

TRANSITION TO ADULT LIFE

a guide for parents and young adults



Partially adapted from:

A Family Guide to Transition Planning

compiled by

Indiana Institute on Disability and Community

Indiana's University Center for Excellence

in Developmental Disabilities

Center on Education and Lifelong Learning

in collaboration with:

IN*SOURCE

Indiana Resource Center for Families with Special Needs

"America's future walks
through the doors of our
schools each day."

~ Mary Jean LeTendre



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INTRODUCTION

THE TRANSITION PROCESS

This booklet is designed to assist middle and high school students and their families as they plan for the transition from school to adult life.

Transition planning is a different kind of planning. It is planning for adult life through school and non-school experiences. The ideal outcome of good transition planning is the uninterrupted movement to adult life. This may include postsecondary education or training and/or community employment, community living and an integrated adult life including leisure opportunities with family and friends.

Planning for life after high school can be a challenging process. During the school years, the education agency is responsible for providing services; after the school years, young adults and their families may be working with many different agencies. Often families don't know where to start yet they are the ones who will coordinate the services.

A free appropriate public education (FAPE) is an entitlement for students between **three (3) and twenty-two (22) years of age** who have been determined eligible for special education. This entitlement ends with a student's exit from school. While a student is in school, one agency – the school district – is responsible for providing and coordinating the services.



After a student leaves school, several service providers may be involved in providing supports. At that point, a student goes from an entitlement program to eligibility programs...often with different application processes, different eligibility requirements and different available supports. Students and families may look to different agencies for different needs such as community living, employment and postsecondary education and training.

WORDS AND TERMS TO KNOW

Age appropriate assessments: The ongoing process of collecting data on the student's strengths, needs, preferences and interests as they relate to the demands of current and future working, educational, living, personal and social environments.

Coordinated set of activities: Activities based on student needs, taking into account the student's strengths, preferences and interests and include:

- instruction;
- related services;
- community experiences;
- the development of employment and other post-school living objectives; and
- if appropriate, the acquisition of daily living skills and the provision of a functional vocational evaluation.

Courses of study: Middle and high school course work or classes leading to certain types of diplomas and/or classes that are required for postsecondary education.

Educational representative: An individual appointed to make educational decisions on behalf of a student who has become eighteen (18) and has not had a guardian appointed. This individual may be appointed if the student:

- requests in writing that an educational representative be appointed; or
- is certified as unable to provide informed consent.

For more information on the appointment of an educational representative in Indiana, see 511 IAC 7-43-6.

Functional skills: Those skills needed for independent living, such as cooking, shopping, working with or managing money, using public transportation and knowing how to be safe at home and in the community.

Functional vocational evaluation: A process used to determine a student's strengths, skills and interests while seeking ways to meet the student's needs and accommodate his or her limitations. It may include documentation of general work behaviors such as attention to task, work rate, work organization, attendance, following directions, working independently, working with job supports, interpersonal relationships, etc. Functional assessments are considered most valid when provided in a specific work environment.

Independent living skills: The skills that help a student function successfully as an adult in areas such as leisure/recreation, home and personal care and community participation.

Measurable postsecondary goals: Statements that indicate what the student would like to achieve after high school. Examples of measurable postsecondary goals include:

- Education and Training:
"After high school, John will enroll in Ivy Tech."
- Employment
"After graduation, Mary will receive training through vocational rehabilitation services to improve her work skills on her job."
- Independent Living
"After finishing high school, James will live in his own apartment with support services."

Self determination: A combination of attitudes and skills that lead students to set goals for themselves and to take the initiative to reach those goals by making their own choices, learning to solve problems and taking control of their lives.

Transition IEP: The IEP in effect for a student who enters grade 9 or becomes fourteen (14) years of age (whichever comes first) or earlier if determined appropriate by the case conference committee.

Transition services: A coordinated set of activities for a student with a disability that:

- is designed to be within a results-oriented process focused on improving the academic and functional achievement of the student;
- is incorporated into the student's transition IEP; and
- facilitates movement from school to post school activities such as:
 - ✓ postsecondary education;
 - ✓ vocational education and/or training;
 - ✓ employment;
 - ✓ adult education;
 - ✓ independent living; and
 - ✓ community participation.

Vocational Rehabilitation Services (VRS): A publicly funded state agency that provides direct and indirect services to students with disabilities as they make the transition from school to work in order to maximize their employability, independence and integration into the workplace and the community. The services and supports are designed to enable individuals to attain skills, resources, attitudes and expectations needed to compete in the interview process, get a job and keep a job.

SELF DETERMINATION

Self determination is a combination of attitudes and skills that are especially important and often more difficult to learn for young people with disabilities. For students, it means making their own choices and decisions and learning to effectively solve problems. It also means experiencing the consequences of making these choices.

The journey leading to successful transition from childhood to adulthood begins when children learn about themselves and their strengths and weaknesses. It ends when, as adults, they can take control over the choices and decisions that have an impact on their lives and take responsibility for their actions.

Parents can provide a great deal of support to their sons and daughters by giving them opportunities to make their own decisions leading to a greater likelihood that they will be able to make important choices and take responsibility for their actions. We all learn from our mistakes, and it is equally important for persons with disabilities to have the opportunity to make mistakes. It is also important for families to be prepared to accept their sons and daughters in their new adult roles and allow them to take active roles in the decisions that will help to determine their future...even if it means allowing them to make mistakes.

Self determination skills are most effectively learned by practicing them. For that reason, students with disabilities should be given ample opportunities to use these skills in a variety of settings long before they leave high school in order to prepare themselves for adult life.



WHO PARTICIPATES IN TRANSITION PLANNING?

Participants in the transition planning process may include the following:

- the student*;
- family member(s);
- teacher(s); administrator(s);
- related service personnel;
- a vocational rehabilitation counselor;
- a guidance counselor;
- adult service provider(s);
- advocate(s); or
- peer(s)

****Please note that the student is listed first because he or she is the focus of the transition planning. When the purpose of the meeting is to discuss transition services, the student **MUST** be invited.***

While not every individual listed above would need to be present at every meeting for every student, they are examples of potential participants. It is important to realize that other individuals may be invited by the student, the parent or the school.



WHAT IS THE ROLE OF THE STUDENT IN THE TRANSITION PROCESS?

- Express opinions and exercise choices.
- Attend transition planning and case conference committee meetings.
- Be able to identify your needs and accommodations that you may need.
- Share your dreams of what you would like to do after you leave high school.
- Participate in community transition council activities.
- Take an active role in planning meetings, such as issuing invitations, facilitating, taking notes and/or disseminating materials.
- Listen and be attentive during meetings.
- Be an assertive, tireless self-advocate.
- Participate in self-evaluations.
- Be respectful of others in the community, on the job and at school.
- Gather information about schools and service providers, and ask detailed questions along the way.

(Adapted from: *School to Community Transition: A Planning and Procedure Handbook for Parents and Teachers in LaPorte County*, 4/92, CSCI.)



WHAT IS THE ROLE OF THE FAMILY IN THE TRANSITION PROCESS?

- Help your son or daughter develop self-determination skills.
- Make certain that your son or daughter is always the focus of transition planning.
- Help your son or daughter to define goals for life after high school.
- Advocate for a curriculum that will prepare students for work and community life.
- Include goals for community job training, if related to achieving desired outcomes, in your son/daughter's IEP.
- Investigate postsecondary education options with your son/daughter and get information about admissions requirements, accessibility, adaptations, supports and financial aid available to students.
- Maintain close communication with teachers throughout the school years.
- Participate in community transition council activities.
- Attend all IEP meetings.
- Communicate the value of work to your son/daughter.
- Encourage activities that will support employment, postsecondary education and community living.
- Get to know local decision makers.
- Express a preference for good community jobs.
- Visit community living providers in the area and express your preference for small personalized homes or supported living arrangements.
- Remember that students and parents are the primary decision makers in transition planning.

(Adapted in part from: *School to Community Transition: A Planning and Procedure Handbook for Parents and Teachers in LaPorte County*, 4/92, CSCI.)

WHAT IS THE ROLE OF THE SCHOOL IN THE TRANSITION PROCESS?

- Provide integrated education that emphasizes student's involvement with peers without disabilities and focuses on the building of integrated peer support networks.
- Involve student and parents in selecting valued activities for the IEP.
- Participate in community transition council activities.
- Provide a functional curriculum that emphasizes work, leisure and personal management activities in a community-based program.
- Provide a curriculum that prepares student for postsecondary education.
- Provide a variety of community job training opportunities.
- Develop and disseminate a transition manual for students and parents that describes local services.
- Provide parent education and training on current programs and post high school opportunities.
- Communicate and build ties with the business community.
- Develop individualized student resumés and portfolios.
- Initiate an interagency agreement to establish timelines and responsibility for transition planning activities.
- Ensure that each student graduates with competitive employment or a job that meets supported employment guidelines, if the student desires.
- Identify measurable postsecondary goals and develop a transition IEP for the student.

(Adapted from: *School to Community Transition: A Planning and Procedure Handbook for Parents and Teachers in LaPorte County*, 4/92, CSCI.)

The following surveys are samples of what might be used to help in planning for transition IEP meetings.

Thank you to the Special Education Department of the South Bend Community School Corporation for allowing IN*SOURCE to include these surveys.



SOUTH BEND COMMUNITY SCHOOL CORPORATION

STUDENT TRANSITION SURVEY-revised 1/05

Transition surveys required to be completed yearly (one by the student, with assistance as needed & one by the parent). Surveys must be completed prior to the ACC. Parent surveys should be sent home with the Notice of Case Conference and instructions to bring the completed survey to the conference.

Student: _____ Date: _____

Person completing the survey: ☐ Student ☐ Student with assistance by: _____

I. Post-Secondary Education & Training

1. Do you plan to finish high school with a ☐ High School Diploma ☐ Certificate ☐ GED
2. What subject/classes interest you the most? (Student Interests)

3. Will you be pursuing 2 or 4 year college degree or vocational training immediately after high school? (Area Outcomes)
☐ Yes ☐ No ☐ Not sure
If yes, indicate choice:
☐ College/University ☐ Apprenticeship ☐ Voc/Tech Ed ☐ Military ☐ GED ☐ Other
4. What are your strengths that will help you to achieve your educational goals? (Student Strengths)

5. Do you think you will need assistance in achieving your educational goals? ☐ Yes ☐ No

II. Career/Vocational Education Experiences

1. When you finish school, what would you like to be doing in regards to employment? (Area Outcomes)
☐ Full Time employment ☐ Part Time employment ☐ Not applicable (continuing education)
2. What career/job area are you interested in at this time? (Student Interests)
☐ Professional ☐ Retail Sales ☐ Technology ☐ Skilled Labor ☐ Food Service ☐ Maintenance
☐ Other (Specify) _____
3. Which forms of transportation are you interested in accessing? (Area Outcomes/Student Interests)
☐ Driver's License ☐ Public Transportation (bus) ☐ Cab ☐ Other: _____
4. What are your strengths that will help you achieve your vocational goals? (Student Strengths)

5. Do you think you will need assistance in achieving your vocational goals? ☐ Yes ☐ No
6. Have you had job training or work experience in high school? ☐ Yes ☐ No
7. If you had job training experience, please provide the following information:
a. In school job ☐ Yes ☐ No b. Community job training ☐ Yes ☐ No
If yes, please list: _____ If yes, please list type of training: _____

Please feel free to use additional pages if there is not sufficient space to fully respond to each area. Student Survey Page 1

8. Do you currently have a paying job? ☐ Yes ☐ No
 If no, what is the main reason? ☐ Under age 16 ☐ No time ☐ Not interested in working right now
☐ I have looked, but have not been hired ☐ Other: _____
 If yes, where are you working? _____
 Do you expect this job to continue after high school? ☐ Yes ☐ No ☐ Unsure
9. Do you have more than one paying job right now? ☐ Yes ☐ No
10. Did anyone help you find your current job? ☐ Yes ☐ No
 If yes, who helped you find your job(s)? _____
11. How many hours are you typically scheduled to work each week? _____
12. What is your hourly pay? _____
13. What fringe benefits (if any) do you get?
☐ None ☐ Medical ☐ Dental ☐ Paid sick days
☐ Pension ☐ Vacation ☐ Vision ☐ I don't know

III. Personal Adjustment/Daily Living

1. Where would you like to live after high school? (Area Outcomes)
☐ Not sure ☐ At home with family ☐ Military Base ☐ In my own place with support from my family or public agency
☐ College Dormitory ☐ Group Home ☐ Other: _____
2. Do you need instruction or assistance in any of the following? (Student Interests)
☐ Purchase food, clothing, etc. ☐ Clothing care ☐ Food preparation ☐ Home maintenance
☐ Use checking/savings account ☐ Telephone skills ☐ Other: _____
3. What are your strengths that will help you achieve your personal adjustment goals? (Student Strengths)

4. Do you think you will need assistance in achieving your personal adjustment goals? ☐ Yes ☐ No

IV. Leisure/Recreation/Social

1. What are your primary social/recreation activities and interests? (Student Interests)
☐ Attend school plays, sports, concerts ☐ Hobbies (gardening, sewing, collecting) ☐ Participate in school sports ☐ Movies, dances, shopping
☐ Hanging out with friends ☐ Church activities ☐ School club activities ☐ Read, go to the library
2. What social/recreation activities are you interested in planning? _____
3. What are your strengths that will help you to achieve your social/recreational goals? (Student Strengths)

4. Do you think you will need assistance in achieving your social/recreational goals? ☐ Yes ☐ No

Please feel free to use additional pages if there is not sufficient space to fully respond to each area. Student Survey Page 2



SOUTH BEND COMMUNITY SCHOOL CORPORATION

PARENT TRANSITION SURVEY-revised 1/05

Transition surveys required to be completed yearly (one by the student, with assistance as needed & one by the parent). Surveys must be completed prior to the ACC. Parent surveys should be sent home with the Notice of Case Conference and instructions to bring the completed survey to the conference.

Student: _____ Date: _____

Person completing the survey: _____ Relationship to student: _____

I. Post-Secondary Education & Training

1. Does your student plan to finish high school with a ☐ High School Diploma ☐ Certificate ☐ GED

2. What subject/classes interest your student the most? (Student Interests)

3. Will your student be pursuing 2 or 4 year college degree or vocational training immediately after high school? (Area Outcomes) ☐ Yes ☐ No ☐ Not sure

If yes, indicate choice:

☐ College/University ☐ Apprenticeship ☐ Voc/Tech Ed ☐ Military ☐ GED ☐ Other

4. What are your student's strengths that will help him/her to achieve educational goals? (Student Strengths)

5. Do you think your student will need assistance in achieving his/her educational goals? ☐ Yes ☐ No

II. Career/Vocational Education Experiences

1. When your student finishes school, what would he/she like to be doing in regards to employment?

☐ Full Time employment ☐ Part Time employment ☐ Not applicable (continuing education)

2. What career/job area is your student interested in at this time? (Student Interests)

☐ Professional ☐ Retail Sales ☐ Technology ☐ Skilled Labor ☐ Food Service ☐ Maintenance

☐ Other (Specify) _____

3. Which forms of transportation is your student interested in accessing? (Area Outcomes/Student Interests)

☐ Driver's License ☐ Public Transportation (bus) ☐ Cab ☐ Other: _____

4. What are your student's strengths that will help him/her achieve vocational goals? (Student Strengths)

5. Do you think your student will need assistance in achieving his/her vocational goals? ☐ Yes ☐ No

6. Has your student had job training or work experience in high school? ☐ Yes ☐ No

7. If your student had job training experience, please provide the following information:

a. In school job ☐ Yes ☐ No

b. Community job training ☐ Yes ☐ No

If yes, please list: _____

If yes, please list type of training: _____

Please feel free to use additional pages if there is not sufficient space to fully respond to each area. Parent Survey Page 1

8. Does your student currently have a paying job? ☐ Yes ☐ No
 If no, what is the main reason? ☐ Under age 16 ☐ No time ☐ Not interested in working right now
☐ Has looked, but has not been hired ☐ Other: _____
 If yes, where is the student working? _____
 Do you expect this job to continue after high school? ☐ Yes ☐ No ☐ Unsure
9. Does your student have more than one paying job right now? ☐ Yes ☐ No
10. Did anyone help your student find his/her current job? ☐ Yes ☐ No
 If yes, who helped him/her find the job(s)? _____
11. How many hours is your student typically scheduled to work each week? _____
12. What is your student's hourly pay? _____
13. What fringe benefits (if any) does your student get?
☐ None ☐ Medical ☐ Dental ☐ Paid sick days
☐ Pension ☐ Vacation ☐ Vision ☐ I don't know

III. Personal Adjustment/Daily Living

1. Where would your student like to live after high school? (Area Outcomes)
☐ Not sure ☐ At home with family ☐ Military Base ☐ In own place with support from family or public agency
☐ College Dormitory ☐ Group Home ☐ Other: _____
2. Does your student need instruction or assistance in any of the following? (Student Interests)
☐ Purchase food, clothing, etc. ☐ Clothing care ☐ Food preparation ☐ Home maintenance
☐ Use checking/savings account ☐ Telephone skills ☐ Other: _____
3. What are the strengths that will help your student achieve personal adjustment goals? (Student Strengths)

4. Do you think your student will need assistance in achieving personal adjustment goals? ☐ Yes ☐ No

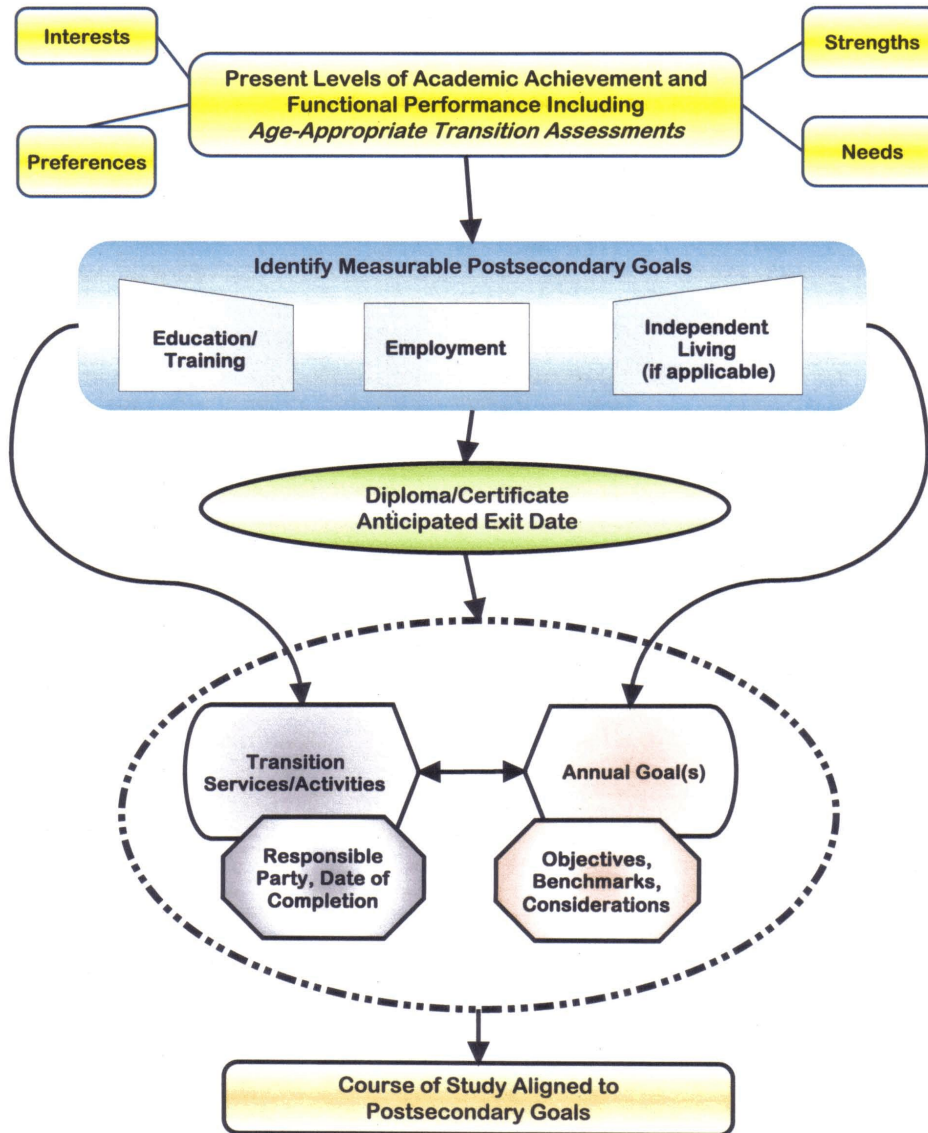
IV. Leisure/Recreation/Social

1. What are your student's primary social/recreation activities and interests? (Student Interests)
☐ Attend school plays, sports, concerts ☐ Hobbies (gardening, sewing, collecting) ☐ Participate in school sports ☐ Movies, dances, shopping
☐ Hanging out with friends ☐ Church activities ☐ School club activities ☐ Read, go to the library
2. What social/recreation activities is your student interested in planning? _____
3. What are your student's strengths that will help in achieving social/recreational goals? (Student Strengths)

4. Do you think he/she will need assistance in achieving social/recreational goals? ☐ Yes ☐ No

Please feel free to use additional pages if there is not sufficient space to fully respond to each area. Parent Survey Page 2

TRANSITION IEP



Indiana DOE
2007

NOTE: Discuss all other
applicable IEP components

TRANSFER OF RIGHTS

All rights formerly provided to the parents transfer to the student at the age of majority (age 18 in Indiana) unless a guardian has been appointed by the court or if an educational representative has been appointed to make educational decisions on behalf of the student.

At the case conference committee meeting no later than the student's 17th birthday, the school must inform the student and the parent that the parent's rights will transfer to the student at age 18 unless:

- a guardian has been appointed by the court; or
- an educational representative has been established for the student.

The student's IEP must include a statement that the student and parent were informed of the transfer of rights. After the student reaches age 18, the school must provide any written notices to both the student and the parent.

Being the parent does not automatically make you the guardian, regardless of the type or severity of the disability. Deciding if an individual with a disability needs a guardian is a difficult but very important decision...a decision made by families on an individual basis. Remember that a judge determines if the individual is legally competent to manage his or her own affairs or if someone needs to be an advocate or substitute decision maker. Family members might wish to talk to other families and/or to an attorney and to review relevant information about the various types of guardianship (from full guardianship to less restrictive alternatives) before making such an important decision.

The transfer of rights provision should help to motivate parents and educators to teach self determination and self advocacy skills to students so that they gain experience in decision making, especially as they approach the transition process.

ISSUES TO CONSIDER

It is important to remember that transition planning is an individual journey and should be based on the student's strengths, preferences, interests, needs and goals for the future. No single path is right for all students and the focus is always on the individual as some of the following issues are considered:

Employment

As the case conference committee identifies specific employment related transition goals, it is important to consider some of the following:

- helping the student learn about and explore career options;
- discussing the wishes of the student and family regarding the type of employment that may be desired at the conclusion of formal education;
- including a variety of work related experiences such as community job training as part of the transition IEP;
- discussing the supports that may be needed to work in the type of jobs in which the student may be interested; and
- exploring school experiences and activities that might assist the student in acquiring desired skills.

Postsecondary Education and Training

Postsecondary education and/or training might include attending a college or university for a two or four year degree, taking classes at a technical school or taking classes at a community center. In planning for the transition to postsecondary options, students and their families might wish to learn about available programs and visit those colleges, universities or technical schools that are of interest to the student. If specialized services or supports are needed, the student is responsible for seeking this assistance and appropriately communicating his or her needs. Most postsecondary institutions have an individual or a department providing assistance to students with disabilities but the student must request that assistance; it will not be automatically provided.

A list of services provided at colleges and universities in Indiana may be found at the IN*SOURCE website (www.insource.org) or the Indiana Department of Education website (<http://doe.in.gov/achievement/individualized-learning/publications-and-resources>).

Social Relationships and Leisure Opportunities

These are important considerations for all students. Students and families need to consider opportunities for activities they wish to do in their leisure time and create opportunities to socialize with friends. These are areas often overlooked for young people with disabilities and are far too important not to consider.

Other Considerations

These are among the additional issues that should be considered in planning for the transition to adult life:

- graduation or school exit date;
- obtaining a state I.D. card or driver's license from the Bureau of Motor Vehicles;
- registering for Selective Service (Note that all males, regardless of disability, must register for Selective Service at **age 18**. They may register at the post office or on line at www.sss.gov);
- registering to vote;
- exploring options for transportation (including driver's training);
- applying for social security benefits; and
- investigating healthcare, i.e., the availability of health insurance options.



THE SUMMARY OF PERFORMANCE

The summary of performance is a document that must be completed and provided to the student during the last year that he or she receives educational services. This document provides the student with a report of his or her academic achievement and functional performance and includes recommendations to help the student meet his or her postsecondary goals. It can help the student to see what he or she needs to do to continue to work toward realizing the goals (such as securing employment, training or education, making living arrangements and seeking support services) that have been established for after the school program has ended. The report might contain useful information for adult service providers and/or postsecondary education or training programs. It might also be useful as a source of information for potential employers.

Following is an example of a Summary of Performance form.



Summary of My Performance

Section I: Background Information		
Name:	Date:	
Date of Birth:	Year of Graduation/Exit:	Email:
Street Address:		
City/State/Zip:		
Home Telephone:	Cell Phone:	
Primary disability:	Secondary disability, if applicable:	
Section II: Perception Of My Disability		
Strengths:		
Interests/ Preferences:		
Challenges:		
My Disability Impact on Learning and/or Mobility:		
Supports and Accommodations What Works:	Setting: <input type="checkbox"/> Distraction-free <input type="checkbox"/> Adaptive furniture <input type="checkbox"/> Special lighting <input type="checkbox"/> Other:	
	Timing/Scheduling: <input type="checkbox"/> Extra time to complete assignments <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Flexible schedule <input type="checkbox"/> Other:	
	Response: <input type="checkbox"/> Assistive technology <input type="checkbox"/> Braille <input type="checkbox"/> Colored Overlays <input type="checkbox"/> Dictate words to scribe <input type="checkbox"/> Word processor/computer <input type="checkbox"/> Tape responses <input type="checkbox"/> Other:	
	Presentation: <input type="checkbox"/> Large print <input type="checkbox"/> Braille <input type="checkbox"/> Assistive devices <input type="checkbox"/> Magnifier <input type="checkbox"/> Read or sign items <input type="checkbox"/> Use of calculator <input type="checkbox"/> Shortened instructions <input type="checkbox"/> Re-read directions <input type="checkbox"/> Visual schedule <input type="checkbox"/> Use of assignment/notebook/organizer <input type="checkbox"/> Other:	
What Doesn't Work:		

Section III: My Post-School Goals	
Living	My Goal:
	Accommodations and/or Supports, including Adult Agencies That May Help in Achieving Goal:
Learning	My Goal:
	Accommodations and/or Supports, including Adult Agencies That May Help in Achieving Goal:
Working	My Goal:
	Accommodations and/or Supports, including Adult Agencies That May Help in Achieving Goal:
Section IV: Summary of My Present Level of Academic Achievement and Functional Performance (consider transcripts, attach IEP, and other appropriate assessments)	
I have accomplished the following academic achievements:	
I have accomplished the following in the area of functional achievements:	
There are numerous assessment reports that help identify my achievements and support the documentation of my disability and assist in planning for my post-school education or work. Please attach the most recent WAIS, Woodcock-Johnson (if conducted) or appropriate assessments.	
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Psychological/cognitive <input type="checkbox"/> Neuropsychological <input type="checkbox"/> Achievement/academics <input type="checkbox"/> Behavioral analysis <input type="checkbox"/> Self-determination <input type="checkbox"/> Career/vocational/transition assessments </div> <div style="width: 33%;"> <input type="checkbox"/> Response to Intervention (RTI) <input type="checkbox"/> Language proficiency assessments <input type="checkbox"/> Communication <input type="checkbox"/> Social/interpersonal skills <input type="checkbox"/> Community-based assessment <input type="checkbox"/> Other: </div> <div style="width: 33%;"> <input type="checkbox"/> Reading assessments <input type="checkbox"/> Medical/physical <input type="checkbox"/> Adaptive behavior <input type="checkbox"/> Assistive technology </div> </div>	
Section V: Important People or Agencies Who May Help Me Achieve My Post-school Goals	
<input type="checkbox"/> Vocational Rehabilitation Services (phone number) : _____ <input type="checkbox"/> College/University Support Services (phone number): _____ <input type="checkbox"/> Bureau of Developmental Disabilities: (phone number) : _____ <input type="checkbox"/> Adult agency provider (name/number): _____ <input type="checkbox"/> Other: _____	

Student Signature: _____

Teacher of Record Signature: _____



PARENTAL STRATEGIES FOR SUCCESSFUL TRANSITION OUTCOMES

- Ensure that career planning and/or vocational training is built into your son/daughter's IEP.
- Work with your son or daughter and the transition team to make plans for your son/daughter's adult life.
- Provide information to the team about your son/daughter's interests, skills and dreams (goals).
- Encourage school personnel to find, place and train your son/daughter in a job (of his/her choice) while in school.
- Ask that a Vocational Rehabilitation counselor be present for the case conference committee meeting the year before graduation.
- Visit colleges and universities with prepared questions regarding admissions requirements, accessibility, accommodations and available supports.
- Prepare your son/daughter to be as independent as possible and provide opportunities to participate in the community.
- Dare to dream and share that dream with the case conference committee.
- Support your son or daughter in defining their goals and aspirations for life after high school.



VOCATIONAL REHABILITATION SERVICES (VRS)

In Indiana, Vocational Rehabilitation Services (VRS) is a part of the Family and Social Services Administration (FSSA). Although the agency provides many services, the goal is to support individuals to obtain and/or retain employment.

With parent permission, the school and the vocational rehabilitation counselor review information regarding transition age students at least once per year to determine which students might be eligible for and might benefit from VR services. VR counselors provide written materials to the schools describing VR services and may attend case conferences for identified students in both years prior to the student completing school. It is helpful when schools and the VR counselors are able to discuss the schools' calendar for case conferences so that adequate notice is provided for them to attend.

For a list of VRS offices in Indiana, go to www.in.gov/fssa/.



RESOURCES

The Arc of Indiana

<http://arcind.org>

ASK – About Special Kids

www.aboutspecialkids.org

BDDS – Bureau of Developmental Disability Services

<http://www.in.gov/fssa/ddrs/2639.htm>

DOE – Department of Education

www.doe.in.gov

FSSA – Family and Social Services Administration (Indiana)

<http://www.in.gov/fssa>

Governor’s Council for People with Disabilities

<http://www.in.gov/gpcpd/>

HEATH Resource Center

<http://www.heath.gwu.edu>

ICASE – Indiana Council of Administrators of Special Education

www.icaso.org

IDEA – Individuals with Disabilities Education Act

<http://idea.ed.gov>

IIDC – Indiana Institute on Disability and Community

www.iidc.indiana.edu

IN-APSE – Indiana Association for Persons in Supported Employment

www.inapse.org

ISBA – Indiana State Bar Association

www.inbar.org

IN*SOURCE – Indiana Resource Center for Families with Special Needs

www.insource.org

Medicaid Waiver

<http://www.in.gov/fssa/ddrs/4859.htm>

MHA – Mental Health America of Indiana

<https://mhai.net/>

NGA – National Guardianship Association

www.guardianship.org

NCLB – No Child Left Behind

<http://www.ed.gov/nclb/landing.jhtml>

NICHCY – National Dissemination Center for Children with Disabilities

www.nichcy.org

NSTTAC – National Secondary Transition Technical Assistance Center

www.nsttac.org

OFFICE OF SPECIAL EDUCATION

<http://www.doe.in.gov/achievement/individualized-learning/special-education>

P&A – Indiana Protection and Advocacy Services

www.in.gov/ipas

TATRA – Technical Assistance on Transition and the Rehabilitation Act

www.pacer.org/tatra

VRS – Vocational Rehabilitation Services

<http://www.in.gov/fssa/ddrs/2636.htm>



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2. **Future Choices, Inc.**
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www.futurechoices.org
bquarles@futurechoices.org
3. **The Independent Living Center of Eastern Indiana**
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4. **accessAbility (formerly IRCIL)**
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5. **League for the Blind & Disabled**
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6. **Southern Indiana Center for Independent Living**
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7. **The Wabash Independent Living & Learning Center**
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8. **Everybody Counts**

Teresa Torres, Executive Director
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Transition – Article 7 (excerpt)

INDIANA STATE BOARD OF EDUCATION

SPECIAL EDUCATION RULES

TITLE 511 ARTICLE 7

RULES 32-48

(Excerpts)

Effective August 2014

511 IAC 7-32-100	"Transition services" defined
511 IAC 7-32-94	"Summary of performance" defined
511 IAC 7-43-3	Review of transition age students
511 IAC 7-43-4	Transition individualized education program
511 IAC 7-43-5	Transfer of rights to student
511 IAC 7-43-6	Appointment of an educational representative
511 IAC 7-43-7	Summary of performance

511 IAC 7-32-100 "Transition services" defined

Sec. 100. (a) "Transition services" means a coordinated set of activities for a student with a disability that:

- (1) are designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability;
- (2) are incorporated into the student's transition IEP in accordance with 511 IAC 7-43-4; and
- (3) facilitate movement from school to post school activities, including, but not limited to:

- (A) postsecondary education;
- (B) vocational education or training, or both;
- (C) integrated employment, including supported employment;
- (D) continuing and adult education;
- (E) adult services;
- (F) independent living; or
- (G) community participation.

(b) The coordinated set of activities described in subsection (a) must be based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and include the following:

- (1) Instruction.
- (2) Related services.
- (3) Community experiences.

- (4) The development of employment and other post school adult living objectives.
- (5) If appropriate:
 - (A) acquisition of daily living skills; and (B) provision of a functional vocational evaluation.

(c) Transition services for students with disabilities may be:

- (1) special education, if provided as specially designed instruction; or
- (2) a related service, if required to assist a student with a disability to benefit from special education.

511 IAC 7-32-94 "Summary of performance" defined

Sec. 94. "Summary of performance" refers to the written plan required under 511 IAC 7-43-7 and 511 IAC 7-40-3(h). The plan:

- (1) provides a student with a summary of the student's academic achievement and functional performance; and
- (2) includes recommendations on how to assist the student in meeting the student's postsecondary goals.

511 IAC 7-43-3 Review of transition age students

Sec. 3. Upon obtaining written consent from parents or students of legal age to disclose confidential educational records in accordance with 511 IAC 7-38-1(q)(1), the public agency and the vocational rehabilitation counselor must confer at least one (1) time per year to review transition age students. If the public agency and the vocational rehabilitation counselor believe a student may be eligible for and benefit

from vocational rehabilitation services, the public agency must do the following:

- (1) Obtain written consent, as defined in 511 IAC 7-32-17, from the parent or the student of legal age to invite the vocational rehabilitation counselor to the CCC meeting that will take place during the school year before the student's projected final year of school, or earlier, if appropriate.
- (2) Provide adequate notice to the vocational rehabilitation counselor regarding the CCC meeting described in subdivision (1). The notification to the vocational rehabilitation counselor must include the:
 - (A) name;
 - (B) address;
 - (C) age; and
 - (D) identified disability;
 of the student for whom the CCC meeting is being conducted.
- (3) At the CCC meeting, orally advise and provide written materials to the student and the parent that describe the:
 - (A) array of vocational rehabilitation services that may be available; and
 - (B) process to access those services.

511 IAC 7-43-4 Transition individualized education program

Sec. 4. (a) The CCC must develop a transition IEP that will be in effect when the student:

- (1) enters into grade 9; or



(2) becomes fourteen (14) years of age;
whichever occurs first, or earlier if determined appropriate by the CCC.

(b) This section does not apply to a student:

- (1) convicted as an adult under state law; and
- (2) incarcerated in an adult prison;

if the student's eligibility under this article will end because of the student's age, before the student will be eligible to be released from prison based on consideration of the student's sentence and eligibility for early release.

(c) The review and revision of a transition IEP must be in accordance with this section and 511 IAC 7-42-9.

(d) Notice of a CCC meeting to develop or revise a transition IEP must be in accordance with 511 IAC 7-42-2.

(e) The members of the CCC who must participate in the development or revision of a transition IEP are specified in 511 IAC 7-42-3(d)(2), which states that the public agency must invite:

- (1) the student, and, if the student does not attend, the public agency must take other steps to ensure that the student's preferences and interests are considered; and
- (2) to the extent appropriate, and with the consent of the parent (or student of legal age as defined in 511 IAC 7-32-91), a representative of any participating agency (other than the public agency) likely to be responsible for providing or paying for transition services.

(f) When developing or revising a student's transition IEP, a CCC must consider the general and special factors described in 511 IAC 7-42-6(b) and 511 IAC 7-42-6(c).

(g) A general education teacher of the student, as a member of the CCC, must, to the extent appropriate, participate in the development or revision of a student's transition IEP, including the determination of the following:

- (1) Appropriate positive behavioral interventions and supports and other strategies for the student.
- (2) Supplementary aids and services, program modifications, and support for school personnel consistent with subsection (h)(8).

(h) A transition IEP must contain the following:

- (1) A statement of the student's present levels of academic achievement and functional performance, including the following:
 - (A) How the student's disability affects the student's involvement and progress in the general education curriculum.
 - (B) Information from age appropriate transition assessments of:
 - (i) strengths;
 - (ii) preferences; and
 - (iii) interests.
- (2) Appropriate measurable postsecondary goals, based upon age appropriate transition assessments that are related to:
 - (A) training;

- (B) education;
 - (C) employment; and
 - (D) where appropriate, independent living skills.
- (3) Documentation regarding whether the student will pursue a:
 - (A) high school diploma as defined in 511 IAC 6-7.1-1(e); or
 - (B) certificate of completion.
- (4) The transition services, as defined at 511 IAC 7-32-100, needed to assist the student in reaching postsecondary goals, including the individuals and agencies identified for implementing the transition services.
- (5) If appropriate based upon the transition services identified in subdivision (4), documentation that the CCC reviewed information, and the public agency presented written information to the parent and student, regarding available adult services provided through state and local agencies and other organizations to facilitate student movement from the public agency to adult life. Adult services may include, but are not limited to, services provided by the following:
 - (A) A vocational rehabilitation services program.
 - (B) The department of workforce development.
 - (C) The Social Security Administration.
 - (D) The bureau of developmental disabilities services.
 - (E) A community mental health center.
 - (F) A community rehabilitation program.
 - (G) An area agency on aging.
- (6) The following:
 - (A) A statement of measurable annual goals, including academic and functional goals designed to support and align with the student's postsecondary goals, that meet:
 - (i) the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and
 - (ii) each of the student's other educational needs that result from the student's disability.
 - (B) For students who participate in alternate assessments aligned to alternative academic achievement standards, a description of benchmarks or short-term objectives.
- (7) A description of the following:
 - (A) How the student's progress toward meeting the postsecondary and annual goals described in subdivision (6) will be measured.
 - (B) When periodic reports on the progress the student is making toward meeting the postsecondary and annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- (8) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to do the following:
 - (A) Advance appropriately toward attaining the postsecondary and annual goals.
 - (B) Be involved in and make progress in the general education curriculum in accordance with subdivision (1) and participate in extracurricular and other

- nonacademic activities.
- (C) Be educated and participate with other students with disabilities and nondisabled students in the activities described in this article.
- (9) An explanation of the extent, if any, to which the student will not participate with nondisabled students in:
- (A) the general education environment; and
 - (B) extracurricular and other nonacademic activities.
- (10) A statement regarding the student's participation in statewide or local assessments of student achievement, including the following:
- (A) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student consistent with 511 IAC 7-36-10.
 - (B) If the CCC determines, in accordance with 511 IAC 7-36-10(g) and 511 IAC 7-36-10(h), that the student must take an alternate assessment of student achievement, instead of a particular statewide or local assessment, a statement:
 - (i) of why the student cannot participate in the general assessment;
 - (ii) of why the particular alternate assessment selected is appropriate for the student; and
 - (iii) documenting that the public agency informed the parent that the student's performance will not be measured against grade-level academic achievement standards.
- (11) The projected date for initiation of services and modifications described in subdivision (8) and the anticipated length and frequency, location, and duration of services and modifications.
- (12) Courses of study to achieve postsecondary goals.
- (13) A statement of the student's need for extended school year services consistent with 511 IAC 7-36-4(c) and 511 IAC 7-36-4(d).
- (14) Identification of the placement in the least restrictive environment as described in 511 IAC 7-42-10.
- (15) Beginning not later than one (1) year before the student becomes eighteen (18) years of age, a statement that the student and the parent have been informed that parent's rights under this article will transfer to the student at eighteen (18) years of age in accordance with section 5 of this rule.
- (16) Written notes documenting the meeting of the CCC, including the following:
- (A) The date and purpose of the meeting.
 - (B) The names and titles of the participants.
 - (C) The issues discussed during the meeting.
- (i) Nothing in this section must be construed to require:
- (1) that additional information be included in a student's transition IEP beyond what is explicitly required in this article; or
 - (2) the CCC to include information under one (1) component of the student's transition IEP that is already contained under another component of the student's transition IEP.

- (j) The public agency must give the parent a copy, at no cost, of the student's transition IEP. The copy may be:
 - (1) provided to the parent at the conclusion of the CCC meeting; or
 - (2) mailed to the parent at a later date.
 If mailed, the copy must be received by the parent no later than ten (10) business days after the date of the CCC meeting.
- (k) Any member of the CCC may submit a written opinion regarding the transition IEP. The written opinion must:
 - (1) be submitted to the public agency not later than ten (10) business days after the date of the CCC meeting; and
 - (2) remain with the student's educational records.
- (l) If a participating agency, other than the public agency, fails to provide the transition services described in a transition IEP, the public agency must reconvene the CCC to identify alternative strategies to meet the transition objectives for the student set out in the transition IEP.
- (m) Nothing in this article relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students who meet the eligibility criteria of that agency.

511 IAC 7-43-5 Transfer of rights to student

Sec. 5. (a) Except as provided in subsection (b), when a student becomes a student of legal age, as defined in 511 IAC 7-32-91, all of the rights that were formerly provided to the student's parents under this article transfer to the student of legal age.

- (b) If a student who has attained eighteen (18) years of age has:
 - (1) a guardian appointed under IC 29-3, the rights under this article must transfer to the guardian unless specifically provided otherwise in the guardianship order; or
 - (2) an educational representative appointed according to the procedures in section 6 of this rule, the rights under this article must transfer to the student's educational representative.
- (c) When a student who is incarcerated in an adult or juvenile, state or local correctional institution attains eighteen (18) years of age, the student must have all of the rights that were formerly provided to the student's parents under this article.
- (d) At a CCC meeting not later than one (1) year before the student becomes eighteen (18) years of age, the public agency must inform the student and the parent that the parent's rights under this article will transfer to the student at eighteen (18) years of age unless a guardianship or an educational representative has been established for the student. The student's IEP must include a statement that the student and the parent were informed of the transfer of parental rights in accordance with 511 IAC 7-42-6(f)(10).
- (e) At the time the student attains eighteen (18) years of age, and unless a guardianship or an educational representative has been established for the student, the public agency must provide

written notice to the parent and the student that the rights under this article have transferred to the student.

- (f) After rights transfer to the student in accordance with this section, the public agency must provide any notice required under this article to both the parent and the student.

511 IAC 7-43-6 Appointment of an educational representative

Sec. 6. (a) Any student eligible for special education and related services who has become eighteen (18) years of age and has not had a guardian appointed under IC 29-3 may have an educational representative appointed to make educational decisions on the student's behalf if the student:

- (1) requests in writing that an educational representative be appointed; or
 - (2) is certified as unable to provide informed consent under subsection (f).
- (b) A student's parent must be appointed to act as the educational representative under this section. If the parent is unavailable, a person trained as an educational surrogate parent under 511 IAC 7-39-2 must be appointed by the public agency to serve as the educational representative.
- (c) An appointment of an educational representative under this section may be made as early as sixty (60) calendar days prior to the student's eighteenth birthday.
- (d) The public agency is not responsible for the cost of appointing an educational representative.
- (e) A student who requests that an educational representative be appointed under subsection (a)(1) may request, in writing, that the appointment be revoked.
- (f) For an educational representative to be appointed under subsection (a)(2), two (2) persons described in subsection (g) must, based on personal examination or interview, certify in writing that the student is incapable of providing informed consent and that the student has been informed of this decision. As used in this section, "incapable of providing informed consent" means that the student is unable to do the following:
 - (1) Understand on a continuing or consistent basis the nature, extent, and probable consequences of a proposed educational program or option
 - (2) Make a rational evaluation on a continuing or consistent basis of the benefits or disadvantages of a proposed educational decision or program as compared with the benefits or disadvantages of another proposed educational decision or program.
 - (3) Communicate such understanding in a meaningful way.
- (g) Persons who certify in writing that a student is incapable of providing informed consent must be one (1) of the following:
 - (1) A physician with an unlimited license.
 - (2) A licensed nurse practitioner.
 - (3) A licensed clinical psychologist.
 - (4) A licensed psychologist.
 - (5) A licensed school psychologist.
 - (6) A licensed clinical social worker.
- (h) Persons providing certification described in subsection (f) cannot be related to the student.

(i) At least one (1) of the persons providing certification described in subsection (f) cannot be employed by the public agency serving the student.

511 IAC 7-43-7 Summary of performance

Sec. 7. (a) A public agency must provide a student with a summary of the student's academic achievement and functional performance, which must include recommendations on how to assist the student in meeting the student's postsecondary goals, when a student:

- (1) graduates with a high school diploma as defined in 511 IAC 6-7.1-1(e);
- (2) leaves high school with a certificate of completion; or
- (3) exceeds the age eligibility for special education and related services under this article.

(b) A public agency may provide a student with a summary of performance when the student withdraws from high school after:

- (1) an exit interview is conducted; and
- (2) the student's parent and principal consent to the withdrawal as specified in IC 20-33-2-28.5(b).

(c) Leaving high school with a certificate of completion or withdrawal from high school as described in IC 20-33-2-28.5 does not extinguish a student's eligibility for special education and related services.

(d) A summary of performance should include, but not be limited to, the following items:

- (1) Basic demographic information about the student.
- (2) Postsecondary goals that:
 - (A) take into account the student's educational program; and
 - (B) reflect the:
 - (i) interests;
 - (ii) preferences; and
 - (iii) strengths;of the student.
- (3) A summary of the student's academic achievement and functional performance. Information that can be used to prepare the summary includes, but is not limited to, the following:
 - (A) An academic transcript.
 - (B) Academic assessment results.
 - (C) Assessments of functional skills or adaptive behavior that explain a student's ability to:
 - (i) live;
 - (ii) work; and
 - (iii) access the community.
 - (D) Work force readiness assessments, career exploration internships, cooperative education experiences, or workforce credentials under IC 20-32-4-4(6)(A).
- (4) Recommendations to assist the student in meeting postsecondary goals, including accommodations, modifications, or assistive technology utilized by the student and identified by the student as particularly helpful or necessary to meet academic or functional goals, or both.

"Plan for the future because that's where you're going to spend the rest of your life."

--Mark Twain

