

## TRANSITION SERVICES

### Guide to Providing Transition Services for Students Served by Functional Instruction Services

<b>Elementary School: <i>Transition Services for Students Served by LIFE SKILLS OR FUNCTIONAL INSTRUCTION CLASSES</i></b>	
<b>Students</b>	<p>Self-Determination Assessment:</p> <ul style="list-style-type: none"> <li>• Parent interview and student interview; learning styles; time management; community access survey; Review 360; social skills assessment, and teacher survey.</li> <li>• Review the assessment results with the student and parent. After reviewing the results, ask the student and parent what they believe are the student's strengths, interests, and preferences.</li> <li>• Use the jointly developed strengths, interests, and preferences to develop the PLAAFPS related to transition.</li> <li>• File all assessment protocols in the Transition Folder.</li> </ul>
	<p>Preparing for the ARD Meeting:</p> <ul style="list-style-type: none"> <li>• Use the Planning Guide to obtain information and ideas from the student regarding what is working and not working in his/her education program.</li> </ul>
	<p>Student-Led ARD/IEP Meetings:</p> <ul style="list-style-type: none"> <li>• Use the information from the planning guide to provide the student's input to the ARD committee.</li> <li>• Beginning in 5<sup>th</sup> grade, consider having the student present for the beginning of the ARD to tell their story. Utilize the technology pieces with audio so the child does not have to speak unless they chose. Ensure parent permission is obtained and that the parent is a partner is helping to prepare their child to attend the beginning of the ARD meeting or to provide the child's input if they chose not to attend the ARD.</li> </ul>
	<p>Employment:</p> <ul style="list-style-type: none"> <li>• Work-related behaviors are not developed at the legal employment age for children. They are learned and developed during pre-school and elementary school years.</li> <li>• Utilize a data collection system, which has a self-monitoring version for the student to monitor his/her behavior and progress, as well as to develop goals, and improvement plans.</li> </ul>
	<p>Postsecondary Education</p> <ul style="list-style-type: none"> <li>• Study skills, asking for help, and work-related behaviors contribute to positive post-school results.</li> </ul>
	<p>Independent Living:</p> <ul style="list-style-type: none"> <li>• Provide parents with information to parents regarding post school living options with support.</li> </ul>
	<p>Agency Connections:</p> <ul style="list-style-type: none"> <li>• Ensure parents have signed up for the Waiver/Interest List. If the parent has not placed their child on the DAD's list, assist the parent in the application process online or by phone. This can best be done by asking the parent to stay for a few minutes following the ARD meeting and then go to a room with privacy and a computer.</li> </ul>

	<p>Natural Support Systems:</p> <ul style="list-style-type: none"> <li>• Encourage students and their families to participate in school and community extra-curricular activities. It is informal and social activities that develop friends and natural supports, rather than academic environments.</li> <li>• Consider person-centered planning at the elementary level for difficult to serve students.</li> </ul>
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**Middle School: *Transition Services for Students Served by LIFE SKILLS OR FUNCTIONAL INSTRUCTION CLASS***

<p>Students</p>	<p>Transition Assessment:</p> <ul style="list-style-type: none"> <li>• Assessment tools are selected according to the information needs.</li> <li>• Person-centered planning; Student Interview; Parent Interview or Survey; KUDER; Review 360</li> <li>• Review the assessment results with the student and parent. After reviewing the results, ask the student and parent what they believe are the student’s strengths, interests, and preferences.</li> <li>• Use the jointly developed strengths, interests, and preferences to develop the PLAAFPs related to transition.</li> <li>• File all assessment protocols in the Transition Folder.</li> </ul>
	<p>Preparing for the ARD Meeting:</p> <ul style="list-style-type: none"> <li>• Ensure the student receives an invitation to the ARD. File a copy of the invitation in the yellow Transition Folder or in the state special education folder.</li> <li>• Review the Transition Service Page of last year’s IEP with the student and/or parent, as well as the accommodations/modifications. Determine if the goals remain the same or if revisions need to be recommended to the ARD Committee.</li> <li>• Work with the student and parent to jointly develop the measurable postsecondary goals and the annual goals for transition.</li> <li>• Meet with the student in an interview format to help the student to prepare a presentation for the ARD Committee.</li> <li>• Ensure the parent is aware of the student’s preparation for the ARD meeting and if possible, send a draft copy to the parent. If the student is unable to develop a presentation, work with the parent.</li> <li>• Allow the student an opportunity to practice presenting the IEP presentation. If possible, practice in the ARD meeting room. On the day of the ARD, ensure the student sits in the same chair as on the day of practice.</li> <li>• Remind the student the day before the ARD meeting and the day of the ARD meeting.</li> <li>• It is beneficial to put voice into the presentation of the student. This will enable the child to tell his/her story by simply pushing the PowerPoint button or if the child is unable to attend the meeting.</li> <li>• Obtain permission to invite the appropriate agency(s) and if permission is granted, invite the appropriate agency(s).</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a 6-Year Plan of Study. Review the Plan of Study at the ARD Meeting each year. Make revisions as needed.</li> </ul>
	<p>Student-Led ARD/IEP Meetings:</p> <ul style="list-style-type: none"> <li>• Students served in LIFE SKILLS OR FUNCTIONAL INSTRUCTION classes can develop and lead their IEP presentation with assistance.</li> <li>• Use PowerPoint, Xtranormal, or Prezi.</li> <li>• Voice can be added to any of the above presentation formats. The teacher can tell the child what to say, hit the record button and the child repeats the words. Do this for each slide. If the child is unable to speak, work with the family to have a same-sex sibling provide the voice audio or if same age peers volunteer in the classroom, obtain permission from the parents to have a same-sex student volunteer help with the audio part of the presentation.</li> <li>• Place a copy of the student-led IEP presentation in the Transition Folder.</li> </ul>
	<p>Course of Study:</p> <ul style="list-style-type: none"> <li>• Students served by LIFE SKILLS OR FUNCTIONAL INSTRUCTION CLASSES must take courses required for each middle school grade.</li> <li>• When selecting elective courses, match courses with the student's postsecondary goals. For students who are unsure, consider elective classes that provide opportunities of career investigation and career awareness.</li> </ul>
	<p>Employment:</p> <ul style="list-style-type: none"> <li>• Most middle school students served by LIFE SKILLS OR FUNCTIONAL INSTRUCTION classes should participate in non-paid work-based learning (WBL) on the campus.</li> <li>• It is essential for teachers and job coaches to collect data using task analysis and other tools to evaluate and record IEP progress, determine grades, and for transition assessment.</li> <li>• Provide information to parents regarding employment, supported employment, customized employment, and sheltered workshops for students with intellectual disabilities. Provide information on self-employment/micro-enterprises.</li> <li>• Provide information to parents regarding the avenues for SSI and paid employment to ensure adults with disabilities do not lose the SSI or Medicaid.</li> </ul>
	<p>Postsecondary Education</p> <ul style="list-style-type: none"> <li>• Work with students and their parents to inform them of the postsecondary options for students with intellectual disabilities and high support needs.</li> <li>• Ensure parents are aware of the postsecondary options in the community. Provide contact information, course/training descriptions, and the address.</li> <li>• Ensure parents are aware of funding options for community college through DARS.</li> </ul>
	<p>Independent Living:</p> <ul style="list-style-type: none"> <li>• Provide parents with information about supported living arrangements and financial funding through SSI and DAD's money.</li> <li>• Provide opportunities for parents to visit with the district transition specialist and/or social worker.</li> <li>• Recommend parents visit MHMR and the Center for Independent Living.</li> </ul>

	<p>Agency Connections:</p> <ul style="list-style-type: none"> <li>• Ensure parents have signed up for the Waiver/Interest List. If the parent has not placed their child on the DAD's list, assist the parent in the application process online or by phone. Asking the parent to stay for a few minutes following the ARD meeting and then go to a room with privacy and a computer is an effective strategy.</li> <li>• For students age 15 and older, ensure permission has been obtained each year prior to the ARD meeting to invite agency(s) to the ARD and then invite the agency, if it is appropriate.</li> </ul>
	<p>Natural Support Systems:</p> <ul style="list-style-type: none"> <li>• Consider conducting person-centered planning meetings for all LIFE SKILLS OR FUNCTIONAL INSTRUCTION students as part of transition assessment and to help parents identify and build a natural support system that can be utilized after high school.</li> </ul>

**High School: *Transition Services for Students Served by LIFE SKILLS OR FUNCTIONAL INSTRUCTION CLASSES***

	<p>Transition Assessment:</p> <ul style="list-style-type: none"> <li>• Assessment tools are selected according to the information needs.</li> <li>• LIFE SKILLS OR FUNCTIONAL INSTRUCTION CLASSES: person-centered planning; Student Interview; Parent Interview or Survey; KUDER; Functional Vocational Evaluation; Review 360</li> <li>• Review the assessment results with the student and parent. After reviewing the results, ask the student and parent what they believe are the student's strengths, interests, and preferences.</li> <li>• Use the jointly developed strengths, interests, and preferences to develop the PLAAFPs related to transition.</li> <li>• File all assessment protocols in the Transition Folder.</li> </ul>
<p>Students</p>	<p>Preparing for the ARD Meeting:</p> <ul style="list-style-type: none"> <li>• Ensure the student receives an invitation to the ARD. File a copy of the invitation in the Transition Folder or in the state special education folder.</li> <li>• Review the Transition Service Page of last year's IEP with the student and/or parent, as well as the accommodations/modifications. Determine if the goals remain the same or if revisions need to be recommended to the ARD Committee.</li> <li>• Work with the student and parent to jointly develop the measurable postsecondary goals and the annual goals for transition.</li> <li>• Meet with the student in an interview format to help the student to prepare a presentation for the ARD Committee.</li> <li>• Ensure the parent is aware of the student's preparation for the ARD meeting and if possible, send a draft copy to the parent. If the student is unable to develop a presentation, work with the parent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Allow the student an opportunity to practice presenting the IEP presentation. If possible, practice in the ARD meeting room. On the day of the ARD, ensure the student sits in the same chair as on the day of practice.</li> <li>• Remind the student the day before the ARD meeting and the day of the ARD meeting.</li> <li>• It is beneficial to put voice into the presentation of the student. This will enable the child to tell his/her story by simply pushing the PowerPoint button or if the child is unable to attend the meeting.</li> <li>• Obtain permission to invite the appropriate agency(s) and if permission is granted, invite the appropriate agency(s).</li> <li>• Review the 6-Year Plan of Study to determine if revisions need to be made and presented to the ARD Committee.</li> </ul>
	<p>Student-Led ARD/IEP Meetings:</p> <ul style="list-style-type: none"> <li>• Students served in LIFE SKILLS OR FUNCTIONAL INSTRUCTION classes can develop and student-led IEP presentation with assistance.</li> <li>• Use PowerPoint, Xtranormal, or Prezi.</li> <li>• Voice can be added to any of the above presentation formats. The teacher can tell the child what to say, hit the record button and the child repeats the words. Do this for each slide. If the child is unable to speak, work with the family to have a same-sex sibling provide the voice audio or if same age peers volunteer in the classroom, obtain permission from the parents to have a same-sex student volunteer help with the audio part of the presentation.</li> <li>• Place a copy of the student-led IEP presentation in the Transition Folder.</li> </ul>
	<p>Course of Study:</p> <ul style="list-style-type: none"> <li>• Students served by LIFE SKILLS OR FUNCTIONAL INSTRUCTION CLASSES must meet the course credit requirements of DISTRICT for graduation.</li> <li>• When selecting elective courses, match courses with the student's postsecondary goals.</li> </ul>
	<p>Employment:</p> <ul style="list-style-type: none"> <li>• Most students served by LIFE SKILLS OR FUNCTIONAL INSTRUCTION classes participate in non-paid work-based learning (WBL) on the campus and in the community.</li> <li>• It is essential for teachers and job coaches to collect data using task analysis and other tools to evaluate and record IEP progress, determine grades, and for transition assessment.</li> <li>• During the first two years of WBL, students should rotate through a variety of WBL training sites that represent employment options in the DISTRICT community and represent a high number of postsecondary employment goals.</li> <li>• Following the first two years of career awareness and employment skill and behavior training, the student should participate on WBL sites that match his/her postsecondary employment goal. This specific and strategic placement enables the student to learn job skills and work-related behaviors that match his/her employment goals.</li> <li>• Students should move from career awareness to employment skill training to paid employment.</li> <li>• Use the employment training and service learning to develop a resume for each student.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with each student to obtain employment if that is his/her postsecondary goal and the parent supports the goal.</li> <li>• Upon obtaining employment, work with the student to increase his/her employment skills, increase work hours, and identify additional training that facilitate career advancement.</li> <li>• For students whose parents want them to participate in a day habilitation program, work with the family to identify a day program with a sheltered workshop.</li> <li>• Travel training is a key component of WBL. After high school, the school bus is no longer available. If travel training was not addressed there is a high probability the student may lose the job due to transportation issues.</li> <li>• Work with the family to develop natural supports for employment following graduation. Ensure parents understand how and when to recognize “employment problems” and how to appropriately intervene without hovering or becoming a problem to the employer. The young adult works in the world of work, which means the work must be of benefit to the employer. The employer is not required to hire or keep the adult with a disability on the job if the adult with a disability is unable to perform the work or the amount of effort required places an undue burden on the employer. This can also mean a “troublesome parent.”</li> <li>• Some parents want their children to remain at home due to safety or medical concerns or for other reasons. Provide information to parents on self-employment and micro-enterprise options.</li> </ul>
	<p>Postsecondary Education</p> <ul style="list-style-type: none"> <li>• Work with students and parents to provide information regarding postsecondary education options available for students with disabilities served in LIFE SKILLS OR FUNCTIONAL INSTRUCTION classes.</li> <li>• Postsecondary education options may include community college, adult education, certification courses, developmental/remedial academic courses, and community/leisure education classes. The classes may be provided by a community college, a private organization, a business, community library, or online courses.</li> <li>• Ensure parents are aware of the postsecondary options in the DISTRICT community. Provide contact information, course/training descriptions, and the address.</li> <li>• Ensure parents are aware of funding options for community college through DARS.</li> </ul>
	<p>Independent Living:</p> <ul style="list-style-type: none"> <li>• After high school, students served by LIFE SKILLS OR FUNCTIONAL INSTRUCTION classes may live at home, in a supervised apartment, a group home, etc.</li> <li>• Provide parents with information about supported living arrangements and financial funding through SSI and DAD’s money.</li> <li>• Provide opportunities for parents to visit with the district transition specialist and social workers.</li> <li>• Recommend parents visit DAD’s, MHMR, and the nearest Center for Independent Living.</li> </ul>
	<p>Agency Connections:</p> <ul style="list-style-type: none"> <li>• Ensure parents have signed up for the Waiver/Interest List. If the parent has not placed their child on the DAD’s list, assist the parent in the application process online or by phone. Asking the parent to stay for a few minutes following the ARD meeting and then go to a room with privacy and a computer is an effective strategy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure permission has been obtained each year prior to the ARD meeting to invite agencies that are likely to provide services to the student after high school.</li> <li>• Invite the agency to the ARD.</li> <li>• Ensure the application process for agencies has been completed prior to graduation and the student is a client of the agency that will provide the adult services.</li> <li>• Remember the Arc of Texas. The Arc provides training and support information to parents regarding MicroBoards, day habs, etc.</li> </ul>
	<p>Natural Support Systems:</p> <ul style="list-style-type: none"> <li>• The natural support system for the adult with a disability and their family is the best of all possible support systems. Adult disability services are slow and change according to governmental legislation and state/local budgets. Support consistency and immediacy of attention comes from family and friends.</li> <li>• The person-centered planning process will not only provide a vision and planning strategy for the student or adult with a disability, it also develops the family and friend natural support system that will continue after graduation.</li> </ul>