

**PUNS automated number directing the caller to local DD service information**

**1-888-337-5267**

**Please refer to pages 6-8 for additional resources**

### **3 years old**

- Apply for prioritization for Urgency of Need for Services(PUNS) with your Pre-Admission Screening(PAS) Agency
- Apply for a Social Security Card
- Contact your local park district or agency to inquire about programming that may interest your student.
- Develop self-care and daily living skills and routines
- Work on appropriate social skills at school and home
- Work on functional communication

### **4 years old**

- Update PUNS information
- Contact your local park district or agency to inquire about programming that may interest your student.
- Continue to develop self-care and daily living skills and routines
- Continue to work on appropriate social skills at school and home
- Continue to work on functional communication

### **5 years old**

- Update PUNS information
- Contact your local park district or agency to inquire about programming that may interest your student.
- Continue to develop self-care and daily living skills and routines
- Continue to work on appropriate social skills at school and home
- Continue to work on functional communication

### **Elementary School Age (6-10 years old)**

- Update PUNS every year
- Contact your local park district or agency to inquire about programming that may interest your student.
- Introduce the concept of work into everyday activities
- Have students become familiar with all types of careers
- Continue to develop self-care and daily living skills and routines
- Continue to work on appropriate social skills at school and home
- Explore vocational opportunities closer to the end of elementary school
- Introduce chores at home
- Continue to work on functional communication

### **Middle School Age (11-13 years old)**

- Update PUNS every year
- Contact your local park district or agency to inquire about programming that may interest your student.
- Begin career exploration
- Vocational training should start to be introduced at school
- Continue to introduce the concept of work into everyday activities
- Continue to develop self-care and daily living skills and routines
- Continue to work on appropriate social skills at school and home
- Continue to have chores at home
- Continue to work on functional communication
- Volunteer in the community
- Begin looking into transition to prepare for age 14

### **14 years old**

- Apply for PUNS if not done already
- Special Needs Trusts (See info attached)
- Apply for state ID if you have not already done so
- Contact your local park district or agency to inquire about programming that may interest your student
- Complete questionnaire on transition needs
- Make transition goals a part of the IEP
- Develop independent living skills
- Begin early career exploration
- Increase self-advocacy skills
- Explore recreation and leisure activities

### **15 years old**

- Update PUNS information
- Make transition goals a part of the IEP
- Attend transition fairs for students with special needs
- Contact your local park district or agency to inquire about programming that may interest your student.
- Develop independent living skills
- Increase self-advocacy skills
- Look into SSI
- Explore recreation and leisure activities
- Explore adult service providers

### **16 years old**

- Update PUNS
- Obtain state ID card
- Make transition goals a part of the IEP
- Contact your local park district or agency to inquire about programming that may interest your student.
- Increase self-advocacy skills
- Develop independent living skills
- Consideration of vocational interest survey for parents and students
- Discuss Supported Employment Program (SEP) and job coaching
- Explore recreation and leisure activities
- Explore adult service providers
- Explore guardianship, wills, and trust
- Explore residential programs

### **17 years old**

- Update PUNS
- Make transition goals a part of the IEP
- Contact your local park district or agency to inquire about programming that may interest your student
- Develop independent living skills
- Increase self-advocacy skills
- Explore Guardianship
- Explore SSI and medical benefits
- Explore adult service providers and consider waiting list
- Explore recreation and leisure activities
- Explore residential programs and consider waiting list

### **18 years old**

- Update PUNS
- Parents will submit a release of information for district to communicate with the PAS agency and invite caseworker to IEP meetings
- Make transition goals a part of the IEP
- Apply for SSI and Medicaid
- Contact your local park district or agency to inquire about programming that may interest your student
- Implement guardianship, power of attorney, wills and trust
- Work experience (volunteering, completing jobs around the school, in the community)
- Increase self-advocacy skills
- Develop independent living skills

- Pursue recreation/leisure activities
- Explore adult service providers (tours)
- Refer to adult service providers and include in transition planning meetings
- Register to votes and males register for selective service
- Start to fade some 1:1 assistance (if student has 1:1)
- Begin to incorporate larger student to staff ratios in group settings

### **19 years old**

- Update PUNS
- Parents will submit a release of information for district to communicate with the PAS agency and invite caseworker to IEP meetings
- Make transition goals a part of the IEP
- Contact your local park district or agency to inquire about programming that may interest your student
- Increase self-advocacy skills
- Develop independent living skills
- Work experience(volunteering, jobs around the school, in the community)
- Pursue recreation/leisure activities
- Explore adult services providers(tours)
- Participation with adult service providers
- Continue to fade 1:1 assistance (if student has 1:1)
- Work on larger student to staff ratios in group settings

### **20 years old**

- Update PUNS
- Parents will submit a release of information for district to communicate with the PAS agency and invite caseworker to IEP meetings
- Make transition goals a part of the IEP
- Contact your local park district or agency to inquire about programming that may interest your student
- Work experience (volunteering, jobs around the school, in the community)
- Increase self-advocacy skills
- Develop independent living skills
- Pursue leisure/recreation activities
- Explore adult service providers(tours)
- Explore transportation needs after graduation
- Fading 1:1 assistance (if student has 1:1)
- Larger student to staff ratios in group settings

## **21 years old**

- Update PUNS
- Parents will submit a release of information for district to communicate with the PAS agency and invite caseworker to IEP meetings
- Make transition goals part of the IEP
- Contact your local park district or agency to inquire about programming that may interest your student
- 1:1 assistance should be faded by this point
- Work experience(volunteering, jobs around the school, in the community)
- Increase self-advocacy skills
- Develop independent living skills
- Pursue recreation/leisure activities
- Have at least 3 adult service providers in mind for the student to transition to after graduation
- Know what form of transportation the student will utilize after graduation

Activity	Age	Additional Information
<p align="center"><b>Apply for a Social Security Card</b></p>	<p align="center"><b>All Ages</b></p>	<p>You can apply for a social security card as soon as you have a birth certificate</p>
<p align="center"><b>Recreational/Community Involvement Fees are Involved- Contact your park district to see about fees/waivers</b></p>	<p align="center"><b>All Ages</b></p>	<p><b>Parents:</b> Contact your local park district or agency to inquire about programming that may interest your student.  <b>Students:</b> Tell your parents what types of Programs you would be interested in participating in.  <b>School:</b> Will answer any questions and assist with accommodation information if requested by the family.</p>
<p align="center"><b>SPECIAL NEEDS TRUSTS</b></p> <p>For students who plan to apply for SSI benefits at age 18. Assets kept in a Special Needs Trust do not disqualify individuals from becoming eligible for benefits in the future. Special Needs Trust can be coordinated by an attorney</p> <p align="center"><b>Seek Legal Counsel</b></p>	<p align="center"><b>14</b></p>	<p><b>PARENTS:</b> Contact an attorney who is capable of completing the Special Needs Trust documents. Complete the process by opening the trust at participating banks.</p> <p><b>STUDENT:</b> Attend the meeting with attorney.</p> <p><b>SCHOOL:</b> Provide any documentation that is requested with a release of information</p>
<p align="center"><b>STATE ID</b></p> <p>Disabled Person's Identification Card (Free) vs. General (\$20)</p> <p><a href="https://www.cyberdriveillinois.com/publications/disabilitypub.html">https://www.cyberdriveillinois.com/publications/disabilitypub.html</a></p>	<p align="center"><b>14+</b></p>	<p><b>PARENTS:</b> Bring student to Driver Services Facility; obtain doctor's signature on form for proof of disability.  <b>STUDENT:</b> Will complete necessary forms and go to facility for ID  <b>SCHOOL:</b> Provide any documentation that is requested with a release of information</p>

<p><b>DEPARTMENT OF HUMAN SERVICES DIVISION OF REHABILITATIVE SERVICES</b></p>	<p><b>16</b></p>	<p><b>PARENTS:</b> Will provide the School District with a copy of their students' signed social security card and meet with DRS Representative for intake meeting.  <b>STUDENTS:</b> Will attend intake meeting  <b>District:</b> Will submit DRS referral paperwork and invite representative to IEP meeting to become a collaborative partner in transition planning.</p>
<p><b>Prioritization of Urgency of Need for Services ~PUNS</b></p>	<p><b>18-21</b></p>	<p><b>District:</b> Submit a release of information to communicate with the PAS agency and invite caseworker to IEP meetings</p>
<p><b>SOCIAL SECURITY DISABILITY BENEFITS</b>  Students may qualify for disability benefits prior to the age of 18 if the family meets the income requirements.</p> <p><a href="http://www.socialsecurity.gov">www.socialsecurity.gov</a></p>	<p><b>18</b></p>	<p><b>PARENTS:</b> View website or call to get information about eligibility requirements.  <b>STUDENTS:</b> Will bring their state ID to the interview.  <b>SCHOOL:</b> Provide requested school documentation</p>

<p style="text-align: center;"><b>MEDICAID</b></p>	<p><b>18</b></p>	<p><b>PARENTS:</b> First apply for SSI, if your student is eligible for SSI he is eligible for Medicaid. You must take your student to the office for the interview process.</p> <p><b>STUDENTS:</b> should attend intake interview at Medicaid office.</p> <p><b>SCHOOL:</b> Provide requested school documentation</p>
<p style="text-align: center;"><b>GUARDIANSHIP</b></p> <p>Parents of a child with disabilities will want to explore legal options and learn about the different levels of guardianship as well as power of attorney for medical and business decisions.</p> <p><b>Equip for Equality, Legal Advocacy Program</b>  20 N. Michigan, Suite 300  Chicago, IL 60602  (800) 537-2632  <a href="mailto:contactus@equipforequality.org">contactus@equipforequality.org</a></p> <p><b>Daley Center</b>  Monday through Thursday-law students free of charge</p> <p><a href="http://powerofattorney.com/illinois/">http://powerofattorney.com/illinois/</a></p>	<p><b>18</b></p>	<p><b>PARENTS:</b> After you determine the level of guardianship you wish to peruse, contact your attorney or advocacy program for assistance. <b>STUDENTS:</b> Attend court hearing when called to do so.</p> <p><b>SCHOOL:</b> Provide any records requested and comply with any release of information request.</p>
<p style="text-align: center;"><b>SELECTIVE SERVICE REGISTRATION</b></p> <p><a href="http://www.sss.gov/default.htm">http://www.sss.gov/default.htm</a></p>	<p><b>18</b></p>	<p><b>PARENTS:</b> will assist their SON in registering for selective service</p> <p><b>STUDENTS:</b> will go online and register for selective service</p>
<p style="text-align: center;"><b>HOME-BASEDSERVICES</b></p> <p><b>Eligibility Requirements:</b>  Persons age 18 or older with developmental disabilities who risk placement in an intermediate care facility for persons with Developmental Disabilities (ICF/DD)</p>	<p><b>Based  On  Need/  Urgency</b></p>	<p><b>PARENTS:</b> Call your student’s PUNS caseworker annually to update application and be sure to alert them of any substantial life changes as soon as possible.</p> <p><b>SCHOOL:</b> Provide any records requested and comply with any release of information request.</p>



