

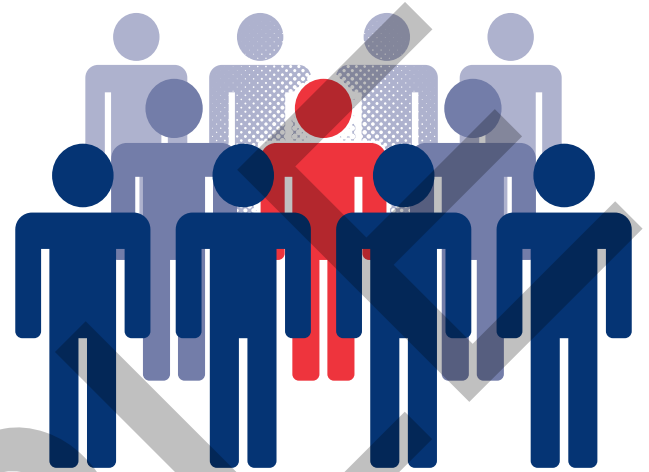
SELF-DETERMINATION

for students with disabilities

TRANSITION
PLANNING
AT-A-GLANCE SERIES

“Students who are self-determined act autonomously (make choices and decision as needed), are self-regulated (have some personal control over actions), are psychologically empowered (feel and act capable), and are self-realizing (understand the effects of their actions). Youth can begin to be self-determined by learning problem-solving and decision-making, self-advocacy and self-regulation, goal setting and attainment, and self-management techniques.”

Self-Determination.org



Use this at-a-glance document to develop an understanding of what schools must do to ensure these critical skills are developed according to each student's strengths and needs.

SELF DETERMINATION IN THE LAW

► TEC §29.011

- “appropriate student involvement in the student's transition to life outside the public school system”
- appropriate parent and supporter involvement in the transition planning process
- “the use and availability of appropriate . . .
 - » supplementary aids, services, curricula, and opportunities to assist the student in developing decision-making skills
 - » supports and services to foster the student's independence and self-determination, including a supported decision-making agreement”

► TEC §29.0112

- Texas Transition & Employment Guide must include information about:
 - » Guardianship alternatives, including supported decision-making agreements
 - » Self-advocacy, person-directed planning, and self-determination

► TEC §29.017: required notices for transfer of rights must include “information and resources” regarding alternatives to guardianship and “other supports and services that may enable the student to live independently”

- CFR §300.43 “transition services . . . based on the individual child's strengths, preferences, and interests”
- Chapter 1357 of Texas Estates Code: Supported Decision-Making Agreements

18+ PROGRAMS & SERVICES

for students with disabilities

What Is 18+?

18+ programs and services are designed to support students in applying the skills they learned during their school years in the environments they will be accessing in adult life. What happens when the bus stops coming and school services are no longer available? 18+ services should focus on putting the adult schedule in place, including needed supports, while the student and their family still have support through school.

Who Is Eligible?

Students with disabilities who receive modified content in one or more courses for state graduation credit are eligible for 18+ services if they

- ✓ have met credit and assessment requirements for graduation, and
- ✓ have not reached age 22 by September 1 of the school year.

See the *Student Attendance Accounting Handbook* for more on age eligibility

This At-a-Glance document outlines the requirements and recommendations for implementing effective 18+ services.

SCHOOL DAY

M	T	W	Th	F	Sa	Su

- Classes, bell schedule
- School bus
- Special education supports
- System-centered

ADULT SCHEDULE

M	T	W	Th	F	Sa	Su

- What will these young adult be doing after school services end?
- Where will they go during the day? How will they get there? What skills do they need to be successful?
- Who can support needs based on their disability?

The Purpose of 18+ Is To Support Each Student In

- building a sustainable adult schedule,
- increasing independence,
- learning the academic and functional skills needed to meet postsecondary goals,
- eliminating barriers to employment and community access,
- fading school supports while developing natural/paid supports
- preparing for the day the bus stops coming!

AGENCIES & ADULT SUPPORTS

for students with disabilities

Depending on the impact of their disability, adults often need supports to be able to live a good life with characteristics such as access to continued learning beyond high school, getting and keeping a job, maintaining friendships, and having a safe home.

Schools can help students with disabilities and assist their families in making connections with the agencies that can support them in adulthood. Transition planning includes “agency linkage,” requiring ARD committees to consider the needs the student will have in adulthood and recommend steps the student/family can take to establish services for a smooth transition from school to adult life.

Examples of Supports for Adults with Disabilities Include

- attendant care/respice care,
- job coaching,
- job search/resume assistance,
- assistive technology,
- augmentative communication devices,
- service animals,
- accommodations in college courses,
- therapies (speech, OT, PT, other),
- transportation, and
- health insurance or medical/mental health

IDEA: Entitlement to Services

- ▶ Ensures provision of FAPE (Free and Appropriate Public Education)
- ▶ Funding and accountability for schools
- ▶ Child Find requirements
- ▶ FAPE is monitored by USDE—schools are responsible for implementing requirements
- ▶ Due process is structured and protected

ADA: Eligibility for Services

- ▶ Protects persons with disabilities from discrimination
- ▶ No specific funding
- ▶ Individuals must provide documentation to prove disability status
- ▶ No specific monitoring—Individual is responsible for advocating for rights
- ▶ Individuals may file complaints through US Department of Justice

Help students and families understand the changes in legal protections when school services end.

Transition & Employment Services Designee (TED) for my district:

Name: _____ Phone: _____

Email: _____

For the list of TEDs in all Texas districts, see the Legal Framework website:
framework.escl8.net

CAREER CONNECTIONS

for students with disabilities

Career education allows schools to connect students with sustainable employment in preferred fields.

All students, including students with disabilities, should receive education and opportunities during their school years to support career readiness.

Use this At-A-Glance document to understand the continuum of meaningful career development for students with disabilities, as supported by state and federal law.

CAREER AND TECHNICAL EDUCATION IN THE LAW

TAC §75.1023

(b) A student with a disability shall have access to career and technical education in accordance with the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

(d) (2) Planning for students with disabilities shall be coordinated among career and technical education, special education, and state rehabilitation agencies and should include a coherent sequence of courses.

(d)(4) A school district shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Transition Assessments for Employment

Student shares preferences, interests, and goals
Family provides input
Educators incorporate student/family input with abilities, strengths, and needs

Course of Study

CTE courses/sequence aligned to postsecondary goals
Modified content as recommended by ARD
Considerations of least restrictive environment (LRE)

Work training and placement that results in sustainable employment aligned to each student's attainable goals

Employment Outcomes

STAGES OF CAREER DEVELOPMENT

CAREER AWARENESS

Preschool–6th grade

CAREER EXPLORATION

Middle/High School

CAREER PREPARATION

Secondary/Postsecondary

CAREER ASSIMILATION

Post High School

Source: Transition Coalition, "Enhancing Employment Outcomes for Students with Disabilities presented by Mary Morningstar, March 2016

The purpose of career development for students with disabilities is to

- ▶ ensure access to the career development process, including career and technical education (CTE), as appropriate for each student,
- ▶ make connections to integrated, competitive employment opportunities,
- ▶ allow students to learn and apply skills in community environments (beyond the classroom),
- ▶ ensure each student graduates with a clearly outlined career pathway to sustainable employment, and
- ▶ meet the unique needs of each student by
 - identifying PLAAFP through transition assessments and progress monitoring,
 - teaching appropriate workplace behaviors (soft skills for employment),
 - analyzing specific job tasks to teach skills and provide needed supports,
 - promoting independence through planned fading of supports, and
 - resolving barriers to employment (transportation, accessibility, other issues).

SUMMARY OF PERFORMANCE

for students with disabilities

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The Summary of Performance is required for any student with an IEP. This document should be provided to the student any time during the final year of eligibility. It's a powerful tool that can help students transition successfully from high school into adulthood.

Check out the sample template in this booklet, and explore the processes in your district. What does the SOP look like? How is it shared with students? Do they have opportunities to practice using it?

STUDENTS WITH DISABILITIES SHOULD BE ABLE TO EXPLAIN EACH OF THE FOLLOWING WHEN THEY GRADUATE FROM HIGH SCHOOL:

- ▶ What are my postsecondary goals?
 - Where do I plan to work after high school?
 - Where will I live?
 - What type of education will I pursue?
- ▶ What is my disability?
- ▶ In what ways does my disability affect me ...
 - ... in my classes?
 - ... at home?
 - ... with my friends?
 - ... at work?
 - ... in the community?
- ▶ What strategies and supports helped me to be successful in school?
- ▶ Will I need support after high school?
 - Who can help?
 - Are there agencies available?
- ▶ What does my school recommend for me to reach my postsecondary goals?
- ▶ What's my plan for disclosing information about my disability to access the supports I'll need?
- ▶ Is there anything else I think would be helpful?



TRANSITION TO ADULTHOOD

for students with disabilities

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Students with disabilities and their families often wonder what life will be like after graduation and what supports will be available when school services end.

Transition planning is a process that's designed to answer these questions. It is a "roadmap" to help students with disabilities and their families plan for life after public school.

There are federal and state requirements for schools and ARD committees to address these issues for students with disabilities, including

- transition assessments to identify student strengths, preferences, interests, and needs;
- postsecondary goals to describe what the student will be doing after high school;
- annual goals to support attainment of the skills needed to meet postsecondary goals;
- a course of study outlining what classes the student will need in high school;
- a coordinated set of activities, which is like a "To Do" list of actions needed to meet postsecondary goals, to be completed by the student, family, school, or others; and
- agencies that can provide needed services in adulthood.

Transition planning starts early!

Schools should have processes in place to share information about adult supports as soon as a student becomes eligible for services, and educators should not wait to ask students and families their future plans, so that connections can be made to agencies and other supports.

Big Ideas

Review the "big ideas" and keep them in mind as you explore the basic building blocks for effective transition planning in this At-a-Glance document, then check out the resources for further learning (p. 4) to continue your journey.

BIG IDEA #1: PLAN FOR THE DAY THE BUS STOPS COMING

Transition planning starts with the end in mind. Think about what you're doing for your students that they should be able to do for themselves. How can you increase each student's level of independence? How can you make connections between what students are learning in school and where they want to be in adulthood?

BIG IDEA #2: "NOTHING ABOUT ME WITHOUT ME"

Students must be invited to their ARD meetings if the purpose is to discuss transition. Help each student prepare for and participate in their ARD meetings. Consider implementing processes for student-led ARD meetings and for helping them track their own progress.

BIG IDEA #3: THINK BIG, DREAM BIGGER

Instead of judging a student's postsecondary goals as "unrealistic," find out what the student likes about the idea of achieving that goal, then identify supports necessary for success. Continue the conversation until you can write a goal that includes the student's vision AND the supports needed due to the disability.

TRANSITION PLANNING TIMELINE



IEP - reviewed annually:

Transitional Assessments
Postsecondary Goals
Annual goals

Course of Study
Coordinated Activities
Agency Linkage



Graduation:

Summary of Performance (SOP)
Academic Achievement Record (AAR)



Post-School Outcomes:

a.k.a. "Adult Life!"