

# Perkins School for the Blind Transition Planning Timeline

Age 14  
and younger

By age 16

By age 17

By age 18

By age 19

By age 21  
or until student exits  
school or turns 22

- Register with state agencies for services, including your state's:
  - Commission for the Blind
  - Dept. of Developmental Services (DDS)
- Deafblind students should register with your state's [deafblind project](#) and be added to the [deafblind child count](#).
- Learn about Pre-Employment Transition Services (Pre ETS), a federally funded program available through schools and local vocational rehabilitation offices.
- Obtain a Social Security card, if not done previously.
- Invite teens to participate in IEP meetings and begin transition planning with the school team. Ask about student-led IEPs to determine what level of participation is best for your student.
- Consider conducting a [Person Centered Planning session](#).
- Consider any vision related services that may support your child (for example Orientation & Mobility, and Assistive Technology).

- Schools are **required** to invite students to their IEP meetings. [Learn how to prepare your child](#) for their participation with your school team.
- IEP teams are required to [develop transition goals](#) with students to be reviewed and updated each year.
- Graduation plans must be discussed at the IEP meeting. Students may attend school until the end of the academic year in which they turn age 20 - 22, depending on your state.
- Begin vocational training at school sites or in the community. Ask the school team if Pre-ETS is an option.
- **Start the referral process for adult services.** For MA residents, your school district should complete a [Chapter 688 referral](#). This inquiry can be made during the IEP when the transition planning page is reviewed.
- Consider setting up an [ABLE account](#) or [Special Needs Trust](#).

- **Discuss eligibility** for adult service agencies and the levels of support that may be provided. Learn the processes specific to your state, your school team can guide you.
- Assessments, including cognitive, vocational, assistive technology and other related areas should be up-to-date for application to adult services. Updated assessment scores (within 3 years) are often required to determine eligibility.
- If appropriate, your student should take college entrance exams and complete applications. Read more [tips on preparing for college](#).
- Plan for an [Assistive Technology Evaluation](#) and begin to consider technology the student will use as an adult, and how it will be funded.
- Begin discussions about housing, and prepare to [apply for Section 8 housing](#) on the student's 18th birthday, if appropriate.

- [Apply for SSI](#) the month after the teen turns 18.
- Explore decision making options including Guardianship, and least restrictive alternatives. Consider the supports needed to make health, financial, and life decisions.
- At least one year before the age of majority (18 in most states), notify the student of rights that will transfer to them on reaching the age of majority.
- Students planning to attend college should contact campus Student Disability Services to discuss accommodations.
- Finalize graduation plans, including certificates of completion and attendance, if appropriate.
- Students should register to vote and can begin voting in elections. Local self advocacy organizations, [such as The Arc](#), are available to help your adult child prepare.
- Young adult males must register for the draft.

- Young adults should begin to make their own legal decisions about their life, health care, and finances, unless Guardianship or Supported Decision Making was assigned. Always consider the least restrictive option.
- Ensure Assessments are updated and completed for both vocational and assistive technology.
- Research different day program models with your transition team and assigned case manager, such as [day habilitation](#) and [community based day support](#).
- Students should be able to understand and advocate for the accommodations they need for vocational or post-secondary programs.
- Deafblind students should connect with with Helen Keller International for advocacy, support and resources.

- Educate yourself about the [transition from Entitlement to Eligibility](#) and prepare to ensure the necessary supports will be in place after graduation.
- If your adult child continues to attend a public school program, know that Entitlement can stop at the end of the school year, or on the student's birthday, when they turn 20 - 22, depending on the state.
- **Applications for adult services should be complete.** These may include your state's Commission for the Blind, Department of Developmental Disabilities or Vocational Rehabilitation. Your school team will help guide the process.
- Be sure discussions about housing are well underway, such as [applying for Section 8 housing support](#), or [supported housing](#).
- Invite Division of Vocational Rehabilitation (DVR) to any transition meetings the year of turning 22. Apply to DVR for services a few months beforehand.