Parent Guide

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 introduce 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
<table>
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<tr>
<th>Activity</th>
<th>Age</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>Apply for a Social Security Card</td>
<td>All Ages</td>
<td>You can apply for a social security card as soon as you have a birth certificate</td>
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</tbody>
</table>
| Recreational/Community Involvement Fees are Involved- Contact your park district to see about fees/waivers | All Ages | **Parents:** Contact your local park district or agency to inquire about programming that may interest your student.  
**Students:** Tell your parents what types of Programs you would be interested in participating in.  
**School:** Will answer any questions and assist with accommodation information if requested by the family. |
| SPECIAL NEEDS TRUSTS                          | 14   | **PARENTS:** Contact an attorney who is capable of completing the Special Needs Trust documents. Complete the process by opening the trust at participating banks.  
**STUDENT:** Attend the meeting with attorney.  
**SCHOOL:** Provide any documentation that is requested with a release of information |
| STATE ID                                      | 14+  | **PARENTS:** Bring student to Driver Services Facility; obtain doctor's signature on form for proof of disability.  
**STUDENT:** Will complete necessary forms and go to facility for ID  
**SCHOOL:** Provide any documentation that is requested with a release of information |
<table>
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<tr>
<th>DEPARTMENT OF HUMAN SERVICES DIVISION OF REHABILITATIVE SERVICES</th>
<th>16</th>
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| **PARENTS:** Will provide the School District with a copy of their students’ signed social security card and meet with DRS Representative for intake meeting.  
**STUDENTS:** Will attend intake meeting  
**District:** Will submit DRS referral paperwork and invite representative to IEP meeting to become a collaborative partner in transition planning. |

<table>
<thead>
<tr>
<th>Prioritization of Urgency of Need for Services ~PUNS</th>
<th>18-21</th>
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<tbody>
<tr>
<td><strong>District:</strong> Submit a release of information to communicate with the PAS agency and invite caseworker to IEP meetings</td>
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<tr>
<th>SOCIAL SECURITY DISABILITY BENEFITS</th>
<th>18</th>
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| Students may qualify for disability benefits prior to the age of 18 if the family meets the income requirements.  
**www.socialsecurity.gov** |
| **PARENTS:** View website or call to get information about eligibility requirements.  
**STUDENTS:** Will bring their state ID to the interview.  
**SCHOOL:** Provide requested school documentation |
| **MEDICAID** | **18** | **PARENTS:** 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.  
**STUDENTS:** should attend intake interview at Medicaid office.  
**SCHOOL:** Provide requested school documentation |
| --- | --- | --- |
| **GUARDIANSHIP**  
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.  
**Equip for Equality, Legal Advocacy Program**  
20 N. Michigan, Suite 300  
Chicago, IL 60602  
(800) 537-2632  
contactus@equipforequality.org  
Daley Center  
Monday through Thursday-law students free of charge  
http://powerofattorney.com/illinois/ | **18** | **PARENTS:** After you determine the level of guardianship you wish to peruse, contact your attorney or advocacy program for assistance. **STUDENTS:** Attend court hearing when called to do so.  
**SCHOOL:** Provide any records requested and comply with any release of information request. |
| **SELECTIVE SERVICE REGISTRATION**  
http://www.sss.gov/default.htm | **18** | **PARENTS:** will assist their SON in registering for selective service  
**STUDENTS:** will go online and register for selective service |
| **HOME-BASED SERVICES**  
**Eligibility Requirements:**  
Persons age 18 or older with developmental disabilities who risk placement in an intermediate care facility for persons with Developmental Disabilities (ICF/DD)  
**Based On Need/Urgency** | **Based On Need/Urgency** | **PARENTS:** 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.  
**SCHOOL:** Provide any records requested and comply with any release of information request. |