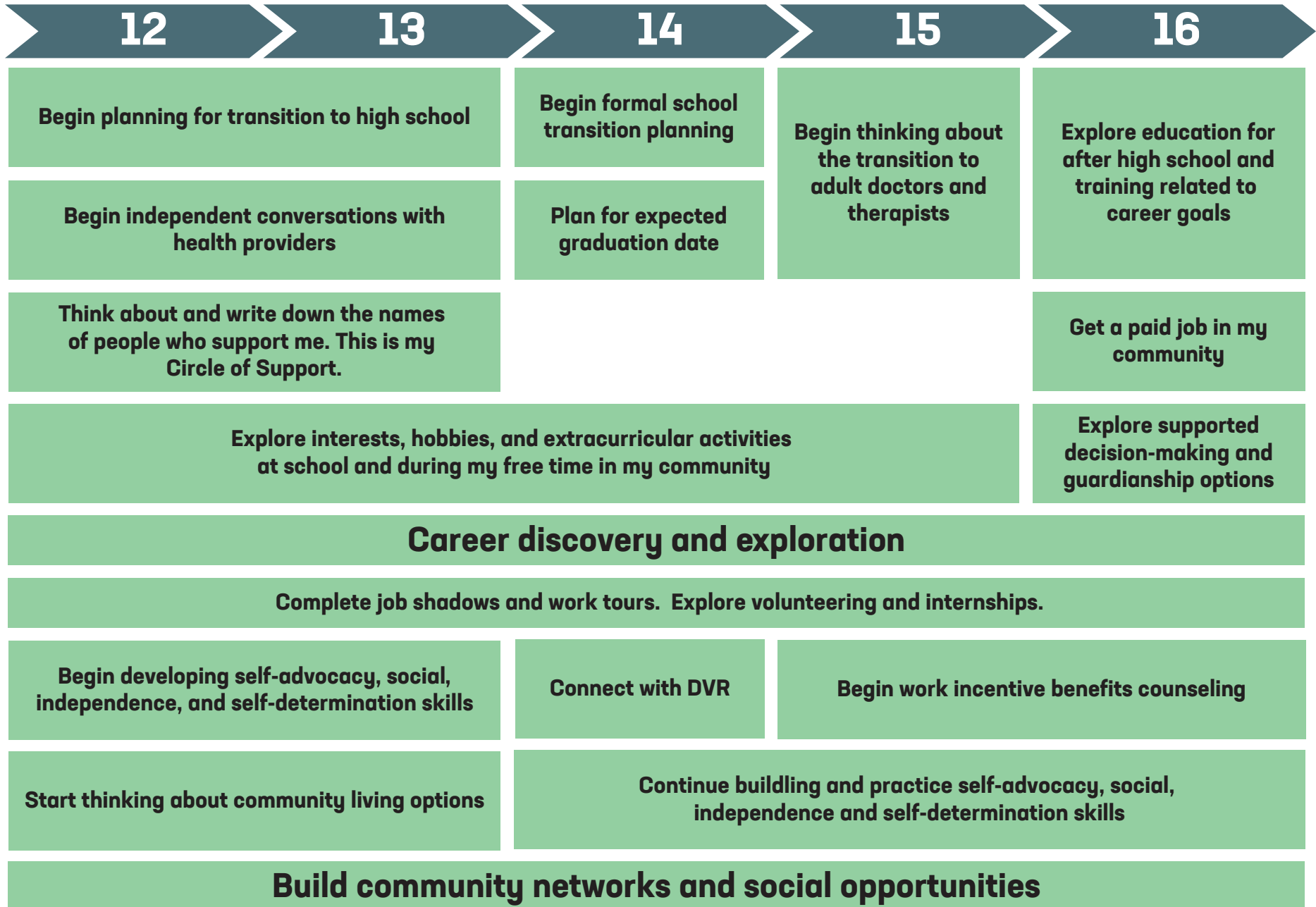
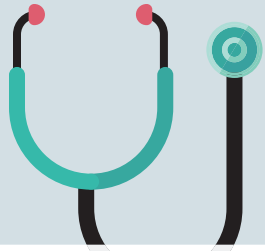


Transition Road Map





health



education



employment



community

Things to talk about during our meetings

I will discuss my goals for my future.

What does health look like for me and my family?

I will discuss my diagnosis and my own needs.

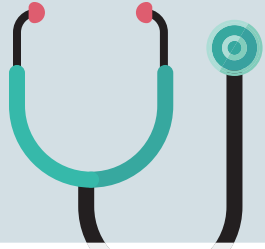
What does "health" mean to me?

What do I think about my diagnosis? What does my family think about my diagnosis and my needs?

* * * This [Wisconsin Transition Resource Guide](#) is referenced throughout this document. * * *
Page 15 has general information and page 16 has a health assessment.

I could even attend a self-advocacy seminar

- [Self-Advocacy Training](#) and [WI TIG Self-Advocacy Suite](#)
- Here is a [Workbook](#) to use and fill out. It can help with my Positive Personal Profile for employment.
- Get to know the people around me!



health



education



employment



community

Resources to build my abilities to speak up for my needs, choices and goals

- [Don't Limit Me! Autism Avenues](#)
Megan discusses her journey and shares a powerful message about empowerment
- [What's Disability to Me?](#)
Bernard shares encouraging and empowering thoughts about being an active member of his community
- [What is Self-advocacy?](#)
Self-advocates from across the world tell us what self-advocacy means to them
- [What my day looks like | Self-determination | Wisconsin Board for People with Developmental Disabilities \(WBPDD\)](#) Stacy shares how she uses her strengths throughout her day and how to advocate for what she needs
- [What I Learned About Myself Last Year | Self-Determination | Wisconsin Board for People with Developmental Disabilities \(WBPDD\)](#)
What did you learn about yourself last year? Hear what these self-advocates had to say.

There are benefits that come from my group or "network" of trusted people I know. The more people I know, the more resources, tools, and support I have throughout life.



Age 12 & 13

page 1 of 2



At my next appointment, pick something to talk about with my doctor all by myself

Begin understanding my disability and medical conditions and practice discussing who I am and what I need with others

Discuss with my doctors what healthcare privacy means to me

health



Gather information about likes and interests for future plans

Learn about high school programs, attend and participate in my IEP meetings, and speak up about my interests, goals, and hopes for my future

Begin or continue developing self-advocacy, social, independence, and self-determination skills (making decisions & choices)

education

Age 12 & 13

page 2 of 2



Participate in job shadows and tryouts, volunteering, and internships.

Explore interests, hobbies, and extracurricular activities in and out of school.

Practice soft skills. This can be introducing yourself to someone you don't know and being able to provide personal identification information if you need support or during emergency situations

employment



Who do I want to live with? Who do I want to live near me? What kinds of places do I want to live near? Think about transportation to important places.

Start learning about community living options. These are places I might want to live when I am older

Participate in social opportunities based on my individual interests

Think about and write down the names of people who support me. This is called my Circle of Support

community

Age 14

page 1 of 2



Continue to meet with healthcare providers and discuss my family and personal health history

Continue practicing advocating for my healthcare needs and preferences

Discuss a need or preference independently with my doctor or healthcare provider

health

Begin transition planning for high school. Shadow others who are in high school, visit the school, and talk about my 4-year plan

Understand and explain to others two accommodations or things I need to be successful in school

Continue developing my self-advocacy, social, independence, and self-determination skills (making decisions & choices)

education

Age 14

page 2 of 2



Who do I want to live with? Who do I want to live near me? What kinds of places do I want to live near? Think about transportation to important places.

Participate in job shadows and tryouts, volunteering, and internships.

Continue learning about [community living options](#). These are places I might want to live when I am older

Explore [interests, hobbies, and extracurricular activities](#) in and out of school.

Get to know people in my community and build trust, so that I can be more comfortable with them, in case I need support or there is an emergency

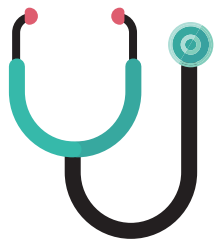
Practice soft skills. This can be introducing yourself to someone you don't know and being able to provide personal identification information if you need support or during emergency situations

Participate in social opportunities based on my individual interests

Think about my [Circle of Support](#) and add any new people

employment

community



Age 15

page 1 of 2



Start scheduling my own appointments with my healthcare providers

Continue advocating for myself about my healthcare needs and preferences

Continue working on understanding my disability and medical needs and practice discussing my questions, needs, and preferences with others

health

Think about what I want to do after high school. Would I like more education in a college or trade school? Are there any more classes that I could take that would help me with my future goals?

Continue transition planning at high school. Shadow others who are in high school, visit schools, and talk about my 4-year plan

Understand and explain to others two accommodations or things I need to be successful in school

Continue developing my self-advocacy, social, independence, and self-determination skills (making decisions & choices)

education

Age 15

page 2 of 2



What are my preferences for a work schedule? What type of environment would I prefer to work in?

Who do I want to live with? Who do I want to live near me? What kinds of places do I want to live near? Think about transportation to important places.

Set up a [meeting with DVR](#). Think about and explore areas of interest for careers and jobs by volunteering or completing job shadows

Continue to learn about community living options and thinking about where I want to live after high school

Explore interests and hobbies and participate in extracurricular activities in and out of school

Meet with the [Aging and Disability Resource Center \(ADRC\)](#) to learn about my benefits or things that will support my goals

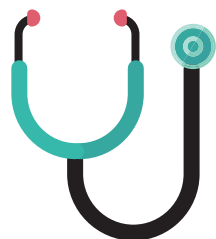
Continue practicing soft skills, like talking with someone new about a topic I'm interested in

Meet regularly with my [Circle of Support](#), add to it, and update it

employment

Try one new activity or join one new community group or organization

community



Continue meeting independently with health care providers

Continue self-advocacy skill-building about [healthcare needs](#) and preferences

health

Learn about high school transition program options and attend high school [transition fairs](#)

Meet with your transition teacher to make sure your classes and [accommodations](#) line up with your [transition options](#)

Continue to self-advocate with guidance from your [Circle of Support](#)

Meet new people and learn new things by participating in extracurricular activities

education



Participate in [informational interviews](#) and job shadows with employers of interest

Explore volunteer and part-time work opportunities

Expand your [interests and hobbies](#)

employment



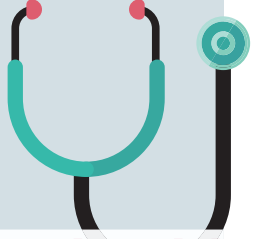
Continue to learn about community living options and thinking about where I want to live after high school

Meet with the Aging and Disability Resource Center (ADRC) to learn about my [benefits](#) or things that will [support my goals](#)

Meet regularly with your [Circle of Support](#), add to it, and update it

Build relationships with people in my community based on my interests

community



health



education



employment



community

A Collaborative Effort

From February through August of 2021, the Center for Inclusive Transition, Education & Employment ([CITEE](#)) at the University of Wisconsin-Whitewater convened several meetings with Rock County area high school transition-age youth with intellectual and developmental disabilities and their families, along with high school transition educators, and service providers. This leadership team was part of a larger project, coordinated by the [Waisman Center](#) at UW-Madison, called the [WI Integrated Transition Planning Project](#).

The intent of this statewide project was to engage all community stakeholders to create a testable action to improve outcomes for high school transition-age youth with intellectual and developmental disabilities, in particular, medically underserved populations. This document represents the Rock County community's final product for this collaborative work. CITEE is very grateful to the community stakeholders listed below, for their tireless commitment to this work.

Youth & Family Members: Alicia, Carter, Cheryl, Debra, Don, Elise, Julia, Maria, Nancy, Sheri, Shia

Transition Educators: Declan Boran Ragotzy (Milton HS), Kelley Hansen (Janesville HS), Asha Knight (Beloit HS), Shana Ratzburg (Janesville HS), Heidi Weisensel (Beloit HS)

Service Providers: Lisa Koob & Tim Markle ([Southern Regional Center for Children and Youth with Special Health Care Needs, Waisman Center](#)), Megan Acheson & Carrie Gartzke ([TMG WI](#)), Giorganne Maziarka ([Employment Connections, UW-W/CITEE](#)), Stefanie Primm ([LOV, Inc.](#))

CITEE Staff: Laura Brunke, Carole Carlson, Mackenzie Katch, Jessica Smith



University of Wisconsin
Whitewater

Center for Inclusive
Transition, Education
and Employment

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