

# A STUDENT'S GUIDE TO PLANNING FOR LIFE AFTER HIGH SCHOOL

**A handbook of information and resources for students with disabilities  
transitioning from school to the community**

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This manual was created to help you learn questions to ask about transition and where to go for answers. It was prepared by the Kentucky Transition Collaborative, University of Kentucky. This resource book was adapted from materials developed by the Transition Council of Douglas and Jefferson Counties in Kansas and the Auburn University Southeast Regional Resource Center. Contributions were solicited from parents, representatives from adult service agencies, schools, support groups, and employers. This manual was developed to assist you in preparing for and completing this transition planning process.

[To request the text of this document in alternate formats (large print, Braille, computer diskette and audio tape) contact the Kentucky Transition Collaborative (KTC) at (800) 288- 0961. This booklet may also be downloaded from the KTC web-site at [www.ihdi.uky.edu](http://www.ihdi.uky.edu)].

## Timeline for Transition from School to Community

Student Age	Action Needed
<b>11 – 14</b>	<ul style="list-style-type: none"> <li>• If you haven't already, start thinking about what you might want to do when school is over. This will impact what classes you should take once you start high school.</li> </ul>
<b>By 14</b>	<ul style="list-style-type: none"> <li>• Your IEP/Transition Team will talk with you about your current plans for life after high school</li> <li>• An Individual Graduation Plan (IGP) is typically developed at this age</li> <li>• The classes you should take to help you achieve your after school goals are included on the Individual Graduation Plan</li> <li>• The type of instruction that you need is typically the transition service provided by school at this age (e.g. what needs to happen to assure you receive a high school diploma? What needs to happen to help you begin moving toward what you want life to look like after school?)</li> </ul>
<b>No Later than 16</b>	<ul style="list-style-type: none"> <li>• A greater number of transition services are typically addressed through the IEP (including, instruction, community experiences, development of employment and other adult living objectives, need for daily living skills and/or functional vocational evaluation)</li> <li>• A statement of interagency linkages is developed, if appropriate, on the IEP</li> <li>• Identify job interests and abilities</li> <li>• Include activities such as career exploration, job sampling, job training</li> <li>• Begin to identify community services that provide job training and placement</li> <li>• Begin application to adult service agencies</li> <li>• Consider summer employment</li> <li>• *Participate in volunteer experiences</li> </ul>
<b>16 – 18*</b>	<ul style="list-style-type: none"> <li>• Contact Adult Service Programs such as:               <ul style="list-style-type: none"> <li>○ Colleges, Vocational or Technical Schools</li> <li>○ Social Security Administration</li> <li>○ Residential or Independent Living Services</li> <li>○ Recreation/Leisure Activities</li> <li>○ Medical Services</li> </ul> </li> <li>• Be informed (at least one year prior to age 18) of your rights as an adult that will transfer to you upon reaching age 18.</li> <li>• Continue to review and update Transition IEP</li> <li>• Take ACT or SAT tests</li> <li>• Visit colleges and their Disability Services offices</li> <li>• Register with Disability Service Office of your preferred school by end of Senior year</li> <li>• Begin thinking about long-term financial support planning (e.g. SSI, estate planning)</li> </ul>
<b>18 – 21*</b>	<ul style="list-style-type: none"> <li>• Continue to review and update Transition IEP</li> <li>• Establish needed Health Benefits</li> <li>• Finalize long-term financial support plan (e.g. SSI, estate planning)</li> </ul>

\*Depending upon individual need, some students may remain in school and continue working on transition goals until age 21 or age as defined by state law.

Partially adapted from:

Barclay, J. & Cobb, J. (2001). Full Life Ahead: A workbook and guide to adult life for students and families of students with disabilities. Montgomery: Southeast Regional Resource Center, Auburn University Montgomery.

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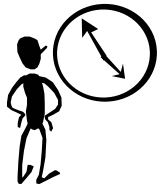
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# What is transition?

## *TRANSITION IS CHANGE.*

Transition is movement. Throughout life, there are many transitions: beginning pre-school, graduating from school, leaving your parents' home, marrying, having a child, moving to a new home or a new city. One of the most important transitions you will make as a young adult is the one from high school to community.

Although age 14 may seem too early to begin transition planning, you will face many questions while preparing and planning for the future such as:

- Do I want to work after high school? If so, what do I want to do?
- Will I need help in getting a job?
- Do I want to go to college? If so, what do I want to study?
- Will I need help to be successful in college?
- Where will I live?
- How much money will I need to make? And so on.

For student and parent tips in making the transition process easier, please refer to Appendix A. Trying to come up with answers to these life decisions makes the transition from school to the community seem overwhelming! Another reason why transition planning is important is because the way services are provided radically changes once you leave school.



## Entitlement versus Eligibility

While you are a student in high school, you are entitled to services (education) under the Individuals with Disabilities Education Act (IDEA). Once you graduate, however, you must be determined eligible for certain services. For instance, you may want job placement services. Department of Vocational Rehabilitation (DVR) provides these services but only if you meet certain criteria. Each agency has different criteria they use to determine eligibility.

Even if you are not sure if you will need additional services after you graduate, you should consider inquiring and registering as early as possible because services may not be immediately accessible. You may want to consider attending a school or rehabilitation center that is not in your area or consider transportation issues, which may be an obstacle that prevents you from getting to work, school, or other facilities. When you are in high school, your main concern is to complete your educational requirements or to graduate. However, you must also consider the human service providers in the community that you may need to use after high school. By making these linkages early, it will help you develop relationships, which will be helpful once you graduate.

The purpose of this book is to help you begin thinking about what **you** want to do when school is over, to be aware of the potential barriers to what you want, and to know some strategies for overcoming the barriers.



## Who does transition planning?

Transition planning is something that you and your school do to help you prepare for making the change from high school student to young adult in the community. Appendix B lists some transition issues that you may want to consider.

Schools are required to help students plan for their transition from high school to the community. This law is called the Individuals with Disabilities Education Act. It will be important for you to become familiarized with IDEA.

**This information may be difficult for anyone to understand, so don't become discouraged. If you need assistance, ask your teacher, counselor, or parent.**

IDEA defines transition planning as:

“...a coordinated set of activities for a student with a disability that is designed within an outcome oriented process that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition services are based on the individual student needs, taking into account the students' preference and interests. Transition services include: Instruction, Related services, Community experiences, Employment, Post school adult living, daily living skills, and Functional vocational evaluation.”



In Kentucky, these requirements for transition planning are typically documented in two places, within the Individual Graduation Plan (IGP) and in the Individual Education Program (IEP). The IGP, a requirement for every student in Kentucky, is designed to help students begin planning for life after high school by focusing on coursework they will need to attain their post-school goals. The IEP, for students receiving special education, takes this planning even further by looking at specific learning goals and objectives related to what the student should know upon school completion and by coordinating school services with community services to assure a smooth transition. (You can see examples of an IGP and an IEP on the following pages).

Since 1990, transition services have been required by law for students with educational disabilities who are 16 years or older, or younger if deemed appropriate by the Individual Education Program (IEP) Team. The services are planned at the IEP meeting to which students must be invited. Now, under the latest reauthorization of the IDEA in 1997 (IDEA 97), this involvement has been expanded. In addition to transition services beginning at age 16, a statement of transition service needs is required at age 14. At this time, and updated annually, thereafter, the IEP Team looks at your course of study (such as advanced placement courses or vocational education programs) and determines whether or not these courses of study are leading you to where you need to be upon graduation. Beginning to plan at age 14, with an eye to necessary coursework, is expected to help students plan and prepare educationally. Then, at age 16, or younger if appropriate, transition services are delivered in a wide range of areas and a statement of interagency linkages and responsibilities, if appropriate, is developed. (OSEP IDEA '97 Training Package, Module 9, pp. 9 – 11 through 9 –13).



## What is the Transition / IEP team?

As you move closer to leaving high school, you and your parents will be asked to be part of the Transition / IEP team. **This is your team.** The team's purpose is to help you begin thinking about what you want to do when you are finished with high school and to figure out ways to help you do the things you want to do when school is over.

Besides yourself and your parent, the team will consist of teachers and others from your school. In addition, there may be people who are not from school that you would like to have on your team. These should be people you feel are interested in your future and may be helpful to you as you begin life in the community. Think about folks who have helped you in the past and that you feel comfortable talking with. These might include relatives, friends, members of a support group, ministers, and so on. You should be free to invite anyone who you feel can help. Let the school know who is coming so there will be room.

You should feel free to invite anyone that you think can help or provide additional information. A possible list of individuals present at the Transition / IEP meeting, may include:

- \* Meeting Chair
- \* Parents
- \* Young Adult
- \* Special Education Teacher
- \* Regular Education Teacher
- \* School Psychologist
- \* Vocational Coordinator
- \* Job Trainer
- \* Friends
- \* Department of Vocational Rehabilitation (DVR) Representative
- \* Adult Service Representatives
- \* Occupational, Physical, or Speech Therapists
- \* Employer (present or potential)
- \* Others who may be helpful



Your team will meet at least once each school year for the purpose of developing a plan to assist you as you transition to the adult community. Your job as a team member is to be thinking about what you want your life to look like after high school and to share that information with the other members.

A variety of adult service providers may attend the Transition / IEP meeting. Some examples might be counselors from DVR or Department for the Blind (DFB). These agencies are authorized to help you plan employment and living options. You may have members from other adult service agencies attend the IEP meeting. These may be agencies offering services in recreation, transportation, employment, or living arrangements like group homes or supported apartments.

If you have been working, you may wish your employer to attend the Transition / IEP meeting. Even if your present job will not continue after you leave high school, your employer can help the team examine your job skills and can help plan for a more permanent job after high school.

Social and civic organizations such as JCs, Lions, or Kiwanis may be resources and could send a member to attend the meeting. Organizations such as these not only fund needed services like glasses, communication devices, or other technical equipment, but may also provide social support and recreation for you.

If you have a health or medical concern, you may contact a service provider such as Shriners Hospital for Children, Cardinal Hill Rehabilitation Hospital, or the Commission for Children with Special Health Care Needs. The members of the transition planning team may well change from year to year. The people attending this meeting are determined by what is necessary to help reach the desired outcomes through the action plans.



**Enter District Name Here**  
**Individual Education Program (IEP)**

Date: \_\_\_\_\_ Review Date: \_\_\_\_\_

Student: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
Last First Middle

Student ID# \_\_\_\_\_ Disability: \_\_\_\_\_

<b>Education Performance Areas Assessed</b>	<b>Present Levels of Performance including how the disability affects the student's involvement and progress in the general curriculum</b> (For preschool children include the effect on participation in appropriate activities; For students aged 14, or younger if appropriate, a statement of transition needs is included; and For students aged 16, or younger if appropriate, a statement of transition services and interagency linkages is included.)
<b>Communication Status</b>	<input type="checkbox"/> Performance commensurate with similar age peers
<b>Academic Performance</b>	<input type="checkbox"/> Performance commensurate with similar age peers
<b>Health, Vision, Hearing, Motor Abilities</b>	<input type="checkbox"/> Not an area of concern at this time
<b>Social and Emotional Status</b>	<input type="checkbox"/> Performance commensurate with similar age peers
<b>General Intelligence</b>	<input type="checkbox"/> Performance commensurate with similar age peers
<b>Transition Needs</b>	<input type="checkbox"/> Instruction <input type="checkbox"/> Related services <input type="checkbox"/> Community experiences <input type="checkbox"/> Employment <input type="checkbox"/> Daily Living Skills <input type="checkbox"/> Post School Adult Living Objectives <input type="checkbox"/> Functional Vocational Evaluation
<b>Functional Vision/Learning Media Assessment</b>	<input type="checkbox"/> Performance commensurate with similar age peers

Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Date of ARC: \_\_\_\_\_

**Consideration of Special Factors for IEP Development:**

- Does the child's behavior impede his/her learning or that of others?  Yes  No If yes, include appropriate strategies, such as positive behavioral interventions and supports in the statement of devices and services below.
  
- Does the child have limited English proficiency?  Yes  No. If yes, what is the relationship of language needs to the IEP?
  
- Is the child blind or visually impaired?  Yes  No If yes, the IEP Team must consider:
  - Is instruction in Braille needed?  Yes  No
  - Is use of Braille needed?  Yes  No
  - Will Braille be the student's primary mode of communication?  Yes  No (See evaluation data for supporting evidence.)
  
- Does the child have communication needs?  Yes  No. If yes, what are they?  
\_\_\_\_\_  
\_\_\_\_\_
  
- Is the child deaf or hard of hearing?  Yes  No. If yes, the IEP Team must consider:
  - The child's language and communication needs; Describe:  
\_\_\_\_\_
  - Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:  
\_\_\_\_\_
  - Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:  
\_\_\_\_\_
  
- Are assistive technology devices and services necessary in order to implement the child's IEP? (include instruction in Braille)  
 Yes  No. **If yes, indicate below.**

Statement of devices/services to be provided to address the above special factors (such as an intervention plan; accommodations; other program modifications)

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Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Date of ARC: \_\_\_\_\_

**Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP and Transition Activities**

Annual Measurable Goal: \_\_\_\_\_

	Review of Progress of Annual Goal								Date Progress Report Sent to Parent
	1st	2nd	3rd	4th	5th	6th	7th	8th	1 <sup>st</sup> reporting period:
<u>Methods of Evaluation*</u>									2 <sup>nd</sup> reporting period:
<u>Reports of Progress**</u>									4 <sup>th</sup> reporting period:
<u>Goal Anticipation***</u>									5 <sup>th</sup> reporting period:
<p style="text-align: center;"><b>*Methods of Evaluation</b></p> <p>1. Standard tests                  2. Teacher-made tests                  3. Teacher observations                  4. state and/or district assessments                  5. Progress Data                  6. Other: _____                  7. Other: _____</p> <p style="text-align: center;"><b>**Report of Progress</b></p> <p>1. No progress made                  2. Very little progress being made towards goal                  3. Some progress being made towards goal                  4. Goal has been met                  5. Other: _____</p> <p style="text-align: center;"><b>***Goal Anticipation</b></p> <p><b>YES</b> Anticipate meeting goal by IEP annual review, or  <b>NO</b> Do not anticipate meeting goal by IEP annual review.</p>									6 <sup>th</sup> reporting period:
									7 <sup>th</sup> reporting period:
									8 <sup>th</sup> reporting period:

Benchmarks/Short-Term Instructional Objectives and Specially Designed Instruction	
Benchmarks/Objectives	Specially Designed Instructions
1.	
2.	
3.	
4.	

Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Date of ARC: \_\_\_\_\_

Specially Designed Instruction in P.E.: Does the student require specially designed P.E.?  Yes  No.  
If yes, document as specially designed instruction.

A statement of supplementary aids and services, if any, to be provided to the child or on behalf of the child:

### Individual Modifications in the Administration of Assessments and in the Classroom

In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom assessment as well as meet all additional requirements established by the ***Inclusion of Special Populations in the State-Required Assessment and Accountability Programs, 703 KAR 5:070*** document.

- Readers strategies
- Scribes
- Paraphrasing
- Reinforcement and behavior modification
- Prompting/cueing
- Use of technology
- Manipulatives
- Braille
- Interpreters
- Extended time
- Other: specify \_\_\_\_\_

Student has been determined eligible for participation in the alternative portfolio assessment. The reasons for this decision are:  
\_\_\_\_\_

Program Modifications/Supports for School Personnel that will be provided for the child:

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Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Date of ARC: \_\_\_\_\_

**LRE and General Education:** Explain the extent, if any, to which the student will not participate in:

regular classes (content area): \_\_\_\_\_

<b>Special Education and Related Services:</b>																					
Type of Service*	Anticipated Frequency of Service	Anticipated Duration Of Service			Location of Services**																
		Amount of Time	Beginning Date/Ending Date																		
<p>*Type Of Service:</p> <table border="0"> <tr> <td>1. Special Education</td> <td>8. Counseling</td> </tr> <tr> <td>2. Speech Language Pathology</td> <td>9. Orientation &amp; Mobility</td> </tr> <tr> <td>3. Audiology</td> <td>10. School Health Services</td> </tr> <tr> <td>4. Psychological</td> <td>11. Social Work</td> </tr> <tr> <td>5. Physical Therapy</td> <td>12. Parent Counseling &amp; Training</td> </tr> <tr> <td>6. Occupational Therapy</td> <td>13. Transportation</td> </tr> <tr> <td>7. Recreation</td> <td>14. Instruction In Braille</td> </tr> <tr> <td></td> <td>15. Other: _____</td> </tr> </table>					1. Special Education	8. Counseling	2. Speech Language Pathology	9. Orientation & Mobility	3. Audiology	10. School Health Services	4. Psychological	11. Social Work	5. Physical Therapy	12. Parent Counseling & Training	6. Occupational Therapy	13. Transportation	7. Recreation	14. Instruction In Braille		15. Other: _____	<p>**For location use code for continuum of services:</p> <ol style="list-style-type: none"> <li>1. regular class</li> <li>2. resource room/sp ecial class</li> <li>3. special schools (KSD,KS B)</li> <li>4. home instructio n</li> <li>5. hospital and institutio ns</li> <li>6. other: _____</li> <li>7. other: _____</li> </ol>
1. Special Education	8. Counseling																				
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6. Occupational Therapy	13. Transportation																				
7. Recreation	14. Instruction In Braille																				
	15. Other: _____																				

Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Date of ARC: \_\_\_\_\_

**How were the student's preferences and interests considered? (Check all that apply)**

- Student Interview     
  Student Survey     
  Student Portfolio     
  Vocational Assessments     
  Interest Inventory  
 Parent Interview     
  Other:

**Transition Services Needs (Beginning at age 14, or younger)**

*Needs Related to the Course of Study*

Has Individual Graduation Plan (IGP) been developed:

- Yes.  
 No. If no, do not proceed with development of IEP until IGP is developed.

**Transition Services (Beginning at age 16, or younger if appropriate)**

**Desired Post School Outcomes/Services  
(Check those which apply)**

Employment

- Competitive  
 Supported  
 Military

Living Arrangements

- Independent Living  
 Supported  
 Unsupported?  
 Group Home  
 Parents or Relative

Post-Secondary

- Community College  
 Technical College  
 University

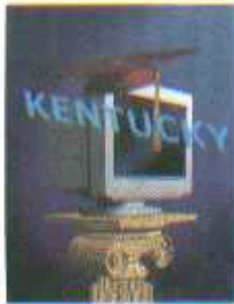
Community Participation

- Supported  
 Unsupported

**Required Transition Services Including Statement of Interagency Linkages and Responsibilities**

Agency Responsibilities	Agency Responsible

If applicable, One year before the student reaches age 18 the student and parent have been informed of the student's rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer on reaching the age of majority. Date Informed: \_\_\_\_\_



# IGP Individual Graduation Plan

## Personal Information

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Birth Date \_\_\_\_\_ Phone: (    ) \_\_\_\_\_ Social Security # \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

### A. Educational History

Name of School	City and State
Elementary School(s)	
Middle School(s)	
High School(s)	

9<sup>th</sup> Grade \_\_\_\_\_ - \_\_\_\_\_ School Year

Advisor \_\_\_\_\_

11<sup>th</sup> Grade \_\_\_\_\_ - \_\_\_\_\_ School Year

Advisor \_\_\_\_\_

10<sup>th</sup> Grade \_\_\_\_\_ - \_\_\_\_\_ School Year

Advisor \_\_\_\_\_

12<sup>th</sup> Grade \_\_\_\_\_ - \_\_\_\_\_ School Year

Advisor \_\_\_\_\_

This is an academic and career planning folder for Kentucky students. It is designed as a tool to help you in identifying educational and career goals.



## B. Career Clusters and My Plans

The Individual Graduation Plan is designed around Kentucky's 14 Career Clusters. A Career Cluster is a group of occupations that may have common characteristics and job duties. These clusters can help you in exploring your career path.

### Career Clusters and Some Sample Jobs:

<p><b>Agriculture</b></p> <ul style="list-style-type: none"> <li>Food Scientist</li> <li>Food Inspector</li> <li>Biologist</li> <li>Agri-Engineer/Teacher</li> <li>Plant Scientist</li> <li>Biotechnician</li> <li>Agri-Inspector</li> </ul>	<p><b>Communications</b></p> <ul style="list-style-type: none"> <li>Public Relations</li> <li>Corporate Affairs</li> <li>Public Affairs Officer</li> <li>Advertising Executive</li> <li>Marketing Executive</li> <li>Public Information Officer</li> <li>Public Affairs Specialist</li> </ul>	<p><b>Health Science</b></p> <ul style="list-style-type: none"> <li>Physician</li> <li>Physician Assistant</li> <li>Medical Technologist</li> <li>Medical Records Technician</li> <li>Medical Assistant</li> <li>Healthcare Quality Inspector</li> </ul>	<p><b>Public Services</b></p> <ul style="list-style-type: none"> <li>Attorney</li> <li>Police Officer</li> <li>Police Officer</li> <li>Firefighter</li> <li>Police Officer</li> <li>Police Officer</li> <li>Police Officer</li> </ul>
<p><b>Arts &amp; Humanities</b></p> <ul style="list-style-type: none"> <li>Artist</li> <li>Musician</li> <li>Actor/Actress</li> <li>Director</li> <li>Stagehand</li> <li>Stagehand</li> <li>Stagehand</li> </ul>	<p><b>Construction</b></p> <ul style="list-style-type: none"> <li>Construction Worker</li> <li>Construction Worker</li> <li>Construction Worker</li> <li>Construction Worker</li> <li>Construction Worker</li> <li>Construction Worker</li> </ul>	<p><b>Human Services</b></p> <ul style="list-style-type: none"> <li>Child Welfare Worker</li> <li>Child Welfare Worker</li> <li>Child Welfare Worker</li> <li>Child Welfare Worker</li> <li>Child Welfare Worker</li> <li>Child Welfare Worker</li> </ul>	<p><b>Science &amp; Mathematics</b></p> <ul style="list-style-type: none"> <li>Chemist</li> <li>Chemist</li> <li>Chemist</li> <li>Chemist</li> <li>Chemist</li> <li>Chemist</li> </ul>
<p><b>Business &amp; Marketing</b></p> <ul style="list-style-type: none"> <li>Business Development Representative</li> <li>Business Development Representative</li> <li>Business Development Representative</li> <li>Business Development Representative</li> <li>Business Development Representative</li> <li>Business Development Representative</li> </ul>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>Teacher</li> <li>Teacher</li> <li>Teacher</li> <li>Teacher</li> <li>Teacher</li> <li>Teacher</li> </ul>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>Software Engineer</li> <li>Software Engineer</li> <li>Software Engineer</li> <li>Software Engineer</li> <li>Software Engineer</li> <li>Software Engineer</li> </ul>	<p><b>Social Sciences</b></p> <ul style="list-style-type: none"> <li>Psychologist</li> <li>Psychologist</li> <li>Psychologist</li> <li>Psychologist</li> <li>Psychologist</li> <li>Psychologist</li> </ul>
		<p><b>Manufacturing</b></p> <ul style="list-style-type: none"> <li>Manufacturing Worker</li> <li>Manufacturing Worker</li> <li>Manufacturing Worker</li> <li>Manufacturing Worker</li> <li>Manufacturing Worker</li> <li>Manufacturing Worker</li> </ul>	<p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>Pilot</li> <li>Pilot</li> <li>Pilot</li> <li>Pilot</li> <li>Pilot</li> <li>Pilot</li> </ul>

### My Career Assessment

#### Career Interest

Grade Level: \_\_\_\_\_ Assessment Instrument: \_\_\_\_\_

What are my 3 areas of career interest and the related career cluster for each?

Interest Areas

Career Clusters

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Learning Styles

Grade Level: \_\_\_\_\_ Assessment Instrument: \_\_\_\_\_

What ways do I learn best?

\_\_\_\_\_

#### Career Aptitude

Grade Level: \_\_\_\_\_ Assessment Instrument: \_\_\_\_\_

What strengths are identified in this assessment?

\_\_\_\_\_



## My Documents

### Student Questions for Reading and Mathematics

These questions are to help you think about ways to improve your reading and mathematical skills. Copy and use the sheet inside this pocket to answer the questions. A separate sheet is needed for each year.

#### Reading

1. Why do I read, what do I read and how often do I read?
2. What do my grades and test scores show about my reading ability?
3. How will reading help me with my educational and career goals?

#### Mathematics

1. When and how is mathematics important in my life?
2. What do my grades and test scores show about my mathematical ability?
3. How will mathematics help me with my educational and career goals?

**What type of help do I need to succeed in reading and mathematics?**

---

STUDENT QUESTIONS FOR READING AND MATHEMATICS GRADE \_\_\_\_\_

**READING**

**Response**

- |   |    |
|---|----|
| 1. Why do I read, what do I read and how often do I read?           | 1. |
| 2. What do my grades and test scores show about my reading ability? | 2. |
| 3. How will reading help me in my career goals?                     | 3. |

**MATHEMATICS**

**Response**

- |  |    |
|--|----|
| 1. When and how is mathematics important in my life?                     | 1. |
| 2. What do my grades and test scores show about my mathematical ability? | 2. |
| 3. How will mathematics help me in my career goals?                      | 3. |

---

What type of help do I need to succeed in reading and/or mathematics?

**C. Self-Assessment Records**

A record of assessments you take each year will serve as a tool to guide you on your career path. Identify the tests taken at each grade level and any comments you have regarding academic strengths or needs identified from the assessments.

**CATS Proficiency Tests**

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade
Instrument:KCCT	Instrument:KCCT	Instrument:KCCT
Reading	Social Studies	Reading
Science	PL/VS	PL/VS
Writing Portfolio	Arts & Humanities	Comments:
Writing on Demand	Mathematics	
<b>Comments:</b>	<b>Comments:</b>	

**CATS Proficiency Tests**

11 <sup>th</sup> Grade	6 <sup>th</sup> Grade	9 <sup>th</sup> Grade
Instrument:KCCT	Instrument:CTBS	Instrument:CTBS
Mathematics	Reading	Reading
Science	Language Arts	Language Arts
Social Studies	Mathematics	Mathematics
Arts & Humanities	<b>Comments:</b>	<b>Comments:</b>
<b>Comments:</b>		

**Other Assessments (PLAN, ACT, SAT, etc.)**

Grade Level:	Grade Level:	Grade Level:
Instrument:	Instrument:	Instrument:
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>

**D. ACTION PLAN FOR SERVICE(S) NEEDED**

Indicate Services Needed:

- a. Extended School Services
- b. Education Beyond High School
- c. Career Counseling and Guidance
- d. Additional Vocational Assessment
- e. Ongoing Job Support

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Post Sec.	Person Responsible

**E. CAREER GOALS AND LEVEL OF EDUCATION NEEDED**

	Career Goals		Post- High School Education			
	Career Cluster	Career Goal/Major	Four Year College/University	Community/ Technical College	Military	Workforce
Grade 6			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 9			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F. MY FOUR - YEAR HIGH SCHOOL PLAN**

**Kentucky *Minimum* High School Graduation Requirements**  
(School or District may have additional requirements)

- 4 credits of English    3 credits of Science    1 credit of Health/Physical Education    2 credits of Foreign Language required for admission to Kentucky universities and colleges for students pursuing a four-year degree
- 3 credits of Social Studies    3 credits of Mathematics    1 credit of History & Appreciation of Visual & Performing Arts    and
- 7 electives    Individual Graduation Plan

Career Goal/Major \_\_\_\_\_

Grade 9		Grade 10		Grade 11		Grade 12	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
<b>Total Credits</b>		<b>Total Credits</b>		<b>Total Credits</b>		<b>Total Credits</b>	

**Signatures**

Student: _____	Student: _____	Student: _____	Student: _____
Parent: _____	Parent: _____	Parent: _____	Parent: _____
Advisor: _____	Advisor: _____	Advisor: _____	Advisor: _____
Annual Review Date _____	Annual Review Date _____	Annual Review Date _____	Annual Review Date _____



## Who Arranges the Transition / IEP meeting?

The school will designate a meeting chairperson who will make arrangements with you and your family about when to have the IEP meeting. The schools maintain a list of students who have reached the age when transition planning must take place.

As the formal transition process starts, young adults who are identified as needing transition services must have those needs included on their Individual Education Program (IEP). The special education teacher will make sure that transition goals and objectives are included in your annual IEP each year. The teacher should talk with you to decide whether other interested organizations should be represented at your IEP meeting to help with transition planning.

The special education teacher or chairperson coordinating the IEP meeting should invite anyone who can help make your plan successful. **Remember - if you or you parents have someone you want to invite, you have a right to do so.** Let your teacher know whom you wish to invite.

If, for some reason, your parents do not hear from the school to arrange a Transition / IEP meeting by the time you have reached age 14, ask them to contact the special education teacher. If you and your family want a meeting, ask your teacher to schedule one. Together you can decide whom to invite so the best plan can be developed.

It will be helpful if you and your parents complete some surveys, the Parent/Guardian and Student Transition Surveys. After completing these, you, your parents and the special education teacher can use these documents to help focus on your transition concerns. You will find these surveys over the next several pages of this manual. It is hard for one meeting to adequately cover all the areas of transition; some may be more important to your family than others...



...You may need to adapt these to your individual needs. For example, perhaps you and your family plan for you to stay 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. However, if you will live in a group home or in a supported living facility, it is important to plan for this as soon as possible. Employment, financial concerns, and advocacy may be the priority for planning for some students. Others need medical aid, residential planning, and vocational training.

As you read over the surveys, you may find some things you do not understand. Some of the terms are defined in the glossary of this manual. **If you have questions, please discuss them with your parents or your teacher as you fill out the survey.** Remember that the transition goals and objectives will be updated each year at the IEP meeting, so use this form on an annual basis to tell the special education teacher or the transition planning team whether your concerns have changed and additional planning needs to be considered. For example, you may be planning to remain living at home 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.**



STUDENT Survey for Transition Planning  
Plans for the Future

<i>Student Name:</i> _____	<i>Date of Birth:</i> _____
<i>School:</i> _____	<i>Grade:</i> _____
<i>Today's Date:</i> _____	

*This survey is intended to help you begin thinking about what you might want to do when you finish high school. Each year, this survey information will be updated to reflect your changing perspective on what you want to do, as you get closer to leaving school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after high school.*

**Careers**

What year do you plan to leave high school? \_\_\_\_\_

Which of the following would you like to be doing after leaving high school? Check as many items as you wish.

**Job**  
What kind of job? \_\_\_\_\_  
What kind of help, if any, do you think you will need to get and/or keep a job?  
\_\_\_\_\_  
\_\_\_\_\_

**Further job training (technical or trade school)**

**Military**

**Community College or University**  
What kind of help, if any, do you think you will need to go to college?  
\_\_\_\_\_  
\_\_\_\_\_

**Homemaker**

**Volunteer Services**

**Other (please explain)**  
\_\_\_\_\_

## Living Arrangements

Where do you want to live after leaving high school?

	<b>Immediately</b> (right after high school)	<b>Long Term</b> (sometime in future)
With parents or relatives	<input type="checkbox"/>	<input type="checkbox"/>
In your own apartment/home	<input type="checkbox"/>	<input type="checkbox"/>
In a "group" home	<input type="checkbox"/>	<input type="checkbox"/>
Other living options	_____	_____

What type of help, if any, do you think you will need to live in the option you have chosen? \_\_\_\_\_

## Community Living and Transportation

How will you travel to your job or school? \_\_\_\_\_

How will you travel to community activities? \_\_\_\_\_

How do you think you will pay for rent/house payment/travel in the community? \_\_\_\_\_

## Recreation, Leisure, and Social Activities

What do you like to do in your free time?

When alone: \_\_\_\_\_

With a group (e.g. family, church, school): \_\_\_\_\_

In the community (go to the movies, shopping, eating out): \_\_\_\_\_

What kind of help, if any do you think you may need to participate in the things you enjoy doing in your free time? \_\_\_\_\_

What kind of recreational or leisure activity would you like to learn? \_\_\_\_\_

## School

Are you getting vocational training in real work settings? Yes \_\_\_\_\_ No \_\_\_\_\_

What kind of work would you like to be doing, if any, during the next school year:

---

---

What do you think you need to know to help you live more independently after school?

---

---

---

What kind of help do you need at school to be successful?

---

---

Are you participating in any extra-curricular/after-school activities? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please describe:

---

---

## Other Services

Please check all the services that you think you need now, and in the future, to be successful when you leave high school. Check as many boxes as necessary:

	<b>Now</b>	<b>Future</b>
Job Training/support	<input type="checkbox"/>	<input type="checkbox"/>
Income support	<input type="checkbox"/>	<input type="checkbox"/>
Medical services	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>
Community Skills Training	<input type="checkbox"/>	<input type="checkbox"/>
Other services: Now	_____	
Future	_____	

Student Signature: \_\_\_\_\_

*Sample Only*

STUDENT Survey for Transition Planning  
Plans for the Future

Student Name: <u>John Xavier</u>	Date of Birth: <u>4-12-84</u>
School: <u>Safeland High</u>	Grade: <u>12<sup>th</sup></u>
Today's Date: <u>8-2-02</u>	

*This survey is intended to help you begin thinking about what you might want to do when you finish high school. Each year, this survey information will be updated to reflect your changing perspective on what you want to do, as you get closer to leaving school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after high school.*

**Careers**

What year do you plan to leave high school? 2003

Which of the following would you like to be doing after leaving high school? Check as many items as you wish.

- Job**  
What kind of job? Car body repair or fixing broken appliances  
What kind of help, if any, do you think you will need to get and/or keep a job?  
\_\_\_\_\_  
\_\_\_\_\_
- Further job training (technical or trade school)**
- Military**
- Community College or University**  
What kind of help, if any, do you think you will need to go to college?  
Financial Aid  
\_\_\_\_\_  
\_\_\_\_\_
- Homemaker**
- Volunteer Services**
- Other (please explain)**  
\_\_\_\_\_

## Living Arrangements

Where do you want to live after leaving high school?

	<b>Immediately</b> (right after high school)	<b>Long Term</b> (sometime in future)
With parents or relatives	<input type="checkbox"/>	<input type="checkbox"/>
In your own apartment/home	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
In a "group" home	<input type="checkbox"/>	<input type="checkbox"/>
Other living options	_____	_____

What type of help, if any, do you think you will need to live in the option you have chosen? money for rent, help in budgeting my money, and cooking

## Community Living and Transportation

How will you travel to your job or school? Not sure

How will you travel to community activities? Not sure; friend might give me a ride.

How do you think you will pay for rent/house payment/travel in the community?

Don't know, maybe get a job.

## Recreation, Leisure, and Social Activities

What do you like to do in your free time?

When alone: play computer games, watch T.V., and listen to music

With a group (e.g. family, church, school):

Swimming

In the community (go to the movies, shopping, eating out):

go to the movies and get PIZZA

What kind of help, if any do you think you may need to participate in the things you enjoy doing in your free time? a ride into town

What kind of recreational or leisure activity would you like to learn?

roller blading

## School

Are you getting vocational training in real work settings? Yes \_\_\_\_\_ No

What kind of work would you like to be doing, if any, during the next school year:

N/A, going to graduate in the spring.

What do you think you need to know to help you live more independently after school?

Help with budgeting, paying bills.

What kind of help do you need at school to be successful?

Teacher or classmate reads material to me and I answer questions on paper.  
It takes me longer to finish my work so I need more time.

Are you participating in any extra-curricular/after-school activities? Yes \_\_\_\_\_ No

If yes, please describe:

### Other Services

Please check all the services that you think you need now, and in the future, to be successful when you leave high school. Check as many boxes as necessary:

	Now	Future
Job Training/support	<input type="checkbox"/>	<input type="checkbox"/>
Income support	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Medical services	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Community Skills Training	<input type="checkbox"/>	<input type="checkbox"/>
Other services: Now	_____	
Future	_____	

Student Signature: John Kainer

*Kentucky Transition Collaborative  
Fall 2000*

PARENT/Guardian Survey for Transition Planning  
Plans for the Future

<i>Student Name:</i> _____	<i>Date of Birth:</i> _____
<i>School:</i> _____	<i>Grade:</i> _____
<i>Parent/Guardian Name:</i> _____	
<i>Telephone Number:</i> _____	<i>Today's Date:</i> _____

*This survey is intended to help you begin thinking about what you would like your son or daughter to be doing when he/she finishes high school. This information will also serve as a guide to your son/daughter's teachers in deciding which classes and educational experiences he/she should have to help them successfully transition from high school to the adult world. This information will be updated on a yearly basis.*

**Careers**

What year do you think your son/daughter will leave high school?

---

Which of the following would you like your son/daughter to be doing after leaving high school? Check as many items as you wish.

**Job**

What kind of job? \_\_\_\_\_  
What kind of help, if any, do you think your he/she will need to get and/or keep a job?  
\_\_\_\_\_  
\_\_\_\_\_

**Further job training (technical or trade school)**

**Military**

**Community College or University**

What kind of help, if any, do you think he/she will need to go to college?  
\_\_\_\_\_  
\_\_\_\_\_

**Homemaker**

**Volunteer Services**

**Other (please explain)**

---

---

### **Living Arrangements**

Where do you see your son/daughter living after leaving high school?

	<b>Immediately</b> (right after high school)	<b>Long Term</b> (sometime in future)
With parents or relatives	<input type="checkbox"/>	<input type="checkbox"/>
In his/her own apartment/home	<input type="checkbox"/>	<input type="checkbox"/>
In a "group" home	<input type="checkbox"/>	<input type="checkbox"/>
Other living options		

---

---

What type of help, if any, do you think he/she will need to live in the option you are thinking about?

---

---

---

### **Community Living and Transportation**

How will your son/daughter travel to a job or school?

---

---

How will your son/daughter travel to community activities?

---

---

How do you think your son/daughter will pay for rent/house payment/travel in the community?

---

---

### **Recreation, Leisure, and Social Activities**

What does your son/daughter like to do in his/her free time?

When alone: \_\_\_\_\_

With a group (e.g. family, church, school): \_\_\_\_\_

In the community (go to movies, shopping, eating out): \_\_\_\_\_

What kind of help, if any, do you think your son/daughter may need to participate in the things he/she enjoys doing in your free time?

---

---

What kind of recreational or leisure activity would your son/daughter like to learn?

---

---

## School

Is your son/daughter receiving vocational training in real work settings? Yes \_\_\_\_\_ No \_\_\_\_\_

What kind of work would you like your son/daughter to be doing, if any, during the next school year?

---

---

What do you think your son/daughter needs to know to help he/she live more independently after school?

---

---

Is your son/daughter going out in the community for instruction during school day?

Yes \_\_\_\_\_ No \_\_\_\_\_

What kind of help does your son/daughter need at school to be successful?

---

---

Is your son/daughter participating in any extra-curricular/after-school activities? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please describe:

---

---

## Other Services

Please check all the services that you think your son/daughter need now, and in the future, to be successful when he/she leaves high school. Check as many boxes as necessary:

	<b>Now</b>	<b>Future</b>
Job Training/support	<input type="checkbox"/>	<input type="checkbox"/>
Income support	<input type="checkbox"/>	<input type="checkbox"/>
Medical services	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>
Community Skills Training	<input type="checkbox"/>	<input type="checkbox"/>
Other services: Now _____		
Future _____		

Parent or Guardian Signature:

---

*Sample Only*

PARENT/Guardian Survey for Transition Planning  
Plans for the Future

Student Name: <u>John Xavier</u>	Date of Birth: <u>4-12-84</u>
School: <u>Safeland High</u>	Grade: <u>12<sup>th</sup></u>
Parent/Guardian Name: <u>Don Xavier</u>	
Telephone Number: _____	Today's Date: <u>8-2-02</u>

*This survey is intended to help you begin thinking about what you would like your son or daughter to be doing when he/she finishes high school. This information will also serve as a guide to your son/daughter's teachers in deciding which classes and educational experiences he/she should have to help them successfully transition from high school to the adult world. This information will be updated on a yearly basis.*

**Careers**

What year do you think your son/daughter will leave high school?

Spring 2003

Which of the following would you like your son/daughter to be doing after leaving high school? Check as many items as you wish.

**Job**

What kind of job? Whatever he wants to do - he's good with his hands.

What kind of help, if any, do you think your he/she will need to get and/or keep a job?

He needs someone to help him find a job.

**Further job training (technical or trade school)**

**Military**

**Community College or University**

What kind of help, if any, do you think he/she will need to go to college?

**Homemaker**

**Volunteer Services**

- Other (please explain)**
- 
- 

### Living Arrangements

Where do you see your son/daughter living after leaving high school?

	<b>Immediately</b> (right after high school)	<b>Long Term</b> (sometime in future)
With parents or relatives	<input type="checkbox"/>	<input type="checkbox"/>
In his/her own apartment/home	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
In a "group" home	<input type="checkbox"/>	<input type="checkbox"/>
Other living options		

---

---

What type of help, if any, do you think he/she will need to live in the option you are thinking about?

He doesn't know how to take care of himself or a house, like cooking meals or washing his clothes.

---

---

### Community Living and Transportation

How will your son/daughter travel to a job or school?

We will take him there.

---

---

How will your son/daughter travel to community activities?

We will take him or he will ride with a friend.

---

---

How do you think your son/daughter will pay for rent/house payment/travel in the community?

We're not sure, maybe with the money he makes from a job.

---

---

### Recreation, Leisure, and Social Activities

What does your son/daughter like to do in his/her free time?

When alone: lays around the house watching T.V.

With a group (e.g. family, church, school):

goes to the pool.

In the community (go to movies, shopping, eating out):

goes out to eat and to the movies

---

---

What kind of help, if any, do you think your son/daughter may need to participate in the things he/she enjoys doing in your free time?

He needs help in learning some type of leisure skill besides watching T.V. and swimming. He needs to learn how to get along with people and how to let people help him.

---

---

What kind of recreational or leisure activity would your son/daughter like to learn?

roller blading

### School

Is your son/daughter receiving vocational training in real work settings? Yes \_\_\_\_\_ No

What kind of work would you like your son/daughter to be doing, if any, during the next school year?

Budgeting, paying bills - basic math skills.

What do you think your son/daughter needs to know to help he/she live more independently after school?

Many things - daily living skills, transportation options.

Is your son/daughter going out in the community for instruction during school day?

Yes \_\_\_\_\_ No

What kind of help does your son/daughter need at school to be successful?

He could benefit from some type of job-training. He may also benefit from learning skills to read better.

Is your son/daughter participating in any extra-curricular/after-school activities? Yes \_\_\_\_\_ No

If yes, please describe:

### Other Services

Please check all the services that you think your son/daughter need now, and in the future, to be successful when he/she leaves high school. Check as many boxes as necessary:

	Now	Future
Job Training/support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Income support	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Medical services	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Community Skills Training	<input type="checkbox"/>	<input type="checkbox"/>
Other services: Now	_____	
Future	_____	

Parent or Guardian Signature:

Don Varies

# What can you expect at the Transition / IEP meeting?

Your meeting will include the following:



## Introductions

Everyone will introduce themselves and tell why they are at the meeting. Your parents will be given the right to appeal or disagree with any decisions that are made. If you are over age 18, you will be given this right.

## Description of Strengths

A description of your strengths will help everyone understand you better. The list of strengths could include:

- skills you have learned
- personality traits such as “relates well to people”, “responds positively to criticism”, “follows directions”
- things you want to do like “work in a job where you can meet lots of people”

Be sure that you, your family, and the people on the transition planning team who know you best give a realistic and positive picture.

## Goals and Objectives

The team will discuss several different transition planning areas including instruction, related services, community experiences, employment, post school adult living, daily living skills, and functional vocational evaluation. Filling out the Surveys for Transition Planning and discussing them with other members of the transition planning team will help to identify areas where you all feel transition planning is needed. This process will help the team focus on the most important concerns for your transition plan. In each area, the team together should set an overall goal and determine specific steps or training needed to achieve that goal.

## Description of Obstacles to Reaching Goals

The description of your disability should include an official diagnosis and any specific problems the team needs to know to make the best plan for you. Specific concerns may be communication difficulties, medical considerations, or physical limitations.

## **Team Member Responsible**



The school principal, guidance counselor and/or the special education teacher will probably be responsible for seeing that the transition plan is followed. A specific person on the transition team will be assigned to each action step that has been planned. That person will be responsible for seeing that the service is carried out. A date will be set for each step to show when that service should be accomplished.

## **Response to the Plan**

You and your family will be given time at the end of the meeting to review the plan and to tell the team whether you think the plan meets your needs.

You will not have the same desired outcomes or services as other students, but they should be similar in the way they reflect community involvement. The outcomes that are set in your plan may include some or all of the following:

- Independent living skills
- Employment or continuing education
- Leisure/recreation with non-disabled friends and co-workers
- Living arrangements
- Financial concerns
- Transportation
- Medical services
- Other information, training, and services that might be necessary to make the plan work

The forms you and your transition planning team may use are the Individual Graduation Plan (IGP) and the Individual Education Program (IEP). If you and your parents have filled out the Parent/Guardian Survey and Student Survey for Transition Planning, you will have already determined which areas are a concern for you. Be sure that these concerns are made known to the other members of the planning team.

The planning team should take the visions you have made for the future and write them as planned outcomes for your successful transition. Each area identified on the transition planning surveys will be reflected. If the services needed to reach that outcome can be provided by the school, it must be included in the IEP. If adult services and/or community supports are needed to reach the outcome they will need to be included as well.

**Think about the IEP meeting and see if you can answer these questions.**

1. Was everyone who needed to be at the meeting there? And, did everyone who needed to provide input have an opportunity?
2. Will the team members who were not present at the meeting get a copy of the plan and have a chance to respond?
3. Do you and your parents understand what desired outcomes were set and what services are planned to achieve those outcomes?
4. Did you and your parents tell the planning team about your dreams for life after school?
5. Does the plan help you meet those dreams?
6. Are the goals that were established important and useful to you? Will they help you be more independent?
7. Are the services identified in the action plan carried out in the most appropriate setting (in the community, at a jobsite, with non-disabled friends and co-workers)?
8. Did the team talk about everything you checked on the Surveys for Transition Planning?
9. Does each service identified in the Action Plan have a date set to show when it is going to happen?
10. Do you know who is responsible for monitoring the delivery of services identified in the plan? Was someone chosen to be responsible for providing each service?

Remember, a Transition / IEP meeting will be held each year for the purpose of reviewing progress made and making changes as your interests change.



# How do I decide what to do *after* high school?

## *Think about who you are.*

What do you like to do for fun? What things make you the happiest? What don't you like to do? How independent do you want to be?

One way to begin is to answer the questions on the **Student Survey for Transition Planning: Plans for the Future**. A completed example of this survey is found on the next page. The survey will help you think about some of the things you may want to do when you are finished with school such as:

**Working**  
**Going to college or technical school**  
**Where you might want to live in the future**  
**Transportation**  
**Recreation, leisure and social activities**

Another strategy to use is results of assessments you might have had in the past (e.g. interest inventories).

Once you have a good idea of what you think you'd like to do after school, you need to share your ideas with your Transition / IEP team. Your team will then help you figure out how to make the ideas happen.



## How can I make decisions about my future?

If you are having trouble making decisions about the future, Person Centered Planning is one way for you to take time with your family to dream for the years to come. There are several different types of person centered planning (e.g. McGill Action Planning System [MAPS], Personal Futures Planning, Individual Service Design, Lifestyle Planning, Essential Lifestyle Planning, and PATH). Whichever strategy is used, the purpose of these approaches is to help you and your family. These approaches will help organize and guide the transitions in life that you will be facing. By bringing groups of people together such as family, friends, schoolmates, and teachers, you can create a vision of your desired future. This will be based on your needs and will help you pursue your interests.

If you are interested in person centered planning, a facilitator can assist your family in identifying the best approach to use in reaching your goals. By using the questions as an aide, you and your family can put your dreams and fears into words that can later be shared with the other members of the transition planning team. Some teams organize a meeting of the entire family, while others may talk with one or two special relatives. No matter how you arrange a meeting, it really helps to focus on your strengths and goals.

Let yourself go and 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 transition planning team meeting. You may settle for less than you can achieve if you don't know what you want. Focus on dreams for life after high school:

- Where will I work?
- Who will be my friends?
- Where will I live?
- Where will my friends and I go to have fun?

Create a world where **you** are happy!



### **“What are your fears?”**

If the team knows your worst nightmare, they will be determined to see that it never happens. It's hard to put these fears into words, but it will be comforting to know that, by telling them your fears, others on the team will be committed to seeing that you will never experience them.

### **“What are your strengths?”**

Look at your unique gifts, abilities, and hobbies. What do you like to do? What do you like to talk about? Listing these strengths helps the team look past the disabilities to the special person you are.

### **“What are your needs?”**

Be realistic, what do you think you need to succeed? Whatever you think might be necessary to help you live, work, and play in the community should be listed here, such as a personal care attendant, budgeting skills, and a paid job with a job coach.

### **“What are three things you would like to work on during the upcoming school year to help reach your transition goals?”**

Now that you have looked at your needs and where you want to be in the future, list three things that would help you meet those needs and goals. Try to list things that will be useful to participate as fully as possible in the adult community.

- Do you want to learn shopping skills?
- Should you use a calculator to plan a simple budget?
- Do you need to improve relationships with co-workers or increase the number of hours you can concentrate on your job?
- Will the purchase of a new wheelchair or electronic communications boards improve your life?

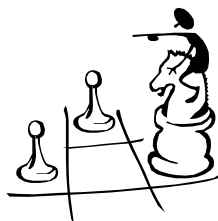
Don't be afraid to be innovative, say what you want as specifically as you can; the team needs this information to plan for your future. Often families are so busy trying to cope with the burdens of living day-to-day that they don't take time out to look at what is ahead for them. Each member of your family has dreams and fears, which affect their idea of what the future holds. Talking about the future puts your dreams and fears into perspective and helps you chart a clearer path to a successful life in the community.

# What should I be working on in school to prepare me for life after high school?

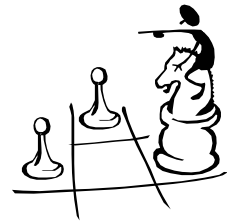
Your school, or teacher, will ask you what you want life to look like after high school. ..your “dream” for life after high school. Based upon this dream, the school will coordinate different transition activities, or services, to help you begin moving toward your dream. These activities are: instruction, community experiences, employment, other adult living areas, daily living skills, and functional vocational evaluation (using the job site as an assessment tool).

**It may be helpful to think about these transition activities in terms of the following questions:**

- What INSTRUCTION will I need to achieve my dream for life after high school?
- At what point could I benefit from COMMUNITY BASED INSTRUCTION to help me make a successful transition?
- When should I begin thinking about development of EMPLOYMENT OBJECTIVES?
- What objectives might be written to prepare me for the OTHER ADULT LIVING AREAS that I may experience after leaving school?
- Do I need to acquire DAILY LIVING SKILLS?
- Would a FUNCTIONAL VOCATIONAL EVALUATION help me in determining my skills and needs related to working?



All students need to learn the skills that will enable them to function as independently and as productively as possible in the “real world” (work, home, community). This is an important part of education for everyone. These skills include:



- using money to make purchases
- managing and budgeting your money
- learning to use the banks, shops and other places in your community
- knowing how to care for yourself and your personal belongings
- using a phone to arrange transportation

However, with IDEA 97, you and your educational team also have to consider how you can participate and make progress in the **general curriculum**. The general curriculum includes the things that all students learn in English, math, history, social studies, science, arts and other classes. This means that we have to identify **individualized goals** and **objectives** that will enable you to learn important things in the general curriculum, as well as any **supports and modifications** that you may need.

One way to enable you to gain important life-skills and take part in the general curriculum is to look for ways you can learn and practice those life-skills as a part of your general education classes. Once you have identified the life-skills most important for you, you can work with your teachers to find opportunities to work on those skills in class activities, such as individual and small group projects.

For example, in a science class, you may find many opportunities to work on calculator skills, while you also learn how to follow the steps of an experiment. In a family consumer science class, you may find opportunities to learn how to budget your money, make “healthy” shopping lists and how to shop for the best buys. In English, you may find ways to use computers and assistive technology to improve your writing skills, and you may even learn that you really like Shakespeare!

It is important for you to begin to speak up for yourself about what you most need to learn. You know that life after high school means there will be certain skills that you will need to succeed in the world. You will want to be sure that you have the chance to learn those skills while you are in high school. You, your family, and your teachers should decide together what those skills are for *you*.

There are times when you will need to learn these life skills, not in the classroom, but out in the real world, in the community near your home, or in school. Learning by actually going out into the community is what we call **community-based instruction**.

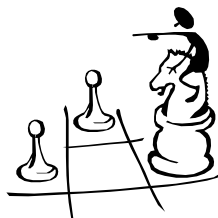
Sometimes, community-based instruction can be a part of your general education classes. For example, you can learn to shop for the “best buys” and practice your calculator skills while going with a small group of students from your family consumer science class to purchase the items for your class’s next cooking project.

Sometimes, you and your team may find that you need more practice on certain community skills than you can receive in your other classes. For example, you may need to actually work for an extended period in actual jobs to determine your career choice; or you may find that you need to learn how to shop for your clothing, personal and grooming items; or how to get around the community safely. You and your educational team would then decide to include additional opportunities for community-based instruction so that you can learn these important skills.

You will always want to be sure that the skills you are learning are the most important for you. For example, if you have communication problems, there are many ways to improve and strengthen your skills. Perhaps you need to use an electronic communication device, perhaps you need to use picture cards to be sure that the people you talk with understand you. Signing classes, speech therapy, or the development of special adaptations may help you share your thoughts and opinions with the community around you.

Vocational training is an important part of this type of real-life education. In high school, you may experience a variety of vocational placements. Some of these may be unpaid training sites where basic work skills are taught. Others may be paid work sites at local businesses. You may choose to attend a technical school to gain experience in a particular area.

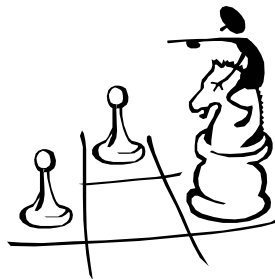
You may also need the social skills necessary for success at work. How to act in the break room, how to respond to criticism, and how to communicate with co-workers and supervisors are techniques every worker must master. In fact, work related social skills are a primary reason workers with disabilities require retraining or risk losing their jobs.



**These are some of the jobs that have been done by students.**

**Many others are possible:**

- Doing bulk mailings at a bank
- Cleaning at the local museum
- Making salads at a fast food restaurant
- Sorting paper for a recycling center
- Assembling items in a factory
- Sorting and delivering mail in a mailroom
- Programming information or entering data at a business
- Folding and sorting linens at a hotel
- Checking in and renting out movies at a video store
- Operating dishwashing equipment in a restaurant



## **At what age will I graduate from high school?**

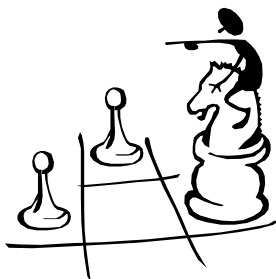
By law, all students with disabilities are entitled to a Free and Appropriate Education from the ages of 3 to 21 (707 Kentucky Administrative Regulations 1:290). Depending on the goals and objectives of your Individual Education Program, your teacher will help you determine how long you should remain in school. You may want to check with your district about your exit date from school. Some schools require you to exit on the date of your 21<sup>st</sup> birthday. Others may allow you to complete the semester or school year.

## **When do I legally become an adult?**

Prior to age 18, parents are legally responsible for making decisions regarding the education of their child. However, at age 18, this responsibility shifts from the parent to the student. This means that at age 18, you have the ability to make independent decisions about your education. Your parent, or guardian, will only be able to do so with your consent or if they have legal guardianship of you obtained through the court system. IDEA says that students have to be informed of this upcoming “transfer of rights” from parent to young adult by age 17.

## **Will I be receiving a Diploma or Certificate of Completion at graduation?**

At some point hopefully prior to high school, you and your family will need to decide whether you will be receiving a certificate of completion or a diploma upon graduation. This will need to be based on your needs and your goals. In Kentucky, students may stay in school until the age of 21 if needed, see the Kentucky Department of Education site at <http://www.kde.state.ky.us/>



# What are some of transition issues that I need to think about?

You will have many decisions to make about your life after high school. You may want to work, continue your education, or move out of your home. These are not easy decisions to make and require much planning.

## What if I want to work?

If you do decide to work, there are three types of employment available:

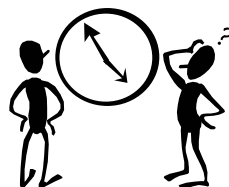
- Full or part-time paid employment
- Supported employment
- Volunteer work

Full and part time paid jobs are those that will pay at least minimum wage and may include benefits such as sick leave, health insurance, and vacation time.

Supported employment is when an individual with certain disabilities (i.e. psychiatric, learning disabilities, traumatic brain injury, and cognitive disability) is offered assistance in finding a job in an integrated work setting through a supported employment agency. The agency would provide on-going supports in areas such as job coaching, transportation, assistive technology, and individually tailored supervision.

Knowing what services are offered in your community can help you answer these questions and make a plan that will work for you and your family. Services you may need information about are employment, living arrangements, transportation, and support services such as recreation, advocacy, family support groups, and counseling and referral services. Some organizations offer several different services; others may offer only one. An individual from the agency will help you learn skills that you will need to attain or keep a job. The support from this individual will continue as long as you will need it.

Volunteer work is unpaid work where you can get experience that may help you get another job in the future, pursue interests, or help others.



## Consider these questions:

I would like to work

- Alone
- With a few people
- With lots of people

I would like to work during the

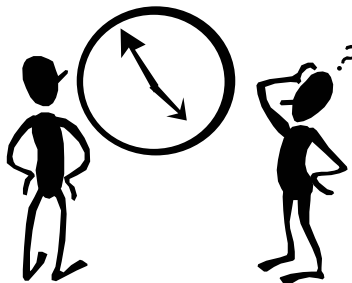
- Morning
- Afternoon
- Evening

I would like to work

- Indoors
- Outdoors

How long can you work?

- 2-5 hours a day
- 5-8 hours a day



## What if I decide to continue my educational career with post-secondary education?



If you decide to continue your educational career, you have several options:

Technical school  
Community College (2 years)  
College or University (4 years)

Depending on what your goals are after you graduate from high school, you may choose one of the three options. Technical school is where individuals go to learn about a specific trade such as carpentry, horticulture, welding, child care, graphic design, etc. In a community college, you can learn about various subjects and receive an associate's degree if desired. In a college or university, you will receive more specialized training in a particular subject and may attain a bachelor's degree.

You may want to continue your education but have difficulty with financial needs. There are many sources for assistance such as student loans and grants. Call the school that you are going to attend and they will direct you to the appropriate place.

## **Where will I live after graduation?**

Before you graduate from high school, you will want to consider where you may live after completing school. You may decide to live on your own, with a roommate, with your parents, with another relative, with your husband or wife, or in a group home.

If you would like to live on your own, but may need help, there are supported living services that may assist you which are described in more detail below. You may wonder what they can do for you. They may provide you with the support necessary to live in a home of your choice, encourage you to participate in your community, enhance your skills and competencies in living in the community, or promote your acceptance in the community by promoting home ownership or leasing arrangements.

Remember, after graduating and/or leaving high school, you will no longer be entitled to receiving services under the Individuals with Disabilities Education Act. The adult service agency decides whether or not to give you services or to help you.

### **Supports for Community Living**

This program offers services to young adults after graduation through the division of Mental Retardation. This program offers various types of supports in the following areas: support coordination from a caseworker, residential supports, community habilitation, supported employment, community living supports, behavior supports, psychological services, occupational therapy, physical therapy, speech therapy, respite, wellness monitoring, personal emergency response system, and specialized medical equipment and supplies. (For a more detailed explanation of these services, please look in the glossary). Even if you are not sure if you will need additional services after you graduate, you should consider inquiring and registering as early as possible because services may not be immediately accessible. For more information, you may visit the following web site: [http://www.kyp2p.org/application\\_for\\_supports\\_for\\_com.htm](http://www.kyp2p.org/application_for_supports_for_com.htm) or by calling the Division of Mental Retardation at 502-564-7702.

### **Supported Living**

This is a program that offers assistance to individuals so that they may live in a home or other residential environment of their choice. A team is formed in which family, friends, and others come together to develop a plan for reaching this goal. The program also encourages individuals to participate in activities and take on an active role in their communities.

## What are some things that I can do in my free time?

It will be very important for you to think about things that you like to do in your free time. What are your hobbies? Perhaps you like to read, cook, exercise, go to the movies, or attend church. These are just some examples of activities that individuals like to do but everyone is different and you may have other interests. This is an important part of your life that you should think about while you are still in school.

You may consult with the following to see what is available and/or happening in your community:

- YMCAs/YWCAs
- Church leagues/synagogue leagues
- Community leagues
- Newspaper
- Radio station
- Television news program
- Library
- Neighborhood Associations

Then, don't be shy in making the first contact! If you find out there is a walking group in your neighborhood, give one of them a call to let them know you'd like to join them. If you like to garden, see if there are any organized garden clubs in your community.

The key is to think about what you enjoy doing, finding others who enjoy it also, and setting aside time to play!



## **What will I do for transportation after graduation?**

Have you thought about how you will get around after you graduate? Your family would probably not mind to help you out whenever possible, but at some point you will need to address this issue. For instance, you may need to determine how you will go to school, work, shop for groceries, and go to other places in the community. You may consider attaining a driver's permit or license. You may also consider joining a car pool, wherein some individuals choose to take turns driving on a daily or weekly basis to help save money on gasoline.

Depending on where you live, there may be public transportation or transportation provided by the American Red Cross. Be sure to think about these issues before you graduate, as they will impact your future.



## What are some financial concerns that many families have?

### NOTE

The information provided here should be used as a guide. This material is very complex and difficult to understand so you may want to call the Social Security Office to clarify any questions that you may have. The dollar amounts used in this handbook were valid in 2001. They are meant to be examples. These amounts change with time to reflect the current rate of inflation. To receive any updated information, please call 1-800-772-1213 or visit the Social Security web site at <http://www.ssa.gov>

There are some important ways that you can receive financial help. Supplemental Security Income and Social Security Disability Insurance may provide you with the financial base you need as you enter the adult community. Both programs are administered by Social Security and have special incentives to allow persons with disabilities to be employed in their communities.

A Medicaid card will give you access to needed services as well as providing funding for many medical services.

As a student, you may need some assistance in applying for these services. On the next few pages we have tried to provide you with some basic information about these resources and who can help you apply for them. **Don't get discouraged if the process seems complicated; the rewards are worth the time and energy you may put into the application process. Don't be afraid to ask questions if you come across something you don't understand.**

**It is important to apply even if you think that you are not eligible for services. It is better to be turned down than to chance missing out on this important benefit. You may appeal any denial of benefits.**



Supplemental Security Income is a federal program run by Social Security. It pays monthly checks to people who don't own many things or have much income and are elderly, blind, or have disabilities. For SSI eligibility, a disability is defined as a physical or mental problem that is expected to last at least a year or result in death and keeps a person from full employment. A person whose visual impairment is not severe enough to be considered blind may qualify as a disabled person. Children, as well as adults, can get benefits because of disability or blindness. **Many students receiving special education are eligible for SSI. Applications to receive SSI should be submitted one month prior to the 18<sup>th</sup> birthday.**

Students with disabilities have a special incentive to attend school and to work. The first \$1290 a month, but no more than \$5200 a year, of earned income for a student under the age of 22, who is disabled or blind, and regularly attends school is excluded from their income for SSI eligibility. There are other incentives to allow a person with a disability to work and still receive SSI benefits. A brief description of one of them, the Plan to Achieve Self-Support (PASS), is included in this manual.

Under the Impairment Related Work Expenses rule, some of your expenses may be deducted when counting earnings if items were purchased for your impairment in order for you to work. This is called an IRWE.

The Social Security Administration (SSA) made some changes in 2001. There is a new program that will be used in all states over the next few years. The program is called the Ticket to Work Program. You will be able to take a ticket to an agency that is willing to provide vocational services, employment, and other services that will help you attain or keep a job. If you are gainfully employed for an allotted period of time, the agency will receive benefits from SSA to continue to help you be successful. When an individual participates in the Ticket to Work Program, SSA does not conduct continuing disability reviews if the individual received benefits for 24 months or more before employment.

Another addition to the regulations will allow you to request reinstatement of benefits if they were terminated due to work. If you cannot continue to work due to your medical condition, you can request that your benefits be reinstated within 60 months from when your benefits were previously terminated. You may also receive provisional benefits for up to 6 months while SSA decides if you are still qualified.

The Social Security office is always busy. You should call ahead for an appointment to make an application and plan on spending about two hours working with the staff there. Be sure to ask them what you need to bring to make the process go more smoothly. Be aware that once you fill out the application, it could take up to nine months before you hear back from the office.

To help you, we have included some of the basic requirements for SSI eligibility regarding income and resources. If you are not sure that you meet these requirements, contact your social security office, or ask another parent mentor or a trained professional from another support organization.

## **SSI Eligibility**

### Limited Resources

(Property and other assets a person owns)

- \* \$2,000 for a single adult or child
- \* \$3,000 for couple

### Limited Income

#### COUNTABLE INCOME MUST BE:

- \* Below \$427 per month for a single adult or child
- \* Below \$610 per month for a couple

#### NOT ALL RESOURCES COUNT

Some exclusions are:

- \* the home a person lives in
- \* a car (if eligible)
- \* burial funds up to \$1,500
- \* life insurance with a cash surrender value of \$1,500 or less

-

#### NOT ALL INCOME COUNTS

Some exclusions are:

- \* \$20 per month of income
- \* \$65 per month of wages and one-half over \$65
- \* food stamps
- \* home energy/housing assistance

## SSDI

Social Security Disability Insurance is a Federal payment for workers with disabilities. A person is considered disabled when he or she has a severe physical or mental impairment or combination of impairments that prevents him or her from working for a year or more. Once a person is on the disability rolls, benefits continue as long as the person remains medically disabled and is not earning enough money to meet the federal guideline (called substantial gainful activity).

To receive benefits under the SSDI program, you must have worked long enough and recently enough under Social Security to be insured. If, after graduation, you work and pay into Social Security, you may become eligible under these guidelines. If either of your parents are disabled or either parent is deceased, you may be eligible for SSDI now under their work record. If your parents are of retirement age and you are over 18 years of age, you may also be eligible for benefits.

The credits you or your parent must earn to be eligible for Social Security Disability Insurance (SSDI), are based on amount of money earned, time spent in the work force, and age at the time of disability. If you think that you might qualify for SSDI, contact the Social Security office for further information. You can call **Monday through Friday between 7a.m. to 7p.m. 1-800-772-1213** or check the phone book for the number of the Social Security office near you.

The SSDI program includes special incentives to allow persons receiving benefits to return to, or find substantial work.

# PASS

If you get SSI benefits, and need help to maintain your job, a PASS plan will allow you to get the help you need. One of the most successful ways of retaining SSI benefits while improving your work skills is the Plan to Achieve Self-Support, called a PASS. SSI benefits may be reduced as a person's income increases. PASS is a way of excluding income so that SSI payments are not reduced. The excluded income, however, must be spent on services needed to keep you working successfully. A PASS plan can help an individual to meet the SSI eligibility requirements. It can also help maintain SSI payments as the person begins to make more money from working. A PASS allows a person receiving SSI to subtract certain expenses from his or her income. By writing a PASS, purchased services needed to keep a job, such as transportation, uniforms, job coaching, special shoes, or even the down payment and maintenance of a car can reduce a person's countable income and may even increase the amount of SSI payments. Although this seems complicated, many adult service agencies have people who are trained to help you write a PASS.

## **Remember to ask questions if you don't understand and don't become discouraged!**

A PASS can help:

- establish SSI eligibility
- maintain SSI eligibility and benefits, and
- pay for needed services such as job coaches, uniforms, or transportation.

Remember you and your parents do not have to write the PASS yourselves. Your Social Security worker or a trained person from other area agencies can help. We strongly encourage that you seek assistance.

# Medicaid

**You may qualify for Medicaid in one of three different ways:**

- 1) If you receive SSI, in some states you may be automatically eligible for Medicaid; in others you must apply for that separately.
- 2) If your income exceeds the qualification for SSI because you receive SSDI, you are eligible for Medicaid. You will probably have to pay a predetermined amount toward your medical bills based on your income. This is called a spend down.
- 3) If you are denied SSI due to excess earnings, but not due to your medical disability, and your income does not cover your medical expenses, you may still be eligible for Medicaid. People whose primary disability is mental retardation are frequently eligible for Medicaid under this qualification. If you are denied SSI based on having too many **resources**, you are not eligible for Medicaid.

If your income increases, Medicaid eligibility is not lost unless the increase is due to improvement of your disabling condition. Increased income may require a spend down before benefits begin. A worker from Department for Community Based Services office will be able to explain this further if it is unclear.

Medicaid helps pay doctor and hospital bills and makes one eligible for some extra services from your local social services office. For many adults with disabilities, Medicaid is their only medical insurance. If you have been covered on your parent's medical insurance, you may need to determine whether you can continue coverage after leaving school.

You can pick up an application for Medicaid at the Department for Community Based Services office. At that time, you should arrange an interview to discuss your application. If you have any questions, please call your social services office and ask to be referred to the worker of the day. This office is always busy. You are more likely to reach the worker if you call after 11:00 am. As you begin planning for the future, many questions will arise. How will my I get to work and who will help me find and keep a job? Where will I find someone to be a job coach? How can we pay for services? Where can I go for recreation? Does anyone help with apartment living? What about a group home?

**If you think there is any chance you may be eligible for Medicaid, please call. This can be an important benefit for your family.**

## Additional Resources

To learn what other types of services are available in your community, contact one or more of the following organizations in your area:

**Department of Vocational Rehabilitation**

<http://kydvr.state.ky.us/>  
859-623-8682

**Department for the Blind**

<http://kyblind.state.ky.us/>  
859-564-4754

**Family Resource and Youth Services Center**

502-564-4986

**Employment Services**

502-564-5331

**Kentucky Cerebral Palsy Network**

606-549-2590

**Learning Disability Association**

502-473-1256  
877-587-1256

**Division of Mental Retardation**

<http://dmhmrs.chr.state.ky.us/>  
502-564-7702

**Access**

**Parent Resource Centers**

<http://www.ed.gov/Programs/bastmp/PRC.htm>  
(800) 327-5196

**Comprehensive Care Center**

<http://www.arcofky.org/compcare/>

**Department of Social Services**

<http://chs.state.ky.us/>

**Independent Living Resource Centers**

(502) 564-4440

**United Way**

<http://www.uwky.org/>  
502-589-6897

**ARC**

<http://www.arcofky.org/>  
1-800-281-1272

**Autism Society**

<http://www.ask-lou.org/>

**Brain Injury Association**

<http://www.braincenter.org/>  
1-800-592-1117

The above agencies are regionally based and may be contacted by visiting the following web sites:

<http://www.ihdi.uky.edu/>  
<http://disabilityresources.org/KENTUCKY.html>

**You and your parents need to seek information from others  
about how to put your dreams into action.**

We cannot guarantee that the people you talk with can solve all your problems, but we know that they will help in any way they can. The people you talk with want to hear your ideas and concerns so they can provide your family with the best services possible.

**If you have questions about a specific organization, please call them.  
We have listed some questions you may wish to ask:**

**NAME OF COMMUNITY RESOURCE:**

**ADDRESS:**

**TELEPHONE:**

**WHOM DO I CONTACT?**

**WHAT SERVICES OR HELP IS OFFERED?**

**WHO CAN USE THESE SERVICES?**

**HOW MUCH DOES IT COST?**

**HOW DO I GET THE HELP I NEED?**

**Never be worried that your questions are  
not important enough to "bother" someone about.**



## **What types of documents should I have available for agencies?**

### **What if I do not have my birth certificate?**

If you do not have your original birth certificate, you will need to attain a copy from the state in which you were born. If you were born in Kentucky, you may attain a certified copy of it from the Office of Vital Statistics in Frankfort. The address is:

Office of Vital Statistics  
275 E. Main St. 1E-A  
Frankfort, KY 40621  
502-564-4212

If you would like a certified copy sent to your address, please allow 30 days for delivery. The cost is \$10.00 and may be sent by check or money order. You will need to send the following information with your request:

- Full name at birth
- Month, day, and year of birth
- County of birth
- Mother's maiden name
- Father's maiden name

Be sure to send the following information as well:

- Address of where to mail the certificate
- Phone number where you can be reached between 8:00 – 4:30 during the day
- Number of copies needed

### **What do I need to do to get an identification card?**

It is very important for you to carry an identification card with you at all times. If you do not have a driver's license by the time you begin high school, you should have an ID card made. These may be purchased with cash at a local driver's license office. There are several documents that you may need to present in order to have an ID made for you. These items include:

- A certified birth certificate (original if possible)
- A social security card
- Parent or Guardian present

# What laws do I need to know about?

## Individuals with Disabilities Education Act (IDEA)

Besides making sure that schools help students plan for transition, IDEA also requires schools to provide all students with a free education that is appropriate for the student and provided in the best environment for the student. This might mean you take all regular classes but go to a resource room for special help, or it might mean that you receive all instruction in regular classrooms. IDEA serves students from ages 3 through 21.

School services under IDEA are something that every student with a disability is *entitled* to. This means that no matter who you are, what your income, or your family's income is, what kind of disability you have, the school is required to provide a free, appropriate education.

You are only entitled to these services, however, while you are still in school, typically until age 18 or 21. When you leave school you must be *eligible* in order to receive services that may help you.

## Family Educational Rights and Privacy Act (FERPA)

This act, sometimes called the Buckley Amendment, was passed in 1974 and grants four rights to the parents or student. If you are under age 18, your parents have the right to:

- See the information that the school is keeping on you
- Seek amendment to those records and in certain cases append or add to the record if you do not agree with them
- To consent to the disclosure of your records so others may see them
- To file a complaint with the FERPA Office in Washington, D.C.

Once you reach the age of 18, and if your parents do not have guardianship, these rights are transferred to you.

## **Section 504 of the Rehabilitation Act**

This act states that no individuals with disabilities should be excluded from participating in activities, denied benefits, or be subject to discrimination under any programs or activities that receive federal financial assistance. Some of the requirements of these facilities include:

- Providing reasonable accommodation for individuals with disabilities
- Program accessibility
- Effective communication with people who have hearing or vision disabilities
- Accessible new construction and alterations

## **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 effect, 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 also 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.

Employers may not discriminate, and many are learning to use job coaches and make accommodations 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.

## **The Olmstead Decision**

The Supreme Court made a decision in 1999 to challenge the government to develop opportunities for individuals with disabilities to have more accessible systems of cost-effective community based services. This decision requires states to provide their services, programs, and activities “in the most integrated setting (with people without disabilities) appropriate to the needs of qualified individuals with disabilities.”

# **Acronyms for laws and agencies used in this manual:**

ADA - Americans with Disabilities Act

CBI – Community Based Instruction

DVR – Department of Vocational Rehabilitation

FERPA – Family Educational Rights and Privacy Act

IDEA - Individuals with Disabilities Education Act

IEP - Individual Education Program

IRWE – Impairment Related Work Expense

IGP - Individual Graduation Plan

IHP - Individual Habilitation Plan

PASS - Plan to Achieve Self-Support

SSI - Supplemental Security Income

SSDI - Social Security Disability Insurance

# Glossary

**Accessible:** Activities or places that can be used by people with disabilities; the term is generally used to refer to places where wheelchairs can go but can include such things as recreational activities in which a person with a disability could participate with a non-disabled buddy.

**Americans with Disabilities Act of 1990:** the act of Congress that protects the rights of persons with disabilities.

**Advocacy:** Speaking or acting on behalf of someone to protect his rights and needs.

**Case Manager:** The person who has the responsibility of seeing that a person with a disability receives any services or help necessary for his well-being. The case manager finds answers to your questions, helps you make any needed referrals to other organizations, and coordinates the services of all the organizations that may be involved.

**Community Based Instruction:** School personnel teach educational objectives in natural community environments, such as work sites, shopping malls, and restaurants.

**Community Habilitation:** Training provided for individuals such as managing money, using facilities in the community, and learning social skills.

**Daily Living Skills:** Skills that are important for everyday living such as how to shop for groceries, how to talk to one's boss, or how to balance a checkbook with a calculator.

**Employment Training Specialist:** See Job Coach.

**Family Educational Rights and Privacy Act:** The act that grants rights to parents and children regarding student records.

**Guardianship:** The formal legal appointment of a person or a corporation as the decision-maker for an adult who has been established by a court as unable to make decisions on his or her own behalf.

**Goal:** A final desired post-school outcome, the dream for which your young adult is training and planning. A goal may be general, such as “I would like a job” or specific, such as “I want to live in an apartment on 3rd Street with my best friend, Fred”.

**Inclusion:** When persons with disabilities are not only in the same place as persons without disabilities, but also participate in the same activities at the same time.

**Independent Living Skills:** Activities that a person needs to be able to live on his own or with limited supervision like cooking, cleaning, budgeting money and so on.

**Individuals with Disabilities Education Act:** The law that provides educational services to persons with disabilities.

**Individual Education Program:** A written plan that describes a student (in special education) his goals and objectives or things he will work on for the school year.

**Individual Education Program - Transition Plan:** A written plan that outlines what training and support a student will need to live, work, and participate in the community as an adult after high school.

**Individual Graduation Plan:** a transition plan for all students entering the 9<sup>th</sup> grade. It is recommended that it is developed by the 8<sup>th</sup> grade year.

**Individual Habilitation Plan:** A plan developed for a person receiving services from an adult service agency which reflects her long term goals and the training planned to help reach those goals.

**Integration:** When persons with disabilities are in the same place as persons without disabilities such as “regular education” classrooms or job placements at local businesses.

**Job Coach:** A person who trains persons with disabilities on-the-job. Job coaches have special training to help them both teach the person with a disability to do the job and assist the co-workers to provide natural supports.

**Job Placement:** When an organization helps a person find a job by matching his interests and skills with the needs of local employers.

**Objectives:** Specific statements of what a person needs to learn or do to accomplish a goal. They list what a person will learn, where she will learn it, and how long the training should take.

**Occupational Therapy:** Assists an individual with services such as daily living skills (eating, working, and playing) to improve the quality of life.

**Residential Options:** Alternative living arrangements for people with disabilities other than living with their families or in a home on their own. Residential options could include group homes, supported apartment living, or adult family homes.

**Respite Care:** Individuals who have received special training provide temporary care for persons with disabilities in their home or in the home of the person with disabilities.

**Self-Advocacy:** Speaking or acting for oneself in a way to provide protection for one's own rights and needs.

**Social Security Disability Insurance:** A federal payment through Social Security for workers with disabilities.

**Special Education:** Educational services for students who have been identified as having a special need for additional supports in order to learn and succeed.

**Speech Therapy:** Assisting individuals to improve communication skills.

**Spend Down:** If income exceeds the eligibility for Medicaid, a person with a disability may receive benefits after spending a predetermined amount on medical bills.

For example: if an individual earns \$600 per month (\$3600 for 6 months) and is determined to need only \$500 per month to meet living needs, he will need to spend \$600 over the next 6 months on medical bills, and Medicaid will cover the rest.

**SSI:** See Supplemental Security Income.

**SSDI:** See Social Security Disability Insurance.

**Supplemental Security Income:** A federal program run by Social Security which provides monthly checks to persons who are elderly, blind, or have disabilities.

**Supported Employment:** Paid employment in integrated settings for people with disabilities who need on-going support such as a job coach to maintain their employment.

**Supported Living:** Individuals with disabilities share or have their own apartment. A service organization provides support as needed for transportation, skills training, budgeting, shopping, and recreation.

**Transition:** Change, movement from one setting to another. In this manual we are talking about the movement of a young adult from school to adult life.

**Vocational Rehabilitation:** A state agency that is designed to help restore or develop the working ability of persons with mental, emotional, or physical disabilities, and provide counseling, training, and referrals to other agencies.

# Appendix A

## **Tips for parents in making the transition process easier:**

- Be positive about your son/daughter's future
- Start early to let your son/daughter be as independent as possible. Let them take responsibility and experience consequences.
- Work with the school to identify potential life experiences.
- Use a strengths based approach when discussing son/daughter.
- Be aware that you are a role model for your child.
- Don't try to be the "boss" of your son/daughter's life. If you always make choices for him/her, they may end up where you want them to be rather than where they want to be.
- Let your son/daughter take risks to become independent.
- Help your son/daughter develop a responsible attitude by giving them responsibilities in the home and in the community.
- Encourage your son/daughter to express opinions.
- Support the development of communication skills in order to make it possible for him/her to express opinions.
- ● Explore options (transportation, work, where to live, agency supports) continuously with your son/daughter.
- Have your son/daughter attend meetings and conferences; supply them with information.
- Ask the school to provide meaningful choice-making opportunities during the school day.
- Initiate and encourage volunteer opportunities in the community for your son/daughter.

- Advocate for services (with school-boards, school-based decision making councils, legislature, and community groups) for your son/daughter.
- Together with your child, learn about disability rights.
- Encourage friendship with peers.
- Be sensitive that teachers have many meetings and there may be time constraints.
- Go into a meeting prepared and stay focused.

### **Tips for students in making the transition process easier:**

- Know your strengths and needs and how they will/will not affect your life.
- Know yourself; keep in mind that you are more similar to your peers than different.
- Set your own goals.
- Understand that your values effect your decision and your life and explain what you believe.
- Realize that mistakes happen, learn from them and go on.
- Recognize that your needs and goals are important.
- Know what skills and accommodations (help) you need for success.
- Know how to ask for help.
- Recognize that long-term goals are reached by meeting many short- term goals.
- Identify your support systems (people you trust, people you depend on to assist you, places you can go to feel safe.

# Appendix B

## TRANSITION ISSUES TO CONSIDER

These are issues that should be considered when looking at your transition in the next couple of years. Check the areas that you will need to concentrate on in the future.

### Daily Living Skills:

- Wake up on my own or use an alarm clock
- Remember to take medicine or vitamins
- Keep planner or calendar of important deadlines/dates
- Keep a list or book of important names and numbers
- Call appropriate help when needed in emergencies

### Transportation

- Obtain permit or driver's license
- Keep copy of bus schedule
- Use public transportation and follow the schedule
- Specialized transportation
- Family transports

### Assistive Technology

- Use communication device or board
- Use accommodations on the job site or in school (such as: note takers, interpreters, text enlargers, early registration, extended time for tests, permission to tape lectures)

### Financial Needs

- Keep a savings account
- Balance my account (checking or savings)
- Make deposits into my account
- Pay bills on time
- Budget money

## Employment

- Regular employment – no support
- Job placement assistance – transitional or time limited assistance – on the job training, Job Training Partnership Act assistance, vocational rehabilitation
- Supported employment – minimum wage or above, individual placement
- Supported job - subminimum wage, individual placement
- Enclave- small group placed in existing business, ongoing
- Mobile work support crew – small group in the community
- Sheltered work
- Volunteer work
- Other

OR

## Post-secondary education

- Community college or university
- Vocational technical center
- Advocate for my needs in school
- Keep an assignment book
- Ask to meet with teacher when having trouble
- Form a study group to help prepare for a test

## Work related issues

- Complete a job application
- Practice interviewing skills
- Prepare a resume and take it to the interview

## Residential

- Independent living – no support
- With family, relative, roommate
- Supported living
- Intermediate care facilities
- Group home
- Supervised apartment
- Adult foster care
- Adult nursing home
- Other

## Recreation/Leisure Needs

- Independent recreation and leisure
- Family-supported recreation and leisure
- Community parks and recreation programs
- Church programs
- Community organizations
- Friendships

## Medical Needs

- Group insurance policy available
- Needs to maintain or get Medicaid or Medicare
- Is independent in monitoring medical needs and scheduling appointments
- Requires medical supervision and scheduling

## Counseling/Case Management

- Sex education
- Family planning services
- Support group
- Counseling services
- Respite care

Partially adapted from:

Wehman, P., Moon, M.S., Everson, J.M., Wood, M., and Barcus, M.. (1988).  
*Transition from School to Work: New Challenges for Youth with Severe Disabilities*. Baltimore: Paul H. Brookes.

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