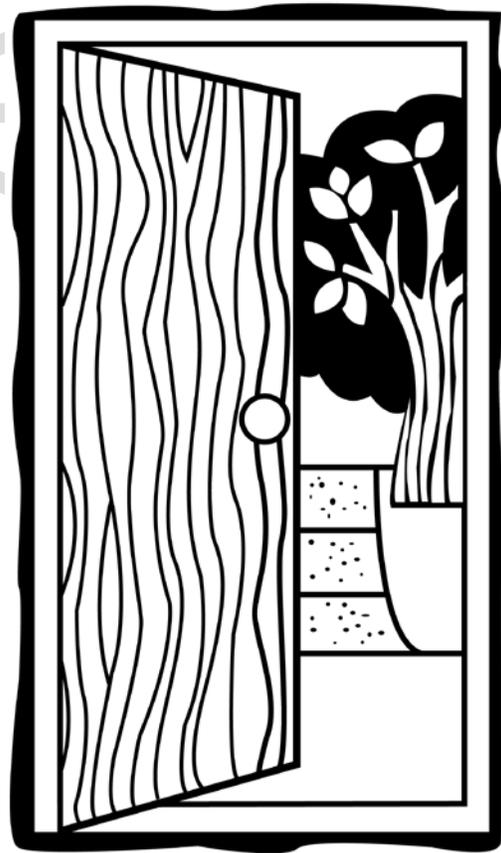


SSD TRANSITION GUIDEBOOK

through the doorway
to adult life



The Transition Guidebook and
Resource Directory are also available
at www.ssdmo.org/step3.html



Published by The Special School District of St. Louis County - 2012 Edition

Use of this Manual

This guidebook is for you and your young person with disabilities; to help you through the transition process, to acquaint you with adult service agencies and other resources, to answer questions you may already have, and even to help you learn what questions you may need to ask.

Please don't be overwhelmed by the amount of information in this guidebook. We wanted to provide a complete resource and a variety of planning tools. However, this is a resource for families and teachers to use a section at a time, as needed. Don't try to cover all the material contained in this guidebook in one sitting. Use the parts that are relevant to you right now, and then refer back to the material again later. Be sure to look at the companion to this book, the Resource Directory. It is a categorized listing of all of the adult service agencies which provide transition related services for persons with developmental disabilities in the Metropolitan St. Louis area.

Many people have collaborated over the years to design and update this resource, and a heartfelt thanks goes out to each and every one of them.

This guidebook and the Resource Directory are to help make transition exciting, fulfilling — and smooth!

For additional copies of the Transition Guidebook and the Resource Directory, contact SSD Parent Education and Diversity Awareness. South Region (314) 989-8108, Central Region (314) 989-8194, West Region (314) 989-8438 or download from Special School District website: www.ssdmo.org

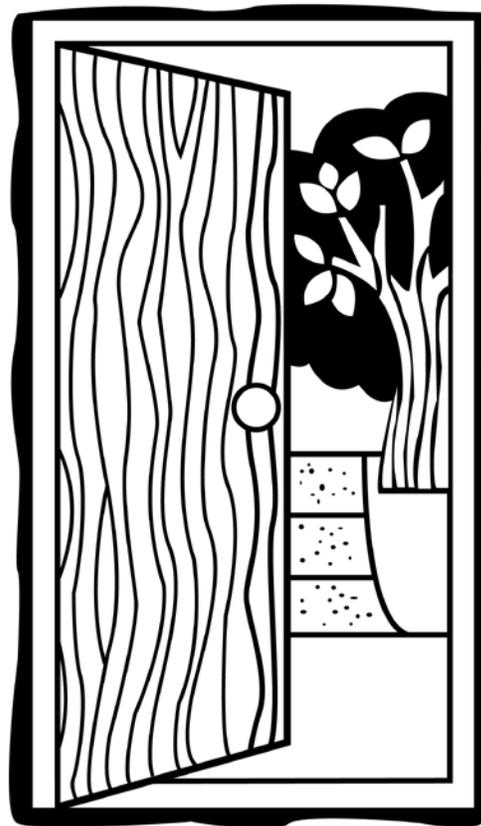


Table of Contents

Letter of Acknowledgement

I. An Introduction to Transition I

II. Guardianship and Estate Planning II

 Guardianship and Conservatorship II-2

 Basic Life Planning Steps II-6

III. Tools for Planning Transition III

IV. IEPs Involving Transition Planning IV

 Tips for Involvement..... IV-1

 What Can You Expect at the IEP IV-4

 Transition Planning Steps IV-10

V. Toward Successful Transition a Checklist for the First 20 Years V

VI. Special School District Services VI

 Parent Program: Family Community Resource Center VI-2

 Technical Education Division. VI-4

 SWEP and COOP..... VI-8

 Community-Based Transition Services VI-10

Resource Directory and References Under Separate Cover

Letter of Acknowledgement

Many thanks go out to all the people who helped make the Transition Guidebook a reality. We first need to acknowledge the members of SSD's Coordinating Committee for Transition, comprised of parents, agency representatives and SSD teachers and staff who spearheaded the first edition in 1996.

Thank you especially to Maura Nagle, the Guidebook Project Coordinator and visionary who helped plant the seed for Transition within Special School District. Thank you to Leon Burke, our original "Document Committee" chairman and a longtime champion of transition planning and community experience for Special School District students.

Our heartfelt appreciation to Virginia Weil, Bev Columbo, Joann Noll, Marcy Soda and Kathryn Bell for their diligent writing and rewrites on the original edition of this guidebook. Thank you Margaret Lewis and Jean Brokaw and the St. Louis Transition Council for allowing us to reprint *Toward Successful Transition*, in its entirety within this book.

We would like to thank Shelley List, Alicia Collins and Alison Davis for helping with past editions, and Marilyn Smith, Linda Cantrell, Ann Watts, Brenda Higley, Kathy Buehler and Chuck Howard for their diligent efforts and long hours on the last few updated versions. A very special thank you to Jim Waldrop, who has given so much to this project, with his wonderful layout and design for the first six editions of this guidebook.

Thank you to Tia Wilson, Joann Noll, Judy Presberg, Nancy Martin, Anne Lund, Sandy Kempf, Becky Kostedt and Marilyn Smith for bringing the 2012 version of the Guidebook to you in an electronic version. This could not have come together without all of you!

This guidebook is an attempt to take you and your son or daughter, on a journey of acquiring knowledge, skills, and supports needed to make the transition into adult life smooth and personally fulfilling.



**SSD TRANSITION
GUIDEBOOK**

an introduction to **transition**



Simply Put, Transition Is...

- a concept to help parents and students prepare for post-school life
- a process to make connections to achieve long-range goals
- a plan focusing on post-school outcomes

Transition is change. It is movement from one situation to another. It can be exciting, scary, fulfilling, and frustrating. This guidebook is an attempt to take you and your son or daughter, on a journey of acquiring knowledge, skills, and supports needed to make the transition into adult life smooth and personally fulfilling.

Students are approaching one of the most significant transitions of life — moving from high school into the adult world. Exploring one's talents, interests and abilities, developing the greatest degree of independence possible, and setting goals and making decisions about the future are all part of this transition. All of this will lead your child to a personally fulfilling life, providing them with a feeling of happiness, satisfaction, and a sense of general well-being.



What Federal Mandates Support My Son or Daughter's Transition?

The following are three laws which have a major influence on your young person's chances to reach his/her goals in school as well as living and working in the community as an adult. The Rehabilitation Act and IDEA were reauthorized in 2004 and became effective on July, 2005.

Individuals With Disabilities Education Act (IDEA)

In 1990, the "Education of the Handicapped Act" was revised and extended as the "Individuals with Disabilities Education Act" (IDEA). This new name reflects the law's focus that those individuals with disabilities are people first, not a diagnosis or a characteristic.

The IDEA requires schools to provide transition services for a child with disabilities. Transition services are defined as a "coordinated set of activities for a child with a disability, designed within an results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post secondary activities."

The changes to IDEA 2004 regarding secondary transition (does not address any changes that may be made by the final regulations):

- Transition Services are based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
- Beginning not later than the first IEP to be in effect when the child is 16 and updated annually thereafter, the IEP must include:
- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment and where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the child in reaching those goals; and
- Beginning not later than one year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under IDEA, if any, that will transfer to the child on reaching the age of majority.
- A summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.
- If the purpose of the IEP is Transition, the school must invite (in addition to other required members):
- Student (if not able to attend, the plan must consider the student's needs, interests and preferences)
- Agency representative that is likely to provide or pay for services.(the IEP must document that an agency or agencies were considered to be invited and if unable to attend, linkages were provided to the student).

With this law, your child is entitled to services through the education system. When your young adult leaves school and receives a diploma however, he or she must be declared eligible for services from adult service agencies. An individual not eligible for services from an adult service agency has no right to receive them. It is important that your young adult be declared eligible for needed services before leaving high school so there is no delay in receiving the services he needs to fulfill his dreams for adult life. This means that young people must declare the need for services and have up-to-date evaluations to document that need.

This takes planning!

Section 504 Of The Rehabilitation Act Of 1973

This is a civil rights law passed by the federal government to ensure equal access to programs and services by individuals with disabilities. The Rehabilitation Act is a forerunner to the Americans with Disabilities Act, and contains many of the same requirements.

For the purposes of Section 504, one is disabled if one has a physical or mental disability which substantially limits a major life activity. School districts and employers must comply with the Rehabilitation Act if they are recipients of federal money. The law is most useful to those who, by reason of their disability, have difficulty accessing education or employment as it is traditionally offered to those who are non-disabled. (This law can provide for appropriate adaptations and modifications for students in college.) The Rehabilitation Act is enforced by the Office for Civil Rights.

Americans With Disabilities Act (ADA)

On July 26, 1990, President Bush signed into law the Americans with Disabilities Act (ADA) calling it the “world’s first comprehensive declaration of equality for people with disabilities.” When fully in force, employers with 15 or more employees may not discriminate against qualified individuals with disabilities. Employers must provide reasonable accommodations for their employees with disabilities, unless undue hardship would result.

The ADA requires equal access for people with disabilities to communications, public transportation, and buildings that are used by the general public such as hotels, restaurants, retail stores, and doctor’s offices.

These three laws really expand the world for persons with disabilities. Students with disabilities must receive a results-oriented education and transition planning to help them use that education in the real world. Employers may not discriminate, and so many are learning to use job coaches and job adaptations to aid persons with disabilities to become successful workers. Housing and transportation must be accessible for all people with disabilities. The chance to live, work, and play in the same places as non-disabled individuals in the community (with their family and friends) is the promise these laws bring to all persons with disabilities.



What Is Transition Planning?

Each year you, your young person and others develop an Individual Education Plan (IEP) to identify long-range goals and the short-term objectives needed to reach them. When your son or daughter reaches age 16, a Transition Plan will be added to the IEP to outline the training and supports your student will need to live, work and participate in the community as an adult. Transition planning can be included in the IEP earlier than age 16 if you or the school wish to do so. Early transition planning is especially important if your young person has severe disabilities or if adult services in your area are very limited.

Nobody knows your son or daughter like you do, so your participation in developing the Transition Plan is a key to its success.

The Transition Planning team will bring you, your son or daughter, a teacher, and members of the community together to develop a plan that will determine how each will contribute toward helping your young person fulfill his/her dreams for life after high school.

This team needs your help to dream for your young person’s future. Where does your young person want to work or go to school? What does she/he want to do for fun? What things make him/her the happiest? How independent does she/he want to be? Later in this manual you will learn about a process called Futures Planning, which will help you and your family put your dreams into words. Once you have the dream, then you, your young adult with a disability, and the other members of the transition team can help make the dream a reality.

Don't limit your dreams by what programs are available.

Many families have not yet experienced the small steps which make dreaming for the future easier. It may be hard to imagine your son or daughter moving into an apartment or an assisted or supported living situation without the smaller steps of overnight visits with friends, slumber parties, or camping. A full-time competitive job for your young person may be unimaginable if s/he has never held a part-time job. As you, the teacher and others look at your young person's future living situation, his/her recreational needs, and any special support needed to aid his growth as an adult fully involved in the community, the plan will be developed to include the important small steps leading into the future.

Laying The Foundation For Life After High School

As you and your young person plan for life after high school, it is important to look at the concrete everyday skills that will allow him/her to achieve the kind of adult life s/he wants and to include goals for this functional education in the IEP.

It is important that your young adult's training at school reflect this need for functional education. Life skills, vocational experiences, and social skills should all be included in the IEP transition plan. The skills your son or daughter learns in high school will be the foundation of his/her success as an adult.

To be independent, your son or daughter needs to learn life skills, not only in the classroom, but out in the real world. Life skills such as meal planning, doing laundry, cooking, and buying and using personal care items are all part of the foundation needed for life after high school, and can be taught as part of the school program.

Math training needs to be extended to include budgeting, check writing, and how to handle money. Utilizing available public transportation, libraries, recreational facilities may be important for your young person.

Communication is a vital part of everyone's life.

Whether communication is accomplished through voice, an electronic communication board or sign language, it is important that your young person is able to share his/her thoughts and opinions with the community around him/her. It is also important that your young person be able to understand and interpret what is being communicated to him/her.

How to respond to criticism, how to communicate with fellow students and teachers or co-workers and supervisors, how to act in the lunch room or break room are skills every student or worker must have. Lack of adequate work related social skills is a primary reason workers with disabilities require retraining or lose their jobs, so it is important to include IEP objectives that will improve these skills.

Community Based Vocational Instruction may be an important part of real-life education

Community Based Vocational Instruction is an effective approach to employment preparation for students with disabilities, and delivers training in typical community work settings rather than in conventional school environments. This training enables students to identify their career interests, assess their employment skills and training needs, and develop the skills and attitudes necessary for paid employment. Vocational goals, if appropriate are to be included as part of the transition plan in the IEP.

A brief guide for parents to guardianship and estate planning.

 **SSD TRANSITION
GUIDEBOOK**

guardianship & estate planning



FACTSHEET: Guardianship and Conservatorship in Missouri

Prepared by Missouri Protection and Advocacy Services

Guardianship is the legal process of determining a person's capacity to make decisions for himself regarding his personal affairs (such as where he lives or the care he requires.)

Conservatorship is similar to guardianship, but deals only with financial affairs of an individual. It is not unusual for the powers of guardianship and conservatorship to be vested in the same person.

A Guardian is a person appointed by the Probate Court to handle the affairs of a person who has been adjudged to be incapacitated, i.e., not capable of handling his own personal affairs.

A Conservator is a person or corporation appointed by the Probate Court to handle the financial affairs of a person who has been adjudged to be disabled, i.e., not capable of handling his own financial affairs.

A person who has attained the age of 18 years is an adult under Missouri law and is, therefore, in charge of his own affairs, unless a judge has appointed a guardian or conservator for him. In order for a parent to continue to be the guardian of an individual when he reaches the age of 18, that parent must have made a successful application to the Probate Court for his appointment as guardian and/or conservator for that individual.

Guardianship for a minor, a person under the age of 18, is generally vested with that person's parents .

The principle of least restrictive environment should apply in any guardianship or

conservatorship situation. In other words, an individual should retain control of his own personal and financial life to the maximum extent possible. If a judge finds that an individual is only partly incapacitated or disabled, he should issue an order of limited guardianship or limited conservatorship, or both. In so doing, he should spell out in his order the specific powers that he is conferring upon the guardian or conservator.

The ordering of guardianship or conservatorship for a person is a legal process. The person who wants to be a guardian or conservator must apply to the Probate Court to attain that position. The Probate Judge must then appoint an attorney to represent the person over whom guardianship or conservatorship is being sought. A hearing must be held, at which time it is incumbent upon the applicant to prove that the person for whom he wants to be guardian or conservator really needs that protection. Though not always absolutely necessary, a person applying for guardianship or conservatorship is probably well advised to do so with the assistance of an attorney.

A person for whom a guardian is appointed is known as a ward, and a person for whom a conservator is appointed is a protectee.

At the court hearing, full due process rights are accorded to the respondent — the person for whom a guardian or conservator is being sought.

Anyone may be appointed as guardian or conservator for a person found to be incapacitated or disabled. However, the judge should give preference to immediate family members, and the person chosen should have consented to the appointment.

The guardian/conservator is required to file an annual report with the court, explaining pertinent circumstances of the ward/protectee. From that report, the judge can determine if there needs to be a change in his order of guardianship or conservatorship. Actually, the judge can change that order any time he feels it necessary.

A guardian is not responsible for the financial

condition of his ward. Legal and court costs of guardianship or conservatorship proceedings against an individual will be charged to his county of residence if he cannot pay for them himself.

For further information, contact Missouri Protection and Advocacy Services

1-800-392-8667 or 314-893-3333

Guardianship and Conservatorship

What do I need to know about guardianship?

Parents are the natural guardians of their children until the age of 18, when the power to make decisions on their behalf ends. It is important to know that in the state of Missouri, all persons at age 18 become emancipated (become their own legal guardian) regardless of their ability. IDEA now mandates that parents of students receiving Special Education services will receive a letter when their child reaches the age of 17 to inform the guardians that their son/daughter will become emancipated at the age of 18 and again when they turn 18. For helpful information on how to make this important decision, you will find the Missouri Guardianship Online Workbook and Missouri Guardianship: A Resource Guide at the Missouri Development Disabilities Resource Center website: www.moddrc.org/

What is Guardianship?

Guardianship is the result of a court hearing that establishes the need to appoint an individual (guardian) to assume substitute decision-making powers for another person (ward) who is not capable of exercising his or her rights due to incapacity or incompetence. The standard for determining incapacity generally requires that a person is functionally unable to care for self or property; and cannot

communicate decisions regarding care for self or property. This incapacity must be the result of a disorder or disability.

Guardianship is the most restrictive limitation on personal decision-making authority that a court can impose on a person. The ward automatically loses the right to vote, to choose where to live, obtain a driver's license, to approve medical procedures, enter contracts, and other essential decisions. Limited guardianship is an option in Missouri and allows a person to retain some rights, e.g. the right to vote.

This is a decision that requires a great deal of thought and input from the person's family or whoever else may be involved in the care of this person.

This process takes time and may not begin until the person has turned 18. Much of the preliminary work can begin earlier; however, the attorney may not petition the court for a court date until the person has turned 18.

Obtaining a court date can take anywhere from 2-6 weeks from the time the application was made. During the time the person has turned 18 and the actual court date for guardianship the person is their own legal guardian. It may be a good idea to have a back up plan in case their may be some

decisions that may need to be carried out during this interim time.

What is Conservatorship?

Conservatorship is similar to guardianship, but differs in that it deals only with the financial affairs of an individual. A conservator is appointed by the court after it is found that a person does not have the capacity to manage his finances, such as balancing his checkbook. The conservator must report to and seek approval from the court for expenditures. A conservator has no authority to make decisions regarding another individual's personal affairs. Only a guardian has such power.

Definitions:

Adult – A person who has reached the age of 18.

Conservator – A person or corporation appointed by the court to care for and have custody of the property and oversee the financial affairs of a minor or disabled person. A limited conservator is a person whose duties and powers are limited by the court.

Disabled Person – A person who is unable by reason of any mental or physical condition to receive and evaluate information or who lacks the ability to communicate decisions needed to manage his financial resources. The term also applies to partially disabled.

Guardian – A person appointed by the court to care for and have the custody of a minor or incapacitated person (a person judged to be unable to receive or communicate information). A limited guardian is a person whose powers as guardian are limited by the court to certain functions.

Incapacitate Person – A person who is unable by reason of any physical or mental condition to receive and evaluate information or to communicate decisions to such an extent that the person is unable to provide himself with food, clothing, shelter, safety, or

other care that would prevent physical injury, illness or disease from taking place. The term includes partially incapacitated person.

Least Restrictive Environment – The residence of an incapacitated person which imposes on the ward only such restraints as are necessary to prevent him from injuring himself or others and which provide him with such care, habilitation, treatment as is appropriate considering his physical or mental condition and financial means.

Alternatives to Guardianship:

Appointment of Representative Payee

Individuals receiving Supplemental Security Income (SSI) or Social Security Disability Income (SSDI) may receive the benefit checks directly, or the checks can be sent to a representative payee who will assist the beneficiary with financial management and payment of obligations. A representative payee is appointed by the Social Security Administration, and is typically a parent or social worker. Court action is not needed to establish a representative payee, but regular reports must be submitted to the Social Security Administration detailing how the money was spent. A separate bank account must also be maintained for the beneficiary's money. Contact the Social Security Administration for further information on the appointment of a representative

Power of Attorney

If the person is a competent adult, he or she may authorize, in a private written agreement, another individual to assume power of attorney. A power-of-attorney agreement authorizes a person to enter into legal agreements and manage financial affairs in the name of another person. The person given power of attorney does not have to be a lawyer; any competent person can play this role. A power-of-attorney agreement terminates upon the death of the principal, or if

the principal is determined to be incompetent. You may want to consult with a lawyer before setting up a power-of-attorney agreement.

Joint Bank Account

An account set up by a bank allowing joint access to the account may allow you to supervise or assist your family member with finances. This type of informal assistance may be sufficient to monitor finances when minimal supervision is required.

Informal Advocacy

For families who choose not to go the route of guardianship, the other alternative is to seek out an informal advocate who will carry out the conditions as stated in your letter of intent. Be aware that you can appoint more than one advocate — each responsible for a different area of concern, for example, financial or legal needs or a public agency to oversee your child's well-being. Relatives usually make the best advocates because of their special knowledge of the needs of the family member. A friend or professional may be able to assist on an occasional basis. Don't overlook the assistance that can be provided by natural support systems such as other family members, church communities, neighbors, social clubs, and so on. This informal advocate can assist your family member in meetings with case managers, social service providers, and individuals in the community, as well as in financial, social, employment, residence, or recreational issues that may be faced by your child.

Consequences of not Filing for Guardianship or Conservatorship

Because the natural guardianship powers of parents ends when a son or daughter turns 18, parents may lose the right to access records and to make decisions unless authorization is obtained from the court. If guardianship or conservatorship is appropriate for your family member, failure to seek these powers may result in a loss of power to

consent to ordinary or necessary medical care; loss of access to medical records; loss of authority to challenge school or residential facility programs; and other rights previously held. Your family member may also have trouble having an Individual Service Plan (ISP) developed. For an exact explanation of your rights under this section, contact a lawyer who specializes in the rights of the disabled.

Who Can Best Serve as Guardian or Conservator?

A close relative or friend over the age of 18 is usually the best choice to be a guardian or conservator, as long as that person is willing and able to meet all the responsibilities. If a close relative or friend is not available, a concerned professional or representative from an organization offering guardianship or conservatorship services may be appropriate.

Checklist That Parents or Providers Might Use When Assessing Possible Needs for Guardianship/Conservatorship

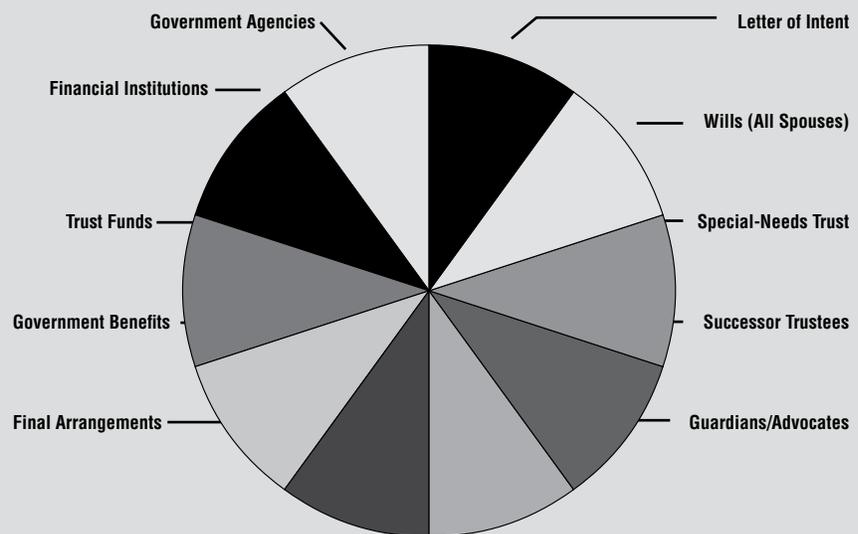
	No-Most of the time	Not sure	Yes-Most of the time
Receives and evaluates information effectively.			
Indicates decisions clearly.			
Can purchase and prepare food appropriately.			
Can purchase/clean own clothing.			
Can bathe/toilet self.			
Able to develop supportive relationships with individuals/groups.			
Can deal with landlord/housing problems.			
Able to say “no” to those who would borrow/demand money or property.			
Able to register to vote.			
Able to seek employment, understand wages/benefits.			
Able to select training/education programs.			
Able to select less restrictive living arrangements.			
Able to sign consents for special olympics.			
Understands when he/she is being “ripped off”.			
Able to get/use financial resources to buy real property and to purchase necessary personal property.			
Able to budget benefits received, pay bills, etc.			
Able to pay on time, keep records of bills for rent, food, services.			

(Based on K.S.A. 69-3002, 3018, and 3019)

Basic Life Planning Steps

1. Prepare a Life Plan. Decide what you and the person with the disability want for the future in all of life's many areas such as: residential, employment, social, medical care, religion, final arrangements, etc. Remember that while professionals have come and gone over the years, you have been the only constant in your loved one's life.
2. Write a Letter of Intent and Letter of Last Instruction — put your hopes and desires in writing as guidance for future care providers.
3. Recommend future Advocates or Guardians/Conservators — the persons who will visit and make sure your wishes will be carried out.
4. Determine the realistic cost of your plan.
5. Select a combination of resources that will guarantee adequate funds for the person's lifetime (1-85 years) — government benefits, family assistance, inheritances, savings, investments, life insurance, etc.
6. Prepare carefully worded Last Wills and Testaments (all spouses — current/exs) — exclude the person by name.
7. Establish a Inter vivos Special Needs Trust to manage the resources now and in the future, protect government benefits, provide supplemental assistance, etc.
8. Choose a number of Successor Trustees to manage the trust
9. Place all life and estate planning items in a Special Estate Planning binder — Letter of Intent, legal documents, medical records, birth certificates, etc. Make sure other family members also have copies of this information as well.
10. Hold a meeting with all the parties to review your plan — give out relevant copies of documents, let others know where you keep your planning binder, etc.
11. Review your plan at least once a year — update your Letter of Intent and Letter of Last Instruction, modify legal documents as needed.
12. Relax! You have done all that you can to make sure that the person will be well taken care of in the future.

In Life Planning as opposed to the traditional estate planning, we must look at all aspects of the person's future. . .



Where Are You Today In The Life Planning Process?

Planning Checklist

Imagine for a few minutes that you are no longer able to care for the person with the disability due to illness or death. Will the person enjoy the same comfortable standard of living that he or she now enjoys?

	Yes	No
Do you have a written plan to let others know what you want in the future?		
Have you asked someone to serve as an advocate or guardian?		
Do you understand all of the government benefit programs that are available for basic care and supervision?		
Have you set aside any additional funds, so the person will have a comfortable life style?		
Have you prepared written instructions for the person's final arrangements?		
Do you and your spouse have current Wills which will exclude your child with a disability?		
Do you have a Special Needs Trust to manage current and future resources?		
Have you met with relatives and friends to let them know about your plan?		
Have you reviewed your plan in the last year?		
Do you feel that you have done everything possible for the person's future?		

Unless you have answered "Yes" to all of the above, it's probably time to bring in a Life Planning Team.

Special Needs Trust

The only reliable method of making sure that the inheritance actually reaches the person with a disability when he or she needs it is through the legal device known as a special needs trust (SNT). The SNT is developed to manage resources while maintaining the individual's eligibility for public assistance benefits.

This trust agreement for the benefit of a person with a disability allows for a fund to be created that will pay for items and services not covered by Medicaid and other government benefits. The trust should be set up by an attorney, and you may want to consult a financial planner for additional assistance. A trustee will be authorized to spend money on behalf of the individual with disabilities for supplemental purposes like recreational opportunities, vacations, personal items, Christmas and birthday gifts and so forth. It is essential that you consult with an attorney so that all of the implications of any changes in the interpretation of the law are clearly understood and communicated to you.

The Social Security Administration has publications entitled Understanding SSI that discuss special needs trusts and should be carefully reviewed.

Funding a Special Needs Trust

Following is a great link from the Academy of Special Needs Planners on funding a trust for your son or daughter with a disability.

<http://www.specialneedsanswers.com/resources/article.asp?id=5622>

Checklist to Discuss with Attorney Before Drafting Trust

Prepared by Frank A. Varvaris
4171 1st Ave. Southeast • Cedar Rapids, Iowa,
54201 Phone: 319-366-3820
Fax: 319-368-8016

- Has your attorney drafted Special Needs Trusts before?
- Do you feel comfortable placing your confidence for your child's financial future in him or her?
- Have you discussed the advantages of using an inter vivos Special Needs trust document versus a testamentary Trust?
- Talk about who will fund the Trust. Are there any other individuals, relatives, etc. that might leave money to your child?
- What protective measures can your attorney recommend to safeguard the Trust money if it was attached by state agencies?
- What wording will your attorney use to ensure that the Trust is NOT a resource, which would disqualify your child from receiving assistance?
- What wording will your attorney use to make certain that it is not an income stream, which might also disqualify your son or daughter from receiving assistance?
- Determine in advance, which family members or other interested parties will act as Trustees and manage the money in the Trust?
- Can your attorney explain how expenditures from the Trust might affect eligibility and the various ways to use the Trust for your child?
- Determine who will receive copies of the annual accounting, which shows the disbursements made on behalf of your child?
- Can your attorney suggest Advocacy provisions or any special wording to include third party monitoring of both the Trust and your Child's special needs?
- Who will eventually inherit the remaining money in the Trust when your child dies?
- Understand that the Trust should NEVER be funded with money that belongs to your child.
- How long will it take him or her to complete the initial draft of the Trust

The majority of information for this section was taken with permission from; Complete Guide to Special Education Transition Services, Roger Pierangelo & Rochelle Crane, 1997. The Center for Applied Research.

Missouri Protection and Advocacy. Phone # 1-800-392-8667.

Additional resources include: **A Family Handbook on Future Planning**, Richard Berkobiew, 1991. The Association for Retarded Citizens of the United States.

Estate Planning for Persons with Disabilities;

**Mail for more information:
Life Planning
3100 Park Place Suite 112
Boulder, Colorado 80303**

Midwest Special Needs Trust

Lifetime Care for Persons with Disabilities

The families of persons who are mentally and/or physically disabled have long been concerned about who will care for their loved ones when they are no longer able to do so. The state and federal governments provide basic services such as food, shelter and medical care, but it is the family who provides the “extras,” such as clothes, transportation, gifts, recreation, extra medical care, equipment, repairs, and other services not provided through government entitlements.

As families begin planning their estates, they quickly realize that any direct commitment to their loved one who is disabled may jeopardize their entitlements. Leaving money to a sibling or guardian to be used for their relative is not often possible or feasible. The question is, then, “What will happen when I am gone?”

Solution

The Midwest Special Needs Trust offers a way for families to contribute to the care and quality of life for their loved ones without risking the loss of vital government funding, such as Medicaid and Supplemental Security Income.

The Trust accepts contributions from any donor (except the named beneficiary or his/her spouse, which is prohibited by federal law). These contributions, which may be made over a period of time, are pooled and invested, with separate accounts set up for each beneficiary. By pooling the donations, there should be a greater return on each investment and administrative costs are spread out among many donors.

The donor names the family member who is disabled and a Co-trustee who works with the

Trustees of the Trust to assist the beneficiary. Each year the Trustees, with the consent of the Co-trustee, determine how much income and principal of the Trust shall be used to provide benefits. (If the Trustees and the Co-trustee cannot reach a consensus, they may settle the disagreement by arbitration.)

Charitable Trust

In addition to the Family Trust, a Charitable Trust has been established—the Charitable Trust is funded through contributions and is administered by the Family Trust Trustees. It is used to provide benefits to indigent persons who are disabled and whose families cannot afford to establish an individual trust.

Board of Trustees

A Board of Trustees oversees the Family Trust and the Charitable Trust. It is made up of nine (9) members, appointed by the Governor with the advice and consent of the Senate. Their terms are three (3) years.

Six of the board members are people who have a family member with a disability and three of the board members are people with expertise in general business matters.

The Governor appoints family members from names submitted by the Missouri Advisory Council for Comprehensive Psychiatric Services and the Missouri Advisory Council on Mental Retardation and Developmental Disabilities.

Withdrawal from the Trust

The Midwest Special Needs Trust sets out several circumstances under which the donor or the subsequent Co-trustee may withdraw from participation in the trust.

1. The donor during his/her lifetime may withdraw

A. If no benefits have been received by the beneficiary, 100 percent of the total contributions then held may be withdrawn. Any undistributed income will go to the Charitable Trust.

B. If benefits have been received, 90 percent of the total contributions then held may be withdrawn. The remaining 10 percent and any undistributed income will go to the Charitable Trust.

2. After the death of the donor, the Co-trustee may withdraw from the Trust.

A. If benefits have not been received or benefits have been received for less than five (5) years, 90 percent of the total contributions then held may be withdrawn. The remaining 10 percent plus any undistributed income will go to the Charitable Trust.

B. If benefits have been received for more than five (5) years, 75 percent of the total contributions then held may be withdrawn. The remaining 25 percent plus any undistributed income will go to the Charitable

In both of the above cases, the amount withdrawn shall be placed in a Successor Trust which will continue to provide for the beneficiary. After the death of the beneficiary, the remainder of the Successor Trust shall be distributed as the donor shall have designated.

3. Upon the death of the beneficiary who had not received any benefits, 100 percent of the total contributions then held will be distributed to the designated heirs, and any undistributed income will go the Charitable Trust. If the beneficiary had been receiving benefits, 75 percent of the total

contributions then held will go to the designated heirs. The remaining 25 percent plus any undistributed income will go to the Charitable Trust.

Midwest Special Needs Trust*

The Missouri Family Trust Charitable Trust (MFTCT) announces the availability of a new grant mechanism to provide financial assistance for individuals with disabilities. The new grant is designed to meet urgent medical and health care needs of individuals with disabilities.

- These grants are only available for medical and health care needs so urgent that it is not feasible to apply through the usual Charitable Trust quarterly grant process.
- The turn around time between application and award will be approximately 2 weeks.
- Application deadlines for each two week review period are 4:30 p.m.: 1st Friday of the month and 3rd Friday of the month.

Applications will be accepted immediately and awards distributed as money becomes available.

Initially applications will be accepted by mail, e-mail or you may bring the application to our office at the address below. The e-mail address for applications is mftbt@aol.com. Faxed applications are not accepted. An on-line application process will be implemented early in 2006.

A Grant Application and Instructions form is included. If you have questions about the process, please call or e-mail.

* The current quarterly grant mechanism for the Charitable Trust and the Brain Injury Initiative will continue as usual.

1500 Vandiver Dr, Ste. 100, Columbia, MO 65202
573-882-3388 • 1-888-671-1069 (toll free)
fax 573-882-3445 • mftbt@aol.com
www.midwestspecialneedstrust.org

Letter of Last Instruction

What is the Letter of Last Instruction?

The letter of last instruction is somewhat similar to the letter of intent. This is a letter written by you outlining to your family, friends or attorney what to do immediately upon your death. It contains information that may need attention between the time you die and the reading of your letter of intent and your will. It is recommended that because this letter includes matters, which need immediate attention, you should draft a separate letter of instruction and a letter of intent.

Suggestions to be included in your letter are:

- Who should tell your son or daughter of your death and if they should attend the funeral.
- Who should care for your son or daughter immediately after your death, until letter of intent can be read. If they do not live with you include the addresses and phone number of where he or she lives.
- Your desired funeral arrangements (e.g., cost, location). If your funeral is prearranged list all of the necessary information.
- People to notify of your death and funeral along with names addresses and phone numbers
- Names of organizations or specific causes you would like to be listed for donations.
- Location of your important documents, especially your will and other important papers. Include names of people who may need to access to these documents. If they are in a safe deposit box list all of the necessary information so they may access these papers.

- Other last instructions you may have before the reading of the will or letter of intent.
- Name and address of your attorney whom you wish to handle your legal affairs.
- Once written have your attorney review your letter to make sure it does not contain information contrary to your other wishes.
- Leave a copy of this letter with several family members and your attorney. Write on the envelope it is to be read immediately upon your death.
- Sign the letter, however since it is not a legally binding it does not need to be notarized

Example Letter of Last Instruction

March 3, 2009

Dear Remaining family and friends,

If you are reading this letter, you are following my instructions and reading this immediately after my death. I hope that my passing was in a timely fashion and that those left behind do not overly grieve my being gone.

Please place an obituary in the local newspaper so that those who wish to can attend my funeral. I have also attached to this letter the names, addresses and telephone numbers of several out-of-town friends who I would like immediately notified of my death and the funeral arrangements.

I am concerned about the welfare of my two daughters. However, I am secure that the provisions made in my will are sufficient to care for them. My oldest daughter, Kate Smith is married and lives in Chicago. Her address and telephone number is attached to this letter. Of immediate concern is my daughter, Mary, who has mental retardation and, as of this date still lives with me, her only living parent. I have left information about Mary's care in a letter of intent, which is with my will.

I would like for Kate to tell Mary of my death. I have also arranged with Kate that Mary stay with her in the first few days after my death, and until the living arrangement which Mary and I agreed is best, can be completed. This is described in detail in my letter of intent.

I have pre-arranged and paid for my funeral which I would prefer Mary not attend. I would desire that no other arrangements be made and that anyone wishing to leave a donation/memorial make a donation to Mary's living fund or ARC.

My will and letter of intent and other important papers are with my attorney, Ellen Jones, of the law firm Jones, Smith and Brown of Greenville Ark. I desire that she handle all legal matter concerning my will and distribution of my estate.

Sincerely,

Joan Doan

Letter of Intent

What is the Letter of Intent?

Simply put the letter of intent is a document written by you (the parents or guardian) or other family members that describes your son's or daughter's history, his or her current status, and what you hope for your child in the future. You would be wise to write this letter today and add to it as the years go by, updating it when information about your son or daughter changes. To the maximum extent possible, it is also a good idea to involve your child in the writing of this letter, so that the letter truly represents your child.

The letter is then ready at any moment to be used by all the individuals who will be involved in caring for your son or daughter should you become ill or disabled yourself, or when you die. Even though the letter of intent is not a legal document, the courts and others can rely upon the letter for guidance in understanding your son or daughter, and following your wishes. In this way, you can continue to speak out on behalf of your son or daughter, providing insight and knowledge about his or her own best possible care.

Important Points to Remember When Writing The Letter of Intent

- Involve your son or daughter as much as possible when writing this letter. You as a parent are the best judge as to how much your son or daughter can be involved in the writing of this letter.
- Involve all other individuals, brothers, sisters, church members or other relatives who are critical to the care of your son or daughter with a disability.
- The contents of your letter should reflect your expectations. Future circumstances may make it difficult for others to carry out strict demands for your son or daughter with a

disability. You must trust that those carrying out your plan will try to adhere to your expectations.

- You should gear the preferences in the letter toward enhancing your son or daughter's independence and growth. Your requests should not be for the convenience of other family member or service providers.
- The letter should be written in non-technical terms/language by the parents. It should reflect your heartfelt desires for your son or daughter.
- A letter of intent is not a legally binding like a will. However, its contents should not contradict your other legal documents.
- It is of the utmost importance that you periodically update this letter as well as your letter of last instruction as circumstances may change. Be sure it still reflects not only your expectations, but also the preferences of other family members but most importantly the preferences of your son or daughter with a disability. Age and changes in other circumstances may significantly alter what you want in the letter.
- Choose one special day each year to update the letter. For example: Your son or daughters birthday, or the last day of school etc.
- Put the letter in an easily accessible place and clearly mark it.

What to include in the Letter of Intent

- The individual's full name, date of birth, place of birth and Social Security Number.
- The type of living arrangement your son or daughter with a disability and you expect when your home is no longer an option.
- The location of the living arrangement along with the qualities for example: non smoking, adhere to certain religion, 24 hour care etc.
- The type of day program, school, or employment preference of the individual.
- Any arrangements with a corporate guardianship or cooperative master trust program for your son or daughter's continued care. Include the program's name and location plus any special instructions for this program. The type of needed services your son or daughter might require such as, therapies, medical interventions that are needed or may be needed in the future.
- Routine medical care (regular check ups annual eye exams) and the names and locations of preferred medical professionals. Include any health insurance that should be maintained.
- Grooming and hygiene preferences (types of clothes, hair style, preferred toiletries etc.) Personal habits important for others to know.
- Likes and dislikes of food, chores, and other areas.
- Favorite personal items such as furniture, radio, dvd player.
- Regular routines in the person's schedule.
- Abilities in reading, writing, communicating and understanding what others may tell him or her. Also include their ability to handle money. If your son or daughter does not use verbal communication, note how they communicate desires, replies or wants to others.
- Friends and close relatives, how often they like to see these individuals, as well as their phone numbers and addresses.
- Favorite activities for recreation and leisure and how often they like participate in these activities.
- Your son or daughters religious preference along with the location of their preference.
- Level of independence in getting around the community (e.g. ability to ride public transportation, independence in shopping).
- Any significant history or other information, which may be important for someone else to know.
- Government benefits the person may receive or eligible for.
- Agencies that relative, trustees and guardians should contact for advice and help.

Again, this letter is not legally binding. However, you should have your attorney review it to be sure it does not contradict your other wishes or documents. Keep a copy of this for yourself and with your will and other legal documents. It would also be a good idea to distribute a copy to relatives or friends who may be responsible for making decisions about your son or daughter after your death.

Sample Letter Of Intent

Dear Remaining Family and Friends,

This letter is to relay our hopes for the future care and welfare of our son, John Jacob Jones born 2/3/80. His social security number is 234-987-6442. Although we understand that every expectation may not be able to be carried out we hope that those who will be responsible for him will support him in a manner that will allow him to be happy, and independent as possible in all of the areas of his life.

We ask that he be allowed to live in the arrangement that best fit his needs and wants but also keep him safe, and healthy. John is most comfortable in his own community, in a house with no more than 2 roommates as well as a live in to help run the household and to be sure his is safe and secure. He enjoys gardening and contributing to the up keep of the house.

John requires a guardian to be sure his assets and medical needs are met; therefore he will oversee his monetary and medical needs. This has already been arranged with his brother Joseph Jones and the paperwork has already been completed. These are the only areas where John requires a guardian. We have also set up a trust through the Midwest Family Trust Program and Joe is familiar with all that is involved in this program as well. Should there be any concerns our attorney Susan Smith will be familiar with all of our needs and wishes that are listed in our will.

We would prefer that John be allowed to stay in his present work position at Midwest County Workshop and Sam's Grocery. He works at the workshop 2 days a week and at Sam's every Saturday from 8:00 am - 4:00 p.m. If he should desire to change jobs please contact the Division of Vocational Rehabilitation Office on James parkway. His counselor is Mary Sacks. He enjoyed working with Life Employment Agency and may require their job coaching services until he is comfortable in a new job.

John is currently in good health and has no major medical concerns. Should any arise his brother Joe will take him to see Dr. Martin Kane. He is John's general practitioner and a very close family friend. All of his medical records are located at his office. He also needs dental care every other month. His dentist is Dr. Sara Jakes.

John is capable and prefers to care for all of his own personal needs such as grooming, hygiene and choosing his own attire. He has a tendency to overdress in warm weather. He likes wearing nice pants, a shirt and tie when he is at the grocery job. He will only wear jeans when he is at the workshop job or working in the yard or around the house. He likes to wear more casual dress clothes any other time. His favorite colors are blue and gray in slacks and he prefers white or blue button down collared shirts. He does a good job of choosing his own ties. Since he has difficulty tying ties he usually purchases clip on ties whenever possible.

John does not have any food allergies however; he does not always want to eat a well-rounded meal. Vegetables are an area that he often chooses not to include in his diet. He does like salad, green beans and corn; however, it is a challenge to get him to eat any other vegetable. Please be sure he gets a multi-vitamin to help in this area. His favorite food is any type of beef. He also likes potatoes fixed any style and of course loves snack foods. Any flavor of ice cream is his favorite. Please watch this area when shopping, as he often will choose too many snack foods. He enjoys assisting with the grocery shopping and planning meals for the week. As stated above he will need assistance to be sure he has well balanced meals.

John uses a set schedule to go to the workshop and the grocery store. He knows the times of the busses and how to make a transfer. If anything changes in his residence or job location he will need assistance getting back and forth until he learns the route. Life Employment Agency will assist him in this task when appropriate.

One of Jon's favorite activities is attending the local high school sports events. The school is within walking distance of our home. John likes to attend all of the events year round. He has made many friends there and we would like him to be able to continue with these activities. The school Activities Director sends him a yearlong pass that is good for all events. If personnel should change at school please be sure John has a pass so he may continue attending events. John also enjoys going to movies with his friend Stan. They are able to take the bus to and from the local cinema. However they do need assistance with reading the movie schedules. He can handle small amounts of money but will need assistance with amounts over \$10.00.

John makes friends easily and enjoys being around others. He is especially close to his brother Joe and his sister Samantha. Joe will make sure that he has the opportunity to see them as often as he wishes. John is familiar with how to get to their homes using the bus however, they will often come and get him and then make sure he gets home.

After our deaths, we would like for John to have the option of visiting our graves when or if he chooses. Joe will take care of this need. We have also purchased a pre-arranged funeral for John when the time arrives. This is all on file with our attorney.

If there are any questions about these wishes our attorney Susan Smith may be contacted. She will also make sure that our will is enforced and that in case of an emergency she will be responsible for making decisions that involve John's care.

Respectfully

Marianne Jones
Steven Jones

A guide for parents to prepare for the transition IEP meeting.

 **SSD TRANSITION
GUIDEBOOK**

tools for planning **transition**



Transition Planning Checklist

The following checklists are to be completed for all students 15 years old and turning 16 before the next IEP and older. One of the checklists will be chosen by the teacher to be completed annually PRIOR to the IEP meeting as part of the transition plan. Please record a response for each item on the checklist.

The Transition Planning Checklist may also be documented on Form C as one of the assessments used to help students identify their measurable post secondary goals. (for compliance)

The checklist will be completed by the student, parent/guardian, or the teacher (with assistance from the student and/or family). Completion of the checklist will help everyone on the team begin to be aware of the transition needs and to think about priorities for the coming year. The information will be used by the team members in the IEP to develop a present level of academic and functional performance (PLAAFP), transition related goals, and action plans.

Choose the appropriate checklist from the following:

Level A: Checklist for students with multiple support needs or with significant/severe disabilities. i.e. for students who choose volunteering or attending a day program as a post-secondary goal.

Level B: Checklist for students with mild/moderate support needs or for students with ID or Significant/Multiple LD. i.e. students who may choose supported employment or sheltered workshop as a post-secondary goal.

Level C: Checklist for students with minimal support needs. i.e. for students who may choose college, vocational school or competitive employment as a post-secondary goal.

Copies of the newly revised Transition Planning Checklists are available through Share point in the Transition Public Folder.

8/07

Special School District of St. Louis County, Missouri

A special thanks to the committee that worked on these revisions during the 2006-2007 school year:

- Pat Brueggen
Teacher Northview
- Leslie Caldwell
A/C Career Training Program
- Linda Cantrell
Transition Facilitator
- Mary Ann Gibbs-Duenwald
Teacher Kirkwood HS
- Anne King
Teacher PREP Central
- Anne Lund
Transition Consultant
- Margaret Moffatt
Teacher Neuwoehner
- Deb Obermeyer
Teacher Northview
- Sandy Praechter
Teacher Neuwoehner
- Jan Schmidt
OI Teacher
- Lisa Sinak
Teacher CTP
- Marilyn Smith
EPS – Transition
- Ann Watts
Transition Facilitator

Transition Planning Checklist

Student Name: _____ Date: _____ SSD# _____

Completed By: _____ Relationship to Student: _____

Level A

Directions: Complete on all students age 15 turning 16 prior to next IEP and older. Bring this completed form to the IEP meeting.

Year Column: Record current school year. Use the following code to record what you think this student can do right now: Code: N (No), NS (Needs Support), NA (Not applicable) or Y (yes).

IEP Column: Record an "x" if this transition need should be discussed at the IEP. These items could result in writing an Action Plan or Goal in the IEP.

I. Career/Voc-Ed/Employment (Can/does/will the student...)	Year 20 ____	IEP	Year 20 ____	IEP
Demonstrate necessary skills and behavior to succeed in meeting criteria for post-secondary goal? (supported employment, sheltered workshop, day program, other)				
Have access to vocational/post-secondary information?				
Need community integration training?				
Need volunteer experience?				
Have a Transition Portfolio?				
Have a support plan?				
Perform regular chores/jobs/pre-vocational tasks at home?				
Perform regular chores/jobs/pre-vocational tasks at school?				
Need personal care assistance at work or day program?				
Additional information/comments/questions:				
II. Post-secondary Education (Can/does/will the student/family...)	Year 20 ____	IEP	Year 20 ____	IEP
Have educational ambitions beyond graduation? (College for Living, Continuing Education, community experiences etc.)				
Need individual supports to access post secondary education?				
Understand available options in this area?				
Have interest in hobby, recreation leisure classes?				
Understand day program options? (ADHC, center-based, community integration)				
Know how to apply for programs or services?				
Additional information/comments/questions:				

III. Leisure/Recreation/Socialization (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Investigate/participate in community activities? (i.e. church, temple, YMCA, summer camp, volunteer programs, etc)				
Participate in school extracurricular activities? (i.e. dances, Special Olympics, team sports, clubs etc.)				
Investigate/use various community services (i.e. museums, movies, retail stores, parks, fast food, garage sales, etc.)				
Receive recreation publications?				
Participate in agency activities? (socialization, support groups etc.)				
Need ongoing assistance?				
Additional information/comments/questions:				
IV. Transportation (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Practice pedestrian safety? (proximity when walking, buddy system when walking, cross the street, etc.)				
Have or need Metro ADA card (Call-a-Ride) or Disability card (reduced fare)?				
Utilize public transportation safely? (seatbelt, use curb cuts, safety vest etc.)				
Knows how to plan and schedule public/private transportation appointments when needed? (OATS, EMT, taxi, family, friends etc.)				
Require assistive technology/adaptive devices?				
Need ongoing support?				
Additional information/comments:				
V. Living Arrangements (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Circle the desired post-school placement: Live with family; ISLA, 24 hour supported living, group home, residential care facility, skilled nursing facility				
Have goal for living included in Regional Office Person Centered Plan?				
Have the potential to live in the community with supervision?				
Need in-home personal care assistance?				
Have linkages to residential services agencies?				
Additional information/comments:				

VI. Medical (Can/does/will the student/family...)	Year 20 ____	IEP	Year 20 ____	IEP
Have specific physical limitations requiring medical assistance? List:				
Have Medicaid or Medicare?				
Require ongoing support for managing medical needs?				
Report significant injuries/illness when needed?				
Develop/follow emergency procedures at school and at home?				
Have orthotics, prosthetics, and/or other disability-specific devices or health needs? List:				
Select an appropriate health care giver, dentist and specialist if needed?				
Need counseling/family support?				
Additional information/comments:				
VII. Self-Advocacy (Can/does/will the student...)	Year 20 ____	IEP	Year 20 ____	IEP
Attend/make choices in IEP, transition plan?				
Express opinions and needs effectively? (circle primary method: language, line drawings, photos, voice output device, other:				
Express personal interests?				
Ask for help or assistance when needed?				
Make personal choices and decisions regarding routine affairs?				
Carry/wear personal identification?				
Does the family or student know how to access agency advocacy supports?				
Does the family or student know how to access agency advocacy supports?				
Need ongoing assistance?				
Additional information/comments:				
VIII. Personal Management (Can/does/will the student...)	Year 20 ____	IEP	Year 20 ____	IEP
Get self up in the morning independently? With assistance				
Choose appropriate clothing independently? With assistance?				
Dress self independently? With assistance?				
Perform/cooperate with personal hygiene and grooming?				
Prepare simple or prepackaged foods independently? With assistance?				

VIII. Personal Management cont.	Year 20__	IEP	Year 20__	IEP
Manage time effectively (i.e. go to bed, get ready to go out etc.)				
Manage money independently? With assistance? (i.e. make simple purchases, carry money safely etc.)				
Perform simple household cleaning chores independently? With assistance?				
Demonstrate good citizenship? (follow rules, register to vote, etc.)				
Does the family know how to manage finances for student? (personal asset limits, Family Midwest Needs Trust, etc.)				
Practice personal safety rules in all environments?				
Know how to access community service providers?				
Need ongoing assistance?				
Additional information/comments:				
IX. Social Skills (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Demonstrate friendly behavior? (i.e. shake hands, eye contact, share etc)				
Demonstrate appropriate interactions with peers?				
Use appropriate conversation/communication skills?				
Cooperate with supervisors and authority figures?				
Uses personal and/or public property responsibly?				
Participate appropriately during group activities?				
Demonstrate self-control when faced with a stressful situation?				
Accept redirection and constructive criticism appropriately?				
Additional information/comments:				
X. Insurance (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Have medical insurance beyond age 21?				
Maintain contact with insurance agent(s) for changes due to age, etc.?				
File insurance claims, i.e. equipment needs/maintenance?				
Additional information/comments:				

XI. Financial Assistance/Income Support (Can/does/will the student...)	Year 20 ___	IEP	Year 20 ___	IEP
Receive SSI?				
Know how to obtain SSI or other financial assistance?				
Understand other benefits available (food stamps, ADC, Medicaid)?				
Understand eligibility requirements for adult agency support after age 18 or after graduation?				
Additional information/comments:				
XII. Advocacy/Legal Services (Can/does/will the student...)	Year 20 ___	IEP	Year 20 ___	IEP
Have an active file with DMH? (St. Louis Regional Office, BJC)				
Have a social worker?				
Need ongoing advocacy or legal services?				
Need partial or full guardianship in the areas of medical, financial or legal matters?				
Additional information/comments:				
XIII. Other (Can/does/will the student...)				
Need to be connected with Division of Vocational Rehabilitation?				
Does the family need to attend Transition Planning Workshops?				
Additional information / comments:				

Level A: For students with significant/severe disabilities.
Special School District of St. Louis, MO

8/07

Transition Planning Checklist

Student Name: _____ Date: _____ SSD# _____

Completed By: _____ Relationship to Student: _____

Level B

Directions: Complete on all students age 15 turning 16 prior to next IEP and older. Bring this completed form to the IEP meeting.

Year Column: Record current school year. Use the following code to record what you think this student can do right now: Code: N (No), NS (Needs Support) or Y (yes).

IEP Column: Record an "x" if this transition need should be discussed at the IEP. These items could result in writing an Action Plan or Goal in the IEP.

I. Career/Voc-Ed/Employment (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Have a recent Vocational Assessment/interest inventory?				
Have a realistic vocational goal?				
Understand employment options? (supported, sheltered etc.)				
Have a Transition Portfolio?				
Complete job applications?				
Participate appropriately in job interviews?				
Have appropriate attitudes/behaviors for workplace?				
Demonstrate appropriate task focus?				
Have the stamina to work a 4-5 hour shift?				
Have work experience in the community?				
Additional information/comments/questions:				
II. Post-secondary Education (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Have educational ambitions beyond graduation?				
Need individual supports to access post secondary education?				
Have interest and/or ability for trade/technical training?				
Have interest in hobby, recreation leisure classes?				
Know how to apply for programs or services?				
Additional information/comments/questions:				

III. Leisure/Recreation/Socialization (Can/does/will the student...)	Year 20 ___	IEP	Year 20 ___	IEP
Use free time effectively?				
Initiate individual leisure-recreation activities?				
Investigate/use various community services (i.e. museums, movies, retail stores, parks, fast food, garage sales, etc.)				
Participate in community activities?				
Participate in agency activities?				
Use public recreation facilities independently?				
Additional information/comments/questions:				
IV. Transportation (Can/does/will the student...)	Year 20 ___	IEP	Year 20 ___	IEP
Practice pedestrian safety?				
Have or need Metro ADA card (Call-a-Ride) or Disability card (reduced fare)?				
Utilize public transportation safely?				
Plan and schedule public transportation appointments when needed?				
Arrange a ride with a colleague or taxi on his own?				
Drive with a license?				
Additional information/comments:				
V. Living Arrangements (Can/does/will the student...)	Year 20 ___	IEP	Year 20 ___	IEP
Have the potential to live on his own?				
Have the potential to live independently with support?				
Have the potential to live in the community with supervision?				
Understand and practice home safety rules?				
Have linkages to residential services agencies?				
Have knowledge/skills to set up housekeeping?				
Additional information/comments:				

VI. Medical (Can/does/will the student...)	Year 20 ___	IEP	Year 20 ___	IEP
Perform basic first aid for minor injuries?				
Select over-the-counter medications?				
Reliably take the correct amount of prescribed meds at indicated times on a daily basis?				
Report significant injuries/illness when needed?				
Develop/follow emergency procedures at school and at home?				
Explain medical history/allergies or medications?				
Select an appropriate health care giver and dentist?				
Additional information/comments:				
VII. Self-Advocacy (Can/does/will the student...)	Year 20 ___	IEP	Year 20 ___	IEP
Present personal information when needed?				
Demonstrate appropriate assertiveness with peers?				
Demonstrate appropriate assertiveness with authority figures?				
Take an active role in his or her own IEP/Transition Plan?				
Express personal interests?				
Have a Missouri ID card or U.S. passport?				
Express personal opinions and needs?				
Ask for help or assistance when needed?				
Realize their own limitations or disabilities and how to accommodate for them?				
Self-disclose disability and accommodation needs?				
Self-monitor behavior and conduct?				
Accept responsibility for own actions?				
Make personal choices and decisions regarding routine affairs?				
Make informed choices regarding long-term affairs?				
Register to vote?				
Register for selective services?				
Know how to access agency supports?				
Additional information/comments:				

VIII. Personal Management (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Get self up in the morning without assistance?				
Dress self?				
Maintain personal hygiene and grooming?				
Select appropriate clothing?				
Meet schedules and appointments on time without assistance?				
Perform routine household cleaning?				
Do laundry without prompting or with help?				
Prepare simple or prepackaged foods?				
Select and shop for appropriate foods?				
Find appropriate source for varied consumer goods? (I.e. furniture, groceries, clothing etc.)				
Remember and dial appropriate telephone numbers?				
Practice personal safety rules in all environments?				
Additional information/comments:				
IX. Social Skills (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Demonstrate basic courtesy?				
Actively listen?				
Use appropriate conversation skills?				
Cooperate with supervisors and authority figures?				
Cooperate with peers?				
Participate appropriately during group activities?				
Demonstrate self-control when faced with a stressful situation?				
Accept redirection and constructive criticism appropriately?				
Maintain social relationships with non-disabled peers?				
Differentiate between friends and acquaintances?				
Additional information/comments:				
X. Insurance (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Maintain Medicaid insurance on his own?				
Have private medical insurance beyond 21?				
File an insurance claim on their own?				
Understand the purpose of household and renters insurance?				

X. Insurance cont. (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Understand the need and importance of having life insurance?				
Additional information/comments:				
XI. Financial Assistance/Income Support (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Receive SSI?				
Know how to obtain SSI or other financial assistance?				
Know how to manage a checking account?				
Know how to use a debit card or credit card?				
Have ability to make and maintain a budget?				
Pay bills on time?				
Fill out all paper work such as W-4, W-2 forms?				
Fill out or find someone to help them to fill out and file their income tax forms every year?				
Additional information/comments:				
XII. Advocacy/Legal Services (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Understand basic rights and responsibilities of citizenship?				
Know what to do if they are arrested or get into legal trouble?				
Understand what a contract is and what their responsibilities are when they sign one?				
Need partial or full guardianship in the areas of medical, financial or legal matters?				
Additional information/comments:				
XIII. Other (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Have a Regional Office case manager or BJC case manager? Other:				
Need counseling or family support?				
Need in-home personal assistance services?				
Need assistive technologies?				
Need to be connected with Division of Vocational Rehabilitation?				
Additional information / comments:				

Level B: For students with mild/moderate MR or significant/multiple LD

8/07

Transition Planning Checklist

Student Name: _____ Date: _____ SSD# _____

Completed By: _____ Relationship to Student: _____

Level C

Directions: Complete on all students age 15 turning 16 prior to next IEP and older. Bring this completed form to the IEP meeting.

Year Column: Record current school year. Use the following code to record what you think this student can do right now: Code: N (No), NS (Needs Support) or Y (yes).

IEP Column: Record an "x" if this transition need should be discussed at the IEP. These items could result in writing an Action Plan or Goal in the IEP.

I. Career/Voc-Ed/Employment <small>(Can/does/will the student...)</small>	Year 20__	IEP	Year 20__	IEP
Have a realistic career goal?				
Find a job independently?				
Know requirements/demands of preferred career?				
Demonstrate basic understanding of employment options? (full/part time, competitive, supported)				
Maintain employment without support?				
Identify and apply for agency support, if needed?				
Have an updated resume/cover letter in portfolio?				
Demonstrate general job skills and work attitudes preferred by employers for keeping and/or advancing at a job? (task focus, multi-step directions, task completion, stamina, attendance etc.)				
Have appropriate attitudes/behaviors for workplace?				
Complete job applications independently?				
Compile information for job applications? (contacts, work experience, etc.)				
Participate appropriately in job interviews?				
Maintain 93% school attendance?				
Have work experience in the community?				
Additional information/comments/questions:				

II. Post-secondary Education (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Have educational ambitions beyond graduation?				
Need individual supports to access post secondary education?				
Have interest and/or ability for trade/technical training?				
Have interest in hobby, recreation leisure classes?				
Know how to apply for programs or services?				
Know where he/she would like to apply?				
Additional information/comments/questions:				
III. Leisure/Recreation/Socialization (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Use free time effectively?				
Initiate individual leisure-recreation activities?				
Investigate/use various community services? (i.e. museums, movies, retail stores, parks, fast food, garage sales, etc.)				
Participate in community activities?				
Participate in agency activities?				
Use public recreation facilities independently?				
Additional information/comments/questions:				
IV. Transportation (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Practice pedestrian safety?				
Have or need Metro ADA card (Call-a-Ride) or Disability card (reduced fare)?				
Utilize public transportation safely?				
Plan and schedule public transportation appointments when needed?				
Arrange a ride with a colleague or taxi on his own?				
Pass drivers test?				
Drive with a license?				
Additional information/comments:				

V. Living Arrangements (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Have the potential to live independently?				
Understand and practice home safety rules?				
Have knowledge/skills to set up housekeeping?				
Additional information/comments:				
VI. Medical (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Perform basic first aid for minor injuries?				
Select over-the-counter medications?				
Reliably take the correct amount of prescribed meds at indicated times on a daily basis?				
Report significant injuries/illness when needed?				
Develop/follow emergency procedures at school and at home?				
Explain medical history/allergies or medications?				
Select an appropriate health care giver and dentist?				
Identify the appropriate medical professional and make an appointment?				
Understand workers comprehension plan?				
Additional information/comments:				
VII. Self-Advocacy (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Present personal information when needed?				
Demonstrate appropriate assertiveness with peers?				
Demonstrate appropriate assertiveness with authority figures?				
Take an active role in his or her own IEP/Transition Plan?				
Express personal interests?				
Have a Missouri ID card or U.S. passport?				
Express personal opinions and needs?				
Ask for help or assistance when needed?				
Realize their own limitations or disabilities and how to accommodate for them?				
Self-disclose disability and accommodation needs?				
Self-monitor behavior and conduct?				
Accept responsibility for own actions?				

VII. Self-Advocacy cont. (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Make personal choices and decisions regarding routine affairs?				
Make informed choices regarding long-term affairs?				
Register to vote?				
Register for selective services?				
Know how to contact DVR/agency for assistance?				
Additional information/comments:				
VIII. Personal Management (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Get self up in the morning without assistance?				
Maintain personal hygiene and grooming?				
Select appropriate clothing for different occasions?				
Meet schedules and appointments on time without assistance?				
Perform routine household cleaning?				
Do laundry without prompting or with help?				
Prepare simple or prepackaged foods?				
Select and shop for appropriate foods?				
Find appropriate source for varied consumer goods? (I.e. furniture, groceries, clothing etc.)				
Find/use community services? (Post Office, library etc.)				
Remember and dial appropriate telephone numbers?				
Practice personal safety rules in all environments?				
Manage money effectively? (i.e. checking, savings, budgeting)				
Manage time effectively?				
Additional information/comments:				
IX. Social Skills (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Demonstrate basic courtesy?				
Actively listen?				
Use appropriate conversation skills?				
Cooperate with supervisors and authority figures?				
Cooperate with peers?				
Have appropriate conversation skills?				

IX. Social Skills cont. (Can/does/will the student...)	Year 20 ____	IEP	Year 20 ____	IEP
Participate appropriately during group activities?				
Demonstrate self-control when faced with a stressful situation?				
Accept redirection and constructive criticism appropriately?				
Maintain social relationships with non-disabled peers?				
Differentiate between friends and acquaintances?				
Have skills to get along well with others? (i.e. family, friends, co-workers, authority figures)				
Additional information/comments:				
X. Insurance (Can/does/will the student...)	Year 20 ____	IEP	Year 20 ____	IEP
List current insurance providers?				
Maintain Medicaid insurance on his own?				
Have private medical insurance beyond 21?				
File an insurance claim on their own?				
Understand the purpose of household and renters insurance?				
Understand the need and importance of having life insurance?				
Understand insurance options? (Medicaid/Medicare, medical, dental, auto, etc.)				
Understand insurance offered by employers?				
Additional information/comments:				
XI. Financial Assistance/Income Support (Can/does/will the student...)	Year 20 ____	IEP	Year 20 ____	IEP
Receive SSI?				
Know how to obtain SSI or other financial assistance? (food stamps, unemployment, etc.)				
Know how to manage a checking account?				
Know how to use a debit card or credit card?				
Have ability to make and maintain a budget?				
Understand how to pay bills on time?				
Fill out all paper work such as W-4, W-2 forms?				
Fill out or find someone to help them to fill out and file their income tax forms every year?				
Know how to obtain financial assistance for college? (DVR, scholarship, financial aid)				
Additional information/comments:				

XII. Advocacy/Legal Services (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Understand basic rights and responsibilities of citizenship?				
Know what to do if they are arrested or get into legal trouble?				
Understand what a contract is and what their responsibilities are when they sign one?				
Need partial or full guardianship in the areas of medical, financial or legal matters?				
Understand legal implications of Transfer of Parental Rights?				
Understand issue of sexual harassment on the job?				
Additional information/comments:				
XIII. Other (Can/does/will the student...)	Year 20__	IEP	Year 20__	IEP
Have a Regional Office case manager or BJC case manager? Other:				
Need counseling or family support?				
Need in-home personal assistance services?				
Need assistive technologies? (for living, work, seeing or hearing)				
Need to be connected with Division of Vocational Rehabilitation?				
Additional information / comments:				

Level C: For students with mild disabilities (i.e. LD) who choose college or competitive employment as a post-secondary goal.

Revised 8/07

Additional Transition Planning Tools You May Find Useful

The Checklist for Transition Planning

You and the special education teacher can use the Checklist for Transition Planning to help focus on your transition concerns. It is hard for one meeting to adequately cover all the areas of transition; some may be more important to your family than others at this time.

Perhaps your son/daughter plans to remain in your home after graduation. Living arrangements then might not be of interest to your family and need not be included in the transition plan at this time. Employment, financial concerns, and advocacy may be the priority for planning for some students. Others may need to focus on medical aid, residential planning or vocational training.

As you read over the checklist, you may find some things you do not understand. Some of the terms are defined in the glossary of this guide book. If you have questions, please discuss them with the teacher as you fill out the checklist.

Remember that the transition goals and objectives and/or action plans will be updated each year at the IEP, so use this form on an annual basis to tell the special education teacher or the IEP team whether your concerns have changed and additional planning needs to be considered. For example, your child may still be planning to remain living with you after high school, but you now wish to consider having a personal care attendant come to your home to help. Situations and needs change; the transition plan should change to reflect those changes. If you want another IEP meeting to discuss changes, ask for one.

You will find several options listed under each area on the checklist. Your family may be interested in options that are not listed; if so, just check the general area or make a note on the checklist.

Don't let the services that are presently available limit your dreams.

Parent Checklist for Transition Planning

To indicate preferences and interest areas for transition planning, sit down with your child prior to IEP meeting. Check areas that need to be addressed:

I. CARRER/VocEd/EMPLOYMENT	
	Current Career Assessment
	Current Career Goal
	Parental Support for Career Goal
	Community Access /Service
	Volunteer Work
	Classroom Work Skills Training
	In-School Job Placement
	Community Work Experience/ Job Shadowing
	Summer Jobs
	Competitive Employment (Supervised)
	Supported Employment
II. POSTSECONDARY EDUCATION	
	Options Explored
	Community College
	University
	Technical
	On-the-Job Training
III. LEISURE/RECREATION/SOCIALIZATION	
	Agency Organized Recreation/ Social Activities
	Sports or Social Clubs
	Community Center Programs
	Community Education (craft classes, art, music)
	Parks and Recreation Programs
	Hobby Club
	Independent Activities (bowling, tennis, etc.)
	Church Groups
	Friendship Circles
	Needs Assistance
	Adult Agency
	Application/Financial Aid Forms
	Selecting Institution
	Meeting Criteria for Admissions

III. LEISURE/RECREATION/SOCIALIZATION cont.	
	Locate and Utilize Public Utility
	Shopping
	Register to Vote
	Missouri I.D. Card
	Register Selective Service
	Use of Public Transportation
IV. TRANSPORTATION	
	Independent (own car, bicycle, etc.)
	Public Transportation
	Specialized Equipment (wheelchair, van)
	Carpooling
	Obtain Drivers License
V. LIVING ARRANGEMENTS	
	With Family
	Adult Foster Care
	Intermediate Care (ICF/MR)
	Supervised Group Home
	Semi-independent living/ supported living
	Independent Living with or without roommate (own house/apt.)
	Personal Care Attendant
VI. MEDICAL SERVICES	
	Medical Care: Intermittent Care, Daily (long term) Care
	Medical Services: General Medical Services (check-ups, etc.)
VII. SELF ADVOCACY	
	Self-advocacy Skills
	Family Advocacy
	Communicate Needs
	Resolve Conflicts
	Understand Self
	Set Goals

VIII. PERSONAL MANAGEMENT	
	Cooking/Housekeeping
	Money Management
	Social Skills
	Hygiene Skills
	Personal Counseling/Therapy
	Behavioral, Occupational,
	Physical, Speech/Language
	Hearing, Vision, Drug/Alcohol
	Abuse, Family Planning/Sex Education Health Issues/Assessing Medical Care
IX. SOCIAL SKILLS	
	Counseling: genetic, family, individual, marriage, crisis
	Health Aide/Home Attendant
	Support Group
	Respite Care
	Visiting Arrangements
	Churches
	Case Management
X. INSURANCE	
	Medical/Accident Insurance
	Insurance Resources: Group Policy
	Available, Individual Policy
	Medicaid
XI. FINANCIAL ASSISTANCE/ INCOME SUPPORT	
	Earned Income
	Unearned Income (gifts/dividends)
	Insurance (life annuities)
	Food Stamps
	Social Security Benefits
	Social Security Disability Income
	Trust/Will or Similar Income
	Other Support
XII. ADVOCACY/LEGAL SERVICES	
	Guardianship/Conservatorship
	Wills/Trust/Other
	Family Advocacy
XIII. OTHER	

Setting Family Goals

A basic step for any parent who wants to prepare his/her child for life after school is to begin to develop and refine with the child a vision of his/her future.

Setting Goals

How long will the child live at home?

What kind of independent living arrangement is preferred and possible?

What kinds of work best match and build on the child's interests and strengths?

Type of Work

How important is work to my child's quality of life?

How important is work to my child's sense of self-esteem?

What work experience, including chores, has my child had?

What kinds of work does my child like?

What kinds of work would build on existing skills?

What kinds of work would I like my child to try?

What kinds of work does my child dislike?

How important is it for my child to be around people at work?

What kind of work schedules could fit my child's life?

Finances

How much income will my child need?

What kinds of activities will my child have to be able to support financially?

Is loss of Social Security a problem?

Support

What kind of supports will my child require to keep a job?

What kind of organization might best provide this support?

Consider

- How can your attitudes about work influence your child's attitudes?
- How can your views of and expectations for your child influence your child's self-image?
- How can your expectations about your child's adult life influence your child's expectations about his/her life?

Reflect

- What social behaviors and work habits does my son/daughter have that are useful and valued in job settings? (For example, he/she is: dependable, loyal, warm hearted, friendly, persevering, cooperative, flexible, careful, neat, willing to learn...)
- What social behaviors and work habits does my son/daughter have that are generally considered a problem in work settings?

What are my son's/daughter's likes and dislikes regarding:

Physical Activities	
likes:	
dislikes:	
Leisure Time Activities	
likes:	
dislikes:	
Activities at Home	
likes:	
dislikes:	
Activities in the Community	
likes:	
dislikes:	
Settings (outdoors, quiet places, crowded places...)	
likes:	
dislikes:	
Social Situations	
likes:	
dislikes:	

Pages adapted from "Preparing for Life After School—A Parent's Guide to Transition"
By Institute of Applied Research, St. Louis MO

Student/Parent Transition Needs and Preferences Survey

This survey is designed to help determine what type of experiences and education the student will need to prepare for life after graduation. It will be used to develop a long-range plan (or a transition plan) which will be discussed at the student's yearly IEP meeting. The student and the parents should fill this out together.

Student Name: _____

Parent Name: _____

Student Age: Date: _____

1. WHAT KIND OF WORK OR EDUCATION DO YOU HOPE TO SEE THE STUDENT PARTICIPATE?

	full-time	part-time
University or College		
Technical School		
Vocational Training		
Military Service		
Competitive Employment		
Supported Employment		
Sheltered Employment		
Other		

2. WHAT AGE SHOULD THE STUDENT EXIT SCHOOL?

- 18
- 19
- 20
- 21

3. IS THERE A PARTICULAR KIND OF WORK OR EDUCATION THAT THE STUDENT IS CURRENTLY INTERESTED IN? IF SO, SPECIFY:

4. WHERE DO YOU HOPE THAT THE STUDENT WILL ULTIMATELY LIVE AS AN ADULT?

- Independently in a home or apartment
- Independently in subsidized housing
- Independently in wheelchair accessible housing
- In supported living with staff to assist a few hours a week
- In a supported living situation with daily staff support
- With parents or relatives
- Other _____

5. IS THERE A PARTICULAR NEIGHBORHOOD, CITY, OR LOCALITY YOU HOPE THE STUDENT WILL LIVE IN? IF SO, SPECIFY:

6. WHAT TYPE OF COMMUNITY PARTICIPATION DO YOU HOPE WILL BE AVAILABLE TO THE STUDENT AS AN ADULT? (Check all that apply)

- Memberships in civic clubs or organizations
- Community recreational activities and membership
- Religious and cultural activities of affiliation
- Use of transportation. Specify if possible _____
- Continuing education
- Other _____

7. WHAT SCHOOL PROGRAMS OR SERVICES DO YOU FEEL WOULD BE HELPFUL TO THE STUDENT BETWEEN NOW AND GRADUATION? (Check all that apply)

(Check all that apply)

- Classroom Work Skills Training
- In-School Job Placement
- Work Adjustment
- Community Work Experience
- Summer Jobs

- Supported Employment
- Career Exploration
- Vocational Education
- College Experience
- Other _____
- Self-Care/Safety Class
- Class on Housekeeping
- Class on Money & Budgeting
- Class on Clothing Care
- Handling Emergencies
- Cooking and Nutrition Class
- Home Repairs/Maintenance
- First Aid and Health Class
- Other _____

- Driver Education
- Use of Public Transportation
- Shopping
- Emotional Awareness
- Physical Fitness
- Self-Advocacy/Assertiveness
- Political Awareness
- Community Awareness
- Evaluation (Specify Type Needed)

- Referral (Specify to Whom)

- Is the Student Currently Receiving Services From Any Other Agency?
If so, specify : _____

Promoting Self-Determination in the Home

As the day draws near when your young person is ready to make that transition from school your job as a parent is almost done. You hope that you have taught them the skills they need to make that transition a smooth one.

It will be difficult to sit by and watch your son or daughter make choices and accept the consequences if the choice is not a wise one. As a parent of a young person with a disability it is even more difficult to sit idly by and watch them make these decisions.

However, there are strategies you can begin teaching your young person early in life. It starts when children begin to learn about themselves, their strengths, weaknesses and, so doing begin to value themselves. It ends when, as adults these same children can take control over choices and decisions, which impact their lives and take responsibility for their actions. As parents of a young person with a disability it is even more crucial that you make sure that this process occurs. These children learn many of their self-determination skills by observing their families, teachers, and friends.

These experiences must not be left to chance, as students with disabilities need that extra guidance.

Listed below are some strategies that demonstrates how a family can play a critical role in teaching their young person to be self-determined:

- 1. Begin to let your young person experience their world.** As a parent it is very hard to sit back and let them begin to make their own choices. It's natural for parents to want to prevent their children from making mistakes; however this is the way children learn to have an active voice in their own lives.
- 2. Encourage your child to voice their wants and needs.** They need to learn that what they have to say is important and that their opinions matter. Involve them in family decisions.
- 3. Self-esteem is essential in building self-determination skills.** They will model what you do. Let them know that they are important by spending time with them. Participate in activities with them.
- 4. Do not avoid questions they have about their disability.** Be realistic in your expectations for them and they in turn will do the same. Encourage your child's unique abilities and in turn help them to accept unavoidable limitations.
- 5. Help your child to understand the process of how to reach their goals.** They need to have goals but also know how to reach those goals.
- 6. Provide opportunities for them to be involved with all different types of people from different backgrounds and also different ages.** They need to learn to get along with all types of people, as this is how the real world works.

- 7. Help them to set appropriate yet ambitious goals.** Be familiar with their reading levels and encourage them to read books that are appropriate for them. Help them to reach these goals by providing opportunities for them at home as well at school.
- 8. Make children accept responsibility for their own actions.** At times this will mean that they must experience the natural consequences for making a poor choice. However, this will help them to be more successful in the working world.
- 9. Don't leave choice making opportunities to chance.** Allow your young person to make choices such as what to wear or what will be served for dinner or where the family should go for vacation. All though these choices may not always be appropriate or practical make sure that the opportunities they are given are meaningful and also that the choice they make us honored.
- 10. Always provide honest, meaningful feedback.** However, be careful how your present your feedback. It should be provided in a manner that the young person does not feel that they are a failure yet in a manner that they can learn from in a positive way. In other words do not make them feel like they are a failure or that the problem lies within themselves.

There is no more important environment than a child with a disability can learn to become self determined than in the home. By allowing them to make decisions and choices, take chances and take calculated risks in an environment that is safe and nurturing your young person will develop the abilities necessary to reach his or her potential.

(Excerpts taken from 10 steps to Independence: Promoting Self-Determination in the Home by the ARC)

STUDENT QUESTIONNAIRES (For students to fill out with assistance to begin thinking about their future.)

My Future Interests and Goals

Defining Goals:

I would like a job as: _____

I want to live: _____

Are my goals realistic?

	Yes	No
Do I have the skills?		
Are jobs available?		
Do my goals match my values?		
Have I discussed my goals with a teacher?		
Have I talked to my parents about my goals?		

1. To reach my goal I need: (skills, experiences, knowledge)	
2. The skills required for the job I want are:	
3. The training for this job is:	
4. I can get the skills I need by:	
5. Before I graduate I would like to learn:	
6. My hobbies/favorite classes are:	
7. The chores I have at home are:	

My Postsecondary Plans

Name: _____

Date: _____

I plan to graduate from high school in:	
My ideas and dreams for a job/ career are:	
The summer after I graduate I plan to:	
The first year after I graduate from high school I plan to:	
Five years after high school graduation, I want to be doing:	
Ten years after high school graduation, I want to be doing:	
I need help with my postsecondary plans in the following ways:	

My Preferences

How do I learn best? (listening, reading, doing)	
What size group is best for me?	
What kind of tests are best for me?	
What kind of materials help me? (written, taped)	
What kind of aids help me? (tape recorder, friend taking notes, memory aids, tutoring extra time)	
What type of environment would I most like to work in?	
Do I like working with others or by myself?	
Would I rather work with people, data, or things?	
What is my best talent?	

Future Invention Worksheet

	1 Year	5 Years	10 Years
YOU ARE LIVING IN A:			
YOU LIVE WITH YOUR:			
AS YOU THINK ABOUT THE DAY AHEAD, YOU KNOW YOU HAVE TO GET UP AND GO TO:			
YOU LOOK FORWARD TO A FUN WEEKEND BECAUSE YOU ARE GOING TO:			
YOU DECIDE YOU ARE GOING TO DO THIS WITH A:			
YOU STOP FOR A MINUTE BECAUSE YOU ONLY HAVE SO MUCH MONEY THIS MONTH FROM:			
YOU KNOW EACH MONTH YOU NEED AT LEAST:			

Planning For The Future

Personal Plans for the Future

The trend in education and human services is to provide a full range of options to individuals with disabilities. As students are served in their least restrictive environment, strategies are needed to ensure that they develop friendships and become integral members of the school and community. There are several strategies that help in this process. They are Future's Planning and Person-Centered Planning. These processes focus on the basic assumption that all people with disabilities are individuals who deserve respect. They seek to eliminate the process of looking for deficiencies. In these planning sessions, the individual with disabilities, peers, family members, school staff, community service providers, and anyone who has a relationship with the focus person come together to build on the strengths, abilities and interest of the student. The group helps identify the supports and relationships needed to develop a plan for integrating the individual with disabilities into the school and community. Physical integration alone does not mean that social integration will follow. Careful planning must take place to assist individuals with disabilities in paving a path to the future, in order to develop friendships and become a part of the school community and the community at large.

Future's Planning is a process for planning the transition from school to adult life or other significant changes in a individual's life. The focus is on paving a path to the development of personal relationships, meaningful roles in community life, self-determination, and the skills to achieve these goals. In the meeting the group discovers a vision for the individual and develops an action plan toward that dream. There is an exciting positive energy that is created by this group process when the emphasis is on capabilities, visions and goal-directed action.

Person-Centered Planning is an assortment of strategies that are values-based approaches to life planning which focuses on a person's choices, vision, and support circle.

Regional Office uses this process on a yearly basis. Person-Centered Plans (PCP) will be reviewed and updated if necessary on at least a quarterly basis or when requested by guardian or to add additional information or when the need for supports or services changes.

One of the main reasons for developing a PCP is to identify the person's needs, lifestyle and choices.

Other outcomes from this process include:

- Assist family in establishing their budget for the year.
- Modify, plan and budget to meet family's needs.
- Developing action plans which determine what needs to remain the same and what needs to change with responsible parties and time lines.

If you have not met with your Regional Office Service Coordinator to develop a PCP and the time has passed when you should have met, call your Service Coordinator as soon as possible and set a date that is convenient for you and all who will be participating. This meeting is very important and should not be held over the phone unless it is a last resort. Your young person should be included as much as is appropriate. If there are changes that take place before the meeting is due to be scheduled call and request it sooner so these needs can be addressed. Because Regional Office is the funding source for many of the services your young person may need now and as an adult, it is important to include everything you feel they need in order for them to lead a quality, successful life. All Regional Office Person Centered Plans are reviewed

and updated annually by the Utilization Review Committee. It is important for you and your child's services coordinator to have a satisfactory working relationship. However, should you feel you would like to change, requests can be directed to the supervisor.

Future's Planning

The people that can be included in the Future's Planning Meeting would be family members and extended family, friends, school staff involved with the student, community connections, agency representatives, and his/her case manager, if he/she have one. The most important person to be included, of course, is the student him/herself, with assistance given, if needed, for the communication of his/her own wants and needs.

The planning meeting should happen in a place that is comfortable for the family and student (that is most often, but not necessarily the families home) and at a time that is convenient for them and the other participants they are inviting.

The following pages can be used as worksheets for your family to do some future's planning or as an outline for a full team Personal Future's Planning meeting. Here are some guidelines to address each section:

Personal Profile:

There are many things that are important for people to know about the student in order to understand him/her and all the gifts he/she bring into our lives, so that we can develop a truly meaningful plan with him/her.

Strength's

Here we look at his/her unique gifts, abilities, skills and hobbies in all the different settings in his/her life. Listing these strengths helps the team look past the disabilities to the wonderful person who is your son or daughter.

Likes/Dislikes

These are essential to take into account, as specifically as possible, and in many life areas.

What does he/she like to do or not like to do? What does he/she like to talk about? Which settings and environments work the best and which do not?

Needs

This is where we note the areas where the student needs support. Be realistic, what do you think he/she needs to succeed? A personal care attendant, budgeting skills, a paid job with a job coach, whatever you think might be necessary to help your son/daughter live, work and play in the community should be listed here.

Relationship Map and Community Connections:

This section is optional, but it can be useful in order to have a visual picture of the people closest to the student and the potential connections or lack of them the student has in his/her life.

Dreams For The Future:

We need to be sure to have action plans in each area!

Let yourself go; be honest with yourself. Maybe your dreams are realistic, and maybe they are not. The team and you together will look at that question at the meeting. You need to know what you really want or you will not be happy with the results of the IEP-TP. You may settle for less than your son/daughter can acheive if you don't know what you want. Focus on dreams for his/her life after high school:

- Where will he/she work?
- Who will be his/her friends?
- Where will he/she live?
- Where will he/she and his/her friends go to have fun?

Create a world where your son/daughter is happy, and so are you.

Personal Profile

Name _____

• What do we know and like about _____?

• What are _____ strengths, skills, and abilities?

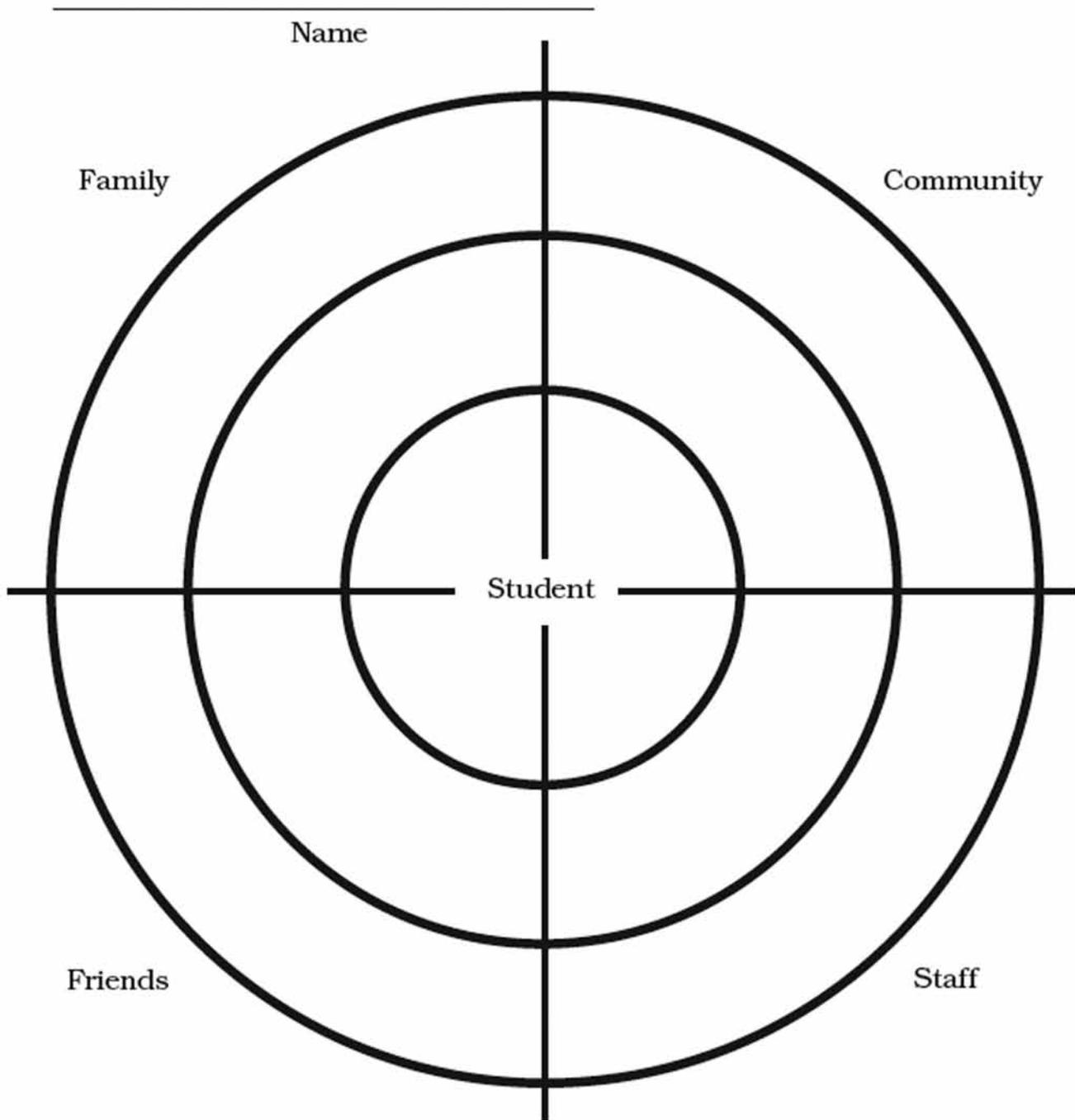
• What does _____ like?

• What does _____ dislike?

• What is important for us to know about _____ so that he/she has a good life?

• What are _____ needs?

Relationship Map and Community Connections



Names in circles closest to student are the people he/she likes the most or sees most often.

Dreams For The Future (And Strategies To Get There)

1. Living arrangements

a. Where/what kind/what would it look like?

b. With whom?

c. What are the supports needed?

d. How will community access happen?

e. What are the transportation needs?

f. Steps to be taken now towards the goals:

We will immediately begin working on:

1. _____

2. _____

3. _____

Down the road, we will:

1. _____

2. _____

Who	By When	Outcome	Evaluation

2. Employment/Training/Education

a. What are the different possibilities for work, school, or training programs that arrive from:

family values: _____

student's interests and skills: _____

exploring opportunities: _____

b. What is the level of integration and community involvement that should be obtained?

c. How do we get close to this dream?

What aspects are most important to the student?

Some of the steps to get there

d. Supports needed

Referrals _____

From adult service agencies, or other support systems _____

e. Steps to be taken now towards the goals:

We will immediately begin working on:

1. _____

2. _____

3. _____

Down the road, we will:

1. _____

2. _____

Who	By When	Outcome	Evaluation

3. Fun

a. Current activities and how to continue

b. New, fun things to try

c. Keeping old friends and making new friends

d. Supports and steps to be taken:

Money _____

Transportation _____

Exploring options _____

Referrals _____

We will immediately begin working on:

1. _____

2. _____

3. _____

Down the road, we will:

1. _____

2. _____

Who	By When	Outcome	Evaluation

4. Other Supports Needed

1. Regional Office involvement

2. Financial Supports

3. Medical Supports

4. Other agencies to involve

5. Referrals needed/tasks to be carried out:

We will immediately begin working on:

1. _____
2. _____
3. _____

Down the road, we will:

1. _____
2. _____

Who	By When	Outcome	Evaluation

The Impact of Futures Planning on Families

- Begins to make families think about what their young person will need in the future.
- Brings the young person's dreams into focus for their parents.
- Provides a clear list of action plans that need to be addressed within a certain time frame and who is responsible for carrying out that action plan.
- Helps parents to address issues such as guardianship, medical concerns and other areas that many parents are hesitant to discuss or avoid for as long as possible.
- Empowers not only the parents but also other family members to become more active in their young person's life.
- It helps parents realize that there are others such as family members, who are willing to be involved in helping them advocate for their young person.
- A futures plan can bring people together who have traditionally been adversarial or just focused on the service system. This opportunity allows these people to view this student in a positive way. It allows them to see this person as a caring, thoughtful person who has dreams and goals. It also lets them see that the parents and other family members want to help their young person achieve these dreams and goals.
- Finally, a futures plan allows all members to see this young person in a different light. It allows all involved to see and hear what this young person can do and wants to do in the future. The futures plan brings about positive change. It clarifies the plan for the future and identifies the steps to make the vision a reality, and involves the entire family in the process.

PLANNING FOR THE FUTURE



A parent guide to the transition IEP.

 **SSD TRANSITION
GUIDEBOOK**

individualized education programs (IEP's)
**involving transition
planning**



What Can I Do Before the IEP? (ESPECIALLY FOR PARENTS)

This section of the guidebook contains information regarding what you, as a parent, can do to help your child make a successful transition from school to work. Remember, although the term parent is used, this information can also be used by extended family members or close friends.

Extended family includes uncles, aunts, grandparents, and in-laws. Ensuring that your son or daughter makes a successful transition is not a “one-sided” venture. It requires cooperation and commitment on the part of both PARENTS and PROFESSIONALS!!! It cannot be achieved by either party without assistance of the other. For this reason, the primary responsibility for you is to BE INVOLVED and to help provide the experiences for your child to learn new skills. Involvement is often time-consuming, and challenging. At the same time, it can be rewarding and present many payoffs.

As a parent, you recognize that you are the main force accomplishing things for your child:

- You represent your child as no one else can.
- You know your child better than anyone.
- You have lived with him/her longer than anyone else.
- You and your child also have the most to gain or lose by successful or unsuccessful transition from school to work.

Because you possess this vast knowledge about your child, you also have the responsibility to provide this information to the professionals working with him/her. The most common vehicle used to share information and plan for the future is an Individualized Education Program, or “IEP” as it is called. At the IEP meeting which is held annually, information should be shared about your child’s progress in previously developed goals, and new goals should be set.

Tips for Involvement

As indicated by this section, planning for the successful transition of your child is complex. There are many issues to be addressed, time is short, and the stakes are high. As stated earlier in this section, successful transition is not a one-sided issue. It takes the cooperation and involvement of both parents and professionals. Working together, successful transition from school to adult life can occur, and perhaps more importantly, the quality of life of all involved can be enriched.

As critical as it is for you to be involved and knowledgeable about the IEP, there are several very concrete things you can do to help your child make a successful transition from school to work. These involve things to do FOR your child as well as things to do WITH your child.

For Your Child

- 1. Get in touch with your local adult service agencies and Department of Mental Health (Regional Office), to find out about services they provide.**

This can be discussed at the IEP meeting. Make appointments to find out about services that are currently available. If they do not provide the services you are seeking, help the agency personnel see the need for such services. For instance Regional Office supports individuals with developmental disabilities and is needed to access supported employment and SWEP.

- 2. Make sure that vocational training in specific jobs is built into your child’s IEP.**

Vocational training in real jobs in the community has been demonstrated to be the most effective method of providing vocational training, especially to those students with the more significant

disabilities. By the time your child is in his last year of school, a large portion, if not all, of his school day should be spent in vocational training in the community. Hopefully this will be in a position with wages. Teach him/her self-advocacy skills i.e. making doctors' appointments, requesting help from strangers, asking for directions. You may set up opportunities for your child to job shadow and complete interest inventories. These activities will result in helping to define your child's realistic post-secondary goals.

3. Assign your child specific jobs/duties/chores around the house.

We all must perform duties around the house to help the family function in an effective manner. Your child who experiences a disability is no different. If an allowance is involved, payment should be made based upon the successful and timely completion of assigned duties.

4. Support the school's efforts in securing and using community-based training sites.

One way to support your school's effort in providing appropriate training is to be sure your child is at school so he can receive instruction. If your child does not attend on a regular basis, no program will be of great benefit to him/her. Make school attendance important in your family.

Additionally, once your child is in school regularly, you can assist the school by letting your friends know of the school's attempt of finding community training sites. Perhaps they have a business or know of a business owner who would be willing to let their business be a training site. Perhaps another friend would donate an apartment to teach independent living skills.

5. Get in touch with your local adult

service agencies and Department of Mental Health (Regional Office), to find out about services they provide.

This can be discussed at the IEP meeting. Make appointments to find out about services that are currently available. If they do not provide the services you are seeking, help the agency personnel see the need for such services.

6. Find a job outside the home for your child to do after school, on weekends and during the summer. EXPLORE Summer Work Experience Program (SWEP)

Getting your child accustomed to following a schedule, being on time, and being around other people will be skills needed in the years after school.

7. Teach your child about his disability and the accommodations he needs.

In order to be able to self-advocate, your child will need to know how his disability impacts his ability to succeed in meeting his long-range goals. He will also need to know what kinds of support or accommodations he needs to function

With Your Child

- Before the IEP, the student can:
- Learn about his/her learning styles, interests, and explore options that may be available after graduation.
- Create or add to a Transition Portfolio with: employment history, sample applications, employer evaluations, references, resumes, test results, names of agency representatives who have helped, etc.
- Understand the IEP process and terms used.
- Personally invite others to the meeting.
- Learn to lead the meeting.

- Write out questions you may want to ask during the meeting.

What is My Role as a Parent in the Transition Process?

To Provide Unique Information

Parents are the lifetime members of the IEP team. We know many things about our son or daughter's strengths and needs that are never reflected in the school or agency's record. Parents know personal traits, interests, aptitudes, and behaviors related to success on the job. We know what motivates, upsets, and keeps the young person's attention. We accommodate the needs of our son or daughter at home. Such expertise is extremely valuable.

To Be A Role Model

Parents are the first person a child sees as a role model. When parents send the message: "There is a world of work out there and you are going to be part of it," they boost their young person's self-image and encourage their interest in work. Helping young people develop appropriate work behavior also promotes positive attitudes toward work.

To Monitor

Parents must take on the responsibility to make sure every aspect of the transition plan is met and that nothing falls through the crack. Follow-through on action plans is critical to the transition plan for your child.

To Promote Independence and Self-Advocacy

In the beginning everyone needs someone to help manage his or her life. It is always easier to sit back and let others make decisions for us. It is crucial that parents push their son or daughter into the role of the decision-maker whenever possible. Some families will need to explore guardianship.

To Plan for Future Financial and Support Needs

Families are often faced with the dilemma caused by the fact that the eligibility requirements for financial assistance programs create reasons for people not to go to work. This might involve choosing between taking a minimum wage job with no medical benefits and consequently losing Supplemental Security Income-SSI, and Medicaid, or staying at home without the satisfaction working provides. There are so many decisions to make and things to understand. Parents can help plan for this and give opportunities for your child to manage money. Contact professionals if you need help finding information about estate planning, SSI, work incentive PASS programs and other sources of support.

To Advocate for Practical Plans and Useful Activities

Our young people can help plan for their future by practicing being as independent as possible throughout their lives. With the help of their parents, this is a safe time and environment for your son or daughter to practice these skills.

All of these activities can be started early and made progressively more demanding as your child reaches graduation. For example, a young child can be responsible for helping a parent clear the table after dinner. As he or she gets older he or she should assume more responsibility, that is, clearing it off independently. This is no different than with children without disabilities. The primary difference is that children with disabilities will require more training/instruction than a child without a disability.

In summary, this section, "What CAN I DO? ESPECIALLY FOR PARENTS", has provided several ideas which will help you as you work with professionals to plan for the successful transition of your child from school into the

adult world. The primary message is one of involvement. Teachers and other school personnel cannot do it alone. You know your child, you are a constant in your child's life. He or she may have several teachers, however, you are his or her only parents. You have a great impact on your child and his or her future.

You are important!

**If you need additional resources or would like more information on how to prepare your son/daughter for transition, call the Family and Community Resource Center at 989-8438.

Self Determination Skills

Although specific skills training is critical for the soon to be graduate to function as independently as possible during his/her adult life, it is not sufficient to ensure success. It is also important that the school curricular activities allow for teaching Self Determination skills--that is teaching the student (to the best of their ability) the skills they will need to take charge of their own lives and speak for themselves. Learning to choose where they live, work, and their friends; to educate support staff and others; to work as a team to obtain common goals, and to achieve the level of independence that they desire.

Goals in self-advocacy cross all transition areas and may be included on the IEP as a means to achieve any goal.

The following are important skills for Self Determination:

- Choice-making
- Decision-making
- Problem-solving
- Goal setting and attainment
- Self-advocacy
- Self-observation, evaluation, and reinforcement
- Learning to increase control of one's own behavior
- Understanding and evaluating one's own strengths and weaknesses
- Self-awareness
- Self-knowledge
- The ability to be positive about outcomes and work towards those outcomes
- How to participate actively in their own IEP

- How to articulate to teachers, supervisors, and others how he/she learns and works best
- How to state and defend needs, wants, and desires

* If you would like to learn more about Self Determination skills, call the Family and Community Resource Center at 989-8438.

What can you expect at the IEP Meeting for Transition Planning?

1. The right to be there discussing a very important concern—your child.
2. The right to function in the role as a parent as you do for all your other children.
3. The right to expect people to view your child with a disability as a child first with the same basic needs as any other child.
4. The right to ask for and receive clear explanations from people whose actions affect your family.
5. The right to air your concerns without criticism or intimidation.
6. The right to say “I don’t know”, or “I don’t understand”.
7. The right to refuse inappropriate requests or pressures without feeling guilty, selfish, or ignorant.
8. The right to “shop around” for the kind of professional advice you respect.
9. The right to hope and work for some improvement in your child’s life.
10. The right to encouragement in the difficult job of rearing your child.
11. The right to receive a copy of procedural safeguards.

Once you have acknowledged your own right to have a respected role in the educational decision-making for your child, you are ready to confront the challenge.

Who Attends the IEP for Transition Planning

The school will be represented on the IEP team by your young adult’s classroom teacher, and/or special education teacher, related services staff such as speech therapists or physical therapists, and possibly a member of the administration. Other school staff who know your child well may attend also. Usually your child’s teacher will schedule, arrange and chair the meeting.

Parents should invite individuals from other agencies working with the young adult and/or family. This becomes more important when students begin transition planning at age 16. Such individuals could include Regional Office Service Coordinator, Counselors, Deputy Juvenile Officer (DJO’s), Social Workers, Division of Vocational Rehabilitation Counselors, 504 Project Casemanager, Adult Agency Service Providers, etc. and information gained from transition assessments etc.

You may invite a friend, a relative, a member of a support group, or anyone else who has been helpful and has important information to give to the team as they create a long range plan. You should invite anyone to the IEP who you feel can help. Be sure to let the teacher know so they have enough room for everyone.

If your young adult has been working, you may ask his/her employer to attend the IEP meeting, even if the present job will not continue after graduation, the employer can help the team examine your child’s job skills and can help plan for a more permanent job after high school.

Before you begin, you need to believe in your rights as a parent

Transition Planning and Reauthorization of I.D.E.A. 2004

The school district with parental permission or the parents should invite members from other adult service agencies to attend the IEP for students with specific needs. These may be agencies offering services in recreation, transportation, employment, or supported living arrangements if appropriate. In the last year of high school the Division of Vocational Rehabilitation counselor should be invited to participate in the IEP.

The special education teacher should invite anyone who can help make your child's plan successful. Remember--- if you have someone you want to invite, you have a right to do so. Let your child's teacher know whom you wish to invite.

- Representatives from other agencies involved with your child, ie: Regional Office, Life Skills Foundation, St. Louis ARC, DVR or maybe a S.W.E.P. (Summer Work Experience Program agency)
- Job Coach
- Friends
- Vocational Rehabilitation
- Regional Office
- Others who might be helpful

Who Attends?

- Parents
- Students
- Classroom Teachers
- Representative from the Local Education Agency (LEA) (the "home" school or local School District)

Sample Student IEP Invitation Letter

The Individuals with Disabilities Education Act (IDEA) mandates transition planning for students with disabilities. IDEA was reauthorized in 2004 and signed into law on July 1, 2005 adding some significant changes to transition as a result.

- Transition planning will be addressed in the IEP beginning at age 16 instead of 14. However, if you would like to address transition earlier, speak to your IEP case manager and request that Form C be addressed.
- The student must be invited.
- Agency representatives must be considered and invited to the IEP, especially if they are providing services or will provide services after graduation. The agency should be invited by the parent unless the teacher has a signed release to do so.
- Transition is a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability.
- Transition planning is based on the student's strengths, preferences, interests and needs.
- The IEP will include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to education, employment and where appropriate, independent living skills.
- Must include courses of study needed to assist student in reaching postsecondary goals.
- Students and parents must be notified of their rights which will transfer to the student at age 18.
- A Summary of Performance must be given to the student, family and any agency when special education eligibility is terminated by graduation, which includes academic achievement, functional performance, and recommendations on meeting postsecondary goals.

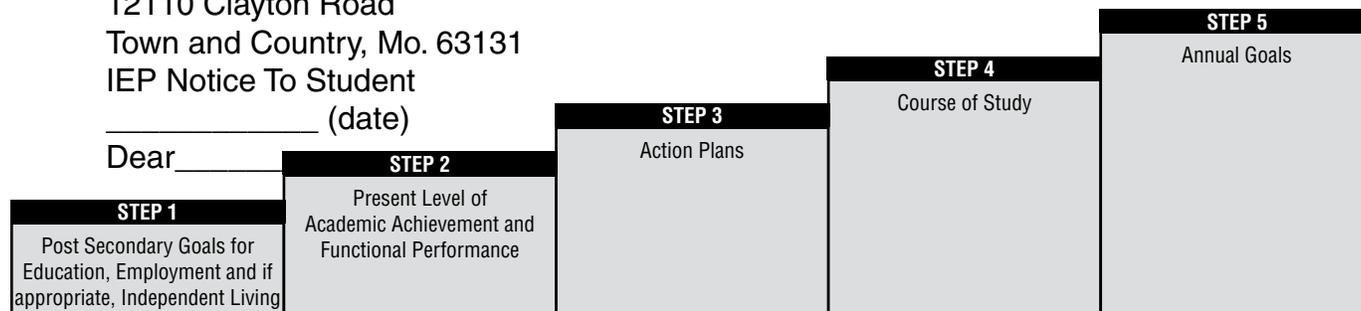
Five-Step Process for Developing the Transition IEP

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY

12110 Clayton Road
 Town and Country, Mo. 63131
 IEP Notice To Student

_____ (date)

Dear _____



Part of the purpose of this meeting will be considering transition services. This plan will be designed to help you reach your personal goals of what you want to do after school and how we can support those goals. We will be discussing activities that involve the school as well as other agencies, professionals, yourself and your family to help in achieving your goals.

At this meeting we will begin to outline the schools' and other agencies' roles and responsibilities to help you prepare for adult life. We'll be asking you to describe and discuss your post-school goals. We'll be asking where you would like to work, where you would like to live, whether you would like to continue your education after school, and other questions relating to your future. You will have a chance to share your preferences, needs and interests. Then with other members of the planning team, we will develop a plan for the coming year as well as a long range plan.

Because this meeting is about what you want to do, it is very important that you attend.

This meeting will be held on _____ at _____
 (time) (date)

 (location)

Sincerely,

Special Education Teacher

Transition IEP Meeting Agenda

This model will promote a meeting where the focus will be on the students transition goals.

By the minimum age of 16, the entire IEP for every student becomes future-directed, goal-oriented, and based upon the student's preferences, interests, and needs. The concept of transition becomes an integral component of the IEP and must be considered when engaging in discussion and decisions that affect the student's future. In order for transition to be the focus of the IEP, and not a separate piece, changes must be made in the way that information is gathered and IEPs developed. Considerations for improving the IEP process include:

Begin by identifying the students' post secondary goal.

Think long range instead of only the current year.

Focus on student strengths and abilities, NOT only on the student's perceived/identified deficits.

Include the student and family as implementers of action plans as much as possible.

Use action plans as a way to urge self-realization of unrealistic post secondary goals.

Your meeting will include the following:

- Welcome/Introductions
- Parental rights reviewed
- Student transfer of rights reviewed (by age 17)
- Discuss and identify the student's post secondary goals and preferences and interests in the following areas (Form C). These goals are based on age-appropriate transition assessments:
 - Training/Education
 - Employment
 - Independent Living Skills
- Discuss the student's present level of academic achievement and functional performance educational performance in each of the areas above:
 - Identify where the student is functioning in relation to where he or she wants to go and what they want to do beyond school.
 - Use Transition Planning Checklists to identify the student's strengths as well as deficits and weaknesses.
- Design a Course of Study that (Form C):
 - Is a long-range educational plan or multi-year description of the educational program with flexibility to change every year
 - Is meaningful to the student's future and will motivate him/ her to complete school. and
 - Directly relates to the student's anticipated post-school goals and the student's preferences and interests.

- Design a coordinated set of strategies/action plans that (Form C):
 - Includes interagency linkages and responsibilities.
 - Identifies agencies that will provide or pay for services.
 - Relates to student’s anticipated post secondary goals.
 - Promotes movement from school to post secondary goals.
- Develop measurable, annual IEP Goals (Objectives/benchmarks are required for students taking MAP-A).
 - After the IEP:
 1. Create/re-organize the student’s Transition Portfolio.
 2. Assist the student and family by linking them to any needed post-school adult services, supports, or programs (Resource Directory)

If you have questions or concerns, SPEAK UP!!!

When your child becomes 16 , a transition plan is developed. as part of the IEP. Make sure that the following general questions can be answered “YES” to help ensure that your child makes a successful transition:

1. Do the goals and action plans support the student meeting the post-secondary goals?

While different schools write goals differently, you must make sure that the behaviors and skills targeted are necessary for living as an adult. In other words, make sure the skills are functional.

2. Is there a person assigned the responsibility for carrying out the goals, action plans and contacts to be made?

To ensure that all goals and action plans are worked on, the case manager will have primary responsibility to make sure that the goals are targeted during the school year. Members of the IEP team will complete action plans with timelines.

3. Is there a person(s) assigned the responsibility for carrying out the transition action plans?

Action plans are transition implementation steps that are outcome based, included in the IEP, and are implemented by the student, family, parent/guardian, and adult service providers, etc. Action plans may be implemented outside of the school day.

4. Do I understand why specific behaviors and skills were addressed?

Make sure you understand exactly why certain skills should be targeted. Sometimes, the reason is because “the skill” comes next in the curriculum. Make sure the skill is meaningful for your child.

5. Does the plan reflect interagency involvement?

Is there a representative of adult services present which your child may use in the future if appropriate? This is especially needed in the later years of school.

Generally, if the skills or behaviors targeted relate to life after school, if you can understand why a selected skill is being taught and there are individuals assigned responsibilities along with timelines, you can feel safe in ensuring your child a successful transition. In other words, does the plan make sense? Does it lead to independent functioning after school? Can you see a relationship between skills targeted and skills needed as an adult?

Transition Planning Steps

Before the IEP Meeting:

Assessment and Identification of Appropriate Post-secondary Goals

The student's IEP must include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Thus, prior to the IEP, assessment tools and checklists should be utilized to identify those appropriate postsecondary goals.

Transition Planning Checklist

Completing the transition planning checklist. This should be done before the IEP meeting. The student should complete as much as he/she can independently. The teacher will complete the form with student and parent input for those students needing assistance. This checklist may be completed at school, on the phone, or the teacher may send the checklist home and request that the parent complete the form and bring it to the IEP.

In addition to the Transition Planning Checklist, other age appropriate assessment tools and checklists may be needed to establish post-secondary goals.

Age Appropriate Assessments:

- More than one assessment must be administered for transition every year that supports meeting post-secondary goals: The outcome of an assessment should be to confirm that the student is on the right path or provides a basis for changing to a more realistic goal.
- Assessments can be informal (Interviews and Questionnaires, Direct Observation, Curriculum Based Assessments, Environmental Analysis, Transition Planning Checklist, A, B or C, etc.) or formal (Adaptive Behavior/Daily Living Skills Assessment, General and Specific Aptitude Tests, Interest Inventories, Transition Planning Inventory, Intelligence Tests, Self-Determination Assessments, Achievement Tests etc.)
- Permission to assess an individual student must be secured through the re-evaluation process. Assessments given to all students in a class, grade or school do not require special permission.
- Assessment results are documented in the PLAAFP
- There are many free, web-based assessments: Here are just a few <http://www.wvabe.org/CITE/cite.pdf>
- <http://www.caseylifeskills.org/index.htm>
- <http://transitionassessment.northcentralrrc.org/TransitionMatrix.aspx>
- www.mytransitioniowa.org

Futures Plan (optional) It is recommended that some families/students participate in a Future's Planning session. This is an

optional piece of the transition planning process but a very important one. Contact your son/daughter's teacher to schedule a Future's Planning meeting or complete the Future's Planning packet included in this guidebook in section.

Age of Majority letter (for students 17 and 18)

The teacher has the responsibility of making sure that the "Age of Majority" (a letter reminding parents that regardless of their son/daughter's level of ability they will be emancipated in the state of Missouri at age 18 becoming their own guardian) letter has been sent one year prior to turning 18. The case manager is also responsible for inviting the student, inviting the parents and any adult agency who will be providing or paying for services after graduation. Parents must provide permission to invite an agency by signing a release prior to inviting any agency.

Step One: Form C - Identifying Post secondary goals

The teacher and the student/parent complete the Transition Page of the IEP starting with the anticipated post secondary goals for the student. This is an important part of the transition plan because even though the outcomes may change before the student graduates; this page reflects that the transition planning team has discussed post secondary outcomes and are planning the educational program based on the family's projected post secondary outcomes. Areas that will be addressed include: Training/Education, Employment, and Independent Living Skills if appropriate. These measurable goals will be based on age-appropriate transition assessments and written in measurable observable terms. (will apply, will attend, will pursue, will enroll) and include the statement "after graduation".

Begin the sentence with: After graduation I (student) will (i.e. live, work, attend). EACH GOAL MUST BE MEASURABLE

Samples of Postsecondary Goals

Training/Education: After graduation, I will take classes on computer technology in the non-degree program at the St. Louis Community College

Employment: After graduation, I will work as a computer technician

Independent Living: After graduation, I will live on my own independently.

Step Two: Present Level of Academic and Functional Performance

The teacher will complete the transition section of the present level of academic and functional performance with input from the student and the parent.

Under the following headings in the PLAAFP, be sure to address the transition related information indicated in the parentheses after each heading, in addition to other relevant present level information.

How the child's disability affects his/her involvement and progress in the general educational curriculum (For students with transition plans, consider how the child's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school).)

The strengths of the child (For students with transition plans, consider how the strengths of the child relate to the child's post-secondary goals.)

Concerns of the parent/guardian for enhancing the education of the child (For students with transition plans, consider the parent/guardian's expectations for the child after the child leaves high school.)

Changes in current functioning of the child since the initial or prior IEP (For students with transition plans, consider how changes in the child's current functioning will impact the child's ability to reach his/her post-secondary goal.)

Formal or Informal age appropriate transition assessments: list all assessments for transition with a summary of results. The measurable postsecondary goals must be based on age appropriate assessments which were administered prior to the IEP and will be summarized here.

Step Three: Goals and Action Plans

The teacher constructs IEP goals, and action plans/activities based on the information in the transition planning assessment, parent information input forms, and with the help of the parents and students. Action plans will be worked on outside of the school day by different responsible parties.

For each postsecondary goal written there must be an action plan that supports the post secondary goal. Action Plans must include the Responsible Party(s)(RP) and Time Line (TL)for completion.

Area: Description of Services (action plans)

Training: I will request application to Community College R.P. Campus Disability Office, Student, Parents and School Counselor TL 11/07

Education: I will visit 3 local vocational schools R.P. Student, Parent, School Counselor T.L. 11/07

Employment: Explore through Occupational Handbook, types of jobs and requirements for computer technician R.P. Student, VR Counselor, Teacher T.L. 3/08

Independent Living: Investigate apartment's locations, costs and application process. R.P. Student and Regional Office Case manager T.L. 3/08

- Action Plans must include a variety of responsible parties, the plan can not be lopsided so that all the efforts are being placed on the student
- Schools, families, students and agencies could have roles in the action plans
- Action plans and IEP goals must address some of the following areas if they apply to the students needs

1. Instruction
2. Related Services
3. Employment
4. Education/Training
5. Community Experiences (CBVI, CBI, Life Prep, Shopping, Housing Options and Riding Public Transportation)
6. Independent Living
7. Functional Vocational Evaluation

Step Four: Form C - Course of Study

The Proposed Course of Study will also be included in this part. The teacher will list the course work which will support the student in achieving the post secondary goals. Courses of Study:

- Must align with the student's post secondary goals to help attain goals
- Must include a multi-year description of courses from CURRENT year to exit year
- COOP may be listed as a course
- List the educational courses by title for each grade level.

Step Five: Annual Goals

The annual goals are based on transition planning assessment, parent information input forms and student input will also support post-school goals. The goals will be worked on all year by the student and teacher.

For every post secondary goal written on Form C, you must

- Include an annual IEP goal that will help the student attain their post secondary goal.
- You may create one IEP goal that addresses more than one post secondary goal (you can use career and job words to make annual goals tie to postsecondary goals.)
- I will increase my job skills 10% by independently displaying regular attendance and being on time measured by work evaluations.(addresses employment post secondary goal)

After the IEP: Transition Portfolio

The teacher then places all pertinent student transition information in the student Transition Portfolio or Transition File. The parent may add information from the Summer Work Experience Program or information gathered from any of the adult service agencies that are currently supporting the student outside the school. The Transition Portfolio will be given to your son/daughter at graduation. A sampling of the important records and papers you may need are:

Personal records including but not limited to:

- Birth certificate (copy)
- Social Security Card (copy)
- Family information

- Developmental history (when you first walked, talked, rode a bike, etc.)
- Residential history (where you have lived, the support and supervision you need)
- Records from agencies who are providing you with services, especially those that show that you meet their eligibility requirements

Medical records including:

- Names and addresses of doctors, dentists and therapists
- Immunization record
- Dates and results of any surgeries or medical procedures
- Specialist and therapist reports

Educational records including:

- Copies of IEPs
- Educational assessment reports
- School progress reports and report cards
- Copies of transition assessments
- Vocational information including:
 - Reports from vocational assessments
 - Vocational courses taken
 - Work record, including dates, contact persons and telephone numbers.
 - Letters of reference
 - Your resume
- Summary of Performance: required for a child who will graduate or terminate services. The school will provide a summary of the child's academic and functional performance which will include recommendations to assist the student in meeting post secondary goals.

Activities for Transition Planning Areas

Transition Planning Areas

The following 13 transition planning areas will be assessed to determine your child's needs in the area of transition, and then to determine which of those needs will be addressed in the IEP:

Training (a) Education (b) Employment (c) Independent Living Skills (d)

- Career/Vocational Education/Employment (a) (c) (d)
- Postsecondary Education (b)
- Leisure/Recreation/Socialization (d)
- Transportation (a) (c) (d)
- Living Arrangements (d)
- Medical (d)
- Self-Advocacy (a) (b) (c) (d)
- Personal Management (d)
- Social Skills (a) (c) (d)
- Insurance (d)
- Financial Assistance/Income Support (d)
- Advocacy/Legal Services (d)
- Other

Following this page are some examples of IEP outcomes in each transition area that can be used as goals and objectives or action plans in transition planning.

The following coordinated activities, identified by IDEA, will be documented in the IEP as being addressed through goals or action plans:

- Instruction
- Related Services
- Community Experiences
- Employment
- Post secondary Adult Living
- Daily Living Skills, if appropriate
- Functional Vocational Assessment, if appropriate

On the following page, we have printed samples of activities which could be added to your child's transition plan.

I. CAREER/VocEd/EMPLOYMENT

- Career Counseling/Guidance
- Missouri Guidance Program
- Activities (K-12)
- Career Education Activities
- Community-Based Vocational Instruction
- Work Experience Training
- Job Shadowing
- Internships
- Interest Inventories
- On the Job Training (VR, ARC, WIA)
- COOP
- Vocational Evaluations
- Competitive Employment
- Supported Employment
- Volunteer Work
- Part-time Work
- Summer Work

II. POSTSECONDARY TRAINING

- Community Colleges/Universities
- Vocational Technical Centers
- Rehabilitation Facilities
- Adult Basic Education
- Proprietary Schools

III. LEISURE/RECREATION/ SOCIALIZATION

- Specialized Recreation/Social Activities
- Sports or Social Clubs
- Community Programs
- Parks and Recreation Programs
- Hobby Clubs
- Independent Activities
- Church Groups
- Camping
- Support Group
- Circle of Friends
- Visiting Arrangements
- Churches
- Extracurricular Activities
- Social Skills
- Work Relationships

IV. TRANSPORTATION

- Independent (own car, bicycles, car pooling, walking, etc.)
- Public Transportation (bus, taxi, train)
- Specialized Transportation (wheelchair van)
- Specialized Equipment (electronic wheelchair)

V. LIVING ARRANGEMENTS

- With Family
- Adult Foster Care
- Shelter Care/Group Home
- Semi-Independent Living (supervised)
- Shared Living (roommate)
- Independent Living (own house/apartment)

VI. MEDICAL

- Medical Care: intermittent care, daily care (long-term)
- Medical Services: general medical services (check-ups, etc.)
- Medical Supervision, Dental Care
- Medical/Accident/Dental Insurance
- Financial Resources (group policy, individual policy, Medicaid, other)

VII. SELF ADVOCACY

- Self Advocacy Training
- Managing Problems as They Arise
- Searching Out Information (apartment hunting, etc.)
- Seeking Medical or Other Assistance
- Stating Needs
- Expressing Strengths and Support Needs

VIII. PERSONAL MANAGEMENT

- Household Management
- Money Management
- Hygiene Skills
- Personal Counseling/Therapy
- Personal Care Services
- Safety
- Parenting Skills

IX. SOCIAL SKILLS

- Government Agencies
- Utilities
- Taxes
- Drivers license/Sales Tax/
- Car Buying
- Banking
- Local Businesses-
- Grocery Shopping/Clothes/
- Restaurants/Theaters/
- Apartment Hunting/Leases/etc.
- Voting
- Library
- Volunteer Work

X. INSURANCE

- Supplemental Security Income (SSI)
- Medical
- Life
- Disability
- Dental
- Car

XI. FINANCIAL ASSISTANCE/ INCOME SUPPORT

- Budgeting
- Earned Income
- Unearned Income (gifts/dividends)
- Insurance (life, annuities)
- General Public Assistance
- Food Stamps
- Supplemental Security Income (SSI)
- Social Security Benefits
- Division of Vocational Rehabilitation
- Department of Mental Health
- Taxes
- Estate Planning

Transition Areas with Possible Outcomes

XII. ADVOCACY/LEGAL SERVICES

- Guardianship
- Wills/Trusts
- Conservatorship
- Other

XIII. OTHER

- Case Management
- Family Support
- Assistive Technology

(Adapted from: Idaho Individual Transition Plan)

Sample Timeline for Completing Action Plans

9th grade

- Apply for Metro Discount Card
- Apply for ADA card
- Apply for MO ID
- Access Recreation Council's mail list for camps and recreation
- Attend Through the Doorway parent workshop
- Update Person Centered Plan with RO to include possible post school plans and allocate funds

10th grade

- Apply for SWEP when student is 16 and older
- Investigate guardianship
- Begin touring adult agencies (sheltered workshops, daytime activity programs)

11th grade

- Finish touring adult agencies and decide on post secondary goal with student input.
- Consider results from interest inventories and other assessments
- Apply for SWEP
- Attend Dealing with Greatest Fears parent workshop
- Apply for personal care assistance, respite, SSI- if not already done or if needed
- Boys apply for selective service at 18
- Register to vote at 18
- Update Person Centered Plan with RO to include post school plans and allocate funds. Don't forget to include transportation.

12th grade

- Apply for VR early in the Fall- select a supported employment agency
- Apply to sheltered workshop of choice, if needed
- Communicate with Daytime Activity Program of interest and secure waiver

The following pages provide a listing of outcomes which can be considered for use in the Individualized Education Program (IEP) development relating to transition. The outcomes are organized into major headings and subdivided further as either goals and objectives or outcomes for action plans. Major headings are:

- I. Career/Vocational Education/ Employment**
- II. Postsecondary Education**
- III. Leisure/Recreation/Socialization**
- IV. Transportation**
- V. Living Arrangements**
- VI. Medical**
- VII. Self-Advocacy**
- VIII. Personal Management**
- IX. Social Skills**
- X. Insurance**
- XI. Financial Assistance/Income Support**
- XII. Advocacy/Legal Services**
- XIII. Other**

Certain outcomes are identified as appropriate for use as goals and others are identified as action plans. This designation is not intended to be rigid, as this listing is intended as a sample only, and with slight modifications in wording outcomes may be either goals and objectives or action plans. When outcomes include an observable measurable behavior that can be implemented by a special education staff member it can be a goal statement. Implementers for goals will always include the special education staff. If the outcome is more broad, occurs in the community independent of school, is to occur at some future date not specified, or is to be implemented by someone other than a Special School District staff

member, it should be an action plan statement. Action Plans should include responsible parties (RP) and time lines (TL).

Potential Implementers for Action Plans include: Student, Parents, Component School District, Division of Vocational Rehabilitation, Adult Service Providers, Department of Mental Health/Regional Office, Division of Family Services, Employers, and Community Resources. Some agencies such as the St. Louis Regional Office provide a broad array of services addressing most transition topic areas. Other agencies, such as the Division of Vocational Rehabilitation have a more limited service mandate and address only selected transition topic areas. Agencies such as the St. Louis Regional Office and the Division of Vocational Rehabilitation are “Gatekeeper” organizations and do not provide service directly, but assist in arranging and paying for services. Other agencies such as adult service providers or employers provide services directly to the student and the student’s family.

I. Career/Vocational Education

This area relates to a student’s self-knowledge, including strengths and weaknesses, interpersonal skills and work habits, and knowledge of occupations. Opportunities for career decision making and developing work skills should be addressed.

A. Goals

1. state placement and job possibilities that are of interest
2. list institutions where one could be employed in area of interest
3. list places to find information on careers

4. state the difference between employment options such as full-time, part-time, competitive, supported, sheltered, volunteer, etc.
5. list required academic skills for each job of interest
6. list current personal skills and skills for jobs of interest
7. tour/job shadow institutions to determine where he/she would like to work
8. develop a list of ways to find jobs
9. list responsible behaviors required to keep a job
10. demonstrate job interview techniques
11. demonstrate the ability to complete forms and applications
12. demonstrate the social skills and behaviors to maintain employment

B. Action Plan Statements

1. develop reading and communication skills for employment
2. investigate the requirements and training for career choices
3. select course work and activities to prepare for a future job
4. receive on-going job training/ participate as a volunteer in a job area
5. choose an area of interest/vocation/ place of employment and participate in job training through school programs
6. obtain employment and exhibit successful work related experiences in area of interest before graduation
7. identify 3 or more methods of parents supporting the student in reaching stated career goals
8. complete application/interview for jobs
9. complete an application for Vocational Rehabilitation Services
10. develop a career plan

II. Postsecondary Education -

Postsecondary education includes vocational training and formal academic education after graduation.

A. Goals

1. state reasons and options for preparing for attending postsecondary educational programs
2. list jobs of interest that require postsecondary education and jobs that do not require postsecondary education
3. list postsecondary training options for career interest areas
4. state program options for individuals specific to a disability
5. list options other than college for postsecondary training

B. Action Plan Statements

1. meet with counselor to review results of interest tests
2. choose, participate, and evaluate performance in a volunteer site
3. chose from a list of options the most appropriate postsecondary setting to acquire skills needed for identified career choice
4. complete application to a junior college, four year college, or other selected postsecondary school
5. complete visits to vocational schools and training centers
6. complete all examinations to determine eligibility for DVR services
7. identify sources/complete applications for postsecondary financial aid
8. transition to a technical training/ postsecondary education program
9. complete referral for work adjustment/ job training program as needed

III. Leisure/Recreation/Socialization:

The student should develop skills and interests leading to enjoyable and constructive use of leisure time.

A. Goals

1. determine personal areas of interest in leisure activities
2. list various resources for accessing new activities of interest
3. learn new skills for leisure i.e., sports, arts, outdoor activities

B. Action Plan Statements

1. seek information on recreational/leisure activities
2. select games or other activities to play with family and friends
3. participate in a leisure activity with a friend
4. participate in individual and group recreational/leisure activities
5. initiate new activities as interests are developed
6. explore/choose/participate in a variety of school based or sponsored/community/adult recreation/leisure activities
7. identify services available to assist in accessing recreation/leisure
8. complete registration for mailings/participation in recreation/leisure activities offered in the community

IV. Transportation

Students will learn ways to get around in the community in order to function independently. Transportation includes the use of various modes of transportation: walking, driving, public transportation, taxicab, bicycle, etc., as well as finding transportation when needed.

A. Goals

1. identify various modes of transportation
2. identify and select the most efficient means of meeting personal
3. transportation needs

4. identify safety rules for walking, cycling, and/or driving a car travel in neighborhood/community with assistance/independently
5. study the driver's education booklet and acquire a driver's license
6. identify rules for preparing for/handling road/travel emergencies
7. use a bus map to identify routes/schedules to locations in community
8. identify responsibilities when purchasing, owning, and operating a car

B. Action Plan Statements

1. determine ongoing transportation needs and acquire needed assistance
2. assume responsibility to transport self to school, work, recreation, medical care, shopping, community activities, etc.
3. call Call-A-Ride or taxi in advance to make travel plans
4. ride Metro Bus, Call-A-Ride, other public transportation to a variety of community activities

V. Living Arrangements

Transition planning must address future living arrangements for students. For students who may need supported living, early planning and meeting with other agencies is essential. Discussion of future living arrangements should begin no later than age fourteen for all students and even earlier for students who will need support in a living situation.

A. Goals

1. list community options for independent or supported living arrangements
2. discuss the benefits and problems with various independent living arrangements (apartments, trailers, houses, group homes, etc.)
3. state skills necessary for various living arrangements
4. list cost of the selected living

arrangement by planning a budget to meet adult living needs

5. state the requirements associated with renting an apartment or other property includes signing a lease, making a security deposit, arranging utilities, and others as appropriate
6. read and interpret ads for housing options
7. identify, understand, and evaluate community resources for education, personal management, recreation, and other needs
8. list characteristic of a desirable roommate

B. Action Plan Statements

1. match needs with an appropriate type of setting following visits to various types of living arrangements (home, duplex, apartment, nursing home, family, roommates, etc.)
2. Identify supports needed for community participation
3. establish linkages with adult services providers prior to graduation
4. request referral to the St. Louis Regional Office community placement list
5. advocate for the type of living arrangement to meet needs
6. obtain support by appropriate agency as needed
7. use public services(utilities, post office, license bureau, etc.)
8. reside in a supported living arrangement upon graduation from public school or at a later date agreed upon by both the student and parent

VI. Medical

All students need information on staying healthy and handling emergencies and basic physical needs. Some students have highly specialized medical needs such as diabetes, epilepsy, or the need for specialized medical procedures. Discussion of present and future medical concerns for these students is vital .

A. Goals

1. describe personal medical needs
2. state doctor's name
3. demonstrate proper basic first aid procedures
4. demonstrate how to obtain medical care, make medical appointments, fill out medical forms, seek as sistance in case of emergency, and take medication independently
5. state the purpose of medical insurance
6. describe situations in which a variety of medical care needs can be met (clinic, hospital, emergency room, doctors office, dental clinic, etc.)
7. describe family medical history and allergies

B. Action Plan Statements

1. learn ways to manage or ask for help to meet medical needs
2. seek assistance from others to meet the needs s/he cannot attend to
3. describe personal disability to the physician
4. apply for Community Health Clinic services/Medicaid
5. seek medical care as needed after graduation
6. acquire medical insurance prior to independent living or when employed
7. acquire required mental health services either through public or private agency

VII. Self-Advocacy

Students should be able to describe their strengths as well as their limitations. In addition, they should know what accommodations they need for success in either postsecondary education or employment settings. The Americans with Disabilities Act of 1990 (P.L. 101-336) prohibits employers from asking about a disability. Therefore, the student must be prepared to address the implications of their disability to the employer as well as the accommodations needed for the job. Students should be familiar with their adaptive technology needs and the costs and availability of the technology they need.

A. Goals

1. state the need for advocacy and legal services
2. state own strengths, weaknesses, dreams, and desires
3. determine compensation strategies/ accommodations needed to participate in various situations
4. state rights for citizens and citizens with disabilities
5. list sources of information on legal rights
6. state rights of workers with disabilities (ADA, IDEA, & OCR)
7. state rights when stopped or detained by law enforcement personnel

B. Action Plan Statements

1. independently make choices and decisions and express opinions
2. ask for help whenever it is needed
3. identify resources related to advocacy/ legal rights
4. demonstrate communication skills with peers and adults
5. ask questions to clarify issues or assignments
6. identify strategies for resolving conflicts with peers and adults
7. develop the ability to express the

8. nature of personal disability and adaptations and modifications needed
9. identify, locate, and access advocacy resources
10. demonstrate an understanding and put into practice the rights and responsibilities of individuals with disabilities
11. assume responsibility for obtaining legal assistance needed
12. participate in IEP meetings by expressing goals, interest, and needs

VIII. Personal Management

This area includes what traditionally has been termed “life skills” (e.g., budgeting, money management, hygiene skills, personal skills, safety, parenting, family living, sexuality, household management, and food preparation).

A. Goals

1. demonstrate skills in time management using different schedules
2. demonstrate skills in the purchase, selection, and care of clothing
3. demonstrate skills in using money for purchases, budgeting, and savings
4. purchase groceries and prepare a meal
5. state skills required for child rearing
6. state behaviors for responsible management of own sexuality

B. Action Plan Statements

1. maintain personal hygiene in all situations
2. dress self without assistance
3. perform routine household maintenance chores (wash dishes, wash clothes, clean, replace light bulbs, mow yard, etc.)
4. follow safety rules in the home and the community
5. utilize phone or letters to communicate with peers and adults
6. develop personal decision making skills

7. make self-referral to service agency for evaluation and support
 8. hire and supervise staff for assistance of personal care needs
 9. receive an allowance to learn skills for saving and spending money
 10. make purchases (as needed) that are within personal budget
 11. open and maintain checking/savings account with assistance from parent
 12. earn money to meet personal financial desires and needs
 13. understand the use of a personal credit card
6. intimate friends, acquaintances, etc.) for various interactions
 7. participate in and plan parties or social gatherings
 8. interact with co-workers and attend social activities related to work
 9. demonstrates appropriate interactions with same and opposite gender

IX. Social Skills

Research has demonstrated that students with disabilities lose jobs due to lack of social skills. Students with disabilities often have few personal relationships outside of school, and they become isolated as adults, on and off the job. Schools can and do address these issues, but transition planning in this area requires the IEP team to address the issue on a more systematic basis. The creation of a circle of friends (Perske, 1990) can extend to after-school hours and into adulthood. As other transition areas are addressed (e.g., community participation, leisure/recreation), the socialization

A. Goals

The Social Skills Curriculum Goals are the foundation for Goals and objectives for this section

B. Action Plan Statements

1. demonstrate friendly behavior (sharing, asking questions, smiling, etc.)
2. develop ability to acquire and maintain age appropriate friendships
3. interact with people who do not have a disability
4. select after school activities to participate in with a friend
5. demonstrate different levels of personal relationships (close friends,

X. Insurance

Discussion in this area covers the gamut from SSI to the various types of insurance available to the general public. Students need to be familiar with life, health, dental, workman's compensation, Social Security, and car insurance. Some students will have coverage from employers, but plans must be made to help them as adults to know where to turn if insurance is not available to them. Health insurance is a primary concern of both students and parents, and a resource guide can be made available listing places to call for information (such as the Missouri Insurance Commission Office).

A. Goals

1. describe types of insurance and their benefits (life, medical, dental, disability, apartment renters/home-owners, auto, liability, etc.)
3. state why insurance is needed/legal requirements for insurance
3. obtain information from different insurance companies
4. state how to obtain insurance

B. Action Plan Statements

1. contact insurance agent to purchase needed insurance
2. apply for insurance when employed and when legal requirements stipulate
3. fill out forms necessary for each type of insurance policy
4. select insurance policies as needed (medical, dental, life, etc.)
5. apply for other needed benefits (medicaid, medicare, etc.)

A transition timeline for parents.

 **SSD TRANSITION
GUIDEBOOK**

toward successful **transition**

a checklist for the first 21 years



Written by Margaret Lewis and Jean Brokaw, each the parent of a young adult with a developmental disability.
Revised 2012

To Parents of Children with Developmental Disabilities . . .

It is our hope that as parents you will always consider yourselves the experts on your child. We hope that as you seek information, help and guidance you will see your child in “people first” terms — initially as a baby to love and nurture, then as a child to raise for as independent a life as he or she can attain. Whatever the disability involved, remember it is only a part of your child’s individuality. Build on his or her strengths. High expectations are a keynote in a family’s daring to act bravely and creatively.

You may want to review these recommendations periodically, and add to or revise them to fit your specific circumstances.

You may copy this booklet freely and without restriction.

First published 1997; revised 2012.

Ten Steps to Independence: Promoting Self-Determination in the Home

Step 1. Walk the tightrope between protection and independence. Allow your son or daughter to explore his or her world.

Step 2. Children need to learn that what they say or do is important and can have influence on others. This involves allowing risk-taking and exploration.

Step 3. Self-worth and self-confidence are critical factors in the development of self-determination. Model your own sense of positive self-esteem for your child.

Step 4. Don’t run away from questions from your child about differences related

to their disabilities. Stress that every one is an individual, encourage your child’s unique abilities and help him or her accept unavoidable limitations.

Step 5. Recognize the process of setting goals. Don’t just emphasize outcomes.

Step 6. Schedule opportunities for interactions with children of different ages and backgrounds.

Step 7. Set realistic but ambitious expectations.

Step 8. Allow your child to take responsibility for his or her own actions, both the successes and the failures.

Step 9. Don’t leave choice-making opportunities to chance. Find opportunities to develop self-determination.

Step 10. Provide honest, positive feedback. Focus on the behavior or task that needs to be changed.

Source: Davis, S. & Wehmeyer, M.L. (1991) The development of this material was supported by Grant #H158K00046 from the U.S. Department of Education, Office of Special Education Programs, awarded to The Arc.

I. WHATEVER YOUR CHILD'S AGE:

Join a family support group

An invaluable network and source for information and ideas. Talk with other families who have a child with a disability, including those with a child older than yours, as they may have had experiences from which you could benefit. The following organizations have support groups or can assist you to find the support you need.

Resources:

- Alliance for the Mentally Ill - NAMI St. Louis
www.nami.org/MSTemplate.cfm?MicrositeID=212
314-962-4670
- Down Syndrome Association of Greater St. Louis
www.dsagsl.org/
314-961-2504
- Family Support Network
www.familysupportnet.org/
314-644-5055
- Missouri Families for Effective Autism Treatment (MO-FEAT)
www.mo-feat.org/
314-993-0806 or 877-275-8988
- MPACT (Missouri Parents Act)
www.ptimpact.org
800-743-7634
- Sharing Our Strengths / Missouri Developmental Disabilities Resource Center
www.sharingourstrengths.com/
800-444-0821
- SSD Parent Education and Diversity

Awareness / Family & Community Resource Center
www.ssdmo.org
314-989-8460

- St. Louis Learning Disability Association (LDA)
www.ldastl.org/
314-966-3088
- St. Louis Arc
www.slarc.org/
314-569-2211

Contact your Regional Office

to determine your child's eligibility for services as soon as your child has been identified as "at risk" for having a disability. Regional Office is a state-funded agency that will coordinate services that your child and you might need. Registration can be a lengthy process. Once registered, it is important to keep in touch with your service coordinator to keep your case active.

Resources:

- Regional Office / Missouri Division of Developmental Disabilities /Department of Mental Health

<http://dmh.mo.gov>
St. Louis County Office
9900 Page
St. Louis, MO 63132
314-877-2711
Fax: 314-877-5606
- St. Louis County Satellite Office
4040 Seven Hills Drive
Florissant, MO 63033
314-877-3400
Fax: 314-877-3111
- St. Charles County, Jefferson County and St. Louis City residents contact:
314-244-8800 / 800-358-7665

Fax: 314-244-8804

Ask for the Intake Department. A family member (not a professional) must make the call. Regional Office will also accept a note requesting an application to receive services. Be sure to include:

- Your child's name and address
- Your child's Social Security number
- Your child's Medicaid number (if any)
- Names of doctors, hospitals or clinics that have seen your child
- The last school your child has attended
- Any vocational training received
- Whether your child receives SSI
- Whether or not you can be reached by phone
- City residents: Contact Project Casefind through the St. Louis Office for Developmental Disability Resources for help with the application process. 314-421-0090

Get medical and educational evaluations. They are important to identify your child's strengths and needs.

Begin therapy/intervention at the earliest age possible.

Resources:

- Missouri First Steps Program
- Early intervention services for infants and toddlers, birth to age 3, who have delayed development

St. Louis County
314-453-9203
Fax: 314-453-0802

St. Charles County, St. Louis City
314-453-9203

Fax: 314-453-0802

<http://dese.mo.gov/se/fs/>

Explore school options — both public and private. Examine possibilities of inclusive education.

Resources:

- County residents: Contact your local school district when your child is 2 years, 9 months old for a free evaluation. Your child must be referred from your local school district to Special School District of St. Louis County. SSD provides early childhood special education services in 15 of the 22 public school districts in St. Louis County – 7 of the local districts have their own Early Childhood programs.
- City residents: Contact the Office of Special Education when your child is 2 years, 6 months old to set up an appointment for an evaluation.

314-454-0010

- Contact your Regional Office service coordinator to learn about and discuss the various options.

City: 314-421-0190

County: 314-877-2711 or 314-877-3111

St. Charles County: 636-926-1200

Apply for Supplemental Security Income (SSI).

There are income and eligibility requirements, but it may be worthwhile to apply. Under age 18, the child's eligibility is based on the parents' income, over age 18, self-eligibility.

Resources:

- Social Security Administration
www.ssa.gov
800-772-1213

Or, go to <https://secure.ssa.gov/apps6z/>

FOLO/fo001.jsp to search for an office by ZIP code.

The SSA Red Book serves as a general reference source about the employment-related provisions of Social Security Disability Insurance and the Supplemental Security Income Programs for educators, advocates, rehabilitation professionals, and counselors who serve people with disabilities. <http://www.socialsecurity.gov/redbook/>

Take your child out into the community — restaurants, shopping, errands, entertainment, playgrounds, library, church and vacations. This is an excellent way for your child to learn appropriate behavior and just to have fun.

Resources:

- Recreation Council of Greater St. Louis
www.recreationcouncil.org/
314-726-6044

The Recreation Council serves as a “clearinghouse” for information on leisure, recreation and socialization opportunities for individuals with developmental disabilities who reside in the Greater St. Louis Area. The council works to ensure individuals are aware of and have access to activities and programs of their choice.

Talk to your child about various jobs in the community.

Have him or her participate in community-based instruction.

Encourage your child to make choices and decisions.

Encourage your child to volunteer in their community.

Attend workshops on assertiveness and advocacy training. Parents generally are their child’s best advocate. There are advocacy agencies in the

community available to help you with a particular challenges.

Resources:

- Department of Elementary and Secondary Education (DESE)
www.dese.state.mo.us

- MPACT (Missouri Parents Act)
www.ptimpact.org
800-743-7634

- Legal Services of Eastern Missouri
www.mobar.org
314-534-4200

- Missouri Partners in Policymaking
www.mpcdd.com/page.php?contentID=52
800-500-7878

- Missouri Protection and Advocacy Services
No-charge for individual advocacy assistance when human rights are violated.

www.moadvocacy.org/
800-392-8667

- Office for Civil Rights
www.ocr.gov

- Paraquad
Center for Independent Living, advocacy for housing and disability policy, youth group

www.paraquad.org/
314-289-4200

- Special School District of St. Louis County Parent Education & Diversity Awareness

Information on current seminars, workshops, conferences and upcoming events.

www.ssdmo.org
314-989-8108 or 314-989-8460

Get on mailing lists of organizations for persons with disabilities.

Resources (Missouri):

- MPACT (Missouri Parents Act)
www.ptimpact.org
800-743-7634

Parent training and information center assists parents to effectively advocate for their child's educational rights and services.

- St. Louis Arc
www.slarc.org/
314-569-2211

Provides support and services to children and adults with developmental disabilities.

- Life Skills
www.lifeskills-stl.org
314-567-7705

Serves persons with developmental disabilities with the major focus on adults.

- Recreation Council of Greater St. Louis
www.recreationcouncil.org/
314-726-6044 County residents
314-772-2299 City residents

Free quarterly newsletters; Summer Opportunities Guide.

- College for Living

www.paraquad.org/Programs/College/
CollegeLiving.html
314-289-4200

Provides classes for persons with developmental disabilities age 18 and older.

- APSE-MO (Missouri Chapter of the Association for Persons in Supported Employment)
www.apse.mo

Employment Training Collaborative Center for the Study of Disability, Education and Culture.

- St. Louis Office for Developmental Disability Resources

Service Coordination also available

314-421-0090

- Governor's Council on Disability
www.gcd.oe.mo.gov
800-877-8249

- Missouri Developmental Disabilities Resource Center
www.moddrc.org
800-444-0821

- Missouri Planning Council for Developmental Disabilities
www.mpcdd.com
800-500-7878

Resource (Out-of-State):

- National Dissemination Center for Children and Youth with Disabilities (NICHCY)

www.nichcy.org
800-695-0285

Become familiar with your local libraries.

Resources:

- St. Louis County Library Headquarters Branch

1640 South Lindbergh Blvd.

St. Louis, MO 63131 314-994-3300
www.slcl.org/

Books, periodicals and videos for families of individuals with developmental disabilities.

- St. Louis City Public Library
www.slpl.org
314-241-2288

- Family & Community Resource Center / Special School District of St. Louis County

12110 Clayton Road
St. Louis, MO 63131
www.ssdmo.org/cool_tools/fcrc.html
314-989-8460

Books, videos, awareness materials, newsletters, and pamphlets.

- St. Louis Children's Hospital Family Resource Center

www.stlouischildrens.org/content/familyresourcecenter.htm
314-454-2350

Subscribe to publications. There are a number of publications focusing on specific disabilities.

Resources:

- ADDitude – Living Well with Attention Deficit
www.additudemag.com

- Autism Asperger's Digest
<http://autismdigest.com/>

- Autism Spectrum Quarterly
www.asquarterly.com/

- Exceptional Parent
www.eparent.com/
877-372-7368 (Toll Free)

- Council for Exceptional Children (CEC) Parent Division
www.cec.sped.org
703-620-3660

- Mainstream Magazine

www.mainstream-mag.com/

- Parenting Special Needs
<http://parentingspecialneeds.org/currentissue>

- The Special Ed Advocate from Wrightslaw
www.wrightslaw.com/subscribe.htm

Access respite care. A generous number of respite care hours are free to city and county residents, regardless of income. Respite care services are available in your home, in the provider's home, in residential centers, or in daytime centers.

Resources:

- St. Louis Family Support & Respite Coalition

Free pamphlet listing the various agencies that provide respite care 314-817-2270 (St. Louis Arc ARCH office)

- County Residents: Call your Regional Office case manager for referrals; or, if you don't have a case manager yet, call the St. Louis Regional Office at 314-877-2711 and ask for intake.

- City Residents: You are expected to have a Regional Office case manager in order to access respite care. If you don't have a case manager and need crisis intervention or general information, call the St. Louis Office for Developmental Disability Resources at 314-421-0090.

Attend workshops on IEP planning.

Resources:

- Special School District of St. Louis County
www.ssdmo.org/cool_tools/workshops.html
314-989-8108 or 314-989-8438 or 314-989-8194

- MPACT (Missouri Parents Act)
<http://ptimpact.org/Training/Training.aspx>
800-743-7634

- St. Louis City Public Schools

Contact your school counselor or resource teacher at your local school for workshop offerings and resource directory.

- Office of Developmental Disabilities Resources Education Advocate
314-421-0090

Ask for Education Coach

Go to your child's IEP with your own specific goals tailored to his/her needs. Invite knowledgeable, supportive advocates, such as your Regional Office case manager, parent advocate, family, friend, or student peer who is non-disabled.

Begin estate planning. Keep your will/trust up-to-date. Keep current with related federal and state legislation. Be certain your attorney is aware of current legal precedents impacting persons with disabilities (e.g., Tidrow trust). Do some good basic reading on estate planning prior to visiting your lawyer.

Resources:

- Midwest Special Needs Trust
www.midwestspecialneedstrust.org
573-882-3388 or 888-671-1069
- Funding a special needs trust: <http://www.specialneedsanswers.com/resources/article.asp?id=5622>

Help your child explore self-advocacy skills - to learn to speak for him- or herself in school and in the community, make decisions and solve problems. It is important to help your child understand his or her strengths and needs and to be able to express them to others. Students at an early age can attend a part of their IEP and have input into the plan, which will help give them gain self-confidence. See “III. At Age 14 to 16” below for specific self-advocacy activities for your child when he or she is a little older.

Encourage your child to utilize assistive technology - (computers, cell phone, pager, communication devices, car modifications, etc.).

Resources:

- Missouri Assistive Technology
www.at.mo.gov
816-655-6700 or 800-647-8557 (in state only)
- The Enabling Mobility Center
<https://enablemob.wustl.edu/EMC/emc.htm>
314-289-4202
- Local School Districts

Your school district has certain obligations under federal law to provide assistive

technology for your child when needed to provide a free appropriate public education (FAPE). Each decision must be made on a case-by-case basis based on the educational needs of your child. If your child’s Individual Education Program (IEP) team determines that he or she needs some type of assistive technology in order to receive FAPE, the child’s IEP must contain a specific statement of such services.

Encourage and reinforce your child’s friendships and social networks.

Explore weekend and summer activities to promote independence; camp can be a valuable experience. Foster good general health and physical activity, which develop stamina for the extended work world.

For all three of the above recommendations, contact the Recreation Council of Greater St. Louis and request a copy of their free “Guide to Leisure Services,” which gives a comprehensive, descriptive listing of recreation activities in the St. Louis area. Services listed comprise both those specifically designed for people with disabilities, as well as programs for the general public that include people with disabilities.

Resources:

- Recreation Council of Greater St. Louis
www.recreationcouncil.org/
County Residents and TDD users - 314-726-6044
City Residents - 314-772-2299
- SSD Parent Education Workshops
http://www.ssdmo.org/cool_tools/workshops.html
314-989-8108

Give an allowance. Begin banking, budgeting and purchasing experiences. Stress reading, time-telling, money, computer skills and math skills as possible. Read to the

child who can't read.

Be attentive to the needs of your other children as well. Sibling workshops are often helpful.

Resources:

- St. Louis Arc
www.slarc.org/
314-569-2211
Groups for ages 6 to 11 and 12 to 15.
- TouchPoint Autism Services
314-385-5373
Groups for ages 7 through 12.

II. AT AGE 13:

(In addition, see all previous recommendations)

Begin formal person-centered planning. Set preliminary goals for post-school outcomes for employment, living arrangements, education, recreation and leisure. Contact your child's Regional Office service coordinator or DD Resources service coordinator.

Be sure your child has begun to learn community access skills, such as using public telephone, public transportation, community recreation, ordering from a menu, locating public restrooms, keeping safe.

Resources:

- SSD Transition Guidebook: Through the Doorway to Adult Life (see Section III – Tools for Planning Transition - ask your child's teacher for a copy or download from the SSD website: <http://www.ssdmo.org/step3.html> (click on SSD Transition Guidebook under Transition Tools).

Prepare your child for social/sexual

development. Know that your son or daughter will not be a child forever and prepare to give understanding and support.

Continue to talk about career paths and choices for the future. Soon the school will be developing a four-year personal plan of study that will prepare him/her to meet the post secondary goals and spending time now to discover possible goals will provide a better opportunity for success.

Resources:

- Parent Education and Diversity Awareness of Special School District
314-989-8108 or 314-989-8438

III. AT AGE 14 TO 16:

(In addition, see all previous recommendations.)

Prepare for your child's Transition Plan, which will become a part of his or her IEP at age 16. Set specific, individual goals of substance. Include community-based vocational instruction (CBVI) in the Transition Plan of the IEP. Look into "natural supports." If none of the existing programs meet your child's needs, consider designing opportunities, volunteer/job training/work experience programs in your community and ask the service provider agencies to implement the plans.

Resources:

- St. Louis Public Schools
Office of Special Education
314-454-0010
- Special School District of St. Louis County
314-989-8100
- Summer Work Experience Programs (SWEP)

The mission of the SWEP Program is to provide a meaningful work experience that will assist students in a smoother transition

into the world of work. SWEP is designed to provide the experience of working to those who have limited or no work experience or who need extra support in being successful on the job. Contact your child's special education teacher.

Continue to encourage your young adult to explore self-advocacy skills to learn how to speak for him or herself, to make decisions, solve problems and contribute to the community.

Resources:

- Fred Saigh Youth Leadership Program (St. Louis County students with disabilities - contact your child's SSD teacher)

- MPACT (Missouri Parents Act)
www.ptimpact.org
800-743-7634

- Paraquad Youth Group
<http://www.paraquad.org/>
314-289-4200

- People First
314-289-4220

- SSD Parent Education & Diversity Awareness workshops
www.ssdmo.org/cool_tools/workshops.html
314-989-8108 or 314-989-8460

- SSD website
www.ssdmo.org/step3/explore_iep_selfadvocacy.htm

Family's Role in Transition Planning.

Advocate for a curriculum that will prepare your student for work and community. Include goals for community job training if needed for your child.

Investigate post-secondary education options with your son or daughter. Get information about admissions requirements, accessibility, adaptations and supports.

Communicate the value of work to your son or daughter.

Get to know state and local decision-makers.

Transition Steps

Before the IEP

- Futures plan (Optional)
- Transition Planning Checklist
- Make sure all required participants are at the IEP meeting and any extra agencies you want to be there.

- Make sure you have received an age of majority letter by your student's 17th birthday

- Ask about other assessments that may be needed

During the IEP

- Complete present levels of performance with your students' and your input.

- Identify a post-secondary goal. Complete form C of the IEP. This is the transition form used for students who are turning 16 or are 16 and above.

- Complete the special considerations page

- Help to develop goals and action plans, especially related to the post-secondary goal.

After the IEP

- Ask if a portfolio has been started and, if not, ask that one be developed.

- Ask for linkages to different agencies: St. Louis Regional Center; recreation and leisure; Division of Vocational Rehabilitation; supported employment agencies, to name a few.

Ongoing

- Follow up whenever you feel your young person's needs are not being met.

- Keep encouraging that your son or daughter take an active role in the IEP and transition planning.

- Ask the teacher to explore Self-Determination and how that can be inserted into their daily activities.

Attend workshops on transition planning. Learn what options are currently available, as well as what new, cutting-edge ideas are being tried in other parts of the country.

Resources:

- MPACT (Missouri Parents Act)
<http://ptimpact.org/>
800-743-7634

- SSD Parent Education & Diversity Awareness
www.ssdmo.org/cool_tools/workshops.html
314-989-8108

- St. Louis Public Schools
Talk to your resource teacher or school counselor

Investigate summer volunteer experience. Use your imagination to come up with summer volunteer opportunities, which are valuable job training for your teenager. Hospitals, adult day care centers, not-for-profit organizations. Child day care centers are among the possibilities. In some cases a family member or other non-professional may need to “job coach” the young adult to begin with or for the entire time.

Resources:

- United Way Summer Volunteer Guide for Youth
www.stl.unitedway.org/volunteer.aspx
314-539-4299

- St. Louis Arc
www.slarc.org/
314-569-2215

Look into summer work experience beginning at age 16. Most summer jobs expect the applicant to have basic job skills. Some offer job skill training.

Resources:

- Summer Work Experience Program (SWEP) – contact your child’s SSD teacher

- St. Louis Agency on Training & Employment
314-589-8000 (SLATE/MO. Career Center)-
(Youth City Residents)

Apply for a Missouri ID card or driver’s license at a Missouri License Bureau Office at age 16.

Resources:

- Missouri Department of Revenue Driver’s Guide
http://dor.mo.gov/forms/Driver_Guide.pdf

Explore service providers for adults to see what options exist for both employment and residential living. Contact your Regional Office service coordinator for a complete listing of adult service providers for both employment and residential living or go online and download the SSD Resource Directory from <https://www.ssdmo.org/step3.html> (Click on SSD Resource Directory under Transition Tools.) Start making calls and visiting providers. Begin to develop your own on-going assessment of what is and isn’t out there. Keep notes on names and phone numbers as you continue to build a network. Talk to experienced parents.

Resources:

- SSD Resource Directory for Transition Related Services for Persons with Disabilities in the Greater St. Louis Area - contact your child’s IEP chairperson for a copy

- Parent Education & Diversity Awareness
314-989-8108 or 989-8460

- SSD Website – Step # Planning for Adult Life

<http://www.ssdmo.org/step3.html>

IV. AT AGE 18:

(In addition, see all previous recommendations.)

Apply for Supplemental Security Income (SSI) and Medicaid and/or Medicare. Eligibility at age 18 is based on child's income only.

Resources:

- Social Security Administration
1-800-772-1213

Make education ongoing - continue reading to the child who can't read, explore continuing education programs, technical training colleges, community colleges, and college programs with resources to support students with disabilities.

Resources:

- College for Living
314-289-4200

Basic academic and living skills classes for students ages 18 and over with developmental disabilities, and a supported education program where students access programs with a volunteer support person at community education centers.

- St. Louis Community Colleges, Access Office
Continuing Education

Florissant Valley 314-513-4444 or 513-4549
Forest Park 314-644-9260 or 644-9174
Meramec 314-984-7673 or 984-7704

Access offices provide accommodations for students with disabilities who wish to enroll in the existing credit program or non-credit continuing education classes.

- SSD Resource Directory for Transition
Related Services for Persons with Disabilities

in the Greater St. Louis Area - contact your child's IEP chairperson for a copy or go online and download the SSD Resource Directory from <https://www.ssdmo.org/step3.html> (Click on SSD Resource Directory under Transition Tools.) Under post-secondary education look for Transitional Post-Secondary Programs and Post-Secondary Programs for Students with Intellectual Disabilities

- MO-AHEAD - The Missouri College Guidebook and College Profiles
www.moahead.org/guidebook/guidebook.html

Make arrangements for your young adult to register to vote.

Resources:

- Board of Election Commissioners
www.stlouisco.com/YourGovernment/Elections/VoterRegistration

County: 314-615-1800
<http://stlelections.com>

City: 314-622-4336

More than 600 registration sites including most city halls, libraries and schools in addition to Special School District facilities, local branches of the Community College Districts, the University of MO-St. Louis, and various businesses, union halls and churches.

Make arrangements for your son to register for the draft (required)

Resources:

- U.S. Post Office - any branch
- Register online: <http://www.sss.gov/regist.htm>

Keep in touch with your Regional Office service coordinator and make sure your case is active. Invite your service coordinator to IEP and transition plan meetings. Discuss plans for your young adult's future and gather as much specific information about transition to adult life from your service

coordinator as possible.

Revisit service providers for adults to see what new options exist for employment and residential living.

Some major service providers are listed on previous pages. Contact your Regional Office service coordinator for a complete listing or visit www.plboard.com for additional resources.

Request that community based vocational instruction be a major component of the IEP.

Become familiar with Vocational Rehabilitation (often referred to as DVR, VR, or Voc Rehab). Apply for services a full year before your adult leaves school.

Resources:

- Regional Office / Missouri Division of Developmental Disabilities
<http://dmh.mo.gov>
St. Louis County Office 314-877-2711
- Vocational Rehabilitation
<http://dese.mo.gov/vr/vocrehab.htm>
314-877-1500

Learn about the implications and levels of guardianship. Full or even limited guardianship is not for every family. Talk with parents who have dealt with the issue of guardianship. Get perspectives from both sides. Once guardianship is granted, it is not easy to reverse.

Resources:

- Missouri Guardianship Online Workbook and Missouri Guardianship: A Resource Guide at the Missouri Development Disabilities Resource Center website: <http://www.moddrc.org/>

Check on health insurance coverage for your child. See if your son or daughter can continue to be covered under your

policy. Some insurance companies require an application for a dependent child with a disability to be submitted before the child reaches age 19.

One or two years before graduation initiate or update Futures Plan with school.

Resources:

- SSD Transition Guidebook: Through the Doorway to Adult Life (see Section III – Tools for Planning Transition - ask your child's teacher for a copy or download from the SSD website: <http://www.ssdmo.org/step3.html> (click on SSD Transition Guidebook under Transition Tools)

V. AT AGE 20 (or year of leaving school):
(In addition, see all previous recommendations.)

Check with Regional Office to be sure your case is active. Invite your child's service coordinator to the IEP meeting. Discuss which adult service agencies your child will be utilizing and make contact with those agencies to enroll in service or open an active file.

Coordinate with your service coordinator to develop and update a person centered plan on a yearly basis. Ensure that the plan includes future support needs, resources and meets your child's post-secondary goals.

Contact Vocational Rehabilitation (VR). Apply for a counselor and make arrangements for assessments. Determination of eligibility can take 60 days, and assessments can take up to six months.

Resources:

- Vocational Rehabilitation

9900 Page Avenue, Suite 104
St. Louis, MO 63132
<http://dese.mo.gov/vr/vocrehab.htm>
314-877-1500

Other office locations are listed on the website.

Invite your VR counselor to attend your child's IEP. Ask for input and discuss work options.

Choose a vocational training or supported employment agency with the help of a VR counselor. Begin the process toward job development, which can take a year or more.

Brainstorm for possible job leads. Use your family, friends, business associates and your child's futures planning group. Network with community contacts as you take an active role in job development for your child.

Investigate transportation options.

Learn about bus training and public transportation. Check with your Regional Office service coordinator for options. Life Skills has a transportation specialist to help you plan appropriate options for your child. Inquire about Para-transit Card (ADA) to access Call-A-Ride.

Resources:

- Life Skills
314-567-7705
- St. Louis Society
314-989-1188 ext.13
- Metro - for application for Metro Discount Card or ADA application.
www.metrostlouis.org
314-982-1510
- Mercy Medical Center – Head Injury Resource - Driver evaluation, training & assessment
314-432-8300

Continue to increase independence and interdependence through socialization activities.

- Recreation Council of Greater St. Louis - free "Guide to Leisure Services" and quarterly newsletters:
www.recreationcouncil.org/

City: 314-772-2299
County: 314-726-6044
St. Charles: 636-922-8313

Continue to plan for future living arrangements for your young adult, either in supported or independent living. Families need to continue to take an active, assertive role in exploring what options are available by checking out agencies that offer residential services, and in coming up with creative solutions to individual situations.

Take advantage of the networks you have been building with other parents and advocates through support groups, schools, etc. Talk both with parents who have already found residential answers for their children and with those who are in the process of exploring various options.

Talk seriously with your own immediate and extended family about visions, goals, and practical steps toward the continuing journey on the road of transition. Include your young adult with a disability in the discussions.

A note to families of individuals needing residential living arrangements with 24-hour "protective oversight": All community placement programs are funded by the Department of Mental Health. Funding is limited for these services. Critical and emergency cases take precedence for placement and there are often more critical cases than funds to cover them.

In spite of these statistics, it is a good idea to talk to your Regional Office service coordinator about community living options. Continue to stay in contact with your service coordinator in case an unexpected emergency

occurs.

Your service coordinator can also be a resource for social services that can make living at home easier for your child and you.

A note to families of individuals who need only “planned intermittent support” and have some financial resources:

You can start with your Regional Office service Coordinator or contact a lead agency directly. Your service coordinator should have a complete list of agencies. Your young adult will need to be able to live independently with limited assistance, and have a job or other resources to be able to pay all or most of the rent and utilities.

*Exit the school system with an updated Futures Plan.
Hang in there!*

A guide for parents to services available through SSD.


**SSD TRANSITION
GUIDEBOOK**

special school district **services**

For additional services of the Special School District,
refer to the SSD Parent Handbook available through
the Parent Education and Diversity Awareness

314-989-8108

314-989-8438

314-989-8194



Written by Margaret Lewis and Jean Brokaw, each the
parent of a young adult with a developmental disability.

Revised 2010

Special School District Parent Program

Parent Education and Diversity Awareness



An information center to assist parents, students, teachers and other professionals and community members in accessing materials on disabilities.

12110 Clayton Road
Town and Country, Missouri 63131
Telephone: 314-989-8108 314-989-8438 314-989-8194
TTY: 314-989-8552 Fax: 314-989-8449

http://www.ssdmo.org/cool_tools/fcrc.html

SSD Parent Program

Family & Community Resource Center (FCRC) - A clearinghouse of information and referral for parents, students, teachers and other professionals and community members, city or county, public or private. The FCRC contains resources on all disabilities and disability-related areas with:

- 3,500 books,
- 250 videos and DVDs
- 70 notebook binders filled with hundreds of “take-along” articles.
- 50 resource packets with articles for the most requested topics such as attention deficit disorder, inclusion, behavior strategies, learning disabilities, advocacy, parenting strategies, homework strategies, autism, technology, recreation, friendship/social skills and more.
- Ability awareness materials
- Brochures to assist parents and teachers in accessing resources with information about training and support services, books, videos, informational packets, local agency and district contacts.
- Agency pamphlets
- Catalogs from various vendors
- Internet searches

Call: 314-989-8438

Parent Workshops

Parent workshops are scheduled in response to a yearly needs assessment. Data for the needs assessment is collected from a district-wide distribution of a parent needs survey. One-to-3 workshops are offered weekly on topics such as:

- Helping Children Develop Friendships.
- Planning for the Future for My Child with a Disability: Dealing With My Greatest Fears.
- Helping Your Child Learn Anger Management.
- Understanding Learning Disabilities.
- Understanding Depression, Other Mood and Anxiety Disorders in Children and Adolescents.
- College Planning for Students with Disabilities.
- Transition Planning and the IEP: Through the Doorway to Adult Life.
- Sexuality Education for Children with Special Needs.

Call: 314-989-8108

Orientation to Special Education and the IEP Process

The workshop gives an overview of special education services and how they are provided through Special School District discusses educational rights, community resources & support and how to develop an effective Individualized Education Plan (IEP). Each parent is given a tour of the Family and

Community Resource Center and the Parent Handbook. Orientations are held each month in the morning or in the evening.

Call: 314-989-8108

Parent Connection Newsletter

The newsletter goes home through school mail, i.e. students' backpacks, at the start of each semester to all students who receive special education services. It explains the parent program, lists workshops for the upcoming semester, and offers district and community information.

Call: 314-989-8108

Parent Handbook

Available in sections:

- Section I: Overview of Special School District, laws and parental rights in special education.
- Section II: The Evaluation Process.
- Section III: The IEP Guide for Parents
- Section IV: Individual disability sections with state eligibility criteria and resources for each.
- Section V: Transition Process.
- Section VI: Local, state and national resources on disabilities, plus support groups, advocacy organizations, sibling support and technology.
- Section VII: Guide to People First Language, Glossary of Terms &
- Acronyms

IEP Guide for Parents

Part of the parent handbook, it provides information about the Individualized Education Plan process, what to do to prepare before the meeting, how to participate effectively during the meeting and strategies to use to follow-up

after the meeting.

Call: 314-989-8438

Parent Advisory Councils (PAC)

The parent program helps coordinate and assist the PACs, which consist of the:

- Special School District Parent Advisory Council (SSD-PAC), an elected body of parents who represent each of the 23 local districts and each SSD building.
- District Parent Advisory Council (D-PAC), parents from local district buildings who meet as a group to provide support, discuss issues and present forums on a district level.
- Building Parent Advisory Council (B-PAC), parents working within their individual schools to assist other parents and teachers.
- All PACs works to assist parents in networking with other parents and helping them become as informed as possible about their child's special education services and the schools that serve them.

Call: 314-989-8438

Diversity Awareness

Parent Education & Diversity Awareness coordinates and provides multicultural/diversity professional development for administrators and instructional staff. The goal is to increase academic achievement and broaden staff knowledge about diverse student populations.

Coordination of disability awareness programs for schools and districts is offered to increase students and staff understanding of diversity in the context of disability-related issues. Staff is also offered assistance in developing student-specific self-advocacy skills and goals.

Technical Education Division

Overview

The Technical Education Division of SSD serves approximately 2100 tenth through twelfth grade students from all 23 school districts in St. Louis County. Students in good standing at their home high schools may apply and are selected based upon board-approved selection criteria including grades, discipline and attendance. North Technical High School is located in Florissant, MO. South Technical High School is located in Sunset Hills, MO. School assignment is based on the following home high school attendance areas:

South Technical: Affton, Bayless, Brentwood, Clayton, Eureka, Fern Ridge, Hancock Place, Kirkwood, Ladue, Lafayette, Lindbergh, Maplewood Richmond Heights, Marquette, Mehlville, Oakville, Parkway Central, Parkway South, Parkway West, Parkway North (also North Tech), Rockwood Summit, University City (also North Tech), Valley Park, Webster Groves

North Technical: Hazelwood Central, Hazelwood East, Hazelwood West, Jennings, McCluer, McCluer North, McCluer South-Berkeley, Normandy, Parkway North (also South Tech), Pattonville, Riverview Gardens, University City (also South Tech).

Full-Day and Half-Day Options

Students who meet full-day academic criteria may attend full day at North Technical High School, taking both academic and technical classes on campus and graduating from North Technical High School. (Please note: North Technical does not offer modified academic courses). Students in the north attendance area also have a half-day option, taking technical courses at North Technical and academics at their home high school. In that

instance, technical program credits are sent to the local high school for graduation there. Students attending South Technical High School attend academic classes at their home high school and technical classes at South Technical High School.

Sophomore Program

The Career Exploration Program for sophomores allows students to explore career fields in each of the following areas: Information Technology and Graphics, Construction, Medical and Human Services, Transportation and Advanced Manufacturing.

North Technical students may choose one or two of these clusters to explore for either one or two semesters of their sophomore year. South Technical students explore all of these career fields in one semester of their sophomore year.

Junior and Senior Programs

Juniors select a two-year program in one of 33 specific areas of concentration. All of these opportunities are offered at no cost, and transportation is provided. Please see Program Minimum Prerequisites.

Programs

<i>Program</i>	<i>Math/ Algebra</i>	<i>Science</i>	<i>Lang. Arts</i>	<i>Other</i>
Architectural Design & Geospatial Engineering (North only)	1 math		1	
Auto Body	1 math		1	
Automotive Technology	1 math		1	
Bricklaying & Masonry (South only)	1 math		1	
Broadcast Captioning & Court Reporting (South only)	1 math		1	1 social studies
Business & Financial Management (North only)	1.5 math		1	1 class of keyboarding or concurrently enrolled
Carpentry	1 math		1	
CISCO Networking Academy	1 algebra	1	1	
Construction Trades	1 math		1	
Cosmetology	1 math	1	1	Must be projected to have 12 credits at start of program.
Culinary Arts	1 math		1	
Dental Sciences (South only)	1 math	1	1	
Diesel Technology (North only)	1 math		1	
Early Childhood Education	1 math		1	
Electrical Trades	1 algebra		1	
Electronics & Robotics Engineering (South only)	1 algebra	1	1	
Emergency Medical Technician (Senior PM program only)	2 math Alg or +	2 (one lab class)	1 (C or + in grade- level)	13.5 credits must be earned at time of application; 17 credits to start program
Fashion Design	1 math		1	
Firefighting (AM only)	1 Alg	1 (lab)	1 (C or +)	
Floor-layers Middle Apprenticeship	1 math		1	At Bayless High School
Graphic Design	1 math		1	
Graphic Production & Printing	1 math		1	
Health Sciences	1 math	1	1	
Heating Ventilation and Air Conditioning	1 math		1	
Homeland Security (Senior PM program only)	1 math		1	
Hospitality, Tourism & Event Planning (North only)	1 math		1	1 class of keyboarding or concurrently enrolled
Lab & Pharmacy Sciences (South only)	1 algebra	1	1	
Landscaping & Horticulture (North only)	1 math	1	1	
Law Enforcement (AM only)	1 math		1	
Motorcycle & Small Engine Technology (South only)	1 math		1	
Plumbing (North only)	1 math		1	
Precision Machining	1 math		1	
Veterinary Assistant	1 math	1	1	
Web & Computer Programming	1 algebra		1	1 class of keyboarding or concurrently enrolled
Welding	1 math	1	1	

Customized Training

The Technical Education Division's customized training department designs and delivers technical, safety, interpersonal/team development, computer and management skills training programs that are specific to each company served. We provide assistance in the development and implementation of quality systems meeting the registration requirements of ISO and OS 9000. Our staff includes technical writers, facilitators, quality specialists, and trainers experienced in manufacturing and business.

For the past 13 years we have provided customized training systems for thousands of employees. We will:

- Organize and supervise training activities
- Provide qualified personnel
- Process transactions
- Develop customized instructional materials
- Utilize training delivery methods customized for your employees
- Evaluate student/program progress
- Provide financial management
- Provide facilities (if required)
- Prepare year-end project reports

Allow us to become your training department. Hundreds of companies have utilized our services, including:

- US Tape and Label
- Trane
- Crane National Vendors
- GlaxoSmithKline
- Sunnen Products
- David and Sons
- Alvey, Inc.
- Mid Coast Aviation
- Vi-Jon Laboratories
- SW Bell Wireline

Our customized training and technical support services enable you to meet the needs of your company while upgrading the skills of your employees. Not only will you impact your bottom line through increased productivity, improved product quality, and maximization of human resources...this opportunity for personal development will also assist you in retaining your valued workforce!

Contact: Jeff Ferguson

Customized Training Department
South Technical School
12721 W. Watson Road
Sunset Hills, MO 63127
jferguson@ssd.k12.mo.us

Licensed Practical Nursing

The Technical Education Division of SSD provides post-secondary training for adults interested in pursuing nursing careers. Licensed practical nurses work under the supervision of registered nurses and assist in the planning, implementation, assessment and evaluation of patient care. The program is fully approved by the Missouri State Board of Nursing. Demand for these healthcare professionals is high, due to the current and projected shortages of nurses.

Jo Ellison, Coordinator of the practical nursing program, says, "The district's LPN program is as much a means as it is an end. It gives students the tools of the trade to enter the nursing profession, but for many it's just the first leg in the journey." Area employers are eager to hire our licensed practical nurses, and many offer financial assistance for additional education bridging into careers as registered nurses.

The one-year LPN program provides students with:

- Admissions exam
- Classroom and lab training
- One-on-one tutoring
- Open access to student advisors
- Eight months of clinical experience
- Comprehensive exit testing
- Career Day

Our nursing students complete clinical rotations at a range of hospitals and healthcare providers including Missouri Baptist, St. John's Mercy, Forest Park, Christian and St. Mary's hospitals, as well as the Delmar Gardens system of senior facilities and nursing homes.

Tuition is \$11,500. About 98% of our current students receive some student aid, either in the form of Pell grants or student loans. Additionally, many receive tuition reimbursement from their employers.

Contact one of our two convenient locations for additional information about an exciting future in the health care field!

South Technical High School

12721 West Watson Road
Sunset Hills, MO 63127
(314) 989-7570
(314) 989-7579 FAX
www.appliedtech-stl.com

Metropolitan Education & Training Center

6347 Plymouth
St. Louis, MO 63133
(314) 746-0788
(314) 746-0805 FAX

Adult Education

The Technical Education Division has been serving adult learners in the St. Louis metropolitan area since 1967. Students enroll for many reasons:

- Increase and update current skills
- Train for new career opportunities

- Cultivate areas of interest

Daytime and evening classes are offered to those 18 and older on a first come, first served basis. Individuals may select from over 60 courses ranging from automotive, manufacturing and construction, to computer technology, drafting, horticulture and practical nursing. Adult education students receive technical and industrial certificates or state certification upon completion of requirements.

We also serve the St. Louis metropolitan area's business, industry and labor needs. Over 300 companies have sent employees to our adult education classes as part of their training programs over the last five years. We also assist St. Louis area unions and apprenticeship programs in providing required courses for their members.

Classes are offered at the following convenient locations:

- North Technical High School
1700 Derhake Road
Florissant, MO 63033
- South Technical High School
12721 West Watson Road
Sunset Hills, MO 63127
- Metropolitan Education & Training Center
6347 Plymouth
Wellston, MO 63133

For a current catalogue or more information contact:

- Adult Education Department
(314) 989-7500
(314) 989-7503 FAX
bgarthe@ssd.k12.mo.us

SWEP (Summer Work Experience Program)

COOP (Cooperative Work Experience)

SWEP

Summer Work Experience Program

These transition services have been developed in cooperation with adult agencies to provide additional transition support to students with disabilities while they are still in school. The applications can be accessed for COOP and SWEP through your child's teacher or you may contact the phone numbers listed below for SWEP:

Lead Agency

Jennifer Fuller
jfuller@mersgoodwill.org

MERS/Goodwill - Lippman Center
2545 S. Hanley
St. Louis, MO 63144
Fax: 314-982-8973

The Mission of the Summer Work Experience Program (SWEP) is to provide a meaningful work experience that will assist the students in a smoother transition into the world of work. This program is made possible by funding from the Productive Living Board (PLB) of St. Louis County and in collaboration with Special School District, family members, employers and adult service providers.

SWEP is designed to provide the experience of working to those who have limited or no work experience or who need extra support in being successful on the job.

SWEP offers:

- Eight weeks of summer employment
- Twenty hour work week
- Paycheck

- Jobs that match the participants preferences and support needs
- Job coach support
- Documented work history
- Opportunity to explore a new job
- Possibility of permanent job

Participants in SWEP must:

- Live in St. Louis County
- Be an active client of St. Louis Regional Office (to check your status with SLRO call 314-244-8800)
- Be registered with Regional Office
- Be committed to working the entire 8-weeks of the program
- Have transportation to and from work
- Must be between 16 and 20 years of age and planning to return to a school program in the fall
- Present a social security card and ID at intake

Applications are disseminated through the schools during the month of October and are due February 1st. Students who are the oldest will be served first.

COOP

Cooperative Work Experience
Work Experience for Students with Disabilities

This program is available for qualifying high school students with disabilities whose Individualized Education Programs (IEP) indicate the need for work experience in a

competitive setting and who are also eligible as clients of Vocational Rehabilitation. Program goals include the acquisition of general skills related to performing work under supervision as well as job-related skills.

COOP is a school-sponsored program in collaboration with Vocational Rehabilitation (VR) designed for an individual student to gain paid employment as part of the school course of study. Student's with IEP's who are certified eligible by VR may qualify for this program facilitated by an IEP team decision to participate.

COOP offers students:

- The opportunity to earn elective credit towards graduation for their work
- The opportunity to be released from school for at least one hour per day
- Supervision by the Work Experience Coordinator (WEC) from the school who will assign credit based on hours worked and provide off-campus supervision
- An opportunity to find entry level employment prior to graduation
- Support for increasing their ability to find and hold jobs
- Motivation to stay in school
- The opportunity to earn up to 4 units of elective credits during the school year for off-campus work experience

Participants in COOP must be:

- Enrolled in a school where there is a certified WEC and COOP agreement.
- At least 16 years old and have an IEP
- Certified eligible by VR
- Able to find own transportation to and from work

- Competitively employed (making minimum wage or more)
- Able to turn in pay stubs to WEC
- Enrolled in or be receiving related instruction

If you are interested in knowing more about COOP or would like to explore the possibility to apply, please speak to your case manager about the COOP Program during the IEP meeting. Decisions about enrolling in COOP should be made at the IEP meeting well before enrolling in COOP because the certification process for VR may take up to 60 days to complete.

Community-Based IEP Transition Services

This section highlights Special School District services for students who, based on an IEP team decision, have determined a need to stay in school until sufficient progress towards IEP goals are met.

Each school district has established policies and guidelines that ensure that students with disabilities have the opportunity to earn credits toward graduation in a nondiscriminatory manner and within the spirit and intent of that requirement. The local school districts determine who may attend graduation exercises at their high school but may defer a student's diploma until he or she completes IEP goals relating to work experience or life skills, as determined by the IEP committee. In such cases, the diploma is dated when services are completed.

Graduation Requirements:

According to the State of Missouri, students with disabilities may graduate who meet

- a. IEP goals and objectives, as measured by the evaluation procedures and criteria specified in the IEPs, or
- b. By taking and passing regular courses without modification, or taking and passing regular courses with modification

To view the Department of Elementary and Secondary Education's "Special Policy Consideration for Students with Disabilities Under IDEA", go to:

<http://dese.mo.gov/divimprove/sia/graduationhandbook> and look on

p. 8 and 9. For graduation information produced by National Center on Educational Outcomes (NCEO) go to: <http://education.umn.edu/NCEO>

After meeting local graduation requirements and receiving a diploma, students may choose one of the following paths:

- Work (with or without support from the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind)
- Attend a college, university, community college or vocational or trade school (with or without support from the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind)
- Participate in a day program or volunteer in the community

* To look at a visual representation of the options and processes to obtain those options, see the flow chart on the next page.

THE PROCESS FOR POST SCHOOL PROGRAMMING

