requirements. This includes IEP goals.</p>	<p>As early as possible & ongoing</p>	<p>Individual Family/Guardian, School/IEP Team</p>	
<p>Discuss desired age of exit (18, 19, 20, 21 or year of 22nd birthday) based on the student's progress and goals. Note, anyone with an IEP can advocate for extended time in school after turning 18. *Note: FRC and OCS students who choose to exit at year 5 (i.e., instead of year 4) will need to follow district policy for graduation requirements. Specific pacing of scheduling core courses will be necessary for student to be enrolled.</p>	<p>Throughout high school</p>	<p>Individual Family/Guardian, School/IEP Team</p>	<p>When your child with an IEP turns 18: Your parental rights</p>



	IEP Team should refer the student to get evaluated for adult services through the NC Division of Employment and Independence for People with Disabilities. *Note: Evaluation for EIPD adult services could risk in school EIPD services if the student is deemed ineligible for "competitive integrated employment".	FRC/OCS - Age 17-18 AC: Age 21	School, EIPD, Family/Guardian	Transition Planning - DRNC
	During the re-evaluation cycle (required every 3 yrs), the IEP team should discuss the need for specific evaluations necessary for enrollment in adult services (i.e., EIPD, Medicaid--see Healthcare Checklist, SSI, SSDI and postsecondary education--see PSE--Postsecondary Education and Adult Services Checklists).	K-12	School/IEP Team	Adult Services Action Plan
<input checked="" type="checkbox"/>	Other supports for transition planning, outside of school based services	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Explore Work Together NC's library of transition planning services.	As early as possible	Individual, Family/Guardian	Find Services
	Contact the Exceptional Children's Assistance Center for help understanding and advocating for your rights within the school system.	When needed	Individual, Family/Guardian	Exceptional Children's Assistance Center A Parents' Guide to Special Education in North Carolina Children's Law Clinic Resources (duke.edu)

Self Determination/Self Advocacy Action Plan

Self-determination is the ability to make decisions about one's quality of life without undue interference or influence from others. Self advocacy is the ability to communicate one's needs and preferences.

Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals.(4) Start taking action, one step at a time!

Acronym Key: IEP=Individualized Education Program

<input checked="" type="checkbox"/>	Growing as a self-advocate	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Practice communication of one's interests, preferences, and needs.	As early as possible & ongoing	Family, school/IEP Team, adult service providers	Student dream sheet Self awareness for self advocacy
	Practice decision making skills. Choices should be offered & supported as often as possible— start with small choices matter like what one wears, eats, does for fun, who one hangs out with.	As early as possible & ongoing	Individual, Family, school/IEP Team, adult service providers	Supported decision making
	Identify needed adult services, and if appropriate, the individual can start learning how to direct and manage these services.	As early as possible & ongoing	Individual, family, school/IEP Team, adult service providers	Self directed services Self directed services
	Support the student to participate in their own IEP Meetings. Prepare the individual with what to expect, seek their input on goals, and come up with ideas to contribute in advance of the meeting.	As early as possible & ongoing	Individual, family, school/IEP Team	10 Ways to Involve Young Adults in their IEP meetings



Developing decision making skills		Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
Explore Work Together NC’s leadership & advocacy program library.	As early as possible & ongoing	Individual, family, school/IEP Team	Advocacy programs	
Learn about the disability rights movement and key figures.	As early as possible & ongoing	Individual, school/IEP Team	Crip Camp	
Learn about supported decision-making and alternatives to guardianship.	As early as possible & ongoing	Individual, family, school/IEP Team, adult service providers	Rethinking guardianship Self advocacy action plans	
Learn about the differences in the laws regarding disability rights for young people with disabilities from high school to adulthood.	As early as possible & ongoing	Individual, school/IEP Team	Making the transition from high school to college	
Learn and practice how to explain one's disability and/or the accommodations or supports they need in work, postsecondary education, and community settings.	As early as possible & ongoing	Individual, school/IEP Team, adult service providers	Effective accommodation practices Disability disclosure FAQs	
Develop a person centered plan, including the individual's vision and goals for adulthood.	Upon exiting high school and ongoing updates	Individual, inclusive postsecondary education program (if applicable), adult service providers	Person centered planning	

Supported Decision Making & Guardianship


An individual is legally considered an adult at the age of 18. This is called the age of majority. Before this happens, an individual and their family/care partner will need to decide on how to support the young adult's self-determination. Supported decision-making refers to the many ways we all get assistance making decisions that affect our lives. Full or limited guardianship is appropriate when the young adult is unable to understand or make their own decision.

Instructions: (1) Check off any items that have already been completed (2) Delete or cross out any items that do not apply to you or the person you're supporting (i.e., it doesn't align with their goals) (3) Keep any action items that will help you or the person you're supporting achieve their goals.(4) Start taking action, one step at a time!


Acronym Key: SDM= Supported Decision Making. IEP=Individualized Education Program

<input checked="" type="checkbox"/>	Supported Decision Making	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Understand what supported decision-making (SDM) includes and how to use it.	12	Individual and family	Supporting choice and self determination videos Supported decision making SDM and alternatives to guardianship
	Develop and practice decision-making skills.	12	Individual and family	Supporting choice and self determination videos
	Continually evaluate decision-making skills and capacity.	12	Individual and family	MO Guardianship
	Set developmentally-appropriate goals to develop decision-making skills through SDM.	12	Individual and family	Lifecourse nexus
	Contact Disability Rights NC if interested if advocacy assistance is needed related to guardianship or restoration of a person's guardianship.	Circumstantial	Disability Rights NC	Restoration to competency DRNC Contact Form



	IEP Process	Approximate Age	Who can help?	Resources <i>Click the links to view and download</i>
	Support the student to have input on their IEP goals through practice expressing one's needs, preferences, and interests.	As early as possible and ongoing	Individual, School/IEP team, and family	Self advocacy IEP goal ideas
	If a student is not participating already, they should begin to participate in the IEP meeting. This is an important opportunity for the student to practice self-determination and learn how to advocate for their own future.	14	Individual, School/IEP team, and family	4 ways students can take an active role in IEP meetings Student involvement in the IEP
	The IEP Team will discuss the transfer of rights at least one year prior to the student reaching age 18, age of majority. This is to make sure the student and parents understand that the student's right to make educational decisions for the IEP will transfer to the student when he or she turns 18. * In most cases, the transfer of rights at age 18 is an appropriate action. In some cases, if the student is unable to understand or make their own decisions, parents may wish to consider full or limited guardianship. Keep in mind there are many alternatives to guardianship. Supported decision-making offers a range of options that give parents an opportunity for continued input into the student's educational path.	17	Individual, School/IEP team, and family	Rethinking guardianship NC



	Preparing to turn 18	Approximate Age	Who can help?	Resources
	Understand what legal status and age of majority mean. It is important that all are aware of the legal changes that happen when a person turns 18 and what it means for the individual and the family/care partner regarding decision making.	12	Individual and family, special needs attorney	Getting ready for the age of majority
	Support the individual's development of communication skills for sharing personal information such as mailing address, date of birth, phone number. Address safety precautions regarding protecting this information.	12 and ongoing	Individual and family	Learning how to provide personal information Be internet awesome
	Set up power of attorney and healthcare power of attorney to take effect when the individual turns 18.	17	Individual and family, special needs attorney	General, financial, legal, and healthcare supports Free NC medical power of attorney form
	Consider whether a limited guardianship, guardianship of the person and/or guardianship of the estate may be appropriate.*With any of these options, supported-decision making is still an important tool for centering the individual in decisions that pertain to them.	17	Individual and family, special needs attorney	Healthcare power of attorney Power of attorney
	If the individual is not their own guardian, ensure that designated guardianship wishes are relayed in the parents' will and letter of intent.	18	Individual and family, special needs attorney	Succession planning for guardians