



	Birth-2	Ages 3-5	Ages 6-11	Ages 12-14	Ages 15-17	Ages 18+
	Age recommendations are individual and according to your child's developmental ability					
Parent child interactions that encourage independence	<ul style="list-style-type: none"> Assure your infant the world is a good place to live, a sense of trust is vital to the development of a healthy personality. Allow your child to develop at his/her own rate. As a parent it is important to take short breaks from your child to renew energy, so that you may enjoy him/her. Encourage your child to do for themselves, what they can do. Involve your child and family in community recreational activities that include children with and without special needs. Begin keeping a record of your child's early interventions, educational and medical history including, conditions, operations, treatments, medications, allergies, hospitalizations, and immunizations, include dates, doctors and recommendations. (Medical Summary) Create a vision for your child's future and begin to dream new dreams. Find a Medical Home for your child (Primary Care Provider (PCP) who will take care of your special child and coordinate with other doctor's or providers as needed) 	<ul style="list-style-type: none"> Assign your child chores appropriate for his/her ability. Encourage decision making skills by offering choices. Teach consequences of your child's behaviors and choices. Discipline like you would your other children. Continue involvement in community recreational activities that include children with and without special needs. Begin asking "what do you want to do when you grow up?" Begin teaching your child about his/her special need. Focus on "abilities". Role model for them what to say to others. Begin teaching self-care skills, include those related to his/her condition. Begin helping your child interact directly with health care providers, teachers, and other adults. Continue to keep and update his/her medical summary. 	<ul style="list-style-type: none"> Discuss relationships and personal safety with your child. Continue assigning chores appropriate for his/her ability. Assess your child's perception and basic knowledge of his/her special needs. Build on understanding. Encourage them to ask questions at doctor's visits. Continue teaching self-care skills; include those related to his/her condition. Encourage all attempts, reward successes. Expect positive outcomes. Encourage hobbies and leisure activities; including exploring community and recreational activities, clubs, faith based activities, YMCA, sports, scouts, etc. Continue to encourage decision making skills by offering choices. Take your child shopping with you whenever possible so he/she can help in choices and learn about money. Let your child choose how to spend any money they earn (allowance) or receive. Teach your child the consequences of his/her behaviors and choices and allow them to experience them, good and bad! Begin teaching self-advocacy skills, especially with healthcare providers. Continue asking your child what will you do when you grow up? Role model for your child keeping his/her medical summary. Discuss with your child any questions or concerns they may have prior to visits with their healthcare providers and help them to communicate them. It may be helpful to write them down ahead of time. 	<ul style="list-style-type: none"> Assess your teen's perception and basic knowledge of his/her special needs. Build on understanding. Encourage them to ask questions at doctors' visits. Continue teaching self-care skills; include those related to his/her condition. Encourage all attempts, reward successes. Expect positive outcomes. Continue teaching self-advocacy skills, especially with healthcare providers and teachers. Begin helping your teen keep his/her medical summary. Discuss relationships and sexuality with your teen and how his/her medical condition may /or may not affect this. Help your teen identify and build on his/her strengths and personality traits to build self- esteem. Look for movies, books, etc, that show people with disabilities positively. Explore your teen's thoughts, hopes and dreams for his/her young adult life. Continue to have your teen help with family chores. Continue to encourage hobbies, and leisure activities, emphasizing positive lifestyle choices. Role model for your teen to advocate for what they need, plan ahead, be persistent, in accessing resources and services. 	<ul style="list-style-type: none"> Strive towards independence in self-care skills, daily routines. Encourage your teen to update a medical summary after each doctor's visit. Encourage your teen to talk directly to their healthcare providers. Allow them to answer questions. Offer your teen time to meet with health care providers privately and ask questions. Begin helping your teen make his/her own medical appointments, ordering his/her own supplies, refilling medications, etc. Begin looking for adult health care providers for young adults, by age 17. Continue to discuss personal safety and avoiding risky behaviors with your teen. Begin to explore and talk about possible career interests and adult living plans with your teen. Help your teen find work or volunteer opportunities. Encourage independent responsibility for designated family chores. Continue to encourage hobbies, and leisure activities, emphasizing positive lifestyle choices. Help your teen identify and be involved with adult or older teen role models. Encourage your teen to advocate for what they need, plan ahead, be persistent, in accessing resources and services. 	<ul style="list-style-type: none"> Act as a resource and support to your young adult and encourage as independence. Finalize transfer of medical care to adult providers. Teach young adult how to obtain and consent for permission to transfer medical records to adult healthcare providers. If appropriate begin guardianship procedures 2 months before the teen turns 18. Guardianship may be full or limited based on your young adults abilities to make legal/medical decisions. Investigate wills/trusts to plan for future. Educate you/your teen prior to turning 18, on the rights, and responsibilities that will transfer to him/her upon reaching the age of majority. Reinforce with your young adult advocate for what they need, plan ahead, be persistent, in accessing resources and services. Provide opportunities to practice job interviewing skills, job applications, resumes, etc to prepare for work. Role play this with your young adult.
Health	<ul style="list-style-type: none"> Learn signs/symptoms of health problems and take action early. Prevent secondary problems that can limit your child i.e.: being overweight, teeth problems, immobility, stiffness, and bowel or bladder problems. Discuss these with your healthcare providers. Recommended well visits to PCP 	<ul style="list-style-type: none"> Continue birth-3 recommendations. What does your child need to function more independently-therapy, equipment, technology? Assure proper nutrition and exercise. Annual well visits to PCP 	<ul style="list-style-type: none"> Continue birth-3 recommendations. Begin to teach your child about healthy lifestyle choices and how they affect their medical conditions. What does your child need to function more independently-therapy, equipment, technology? Assure proper nutrition and exercise. Annual well visits to PCP 	<ul style="list-style-type: none"> Continue birth-3 recommendations. Reinforce to your teen, healthy choices and how they affect there medical conditions. What does your teen need to function more independently-therapy, equipment, technology? Encourage proper nutrition and exercise. Annual well visits to PCP 	<ul style="list-style-type: none"> Continue birth-3 recommendations. What does your teen need to function more independently-exercises, equipment, technology? Encourage proper nutrition and exercise. Annual well visits to PCP 	<ul style="list-style-type: none"> What does young adult need to function more independently- exercises, equipment, technology? Encourage proper nutrition and exercise. Annual well visits to PCP

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Funding-based on eligibility	<ul style="list-style-type: none"> ▪ Medicaid ▪ CMS ▪ SSI ▪ CHIP-State Insurance for Children 	<ul style="list-style-type: none"> ▪ Medicaid ▪ CMS ▪ SSI ▪ CHIP-State Insurance for Children ▪ If eligible Agency for Persons with Disabilities (Medicaid Waiver) 	<ul style="list-style-type: none"> ▪ Medicaid ▪ CMS ▪ SSI ▪ CHIP-State Insurance for Children ▪ If eligible Agency for Persons with Disabilities (Medicaid Waiver) 	<ul style="list-style-type: none"> ▪ Medicaid ▪ CMS ▪ SSI ▪ CHIP-State Insurance for Children ▪ If eligible Agency for Persons with Disabilities (Medicaid Waiver) 	<ul style="list-style-type: none"> ▪ Medicaid - Youth should carry and use insurance card ▪ CMS ▪ SSI ▪ CHIP-State Insurance for Children ▪ If eligible Agency for Persons with Disabilities (Medicaid Waiver) ▪ Begin exploring adult options for healthcare coverage if current coverage will end, and teach teen how it will work (Deductibles/co-pays/referrals). 	<ul style="list-style-type: none"> ▪ Finalize adult insurance, carry and use card. ▪ Apply for Medicaid if previously denied once independent. ▪ Check eligibility for SSI the month of 18th birthday ▪ If eligible Agency for Persons with Disabilities (Medicaid Waiver)-Review insurance guide www.floridahats.org – toolbox – insurance & financing
Supports	<ul style="list-style-type: none"> ▪ Seek out a parent program for emotional support and networking. Especially other parents with similar experiences, whom you can learn from. ▪ Stay connected to partners, friends, family, faith based organizations, and community organizations. Accept help when offered. ▪ Let professionals know when you need help. Ask to meet with your SHC Care Coordinator or just call. ▪ Ask for referrals, list of websites or other information. 	<ul style="list-style-type: none"> ▪ Seek out a parent program for emotional support and networking. Especially other parents with similar experiences, whom you can learn from. ▪ Stay connected to partners, friends, family, faith based organizations, and community organizations. Accept help when offered. ▪ Let professionals know when you need help. Ask to meet with your SHC Care Coordinator or just call. ▪ Ask for referrals or websites 	<ul style="list-style-type: none"> ▪ Seek out a parent program for emotional support and networking. Especially other parents with similar experiences, whom you can learn from. ▪ Stay connected to partners, friends, family, faith based organizations, and community organizations. Accept help when offered. ▪ Let professionals know when you need help. Ask to meet with your SHC Care Coordinator or just call. ▪ Ask for referrals, list of websites or other information. 	<ul style="list-style-type: none"> ▪ Explore support groups for teens, as interested. ▪ Talk with other parents of teens, with and without special needs. ▪ Stay connected to partners, friends, family, faith based organizations, and community organizations. Accept help when offered. ▪ Let professionals know when you need help. Ask to meet with your SHC Care Coordinator or just call. ▪ Ask for referrals, list of websites or other information. 	<ul style="list-style-type: none"> ▪ Explore support groups for teens, as interested. ▪ Let professionals know when you need help. Ask to meet with your SHC Care Coordinator or just call. ▪ Ask for referrals, list of websites or other information. 	<ul style="list-style-type: none"> ▪ Encourage young adult to participate in support groups, and organizations relevant to his/her special need. ▪ Let professionals know when you need help. Ask to meet with your SHC Care Coordinator or just call. ▪ Ask for referrals, list of websites or other information.
Services	<ul style="list-style-type: none"> ▪ Enroll your child, for Early Intervention Services (Part C). Develop with providers a Family Service Plan (FSP) ▪ Ask for a referral to “CHILDFIND” to locate the Early Childhood Specialist in your area, by age 2.5. ▪ Learn about resources and access to systems to get what your child needs, advocate for what they need. Be organized, plan ahead and do not give up. 	<ul style="list-style-type: none"> ▪ Learn about resources and access to systems to get what your child needs, advocate for what they need. Be organized, plan ahead and do not give up. ▪ If eligible Developmental Disabilities, (Agency for Persons with Disabilities, in Florida) for support and services. 	<ul style="list-style-type: none"> ▪ Learn about resources and access to systems to get what your child needs, advocate for what they need. Be organized, plan ahead and do not give up. ▪ If eligible Developmental Disabilities for support and services. 	<ul style="list-style-type: none"> ▪ Learn about resources and access to systems to get what your child needs, advocate for what they need. Be organized, plan ahead and do not give up. ▪ If eligible Developmental Disabilities for support and services. 	<ul style="list-style-type: none"> ▪ By age, 17 notify Division of Vocational Rehabilitation for teens with special needs by September of the year before they will graduate. ▪ If eligible Developmental Disabilities for support and services. 	<ul style="list-style-type: none"> ▪ Post-high school, if not furthering education, investigate SSI work incentive programs such as Ticket-to-work and PASS. ▪ For young adults with developmental disabilities, notify the Division of Developmental Disabilities for adult vocational services by age 21.
Education	<ul style="list-style-type: none"> ▪ By age 3, begin planning for transition to Early Childhood Special Education Services. A transition plan meeting and development of an Individualized Education Plan (IEP) must be in place by your child's 3rd birthday. 	<ul style="list-style-type: none"> ▪ Begin Early Childhood Special Education Services (Part B), Public school pre-school (Head start) or community pre-school program. ▪ Ask for a referral to “CHILDFIND” to locate the Early Childhood Specialist in your area 	<ul style="list-style-type: none"> ▪ Determine whether accommodations are needed to ensure equal access to school programs and success in the classroom, ask if your child qualifies for and IEP or 504 plan if they do not already have this in place. Get written information about rights/responsibilities under IDEA. ▪ Develop and review frequently a list of accommodations to support your child's success. ▪ Ask for a referral to “CHILDFIND” for help with school exceptional student services. 	<ul style="list-style-type: none"> ▪ If on an IEP or 504 plan, encourage participation during meetings. ▪ Your involvement teaches your child of the importance as well. ▪ Facilitate communication with teachers to let them know how they can support your child's success. 	<ul style="list-style-type: none"> ▪ By age 16 Transitional IEP to post-school options must be in place. Encourage attendance at IEP meetings. ▪ Determine diploma track, needed credits, and requirements for graduation, and track progress. Meet with guidance counselors. Ask about scholarships. ▪ Evaluate when looking at post-secondary schools if they can implement necessary accommodations, and entrance requirements. 	<ul style="list-style-type: none"> ▪ Contact the Office of Disabilities for post-secondary school, to implement necessary accommodations.