

TRANSITION TIMELINE

Transition planning is an individualized and unique experience for each young person. Here are some steps to consider as a young person gets closer to adulthood.

Age 12 - 14

This stage sets the foundation for a young person to become an involved, independent, self-advocate. Allow the young person to make some of their own choices and encourage them to express their own preferences as early as possible. Help the young person learn about their disability and how to communicate any needs they might have in connection with it. What is listed in this stage should continue throughout high school:

- Review NYC Public Schools' [Parent Guide to Special Education](#) and [Family Guide to Transition Planning](#).
- Assist young person in developing an awareness of their disability and how it affects their learning and daily living.
- Practice self-advocacy skills.
- Participate in vocational assessment by age 14, which includes a student interview, parent/guardian questionnaire, teachers and related services provider questionnaire.
- Align the young person's interests and preferences to future career goals through consistent [career exploration and exposure](#) at home, school, and in the community.
- Make connections between school lessons and the adult world. For example, math assignments can be used to discuss money management or young people can explore how math data (statistics) is used in news stories.

Age 14 - 16

Encourage the young person to take a more active role on their planning team. Young people should prepare to take part in the planning and decision-making process for their education and employment. This will help educate them about their rights and responsibilities as young people and individuals with disabilities.

- When applying to high school, review the school's [special education services and programs](#).
- Starting at age 14, students must be [invited to IEP meetings](#) and are encouraged to actively participate in the discussion.
- Discuss and consider credential and/or [diploma options](#) during IEP meetings, including class credits, cumulative hours, and state exams needed to meet [graduation requirements](#).
- Start creating a list of support people, such as professionals, family, friends, and community members. There are also individuals who could provide support and advocate for a young person in IEP or service meetings.
- Obtain [working papers](#), if under the age of 18 years old, through school placement or district superintendent office.
- Learn about the differences in the laws regarding disability rights for young people with disabilities from high school to adulthood. Refer to INCLUDEnyc's [Disability Laws: High School v. Postsecondary tip sheet](#).
- Apply for work-based learning, summer internship and/or volunteer opportunities, such as Summer Youth Employment Program ([SYEP](#)) and Training Opportunities Program ([TOP](#)). Refer to INCLUDEnyc's [Employment Opportunities for Students](#) tip sheet.
- If applicable, get an updated assistive technology assessment prior to leaving high school.

TRANSITION TIMELINE

Age 16-18

At this stage, young people should be exposed to work-based learning opportunities that will allow them to explore and experience available opportunities in the working world. For example, the young person could shadow a family member or friend at work, volunteer in the community, or find an internship. Additionally, they should begin to make connections to adult service agencies such as the Office for People With Developmental Disabilities ([OPWDD](#)) or Adult Career and Continuing Education Services - Vocational Rehabilitation ([ACCES-VR](#)).

- Research appropriate postsecondary schools or employment/vocational programs.
- Participate in the final IEP meeting and obtain an exit summary, when applicable.
- For youth attending college, become familiar with parental rights regarding the young person's educational records, as outlined in the Family Educational Rights and Privacy Act ([FERPA](#)).
- Research accommodations for the workplace, vocational training programs, or colleges.
- Ensure final Mandated Three-Year Re-evaluation (formerly known as the tri-annual evaluation) is conducted (preferably within the last year of high school).
An up-to-date evaluation will be needed when requesting accommodations in the future.
- Connect with the accessibility and disability support services office when visiting college campuses or vocational programs.
- Explore and connect with services through [ACCES-VR](#), [OPWDD](#), and/or Office of Mental Health ([OMH](#)), if appropriate.
- Collect necessary financial and disability documents or applications/accommodations after high school:
 - Most recently updated IEP
 - Medical documentation of disability
 - Disability evaluations
- Apply for government benefits, such as Supplemental Security Income ([SSI](#)), Social Security Disability Insurance ([SSDI](#)), Food Stamps ([SNAP](#)), and [Medicaid](#).
- If SSI benefits are already in place, prepare for the [SSI Age 18-Redetermination Process](#).
- Keep copies of all documentation you submit when applying for programs, benefits or services.
- Start building [financial literacy](#).

Age 18+

To further support a young person's independence, assist them in acquiring accommodations and creating a structure for independent living. This may include travel training, assistive technology, housing, or a job coach provided through supported employment.

- [Increase awareness of](#) and [independence using](#) public transportation systems.
- [Register to vote](#) at age 18.
- Complete an [assistive technology](#) assessment, if applicable ([ATHelp Link](#))
- Explore living options after graduation, e.g. living with parents, college campus, supported living, or independently.
- Explore adult health care options.
- Obtain official photo ID card, such as a [NYS driver's license](#), [non driver's ID](#) or an [IDNYC](#) card.

COLLEGE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES



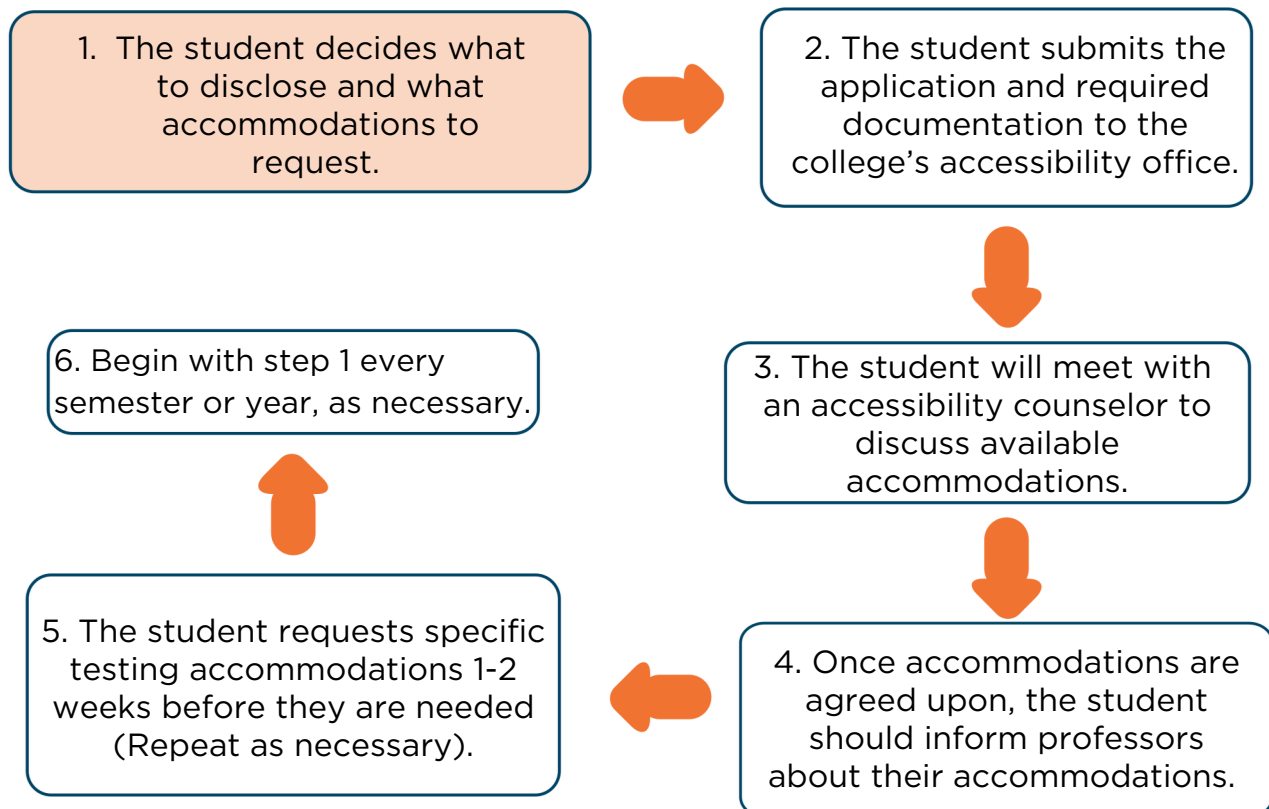
All students with disabilities can receive reasonable accommodations in college if they meet the eligibility criteria.

Obtaining accommodations in college is different than in high school, such as:

- A student must register with the college's Office of Disability Services/ Office of Accessibility in order to be considered for accommodations and supports.
- It is the student's responsibility to obtain and maintain accommodations.
- Depending on the college, students will need to request an accommodation letter every semester or year.
- Students will have to submit accommodation requests for each exam to their college's accessibility office in order to receive certain testing accommodations.

Below is the process for students with disabilities to obtain accommodations. It takes time to put accommodations and assistive technology into place, and it is the student's responsibility to provide necessary documentation in a timely manner.

HOW TO APPLY FOR REASONABLE ACCOMMODATIONS



COLLEGE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES



TYPES OF ACCOMMODATIONS AVAILABLE TO STUDENTS

As a beginning step to assist the student in advocating for their needs, here are some examples of commonly provided accommodations. For a complete list of available accommodations, be sure to contact the college's accessibility office.

Common Accommodations

- Extended time on assessments, e.g. quizzes, midterms, and final exams
- Testing in an alternative location
- Breaks during exams
- Calculator or laptop access
- A note-taker, reader, and/or scribe
- Access to audiobooks
- Accessible specific classroom seating/layout
- Accessible specific housing/dorming
- American Sign Language interpreters

Accommodations That May Be More Difficult to Get

- Extensions for specific assignments
- Alternate test format (e.g. multiple choice, true/false, essay)
- Tests and directions read out loud, or read and repeated
- Reduced course load and extended time to complete degree requirements

Assistive Technology/Other Services

- Auxiliary aids and services can take many forms, depending on the individual student's needs
- Making audio recordings of classes
- Qualified interpreters
- Class materials in alternative formats, e.g. texts in braille, recorded, or as digital file
- Access to voice recognition software
- Access to text-to-speech programs
- Regular meetings with an accessibility counselor/learning specialist
- Alternate ways to evaluate, e.g. projects or oral presentations instead of written tests



Free Workshops from **includenyc**

Transition Workshops

College Access for Students with Disabilities

Monday, September 22, 2025 | 5:00 pm - 6:15 pm | Virtual

Register Here: <http://bit.ly/42yIB8K>

Learn about the differences between disability law and accommodations in high school vs. college, as well as the basics of financial aid and college planning.

Understanding Diploma Options and Pathways

Wednesday, October 8, 2025 | 12:00 pm - 1:30 pm | Virtual

Register Here: <http://bit.ly/4gqcnB9>

Learn about requirements for obtaining a local, Regents, and advanced Regents diploma, as well as alternate pathways such as a high school equivalency degree and CDOS credential.

Introduction to Transition Planning

Tuesday, November 18, 2025 | 11:00 am - 12:15 pm | Virtual

Register Here: <http://bit.ly/4n40iEf>

Get to know the basics of transitioning into life after high school for students with disabilities, including changes in disability law, planning, procedures, evaluations, and next steps.

Navigating OPWDD Through Transition

Wednesday, December 3, 2025 | 1:00 pm - 2:30 pm | Virtual

Register Here: <http://bit.ly/3VCUQfP>

Get an overview of OPWDD (Office for People With Developmental Disabilities) services, including the application process, appeals, and supports and services available to people with disabilities once they leave high school.

Turning 18: Rights, Benefits, and Planning

Thursday, December 11, 2025 | 10:00 am - 11:15 am | Virtual

Register Here: <http://bit.ly/47EvPIId>

Learn about the benefits, application processes, and guardianship options available to young people with disabilities when they turn 18.

Spanish Interpretation Available.

For more information contact: info@includenyc.org



Taller gratuito de **include nyc**

Talleres de Transición

Acceso a la Universidad para Estudiantes con Discapacidades

Lunes, Septiembre 22, 2025 | 5:00 pm - 6:15 pm | Virtual

Regístrese Ahora: <http://bit.ly/4nreLdi>

Conozca las diferencias entre la ley de discapacidad y las adaptaciones en la escuela secundaria frente la universidad, así como los conceptos básicos de ayuda financiera y planificación universitaria.

Entendiendo las Opciones de Diploma y Otras Alternativas

Miércoles, Octubre 8, 2025 | 12:00 pm - 1:30 pm | Virtual

Regístrese Ahora: <http://bit.ly/4n5AibV>

Obtenga información sobre los requisitos para obtener un Diploma Local, de Regents y de Regents avanzados, así como vías alternativas, un título de equivalencia de escuela secundaria y una credencial de CDOS.

Introducción a la Planificación de la Transición

Martes, Noviembre 18, 2025 | 11:00 am - 12:15 pm | Virtual

Regístrese Ahora: <http://bit.ly/48iE50J>

Conozca los conceptos básicos de la transición a la vida después de la secundaria para estudiantes con discapacidades, incluidos los cambios en la ley de discapacidad, planificación, procesos, evaluaciones y los próximos pasos a seguir.

Navegando OPWDD Durante la Transición

Miércoles, Diciembre 3, 2025 | 1:00 pm - 2:30 pm | Virtual

Regístrese Ahora: <http://bit.ly/4npRDMm>

Aprenda sobre los servicios de OPWDD (Oficina para Personas con Discapacidades del Desarrollo), incluido el proceso de solicitud, apelaciones y los apoyos y servicios disponibles para las personas con discapacidades una vez que terminan la secundaria.

Cumpliendo 18: Derechos y Beneficios

Jueves, Diciembre 11, 2025 | 10:00 am - 11:15 am | Virtual

Regístrese Ahora: <http://bit.ly/4n6uxKY>

Aprenda sobre los beneficios, procesos de postulaciones y opciones de tutela legal que hay disponible para jóvenes con discapacidades cuando cumplen 18 años.

Interpretación En Español.

Para obtener más información comuníquese con: info@includenyc.org

PROJECT POSSIBILITY

Project Possibility works with young people with disabilities who want assistance to reach their job training and higher education goals. Participants will create a meaningful post-secondary plan, receive coaching to support their progress, and be connected with programs and services to support their success.



WHO IS ELIGIBLE? YOUNG PEOPLE WHO:

- Have an IEP, 504 Plan, or any documented disability
- Are between the ages of 16-26
- Live or attend school in NYC
- Want support to:
 - Create a career plan based on personal interests
 - Explore post-high school training and education opportunities
 - Apply for job training programs, college, or other academic programs
 - Obtain benefits, services, and supports needed to achieve post-secondary goals

PARTICIPANTS WILL HAVE AN OPPORTUNITY TO:

- Engage in ongoing one-to-one transition coaching sessions
- Get connected with benefits, programs, and services to support their goals
- Strengthen self-advocacy skills and develop a strong understanding of disability rights
- Develop new skills in fun and interactive workshops

Refer a Young Person for Project Possibility: <http://bit.ly/3X1GNRp>

CONTACT INFORMATION:

For more information email ProjectPossibility@includenyc.org
or call INCLUDEnyc Help Line at (212) 677-4660

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INCLUDEnyc.org

PROJECT POSSIBILITY

El Proyecto Posibilidad (Project Possibility) trabaja con jóvenes con discapacidades que requieren asistencia para alcanzar sus objetivos laborales o de educación superior. Los participantes crearán un plan significativo para su vida después de la secundaria, recibirán ayuda profesional para apoyar su progreso, y se pondrán en contacto con programas y servicios que les permitan alcanzar sus objetivos.



¿QUIÉNES CUMPLEN CON LOS REQUISITOS? JÓVENES QUE TIENEN ESTAS CARACTERÍSTICAS:

- Tienen un Programa de Educación Individualizado (IEP, por sus siglas en inglés), un Plan 504 o alguna discapacidad registrada
- Tienen entre 16 y 26 años de edad
- Asisten a una escuela en la ciudad de Nueva York o viven en la ciudad
- Quieren apoyo para lo siguiente:
 - Crear un plan profesional basado en sus intereses personales
 - Navegar oportunidades educativas y capacitaciones
 - Enviar aplicaciones a programas de capacitación laboral, de la universidad u otros programas académicos
 - Obtener beneficios, servicios y ayuda para alcanzar sus objetivos después de completar la escuela secundaria

LOS PARTICIPANTES PODRÁN HACER LO SIGUIENTE:

- Participar individualmente en sesiones de transición con instructores profesionales
- Ponerse en contacto con sistemas de beneficios, programas y servicios que les permitan alcanzar sus objetivos
- Fortalecer la habilidad de defender sus derechos y desarrollar
- conocimiento sobre los derechos de las personas con discapacidades
- Desarrollar nuevas habilidades en talleres divertidos e interactivos

Recomiende Project Possibility a un joven: <http://bit.ly/3LdBtYG>

PARA MÁS INFORMACIÓN:

Para aprender más, mande un email a ProjectPossibility@includenyc.org
o llame a la línea de ayuda de INCLUYEnyc al (212) 677-4668

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INCLUYEnyc.org

PROJECT POSSIBILITY 计划

PROJECT POSSIBILITY 计划与希望获得协助以实现其工作培训和高等教育目标的年轻人 携手合作。参加人员将制定一项有意义的高中毕业后计划，接受有助于其取得进步的辅导，并参与 有助于其获得成功的计划和服务。



谁有资格? 下列年轻人:

- 目前参加IEP、504计划或有任何记录在案的残障
- 年龄在16岁至26岁之间
- 在纽约市居住或就读
- 希望获得支持以下项目:
 - 根据个人兴趣制定职业计划
 - 探索高中毕业后培训和教育机会
 - 申请工作培训计划、大学或其他学术计划
 - 获得实现高中毕业后目标所需的福利、服务和支持

参加人员将有机会:

- 参与正在进行的一对一过渡辅导课程
- 参与有助于其实现目标的福利、计划和服务
- 增强自我倡导技能，深入了解残障权利
- 在有趣的互动讨论会中发展新技能

向可用项目 (PROJECT POSSIBILITY) 计划推介一名年轻人: <https://bit.ly/3X1GNRp>

联系方式:

有关更多信息，请发送电子邮件至 ProjectPossibility@includenyc.org
或致电(212) 677-4660联系INCLUDEnyc帮助热线

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includenyc fair



SUMMER FUN AND YEAR-ROUND ACTIVITIES
FOR YOUNG PEOPLE WITH DISABILITIES



We're looking forward to seeing you at the INCLUDEnyc Fair!

Meet face-to-face with recreational programs, summer camps, health agencies, educational organizations, plus other supports and services!

Location: The Tisch Skylights at The Shed

11 Hudson Yards, New York, NY 10001

(North entrance, near the intersection of 30th Street and 11th Avenue)

Public Transportation:

- 7 train to 34 St-Hudson Yards
- A, C, E, 1, 2, and 3 trains to 34 St-Penn Station
- M11, M12, and M34 buses

Saturday, January 24, 2026

10:30 AM - 3:00 PM

Registration Required

<http://bit.ly/4pFgZ10>

This event is free for families!



Includenyc.org

For general questions and accommodation requests, contact Kylie at (212) 677-4650 x21 or kbalogh@includenyc.org. For Spanish interpretation, call (212) 677-4668. To participate as an exhibitor, email roverton@includenyc.org.



includenyc fair



ACTIVIDADES RECREATIVAS PARA NIÑOS
Y JÓVENES CON DISCAPACIDADES



¡Esperamos verte en la Feria INCLUDEnyc!

Conoce en persona programas recreativos, campamentos de verano, organizaciones de salud y educativas, y otros apoyos y servicios.

Ubicación: The Tisch Skylights at The Shed

11 Hudson Yards, New York, NY 10001

(Entrada norte, cerca de la intersección de 30th Street y 11th Avenue)

Transporte público:

- Tren 7 hasta 34 St-Hudson Yards
- Trenes A, C, E, 1, 2 y 3 hasta 34 St-Penn Station
- Autobuses M11, M12 y M34

sábado enero 24, 2026

10:30 AM - 3:00 PM

Es necesario registrarse

<https://bit.ly/4nnj9dM>

Este evento es gratuito para familias.



es.includenyc.org

Para preguntas generales y solicitudes de adaptaciones, comuníquese con Kylie (212) 677-4650 x21 o kbalogh@includenyc.org. Para obtener interpretación en español llame al (212) 677-4668. Para participar como expositor envíe un correo electrónico a



include nyc

Love, equity, and access for young people with disabilities



INCLUDEnyc is the leading source of training and information for young people ages 0-26 with known or suspected disabilities, their parents, and the professionals who support them.



Multilingual
Help Line



Workshops



Youth
Programs



News,
Information
& Events

We can help you:

- Determine how to support your infant, toddler, pre-schooler, school-age child, or young adult
- Understand special education, your rights, eligibility, and available supports
- Identify community resources
- Learn about public service benefits
- Develop parenting and advocacy skills
- Work with youth and families in your community

About INCLUDEnyc:

- We are an independent organization and information shared is confidential.
- No referrals are necessary and immigration status is not considered.
- All our services are **FREE**.



Love, equity, and access for young people with disabilities

Contact Us

HELP LINE

M-Th, 9 AM - 3 PM

Or Leave a Message Anytime!



Call: (212) 677-4660 | (212) 677-4668

Text: (646) 693-3175 | (646) 693-3157

Follow us on Social Media



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