Milestones Checklist

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How to use this Checklist

Welcome to The Coordinating Center’s Milestone Checklist, your guide to navigating the path from birth through life after high school for children and youth with special health care needs and disabilities. This resource is an outgrowth of VIPPhysicians&Kids Advocacy Project, funded by the Maryland Department of Health Office for Genetics and People with Special Health Care Needs and the Maryland Community Health Resources Commission.

VIPPhysicians&Kids is The Coordinating Center’s virtual, person-centered, medical home program for children and youth with special health care needs who have or are at risk for chronic physical, developmental, behavioral or emotional conditions and require long-term health and related services. The VIPPhysicians&Kids Advocacy Project is focused on creating simple tools for families that focus on individual, community and systems advocacy.

The Milestone Checklist was created in partnership with families and The Coordinating Center’s Transitioning Youth Committee, which is comprised of care coordinators with expertise in transition services for Children and Youth with Special Health Care Needs, (CYSHCN) across all of The Coordinating Center’s programs. Although all children and youth with have individualized goals and outcomes, you can use this guide as a stepping stone for navigating: 1) Infants and Toddlers, 2) Pre-K, Kindergarten and Elementary School, 3) Middle School, and 4) High School.

Within each of these four stages of development, the Milestone Checklist serves as a reminder to take action early, placing emphasis on early childhood screening, medical care, financial well-being, education, legal issues, behavior management, community-based services and supports, socialization and transition planning and services. There is also a resource directory with direct links to programs and services. We encourage you to look at the stage of life you or your child is in, but also look ahead so you know what to expect in the future.

Contact VIPPhysicians&Kids at VIPK@CoordinatingCenter.org if you have any recommendations for improving this resource. Let us know if a resource is missing, or a resource link is no longer active.

The Coordinating Center, is a Maryland statewide nonprofit, whose mission is to partner with people of all ages and abilities and those who support them in the community to achieve their aspirations for independence, health and meaningful community life. At The Coordinating Center we aim to dismantle inequalities within our policies, systems, programs and services by embracing Diversity, Equity, Inclusion and Belonging (DEI&B) and leading with respect, acceptance and compassion. It’s what makes us exceptional in achieving our mission and drives us to deliver culturally competent and effective care coordination services. We believe we are stronger together.
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Milestones Checklist
INFANTS & TODDLERS
(Ages 0-3)

Medical

☐ Maintain Wellness Visits.

☐ Create and maintain a file for all medical information.

Screening

☐ Contact Maryland Infants and Toddlers for an evaluation.

☐ Help develop your child’s Individual Family Service Plan (IFSP).

Education

☐ IFSP are reviewed every six (6) months. Make sure to attend your child’s IFSP meetings.

☐ Transition Planning starts at age two. An evaluation helps determine if services continue early intervention or begin special education at age three. A child can continue with IFSP until their fourth birthday or transition into Individualized Education Program (IEP) at the age of three if they qualify. It is the parent’s choice if the child will remain in infants and toddlers or transition to preschool - special education program.

Financial

☐ Check Medicaid eligibility (located in the resource pages).

☐ Contact the Social Security Administration (SSA) regarding Supplemental Security Income (SSI) benefits and eligibility, if eligible.

Supports

☐ Explore eligibility for Medicaid Waiver Services and Programs. Some you may be eligible for now, others later as your child develops. (located in the resource pages)

___ Autism Waiver
___ Model Waiver
___ DDA Services (Family Supports Waiver)
___ REM Program
___ Community First Choice Program
Milestones Checklist
PRE-K, KINDERGARTEN
& ELEMENTARY SCHOOL

Medical
Continue to maintain wellness visits.
Continue to maintain a file for all medical information, inclusive of updated school psychological testing records.

Screening
Visit your local Child Find for screening services.
If eligible, help develop your child’s Individualized Education Program (IEP) and attend IEP meetings; seek an advocate, if needed.

Behavior
Research behavior management support.
Be consistent, with child’s self care and self-management skills.

Social
Help your child develop friendships and social skills by encouraging play dates and other social opportunities (e.g., sports, music and art).

Education
Explore what options are available for your child’s education; inclusion, resource, or combination.

Supports
Explore eligibility for Medicaid Waiver Services and Programs: some you may be eligible for now, others later as your child develops. (located in the resource pages)

Financial
Check Medicaid eligibility (located in the resource pages).
Contact the Social Security Administration (SSA) regarding Supplemental Security Income (SSI) benefits and eligibility, if eligible.
Milestones Checklist
MIDDLE SCHOOL

Medical
Continue to maintain wellness visits; begin to have your child take an active role in managing their health care beginning at age 14. Explore these resources: https://www.got-transition.org/resource/?hct-timeline-youth-young-adults and https://www.gottransition.org/resource/?hct-questions-ask-doctor-youth

Continue to maintain a file for all medical information and school psychological records.

Note: Psychological evaluations are completed every three years, unless the entire IEP team deems it not necessary, Psychological evaluations are necessary for certain programs such as the Maryland’s Home and Community Based Services Waiver for Children with Autism Spectrum Disorder (Autism Waiver) and Maryland’s Developmental Disabilities Administration (DDA) Waivers.

Note: These evaluations can and should be maintained as they may be useful for any services sought OUTSIDE the school system, through your insurance, Medicaid, or any other funding source i.e., Maryland Developmental Disabilities Administration, DDA).

Education
Continue to attend IEP meetings and begin developing an Individual Transition Plan (ITP). Seek an advocate if needed.

Reinforce any school efforts to provide job responsibilities incorporating similar responsibilities at home. Note: You may choose to hire an advocate at your own expense.

Social
Encourage social activities (e.g., team sports, art, music and other types of clubs/activities.)

Supports
Explore eligibility for Medicaid Waiver Services and Programs. Some you may be eligible for now, others later as your child develops. (located in the resource pages)

- Autism Waiver
- Model Waiver
- DDA Services (Family Supports Waiver)
- REM Program
- Community First Choice Program
Medical
At age 18: review your employer-based or other health insurance coverage; inform insurance carrier of student’s disability and investigate coverage of continued eligibility.

Continue Health Care Transition Process: transition to an adult health care provider at age 18 (the transition must occur by or before age 21).

Note: Adult health care insurance is deemed eligible and provided through SSI.

Continue to maintain a file for all medical information and school psychological records.

Note: Psychological evaluations are completed every three years, unless the entire IEP team deems it not necessary. Psychological evaluations are necessary for certain programs such as the Autism Waiver and DDA Waivers.

Note: These evaluations can and should be maintained as they may be useful for any services sought OUTSIDE the school system, through your insurance, Medicaid, or any other funding source (i.e., DDA).

Continue to attend IEP meetings and begin the transition planning process, which starts at age 14. Begin to develop an Individual Transition Plan (ITP). Students should be involved in creating the ITP. NOTE: You will work with Resource Teachers, Transition Specialists, or Special Education Instructional Team Leader.

Age 14: Learn about graduation requirements including diploma options.

Age 15: Determine graduation track and timeline: diploma or certificate, four years or through age 21.

Age 15: To prepare for graduation: continue to attend every IEP meeting and further develop the ITP.

Age 16: Begin to investigate post-secondary education (e.g., colleges, vocational schools, schools with support services your child needs) and set a graduation date.

Age 17: Begin to apply to college and complete the Free Application for Federal Student Aid (FASFA).

Age 18: Make sure school psychological testing/re-evaluation is up to date.

Age 19-21: Pursue post-secondary education.

Age 19-21: Monitor vocational education.
Milestones Checklist
HIGH SCHOOL

Transition

Age 14: Begin to focus on transition planning from IEP to ITP.

Age 14: Begin to engage in the required service hours for graduation.

Age 15: Begin career exploration, attend transition fairs and other educational opportunities that offer information about future planning needs (i.e., residential and vocational services, guardianship and recreation activities).

Age 16: Obtain a Maryland State Identification (ID) card at local license branch.

Age 16-21: Find and hold a part-time paid or volunteer job in the community.

Age 16: Take driver’s education when appropriate or learn about living skills transportation options to help develop independence.

At age 17: Investigate post high school living arrangements.

At age 17: Refer to Disability Determination Services (DORS) and complete an online referral form; enroll in vocational classes if interested.

Age 17: Work with your TY Coordinator, Service Coordinator or Coordinator of Community Services to apply for DDA services if you have not already done so or check on DDA status if you already applied. (See DDA timeline and checklist.)

Age 17: Add your name to the waiting list for residential placements in the state. Regardless of future residential plans, it is good to be on the waitlist, which can be long.

Age 18: Contact, interview and select adult services providers for vocational programs, day programs and supported living (e.g., DDA).

Ages 18 - 21: Continue close contact with adult service providers (e.g., DDA). Visit providers early in the student’s final year of school – if not before.

Ages 18 - 21: Ensure all necessary support services are ready to be.

Age 18: Register to vote.
**Legal**

**Age 16:** Begin to investigate guardianship or power of attorney procedures and determine the child’s best interest.

**Age 17:** Discuss age of majority, to prepare for the transfer of rights to your child at age 18. The student should be informed of the pending transfer of rights, and a statement of consent should be included in the IEP. The student should spend the year preparing for the transfer. If families and students feel uncomfortable with the transfer of the decision-making abilities to the student, the prospective guardian needs to petition for guardianship at the local probate court.

**Age 18:** Transfer of rights to the student. Establish legal guardianship or a power of attorney if necessary. You can consider hiring a lawyer knowledgeable in guardianship.

**Financial**

- Apply for SSI benefits and Medicaid (Medical Assistance) at one (1) month after turning age 18 and keep assets under $2000.
- Consider your options pertaining to a trust fund.
- Make sure finances are in order.

**Supports**

Explore eligibility for Medicaid Waiver Services and Programs. Some you may be eligible for now, others later as your child develops. *(located in the resource pages).*

- Autism Waiver
- Model Waiver
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- REM Program
- Community First Choice Program
Before Graduation - Transition Timeline for DDA Services

**Summer Time**
- Prior to 18th birthday gather important information (i.e., Birth Certificate, SS card, school records, asset documentation (e.g., stocks, trusts, bonds, etc), private health insurance information medical and psychological records).
- Apply for SSI and MA prior to 18th birthday.
- Meet with a DDA/CCS Coordinator to discuss Transitioning Youth Plan and next steps.

**After School Starts: September - November**
- Invite CCS to IEP Meeting.
- Attend local Transitioning Youth events (ask your school or CCS for information).
- Meet, interview, visit at least three (3) providers.
- Start filling out provider applications.

**Before Winter Break: December**
- Select at least two (2) providers.
- Inform your CCS and School Transition Specialist.
- Talk to CCS regarding documents that you need to collect.
- Start gathering financial documents required for Waiver Application.

**After the New Year: January - March**
- Apply for DDA Waiver Provide required financial documents to CCS.
- Provide required docs. to selected provider (i.e., medical info, Insurance cards, ask the provider about additional requirements).
- Inform CCS/Selected Provider if you need a later start date.
- Discuss transportation options with CCS and apply for mobility/paratransit/metro access.

**Around Spring Break: April - May**
- Review your Service Funding Plan.

**After Graduation June**
- Services may start on or after July 1st. Start date depends on availability of funding.
- Processing of paperwork also impacts start date.
- CCS to coordinate Personal Care Plan, (PCP) Team Meeting within 30 days of start of services to determine outcomes and goals for the year.
Resources

Healthcare, Milestone and Development

Apply for Medicaid
MD Healthy Kids Preventative Health Schedule
MD Vaccine Requirements for Children 2021-2022 School Year
MDH Audiology, Physical Therapy and Early Periodic Screening, Diagnosis and Treatment Provider Manual
Transition Readiness Assessment for Caregivers by Got Transition
Transition Readiness Assessment for Youth by Got Transition
Maryland Healthy Smiles - Dental Coverage
Health Care Transition Quiz

Education

Maryland Infants and Toddlers Program
MSDE Child Find
MD Medical Assistance, Early & Periodic Screening Diagnosis & Treatment
A Family Guide To Early Intervention Services In Maryland
IFSP Process and Document Guide
Extended Early Intervention Services by PPMD
Early Intervention Services: Parts of an IFSP by PPMD
Early Intervention Services: The IFSP by PPMD
Early Intervention Services: IFSP Process by PPMD
Early Intervention Services: Parent IFSP Checklist by PPMD
MD Statewide IEP Process Guide
To request an evaluation, contact your local school for Child Find Services IEP Process Forms: MD Department of Education
MD Department of Disabilities Postsecondary Education
Kennedy Krieger Institute Center for Development and Learning

Developmental Disability Services

Maryland’s DDA Services
DDA Services at The Coordinating Center
Governor’s Transitioning Youth Initiative

Long-Term Services and Supports

Maryland’s Model Waiver
Model Waiver Services at The Coordinating Center
Maryland’s REM Program
REM Program Services at The Coordinating Center
Resources

Home and Community-Based Services
- Maryland's Community First Choice Program
- Maryland’s Home and Community-Based Options Waiver
- Maryland’s Community Personal Assistance Services
- Maryland’s Increased Community Services
- Home and Community-Based Services at The Coordinating Center

Autism Waiver
- Maryland's Autism Waiver
- Autism Waiver Services at The Coordinating Center

Vocational Services
- DORS
- Itineris Baltimore

Housing Services
- Housing Resources – Department of Disabilities

Voting, Vehicles and Legal Resources
- MD State Board of Elections
- Motor Vehicle Administration
- Maryland Identification Cards
- Maryland Guardianship

Financial Resources
- Social Security
- Social Security vs. Social Security Income: What’s the Difference?
- SSI/SSDI & Benefits Planning

Other Community Resources
- Maryland Coalition of Families
- Autism Speaks
- The Arc of Maryland
- Maryland Technology Assistance Program
- Kennedy Krieger Institute
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<thead>
<tr>
<th>CCS</th>
<th>Community Support Services</th>
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<tbody>
<tr>
<td>CDC</td>
<td>Centers for Disease Control and Prevention</td>
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<tr>
<td>Autism Waiver</td>
<td>Maryland’s Home and Community Based Services Waiver for Children with Autism Spectrum Disorder allows eligible children and young adults living with Autism Spectrum Disorder to receive waiver and Medicaid services to support them in their homes and communities</td>
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<tr>
<td>CMS</td>
<td>Centers for Medicare and Medicaid Services</td>
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<tr>
<td>CPAS</td>
<td>Maryland’s Community Personal Assistance Services Program provides community services and supports to enable older adults and people with disabilities to live in their own homes.</td>
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<td>DHHS</td>
<td>Department of Housing and Human Services (DHHS)</td>
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<td>ED</td>
<td>Emergency Department</td>
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<td>EHR</td>
<td>Electronic Health Record</td>
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<td>ESDR</td>
<td>End Stage Renal Disease</td>
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<td>FASFA</td>
<td>Free Application for Federal Student Aid</td>
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<td>HCT</td>
<td>Health Care Transition</td>
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<td>HHS</td>
<td>U.S. Department of Health and Human Services</td>
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<td>HIPAA</td>
<td>Health Insurance Portability and Accountability Act</td>
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<tr>
<td>ICS</td>
<td>Maryland’s Increased Community Services Program allows eligible individuals in nursing facilities to return to the community and receive specific waiver services and certain Medicaid services to support them in their homes and communities.</td>
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<td>IEP</td>
<td>Individualized Education Program</td>
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<td>IFSP</td>
<td>Individualized Family Services Plan</td>
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<td>ITP</td>
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<td>MCOs</td>
<td>Managed Care Organizations</td>
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<td>Division: Health Plan Services, examples are Amerigroup and Priority Partners</td>
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<td>MDH</td>
<td>Maryland Department of Health</td>
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<td>MSDE</td>
<td>Maryland State Department of Education</td>
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<td>SSA</td>
<td>Social Security Administration</td>
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<tr>
<td>SSDI</td>
<td>Social Security Disability Insurance</td>
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<td>SSI</td>
<td>Supplemental Security Income</td>
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