

CONNECTICUT'S
TRANSITION TRAINING MANUAL
and
RESOURCE DIRECTORY



Developed by the Connecticut Interagency Transition Task Force

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Creating a Vision for the Future

What is Transition Planning and Why is it Important?

- Transition into the adult world can present challenges for all young people. The process of transition may be more difficult for some youth with disabilities and will require unique strategies to enable each student to achieve the maximum possible independence in working, living and participating in the community as adults.
- Transition planning is a process that brings together a student and those individuals directly involved in helping the student prepare to enter a post-school environment. It is designed to ensure that the student will be provided the necessary skills and services to make a smooth transition from school to adult life with as little interruption as possible. Unless the transition process is formalized, little thought or planning is given to the student's future service or program needs.
- Quality transition planning is achieved when the process is initiated at an early age (age 13 or younger). A team comprised of the student, family member(s), school personnel, agency representatives and significant others, meet to assist the young student in defining a vision for the future. The overall value of the meeting is the sharing of knowledge about the student's strengths, interests, and preferences in order to create a map of where help is needed, and what experiences are going to be valuable over the high school years.
- There are three areas that must be discussed when participating in a transition planning meeting:
 - What is the student's long term goal in the area of **Employment or Postsecondary Education**?
 - What is the student's long term goal in the area of **Independent Living**?
 - What is the student's long term goal in the area of **Community Participation**?

- Unless you can begin to define the answers to the above questions, it will be very difficult to develop a sequential/coordinated plan to prepare the student to reach his/her independence in each of the stated areas. Waiting until a student is ready to graduate is simply too late to begin the transition process. It is important to remember that there is no “system” like special education that entitles a student to receive appropriate supports and services after they graduate from high school.
- Remember goals may always change as a student gets older, experiences more opportunities, and begins to personally define specific career directions.

TRANSITION LEGISLATION

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

History:

- Connecticut has had transition legislation for students in special education that was effective July 1, 1988. This legislation required that Individual Transition Plans (ITP's) be developed at the annual review meeting following a student's 15th birthday.

- When federal special education law (IDEA) was reauthorized in 1990, transition amendments were included. Federal law specifies transition goals and objectives be developed beginning at age 16. Since Connecticut law states age 15, this age requirement supersedes federal law. When IDEA was reauthorized again in 1997, there was a new provision that required transition planning to begin at age 14. A "statement of transition service needs" must be in place by age 14, so in Connecticut this is completed at the annual review following the student's 13th birthday. This "statement of transition service needs" must focus of the student's "course of study" during their secondary school years. At age 13, many students are making the transition from middle school to high school. During this critical period, the law intended that schools begin to discuss long-term transition goals and the appropriate "courses" of study a student must participate in at the high school, in order to be prepared to meet these goals.

- An additional amendment to IDEA 97 addresses the transfer of rights to students when they reach age 18. The law states beginning at least one year before a student reaches the age of majority under state law (age 18 in Connecticut) the student's IEP must include a statement that the student has been informed of his or her rights under special education law, and that these rights will transfer to the student upon reaching the age of majority. The "procedural safeguards" that parents receive at numerous times should be shared with their child well before their 18th birthday.

**FEDERAL TRANSITION LEGISLATION
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

300.29 Definition of Transition Services

- (a) As used in this part, transition services means a coordinated set of activities for a student with a disability that
 - (1) 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.
 - (2) Is based upon the individual student's needs, taking into account the student's preferences and interests, and
 - (3) Includes:
 - (i) Instruction;
 - (ii) Community experiences;
 - (iii) Related Services;
 - (iv) The development of employment and other post-school adult living objectives; and,
 - (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.

- (b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

300.347 (b) Content of Individualized Education Program - Transition Services – The IEP must include:

- 1. For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under

the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced placement courses or a vocational education program); and

2. For each student beginning at age 16 (or younger, if determined appropriate by the IEP team) a statement of needed transition services for the student, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.
- (c). **Transfer of rights.** In a state that transfers rights at the age of majority, beginning at least one year before a student reaches the age of majority under state law (age 18 in Connecticut), the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority.

Special Rule- If under state law, a child with a disability is determined not to have the ability to provide informed consent with respect to the educational program of the student, the state shall establish procedures for appointing the parent, or, if the parent is not available, another appropriate individual, to represent the educational interests of the student through the student's eligibility under IDEA.

- (d). The requirements of this subsection (related to transition planning and transition services), do not apply with respect to such children whose eligibility under this part will end, because of their age, before they will be released from prison.

300.348 Agency Responsibilities for Transition Services

- (a) If a participating agency, other than the public agency, fails to provide agreed-upon transition services described in the IEP in accordance with 300.347 (b) (1), the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

2. Nothing in this part relieves any participating agency, including the state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

300.344 IEP Team

(b) Transition services participants

1. The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of:
 - (i) The student's transition services needs under 300.347 (b) (1);
 - (ii) The needed transition services for the student under 300.347 (b) (2); or
 - (iii) both.
2. If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and
3. If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.

300.345 Parent Participation

- (b) (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also:
 - (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in 300.347 (b) (1)
 - (ii) Indicate that the agency will invite the student; and

(b) (3) For a student with a disability beginning at age 16 or younger, if appropriate, the notice must also:

- (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in 300.347 (b) (2)
- (ii) Indicate that the agency will invite the student; and
- (iii) Identify any other agency that will be invited to send a representative

Note:

- o Since the statement of transition services is a part of the IEP, the PPT must reconsider its determination at least annually.

EVALUATING COMPLIANCE WITH TRANSITION REQUIREMENTS UNDER IDEA

IEP CHECKLIST

Directions:

1. Sign out the file of a student you are currently working with. You will be looking at the most recent PPT notice and IEP.
2. Using this form, determine if each of the items have been addressed by circling a "yes", "no" or "N/A" response.
3. Write a brief summary report for items that were not addressed, or if you feel the issue was not addressed in a quality manner. You will want to refer back to this when you are working with your student and preparing the next PPT meeting that develops the IEP.

IEP CHECKLIST

Transition Services Participants (34 CRS 300.344) and Parent Notice (34 CRF 300.345)

Review the most recent PPT notice for the following items:

- | | | | |
|----|-----|----|--|
| 1. | Yes | No | Did the PPT notice indicate the student would be invited to attend his/her PPT? |
| 2. | Yes | No | Did the PPT notice indicate that transition services would be addressed? |
| 3. | Yes | No | Did the PPT notice indicate that any other agency likely to be responsible for providing or paying for transition services would be invited to attend the PPT? |

Contents of Individualized Education Program (IEP) (34 CFR 300.347)

Review the page on the IEP titled "Transition Planning Summary"

- | | | | |
|----|-----|----|---|
| 1. | Yes | No | Did the student attend his/her PPT? |
| 2. | Yes | No | Did the IEP include a statement of needed transition services that addressed a "coordinated set of activities" that would lead to the attainment of a long-term goal? |
| 3. | Yes | No | Did the IEP document how the student's interests and preferences were determined? |
| 4. | Yes | No | Did the IEP document the student's interests and preferences as they relate to transition planning? |

5. Yes No Did the IEP indicate if any outside agencies were invited to attend the PPT?
6. Yes No Did the IEP indicate if any outside agency representative attended?
7. Yes No
N/A Did the IEP indicate what steps they would take to inform the agency representative of the PPT decisions and recommendations, if an agency representative was invited but did not attend?
8. Yes No
N/A Did the IEP indicate if any agency agreed to pay or provide for any transition services?
9. Were annual goal and related objectives developed in the following areas:
- | | | |
|-----|----|------------------------------------|
| Yes | No | Employment/Postsecondary Education |
| Yes | No | Independent Living |
| Yes | No | Community Participation |
10. Were activities/training provided in both the community and classroom environments:
- | | | |
|-----|----|--|
| Yes | No | Community experiences provided |
| N/A | | |
| Yes | No | Instruction/school-based activities provided |
| N/A | | |
11. Yes No If the student will be turning 18 within one year, did the IEP indicate that the student was informed that all rights under IDEA will be transferred to him/her?

Review the goals/objective pages on the IEP to answer the following questions:

12. Were measurable annual goals and short term objectives developed in the following areas?
- | | | |
|-----|----|------------------------------------|
| Yes | No | Employment/Postsecondary Education |
| Yes | No | Independent Living |
| Yes | No | Community Participation |
13. Yes No Did the IEP indicate the evaluation procedures that would be used to assess attainment of goals/objectives?
14. Yes No Did the IEP indicate the performance criteria that would be used to evaluate the attainment of goals/objectives?

15. Yes No Did the IEP indicate the dates that parents would be informed of their child's progress on the attainment of goals/objectives?

Refer to the IEP page titled "Summary: Special Education, Related Services and Regular Education" to answer the following questions:

16. For each transition goal and related objectives, were the following documented:

- | | | |
|-----|----|---|
| Yes | No | Hours per week that the student would work toward this goal |
| Yes | No | The staff responsible for implementing the goal |
| Yes | No | The start and end date that this goal would be worked on |
| Yes | No | The instructional site where the training would occur |

Summary:

1. Do you feel that each goal and related objectives that were developed, addressed the student's needs in a comprehensive manner and were related to the child's long-term vision for life after high school?

- | | | |
|-----|----|------------------------------------|
| Yes | No | Employment/Postsecondary Education |
| Yes | No | Independent Living |
| Yes | No | Community Participation |

2. List other areas on the IEP, related to transition planning that you found out of compliance or you feel were not addressed in a quality manner:

-
-
-
-
-
-
-

ROLES AND RESPONSIBILITIES

Transition Planning as a Collaborative Effort

No one individual or agency can provide comprehensive transition planning for a student. Transition planning requires the collective effort and commitment of all key stakeholders in a student's life. As the transition planning team begins to form, it is critical that each member knows why they are serving on the team and their role in assisting the student to identify and plan for their future goals.

The success of the transition planning process hinges on the ability of each member to follow through on agreed-upon activities. The following describes possible team members and their roles.

The STUDENT

The student's interests, desires and goal aspirations are a critical part of transition planning. They should attend their PPT meetings and be encouraged to participate as fully as possible in their transition plans.

Before a student can feel confident and self directed in participating in their PPT meeting, specific skills training may be required to prepare them to do so. Below are some key points that should be considered in preparation for a student's active participation in the process:

- STUDENTS NEED TO KNOW IT IS THEIR RIGHT TO BE AT THE IEP MEETING.
- THEY NEED TO FEEL THAT THEIR OPINION IS VALUED.
- THEY NEED TO UNDERSTAND THE IEP PROCESS AND THEIR ROLE IN THIS PROCESS.
- THEY MUST HAVE THE CONFIDENCE AND SKILLS TO SHARE THEIR IDEAS/CONCERNS ABOUT THE FUTURE.
- THEY SHOULD BE PREPARED TO MAKE SPECIFIC SUGGESTIONS CONCERNING THE ACTIVITIES/SERVICES TO BE INCLUDED ON THEIR IEP.
- THEY MUST COMMIT TO TAKING "OWNERSHIP" AND FOLLOWING THROUGH ON ANY OBJECTIVE THAT IS ASSIGNED TO THEM.

The FAMILY and Other Significant People in the Student's Life

The families (parents, guardians) know the student the best and should have a major role in transition planning. They can serve as:

- **Case Managers** who share information about the individual and coordinate efforts among the school personnel, home and adult providers.
- **Role Models** who stress the importance of work and community living.
- **Risk Takers** who are willing to let their child participate in inclusive community life.
- **Financial Planners** who can access information about financial assistance programs and assist their child in making informed decisions that affect their child's long-term interests.
- **Advocates** who are informed about transition, program options, and community services and will offer opinions about what is most appropriate for their child.
- **Facilitators** who provide encouragement and opportunities to develop independent living skills.

EDUCATORS (Regular and Special Education)

Both regular and special educators will serve as facilitators of transition planning. Their roles may include:

- Providing information about postsecondary education and vocational training opportunities.
- Providing information about, and making referrals to adult service providers for families and students.
- Providing functional curriculum experiences that teach students the skills necessary for adult life.
- Developing appropriate work experiences, providing job leads, and helping students obtain jobs prior to graduation.
- Advocating for the student and assisting them and their families to advocate for themselves.

SUPPORT STAFF

Support Staff, including guidance counselors, vocational educators, transition specialists, and speech and language pathologists can assist in helping students identify their strengths and needs and offer programming strategies/accommodations to help meet those needs.

ADULT SERVICE PROVIDERS

Adult Service Providers, such as the Bureau of Rehabilitation Services (BRS), Department of Mental Retardation (DMR), Department of Mental Health and Addiction Services (DMHAS), Adult Service

Providers, Community Colleges, Universities, and Residential and Vocational Facilities, can help by sharing information about their services and eligibility requirements, answering questions about options after high school, and participating in the multidisciplinary IEP meeting. Adult service providers should be encouraged to become more visible in their communities by developing a process to market their services.

REMEMBER!! SPECIAL EDUCATION IS AN **ENTITLEMENT** PROGRAM. ADULT AGENCIES LIKE THE BUREAU OF REHABILITATION SERVICES (BRS), DEPARTMENT OF MENTAL RETARDATION (DMR) AND DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES (DMHAS) ARE **ELIGIBILITY** PROGRAMS. EVEN IF AN INDIVIDUAL IS ELIGIBLE FOR THEIR SERVICES, IF NO MONEY IS AVAILABLE, THEY ARE NOT OBLIGATED TO PROVIDE SERVICES.

EMPLOYERS

While it may be unrealistic to assume that an employer can attend all IEP meetings for students, they can help by providing input to the school, student and family regarding what qualifications and attributes they look for in potential employees. They can provide information about their companies, and any positions they may have available. Most importantly, employers have established a strong network among themselves, and can serve as advocates for other businesses in the community to become involved in community-based training options.

Team members need to ask themselves several questions as they prepare to focus on the student's transition planning needs:

- What information can I provide?
- What predictions can I make?
- What questions can I raise for others to consider?
- What resources, services, supports, can I make available to assist in the implementation of the student's transition plan?

Adapted from the Iowa Transition Model: A Guide For Transition Planning

CAREER EXPLORATION/VOCATIONAL ASSESSMENT

Vocational assessment is an ongoing process of gathering information that:

- identifies a student's strengths, interests and preferences;
- identifies what training/support is required by the student to make the transition from school to work as successful as possible ; and
- assists professionals, parents and the student in making appropriate referrals to state agencies, i.e. Bureau of Rehabilitation Services (BRS), local adult service providers, and institutions of higher education.

Vocational assessment is one of the key components that provides the foundation for successful transition planning. Its **primary purpose** is to gather information to make decisions regarding employment. An objective vocational assessment will open doors of opportunity as the student moves toward employment and greater independence.

Vocational assessment requires a **team approach** in which all members effectively collaborate to help the student reach his/her vocational goals. Members may include the:

- student
- parents, family members
- special, general and vocational educators
- transition specialist
- guidance counselor
- social worker
- school psychologist
- rehabilitation professionals
- employer

In order to gain a comprehensive understanding of a student's abilities and strengths, it is important to look at a variety of both informal and formal assessment information.

INFORMAL

- Interviews/questionnaires of the student, parents and significant others
- Records review, including personal history, medical background, academic achievement
- Anecdotal information

FORMAL

- Interest inventories*
- Aptitude tests
- Educational/achievement tests
- Psychological tests
- Situational assessments
- Learning styles inventories**
- Functional assessment, including an independent living assessment and a pre - employment checklist ***

The **BENEFITS** of vocational (transition) assessment are many, including:

- Career awareness and exploration
- Improved self-awareness and motivation
- Identification of short-term and long-term career goals
- Development of a career profile/portfolio

Vocational assessment needs to begin early, ideally during the middle school years. Developing a **vocational, career profile** is a wonderful way to showcase the student's strengths and interests. Such a profile contains all the informal and formal assessment information performed on/by the student and goes with the student as he/she moves from one grade to the next.

* **Interest Inventories** – A good portfolio contains one or more interest inventories completed by the student. An interest inventory is a verbal, written, or computer exercise that helps a student identify what jobs might be a good fit for him/her based on things he/she like to do.

Sample interest inventories include:

Building a Bridge (<http://www.ctserc.org/library/actualbibs/BridgwholeMay31.pdf>)

The Harrington O'Shea Career Decision Maker

Career Scope

Job-O

Reading-Free Vocational Interest Inventory – Revised

Strong-Campbell Interest Inventory

(Samples of these inventories are available at the SERC library)

**** Learning Styles Inventories** – All students have a preferred learning style. Learning styles are a unique collection of skills and preferences that influence how we learn best. Learning styles impact how people act in a group, learn, participate in activities, relate to others, solve problems, teach and work.

Learning style assessments can be based on:

Gardner's Multiple Intelligences

<http://www.smarterkids.com/rescebtter/learnstyle.asp?redir=true>

Sensory Preferences (visual, auditory, kinesthetic/tactile)

<http://www.vark-learn.com/english/index.asp>

Types of Learning Style Inventories

Barsch (Sensory)

<http://www.ahlco.org/johnsonhs/Neal%20Anthony/BARSCH%20LEARNING%20STYLE%20INVENTORY.pdf>

Kolb (Experiential Learning)

<http://www.algonquinc.on.ca/edtech/gened/styles.html>

Multiple Intelligences

http://www.ldpride.net/learning_style.html

C.I.T.E Learning Styles Inventory (refer to page 35 in this publication)

Additional Resources are available on the following pages. The University of Kansas also has a wonderful site on the web. Go to <http://transitioncoalition.org/>, select Training Opportunities, and then Online Trainings for a wealth of information on Assessing Students with Disabilities: Transition Planning for the IEP.

Student Questionnaire

Transition Planning

Student Initials:		DOB:		Date:	
Completed By:				Grade:	

Select 10-15 questions that are relevant to the student you are interviewing.

Defining Your Vision

1. What are your greatest dreams about your future?

2. What are your greatest fears about your future?

3. What barriers might get in the way of accomplishing your goals?

4. What kind of supports do you think you need to help you accomplish your goals?

5. What can you, the school, your family, and other agencies do to help you reach your goals?

Employment/Vocational Questions

1. What would you like to be doing two, five or ten years from now?

2. What careers are you interested in?

3. What skills will you need to do the kind of work you want to do?

4. Do you plan to go on to any type of training or education after high school?

5. What would your ideal job look like?

6. What kinds of information/classes/training do you need in order to reach your vocational goal?

7. What hobbies, interests, recreation activities, do you have that you could transfer into a career?

8. What kind of work and/or volunteer experiences have you had? Which ones did you like the most? Which ones did you like the least?

9. Would you need assistance in paying for further vocational/educational training?

Education Questions

1. What are your most successful classes? Why do you think you're most successful in these classes?

2. What are your most difficult classes? Why do you think you're experiencing difficulty?

3. What support/help would assist you in being more successful in your classes?

4. How do you learn most easily (e.g., hearing words spoken, seeing words in print, studying alone, studying with at least one other student, writing papers or talking about what you have learned)?

5. Are there any classes or activities you would like to take to help you reach your goals?

Living Options

1. Where would you like to live after graduation?

2. What kind of chores/jobs do you do at home that will help you live independently?

3. What kind of domestic skills can you do independently (e.g., cooking, cleaning, laundry, household management, shopping, money management, budgeting)?

4. If you moved to a new community tomorrow, what things could you do without help?

5. Do you know of any agencies/resources that could support you in the community?

6. What types of transportation will be available to you after you graduate?

Medical/Legal

1. Do you have a family doctor/dentist?

2. How will you take care of your medical/dental needs after high school?

3. Do you have any medical needs that will require support beyond high school?

4. If you run into a legal problem, how will you handle it? Who would you go to for help?

5. Who would you contact in case of emergency?

6. Do you know of any agencies/resources that could help you with medical or legal needs?

Leisure/Recreation

1. What do you like to do for fun?

2. What are your hobbies and interests?

3. Do you prefer to spend your free time alone or with others?

4. Is there anything you wish you could learn to do that you don't know how?

5. Are there any school activities you would like to get involved in?

6. What barriers/problems prevent you from being involved in recreation activities you are interested in?

Personal/Family Relationships

1. How do you handle conflicts or solve problems (e.g., with people, money)?

2. Who do you go to when you have problems or need help - at home, at school, in the community?

3. Do you have someone you trust to talk to when things aren't going well?

4. Are there any areas of your personal life in which you are having difficulty?

5. Who do you include in your circle of friends?

6. What qualities do you possess that make you a good friend?

7. What social/interpersonal needs do you have that are not being met at this time?

8. What social/interpersonal barriers can you control or take responsibility for (e.g., attitude, behavior, hygiene, dress, etc.)?

9. Can you think of any people, agencies, or resources that you could include in your personal support network?

Write/submit a summary report based on your meeting with the student.

Parent/Guardian Questionnaire
Transition Planning

Completed By:		Date:	
Student Age:		Grade:	
Address:		DOB:	
		Telephone:	
Parent's Name:			

How many years does your son/daughter have left in high school?

I. EMPLOYMENT/POSTSECONDARY EDUCATION OR TRAINING

1. When your son/daughter graduates from high school, what are your hopes/expectations?

2. Does your son/daughter express an interest in any particular types of jobs?

3. Does your son/daughter express a dislike for any specific types of work?

4. Do you have any preferences for future occupational directions?

5. Are there any jobs in which you would object to placement of your son/daughter? If so, what are they?

6. Are there any medical concerns relating to your son/daughter's vocational placement? If so, please state them.

7. Has your son/daughter held any part-time paid or unpaid jobs or volunteer positions? If so, what types of work did he/she perform?

8. What types of services, programs or activities do you think your son/daughter needs to be involved with in high school to better prepare him/her for employment or postsecondary education?

II. INDEPENDENT LIVING

1. When your son/daughter graduates from high school, what are your hopes/expectations for his/her living arrangements?

2. Do you feel your son/daughter has the skills necessary to live independently (banking, budgeting, cooking, shopping, etc.)?

3. Do you feel your son/daughter is a good self-advocate, i.e., can he/she speak for himself/herself and make his/her needs/issues known?

4. What chores or responsibilities does your son/daughter presently have at home?

5. What classes/activities does your son/daughter need in order to achieve his/her Independent Living goal (located on page 4 and 4A of the Individualized Education Program), and how are these needs going to be met in the upcoming year?

III. COMMUNITY PARTICIPATION/RECREATION AND LEISURE

1. When your son/daughter graduates from high school, what are your hopes/expectations for his/her active inclusion in the community?

2. Does your son/daughter have a driver's license or do you anticipate him/her obtaining one in the future?

3. Does your son/daughter use public transportation independently?

4. Does your son/daughter access school and community events with independence?

5. What leisure/recreational activities/hobbies does your son/daughter participate in when alone?

6. Does your son/daughter have a social network, i.e., a group of friends?

7. What leisure/recreational activities does your son/daughter participate in with friends?

8. What leisure/recreational activities does your son/daughter participate in with your family?

9. Are there any leisure/recreational activities in which you would like to see your son/daughter participate?

10. What classes/activities would you like your son/daughter to participate in to develop more social and leisure skills?

IV. Additional

1. Do you feel you have enough information about the academic/vocational activities of your son/daughter?

2. Are you satisfied with your son/daughter's current educational program? If not, what activities/classes/support do you feel would enhance his/her program?

3. Do you maintain on-going communication with school staff?

4. Do you have any comments/suggestions for school staff?

The C.I.T.E. Learning Styles Instrument

The C.I.T.E. Learning Styles Instrument can assist classroom instructors and support personnel in determining a student's preferred learning style.

The instrument is divided into three main areas:

- Information gathering
- Work conditions
- Expressive preference

Information gathering includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic. Work conditions focus on whether a student works better alone or in a group. Expressive preference considers whether a student is more effective with oral or written communication.

Knowing information about learning styles can be useful when determining which assessment instruments are appropriate to use. It is also useful when developing an Individual Education Plan in determining what classroom and future job modifications will be necessary.

Conducting the C.I.T.E Learning Style Inventory:

- Discuss the importance of knowing one's learning style with the class.
- Ask students to complete the C.I.T.E. Learning Styles Instrument.
- Score the instrument and share the results individually with each student.
- Discuss the various learning styles and implications for possible learning accommodations.

From the Center for Innovative Teaching Experiences
C.I.T.E. Learning Styles Instrument

Babich, A.M., Burdine, P. Allbright, L., Randal, PI.

	Most Like Me		Least Like Me	
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1

	Most Like Me		Least Like Me	
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1

	Most Like Me		Least Like Me	
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1

	Most Like Me		Least Like Me	
43. The things I write on paper sound better than when I say them.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

**C.I.T.E. Learning Styles Instrument
Score Sheet**

Directions – In the first example, look at question number 5 and write down your score. Continue this for each of the remainder of the questions. Total each column and multiply by 2.

Visual Language

5-
13-
21-
29-
37-

Total ___x2= ___ (Score)

Social-Individual

4-
12-
20-
28-
45-

Total ___x2= ___ (Score)

Auditory Numerical

7-
15-
23-
31-
39-

Total ___x2= ___ (Score)

Visual Numerical

9-
17-
25-
33-
41-

Total ___x2= ___ (Score)

Social-Group

8-
16-
24-
32-
40-

Total ___x2= ___ (Score)

Kinesthetic-Tactile

1-
18-
26-
34-
42-

Total ___x2= ___ (Score)

Auditory Language

3-
11-
19-
36-
44-

Total ___x2= ___ (Score)

Expressiveness Oral

6-
14-
22-
30-
38-

Total ___x2= ___ (Score)

Expressiveness-Written

2-
10-
27-
35-
43-

Total ___x2= ___ (Score)

Score: **33-40** = Major Learning Style
 20-32 = Minor Learning Style
 05-20 = Negligible Use

DESCRIPTION OF THE C.I.T.E. INSTRUMENT NINE STYLE AREAS

Auditory Language

This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

Visual Language

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

Auditory Numerical

This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his or her math book, for written materials are not important. He or she can probably work problems in his or her head, and may say numbers out loud when reading.

Visual Numerical

This student must see numbers – on the board, in a book, or on a paper – in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

Auditory-Visual-Kinesthetic Combination

The A-V-K student learns best by experience – doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sound (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate on work unless totally involved. He or she seeks to handle, touch and work with what he or she is learning.

Individual Learner

This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

Group Learner

This student prefers to study with at least one other student, and will not get much done alone. He or she values others' opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

Oral Expressive

This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

Written Expressive

This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

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Bureau of Rehabilitation Services (BRS) Individualized Community-Based Assessment Report Requirements

Individualized community-based assessment reports must be a critical analysis of the consumer's performance in the sites in which he/she is assessed. Comprehensive reports **must** contain an assessment and analysis of all the following items below, **regardless of whether or not the provider is participating in the customized services pilot**. Providers who are involved in the pilot need to complete an abbreviated report addressing items 1 to 7 in cases where an on-site evaluator is provided, but no comprehensive report is requested. The attached formats may be used for the comprehensive and brief reports. However, providers may use alternative formats, provided all of the required elements are addressed.

Both comprehensive and brief assessment reports must contain responses to #1 to #7 below:

1. Description of the site(s) in which the consumer was evaluated

This includes company name, address, phone, department, contact person, transportation arrangements available, employer medical benefits available (including any waiting period) and description of the physical and social environment where the consumer was assessed. In addition, the report must address whether or not another BRS consumer has been placed by your agency within the last six months in this company with the same site, department, job title and contact person.

2. Job description

This must include job title, hours of work, entry level wages or salary for the position, physical demands, cognitive demands, and required skills and training. Include the company's job description, if available.

3. Answer to BRS's referral questions

4. Description of the level and type of support given and consumer's response to supports

5. Description of any strategies developed and implemented, and description of which strategies were most successful for the consumer

6. Description of any accommodations provided and/or needed in order for the consumer to perform the job

7. Evaluator's Recommendations.

If recommendations include additional services, the report must specify the issue(s) to be addressed, specific goal of the service, type of service and projected timeframes and outcome(s).

In addition, comprehensive reports must include responses to #8 to #16 below:

8. Description of the consumer's performance on the essential job tasks

This must include a description of each essential job task, the consumer's performance on each task, any changes in the consumer's performance during the course of the assessment, and information on whether or not the consumer's performance met or exceeded the employer's standards.

9. Description of the consumer's performance on general work areas

This must include a description of the consumer's performance in the following areas: attendance, punctuality, appearance, physical stamina, ability to deal with changes, ability to follow instructions, ability to interact appropriately with co-workers, ability to get the work done, work pace, attentiveness, concentration, ability to accept constructive criticism, ability to handle a variety of tasks, overall quality of work, initiative, motivation, resourcefulness, knowledge/adherence to work rules, ability to work without supervision, ability to ask appropriate questions, and ability to seek assistance. This must also include information on whether the employer's standards are met in each area.

10. Description of any changes in the consumer's performance at particular times during the day

(e.g., does the consumer perform markedly better in the morning, is he/she markedly fatigued at the end of the day, etc.)

11. Description of any environmental factors that influenced consumer's performance, either positively or negatively

12. Description of the consumer's performance during the job interview, if applicable, or his/her initial contact with the employer

13. Description of whether the consumer can meet the competitive standards required of other employees at this job (considering such factors as quality, quantity, and speed of performance). What is the employer's opinion of the consumer's performance? What is the consumer's opinion as to whether this was a good job match?

14. If the site(s) would be suitable for the consumer, what would be the opportunities for advancement? For increased responsibilities? If this is a part-time position, what are the opportunities for increased hours? What is the employer's schedule for evaluating performance and wage increases?

15. Based on the consumer's performance, what other jobs may be suitable for him/her?

16. Comments on other areas the evaluator found to be relevant in the consumer's case

BRS Individualized Community-Based Assessment Report (Comprehensive)

Consumer name:

Provider:

Evaluation dates:

Site:

Company name:

Address:

Phone:

Department:

Contact person:

Transportation Arrangements:

Medical benefits available through employer; include waiting period, if any:

Describe the physical environment:

Describe the social environment:

Job description: (attach company's job description, if available)

Job Title:

Hours of work:

Entry level wages or salary for the position:

Physical and cognitive demands:

Skills/training requirements:

Has another BRS consumer been placed by your agency within the last six months in this company with the same site, department, job title and contact person? Yes___ No___

Answer to referral questions:

Recommendations: [if any additional services are being recommended, include the issue(s) to be addressed, goal of the service, type of service, and projected timeframes and outcome(s)]

Job tasks:

Describe job task

Employer's Standards

Explanation of performance on all tasks; describe any changes in performance during the assessment

Exceeded Met Not met

	Exceeded	Met	Not met	

Miscellaneous areas of performance: Comments and description of client's performance compared with Employer Standards ; describe any changes during course of the assessment (must be completed for each item; attach additional sheets, as necessary)

Employer Standards	Met	Not Met	Comments/Description of client's performance
Attendance and Punctuality			
General appearance			
Physical stamina			
Ability to deal with changes			
Ability to follow instructions			
Interacts with co-workers appropriately			
Gets required work done/work pace			
Attentiveness/ Concentration			
Accepts constructive criticism			
Ability to handle a variety of tasks			
Overall quality of work			
Initiative, motivation and resourcefulness			
Knowledge and adherence to work rules			
Ability to work without supervision			
Ability to ask appropriate questions and seek assistance			

Describe any changes in performance at particular times of the shift:

Describe any environmental factors that influenced consumer's performance, positively or negatively (if applicable):

Describe the level and type of support given and consumer's response to supports:

Describe any strategies developed/implemented, and what worked best:

Describe any accommodations provided and/or needed:

Performance at job interview or initial contact with employer:

Please give your best estimate of the consumer's ability to meet the competitive standards required of other employees at this job (consider factors such as quality, quantity and speed of performance); what is the employer's opinion? What is consumer's opinion of the job match?

If this would be a suitable placement for the consumer, describe opportunities for advancement, increased hours (if part-time) and increased responsibilities; what is the evaluation and wage increase schedule?

Based on consumer's performance, what other type of jobs would be suitable for this consumer?

Other comments:

Evaluator's name:

Phone number:

Person completing this report (if other than evaluator):

VOCATIONAL ASSESSMENT PROFILE

Name: _____ Grade: _____ School: _____
 D.O.B.: _____ Social Security Number: _____
 Primary Disability: _____ Date of Last Psych. Eval.: _____

Academic/Achievement

	Date	Test Administered	Examiner	Results
Reading				
Math				
Other				

Aptitude

Subtests	Date	Test Administered	Examiner	Results

Career Interest

Inventory Administered: _____ Date(s): _____

Examiner: _____

High Interest Areas: _____

Moderate Interest Areas: _____

1. Has student expressed an interest in specific career fields?
 If yes, specify: _____

2. Has student expressed dislike for specific career fields?
 If yes, specify: _____

3. What hobbies/interests does the student pursue during personal time?

Behavioral/Social

	Excellent	Good	Fair	Poor
School Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment to school related responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment to work related responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence in follow through of assigned tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments:

Medical

1. Is there any known medical condition which may prevent regular attendance at school or work?
 Yes No
 If yes, describe:

2. Is the student taking any medication? Yes No
 If yes, does the medication need to be administered during the school/work day?
 If yes, specify name, dosage, frequency:

3. Are there any medical conditions that would prevent the student from performing specific jobs or tasks (i.e., lifting, bending, etc.)? Yes No
 If yes, describe:

Vocational Experiences

	Has student met minimum competencies?		Has student demonstrated interest?	
	Yes	No	Yes	No
_____ Vocational Agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Business and Office Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ CWE -DO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Home Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Technology Education:(Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Work History (Please attach training plans/work evaluations)

Place of Work	Position	How Long	Paid/Unpaid	Did the student like this type of work

Comments:

Learning Preference

- By which mode does the student receive and retain information most efficiently?
 Auditorily Visually Both Other
- Summarize learning preference strengths:

Summarize learning preference weaknesses:
- What reinforcements have been successful in motivating this student?

Additional

- Is the student receiving any financial assistance that might be jeopardized if employment is secured (SSI, SSDI, Title XIX, AFDC)? Yes No Unknown
If yes, identify benefits:
- Does the student have a driver's license? Yes No
If no, does the student have alternate means of transportation to and from work?
 Bus Family Friend Other Unknown
- List towns/communities which would be acceptable for employment:

Interagency Referrals

	Referral Needed	In Process	Accepted
Bureau of Rehabilitation Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department of Mental Retardation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department of Mental Health and Addiction Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department of Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community, Social Service Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:			

Summary

Vocational and Community Stated Goals (Comment on higher education, employment, training, living and community participation needs/aspirations)

Student:

Parent:

School:

Vocational Implications (include vocational, academic, behavioral, transportation, etc.)

Strengths:

Barriers:

Additional Comments:

Completed By: _____

Date: _____

TRANSITION CURRICULA

The content of what students learn in school is of utmost importance throughout the educational process and particularly during the period of transition to adulthood. It is essential that students learn skills that they will need and use in adulthood. In developing curricula for students, please consider the following questions:

Is the content of the curriculum relevant to an individual student's desired post-educational outcomes?

For a student who wishes to attend college, the curriculum will clearly need to reflect the demands of college and prepare him/her to meet acceptance requirements and coursework prerequisites. For a student who aspires to work in a community business and will need ongoing support, the curriculum must be heavily focused on career awareness and real work experiences.

Is the content of the curriculum individualized to reflect the goals and specific needs of individual students?

Curricular content must be highly individualized to ensure that the transition planning helps students attain a personal vision of success. Take, for example, two students, one who seriously aspires to learn to repair large vehicle engines as a vocation upon graduation and the other who wishes to learn to work within the baking and culinary arts profession. Should their curricula be exactly the same? Of course not, although they may overlap in certain content areas related to both aspirations. This concept is central to the legislation that has existed since 1975 and has been strengthened with IDEA, as professionals are charged with developing *Individualized Educational Programs*.

Are students learning valued skills that will help them be perceived as competent members of society?

The late Marc Gold taught us that the more competent someone is perceived, the more differences will be tolerated by those around him or her. Another important concept is that not all abilities are equally valued. No one commends you on your ability to dress yourself, make your breakfast or drive your car to work; these abilities are only noticeable when you cannot perform them. Other skills and abilities that are highly valued and help someone be viewed as competent, include appropriate work abilities and habits.

Has the content of the curriculum kept up with the ever-changing conditions of the adult world? Are the skills being taught functional and useful to the student?

Consider the changes that have taken place in all aspects of our local societies, including changes in businesses and industries, social and recreational issues, and the physical environments in which we live. These changes need to be reflected in the curriculum so that students are attuned to the relevant social and environmental cues that they will encounter in day-to-day lives as adults. When teaching personal finance, think about providing an experience on a variety of ATMs that students may encounter!

All sound transition programs will contain curricula covering the following areas:

- career awareness
- career planning
- job seeking/Keeping skills
- study skills
- social skills
- transportation training
- recreation/leisure
- organizational/problem solving
- functional mathematics, including budgeting and money skills
- self-advocacy/self-determination
- computer skills
- independent living skills
- consumer skills

These skills, ideally, are taught in the integrated regular classroom and community environments. Attached are Curricula Resources for Transition that you may find helpful.

These resources were obtained from:

The National Center on Secondary Education and Transition
www.ncset.org/publications

The Self-Determination Synthesis Project, University of North Carolina at Charlotte, funded by a grant from the Office of Special Education Projects/US Department of Education
www.uncc.edu/sdsp/curriculum_list.asp

Teaching Occupational Social Skills, Transition Series; Elksnin, N and Elksnin, L
1999; PRO-Ed, Texas
1-800-897-3202 or www.proedinc.com

SERC Library Resources, 25 Industrial Park Road, Middletown, CT 06457
860-632-1485
www.ctserc.org

Title: **Asset: A Social Skills Program for Adolescents**
Author(s): J. Stephen Hazel, Jean Bragg Schumaker, James A. Sherman, and Jan Sheldon
Subject: Adolescents-social skills; behavior problems-adolescents; social skills-adolescents; adolescents-behavior problems; peer pressure; positive feedback; negative feedback; problem solving-adolescents; negotiation-adolescents; following directions-adolescents; conversation-adolescents; interpersonal competence-adolescents; homework-social skills; role play-social skills; modeling-social skills; and group discussion-social skills.
Phone: 1-800-519-2707
Website: www.researchpress.com
Summary: A 162-page leader's guide, reproducible program materials and eight videotapes which combine videotape modeling scenes, group discussions, role plays, and homework assignments to teach adolescents with social deficits and/or serious behavioral problems the skills they need for successful social interactions. Each videotape features realistic scenes of adolescents modeling appropriate and inappropriate behaviors with peers, parents, teachers, and other adults.
Publisher: Champaign, IL: Research Press, 1995.
Summary: Leader's Guide (162p) + 8 Videotapes + 10 Checklists + 8 Sets of 8 Skill Sheets. The audience is grades 7-12.
SERC Call: IM 303.32 HAZ

Title: **Choosing Personal Goals**
Author(s): Laura Huber Marshall, James E. Martin, Patty Jerman, Walter Hughes, and Laurie Maxson
Publisher: Longmont, CO: Sopris West, 1999
Phone: 1-800-547-6747
Website: www.sopriswewst.com
Subject: Goal setting; transition; adolescents; self determination-assessment-curriculum; community resources; decision making; and leisure activities.
Summary: Designed for students in grades 6-12, this multimedia program includes an 11-minute videotape entitled Choosing Goals to Plan Your Life, a 139-page manual, 16 student worksheets, and a self-determination assessment. Students will learn to make informed life decisions; develop satisfying personal lives; and spend free time in safe, legal, and healthy pursuits. The lessons facilitate reflection on personal experiences and drawing conclusions about oneself and one's relationships. The goal-setting process enables students to consider their interests, skills, and limits in relation to their desires and opportunities; investigate specific choices; and evaluate the results.
SERC Call: IM 158.1 MAR

Title: **Circles I: Intimacy & Relationships**
Author(s): Marklyn P. Champagne; Leslie Walker-Hirsch, and Video programs designed by James Stanfield.
Publisher: Santa Barbara, CA: James Stanfield Publishing Company 1993.
Phone: 1-800-421-6534
Website: www.stanfield.com

Subject: Adolescents-relationships; behavior change; developmental disabilities; emotions and feelings; independent living skills; interpersonal relationships; intimacy; mental retardation; modality cues; relationships-boundaries-behaviors; role playing; self concept; sex education; sexuality; social distance; social skills and socialization.

Summary: The Circles Program assists students to discriminate different degrees of intimacy and to adapt their behaviors accordingly. It lays the foundation for mildly to severely retarded adolescents and adults to manage the amount of personal responsibility and social integration that is available to them. The program helps students to appreciate diversity and to develop personal values. Part I: Social Distance (eleven video programs) explains the relationship between the level of intimacy between people and the way they touch, talk to, and trust each other. Part II: Relationships (six video programs) building demonstrates how intimacy levels change as relationships change. The audience is middle school through adult.

SERC Call: IM 303.32 CHA

Title: **Curriculum and Assessment for Students with Moderate and Severe Disabilities**

Author: Diane M. Browder

Publisher: New York, NY: Guilford Press, 2001.

Phone: 1-800-365-7006

Website: www.guilford.com

Subject: Moderate disabilities; severe disabilities; curriculum and functional assessment; ecological assessment and person centered planning; alternative assessment and quality enhancement; progress evaluation; behavior; checklists; family-centered planning; sight vocabulary; individualized education program (IEP); self-determination-instruction-program planning; functional reading; functional mathematics; community and leisure skills; home management skills; personal living; case studies; communication-social skills; and inclusion-ecological assessment.

Summary: Hard cover

SERC Call: 371.9044 BRO

Title: **Everyday Life Skills**

Author: American Guidance Service

Publisher: Circle Pines, MN: American Guidance Service, 2001

Phone: 1-800-328-2560

Website: www.agsnet.com

Subject: Chapters focus on: a healthy and safe lifestyle; household smarts; nutrition and fitness; emotional health and self-advocacy; financial responsibilities; social awareness; accessing computer technology; self expression; career development; employment and educational settings; and transition.

Summary: Soft cover. Designed for students in grades 9-12 who are reading at a 3.9 Spache grade level, this teacher's edition, student text, and workbook comprise a comprehensive program to help students make the transition to postsecondary life.

SERC Call: IM 371.90473 AME

Title: **Everyday Life Skills: Surviving on Your Own**
Author: American Guidance Service, Inc.
Publisher: Circle Pines, MN: AGS Publishing, 2001.
Phone: 1-800-328-2560
Website: www.agsnet.com
Subject: Apartment hunting; appointment making; assertiveness; career development; conflict resolution; community involvement; cooking; culturally diverse; daily living skills; emotional health; employment; extracurricular school activities; first aid techniques; financial management; fitness; health; Hi-Lo; high interest-low vocabulary; job search process-want ads-interviews-job acceptance; leisure time; money-opening an account-using ATM-depositing paycheck; nutrition; on-the-job behavior; personal grooming; post secondary education; real-life situations; remedial; safety security; self-development; self-improvement and growth; social skills; transition life skills; voting and well-being.
Summary: One video script book and six videotapes. Designed for ages 14 - adult, many of the important post-secondary life and career development skills are presented in narrative and real-life situations.
SERC Call: IM 371.90473 AME

Title: **A Functional Curriculum: For Elementary, Middle, & Secondary Age Students with Special Needs**
Author(s): Paul Wehman and John Kregel
Publisher: Austin, TX: Pro-Ed, Inc., 1997, 2004.
Phone: 1-800-897-3202
Website: www.proedinc.com
Subject: Academic skills-curriculum; adult services systems; AIDS prevention; assessment-functional curriculum; assistive technology; career development; case study-functional curriculum; community-inclusion; community based instruction; curriculum design-transition planning; curriculum planning-disabilities; daily living skills; elementary education-functional curriculum; employment-preparation; families-home living skills; financial planning; functional academics; functional curriculum; general curriculum-modifications; high school-functional curriculum; home living skills; HIV prevention; hygiene; independent living skills; individualized education program-IEP-transition planning; instructional programs-designing; leisure skills; middle school-functional curriculum; mobility training; money management; parents-home living skills; peer relationships; personal care; recreation; safety; secondary education-functional curriculum; self determination-self-determination; self esteem-self-esteem; service delivery-interagency planning; social skills; socialization; special education-curriculum; students with disabilities-education; substance abuse; task analysis; transition planning; transportation-mobility; travel; vocational education; and work-transition planning.
Summary: Soft cover
SERC Call: 371.90973 WEH

Title: **A Functional Curriculum for Teaching Students with Disabilities, Second Edition, Volume 3: Functional Academics**
Author(s): Peter J. Valletutti, Michael Bender, and Bernita Sims-Tucker
Publisher: Austin, TX: Pro-Ed, 1996
Phone: 1-800-897-3202
Website: www.proedinc.com
Subject: Moderate mental retardation curriculum; mild mental retardation curriculum; curriculum disabilities; reading instruction-moderate mental retardation; mathematics instruction-moderate mental retardation; writing instruction-moderate mental retardation; lesson plans disabilities; daily living skills-moderate mental retardation; perceptual motor development-moderate mental retardation; and functional academics-moderate mental retardation.
Summary: Soft cover
SERC Call: 371.9044 VAL

Title: **A Functional Curriculum for Teaching Students with Disabilities, Third Edition, Volume 1: Self-Care, Motor Skills, Household Management, and Living Skills**
Author(s): Michael Bender, Peter J. Valletutti, and Carol Ann Baglin
Publisher: Austin, TX: Pro-Ed, 1996.
Phone: 1-800-897-3202
Website: www.proedinc.com
Subject: Moderate mental retardation curriculum; mild mental retardation curriculum; self-care skills-disabilities; motor skills-disabilities; household management skills-disabilities; daily living skills-disabilities; gross motor skills-disabilities; fine motor skills-disabilities; lesson plans-disabilities; and curriculum-disabilities.
Summary: Soft cover
SERC Call: 371.9044 BEN

Title: **A Functional Curriculum for Teaching Students with Disabilities, Volume 2, Third Edition: Nonverbal and Oral Communication**
Author(s): Peter J. Valletutti, Michael Bender, and Audrey Hoffnung
Publisher: Austin, TX: Pro-Ed, 1996.
Phone: 1-800-897-3202
Website: www.proedinc.com
Subject: Mild mental retardation-curriculum; moderate mental retardation-curriculum; curriculum-disabilities; lesson plans-disabilities; nonverbal communication-curriculum; language development-curriculum; and oral communication-curriculum.
Summary: Soft cover
SERC Call: 371.9044 VAL

Title: **A Functional Curriculum for Teaching Students with Disabilities, Volume 4: Interpersonal, Competitive Job-Finding, and Leisure-Time Skills**
Author(s): Michael Bender, Peter J. Valletutti, and Carol Ann Baglin.
Publisher: Austin, TX: Pro-Ed, 1998.

Phone: 1-800-897-3202
Website: www.proedinc.com
Subject: Mild mental retardation-curriculum; moderate mental retardation-curriculum; interpersonal competence-curriculum-disabilities; competitive employment-curriculum; leisure skills-curriculum; job finding skills-curriculum; social skills-curriculum-disabilities; self injurious behavior-curriculum-disabilities; physical fitness-sports-camping - disabilities; and hobbies-performing arts-visual arts-disabilities.
Summary: Soft cover
SERC Call: 371.9044 BEN

Title: **Life Centered Career Education: Modified curriculum for individuals with moderate disabilities**
Author(s): Robert J. Loyd and Donn E. Brolin
Publisher: Reston, VA: Council for Exceptional Children, 1997.
Phone: 1-888-232-7733
Website: www.cec.sped.org
Subject: Career education; moderate disabilities; curriculum modification; life skills-study and teaching; life centered career education (LCCE); daily living skills; occupational skills; personal-social skills; and assessment-instructional planning-strategies.
Summary: Soft cover
SECR Call: 370.113 LOY

Title: **Next S.T.E.P.: Student Transition and Educational Planning**
Author(s): Andrew S. Halpern, Cynthia M. Herr, Nancy K. Wolf, and Bonnie Doren
Publisher: Austin, TX: Pro-Ed, 2000
Phone: 1-800-897-3202
Website: www.proedinc.com
Subject: Activities-transition; adolescents-transition; adults-transition; career planning; cultural diversity; curriculum-transition; educational planning; goal setting-transition; high school-transition planning; inclusion-disabilities-transition; independent living; job acquisition; job training; lesson plans-transition; multiculturalism; self advocacy; self determination; self evaluation-transition; student motivation; and transition planning.
Summary: A teacher's manual, 5 student workbooks, a book "Teachers talking to teachers" and a 205-minute videotape. Consisting of 16 lesson plans, this curriculum teaches students how to: do self-evaluation of important transition skills; choose goals and activities for personal life, jobs, education and training, and independent living; take charge of a personal transition planning meeting; and follow through on choices and keep track of progress.
SERC Call: IM 331.702 HAL

Title: **Person-to-Person: Community**
Author: Marna Owen
Publisher: Upper Saddle, NJ: Globe Fearon, 1997.
Phone: 1-800-848-9500

Website: www.globefearon.com
Subject: Interpersonal competence-adolescents; community living; and community resources.
Summary: Designed for adolescents with mild disabilities in grades 6-12 and written at a 2nd to 3rd grade level, this workbook and teacher's manual help improve personal relationships by teaching students to see the value of actively participating in their communities as responsible members. Students learn and practice skills for being good neighbors, joining and working in community groups, using community resources, enjoying community events and learning from others in the community.
SERC Call: IM 361.8 OWE

Title: **Person-to-Person: Family and Friends**
Author: Marna Owen
Publisher: Upper Saddle, NJ: Globe Fearon, 1997.
Phone: 1-800-848-9500
Website: www.globefearon.com
Subject: Interpersonal competence-adolescents; friendship; conflict resolution; family living and peer pressure.
Summary: Designed for adolescents with mild disabilities in grades 6-12 and written at a 2nd to 3rd grade level, this workbook and teacher's manual help students improve personal relationships by looking at reasons and ways to handle conflict, build trust, solve problems and disagreements, handle peer pressure, and be a role model and leader within their family and circle of friends.
SERC Call: IM 303.32 OWE

Title: **Person-to-Person: School and Work**
Author: Marna Owen
Publisher: Upper Saddle, NJ: Globe Fearon, 1997.
Phone: 1-800-848-9500
Website: www.globefearon.com
Subject: Interpersonal competence-adolescents; listening skills-adolescents; employment-adolescents; communication skills-adolescents; teamwork-adolescents; and oral expression-adolescents.
Summary: Designed for adolescents with mild disabilities in grades 6-12 and written at a 2nd to 3rd grade level, this workbook and teacher's manual help students improve personal relationships by focusing on communicating, learning, and teaching as an employee and a student. They learn and practice important listening skills, how to ask for and use feedback, how to work in teams, and how to speak and present to groups.
SERC Call: IM 331.702 OWE

Title: **Problem Solving Strategies: Problem Solving in School/Problem Solving on the Job**
Author: Cynthia Benjamin
Publisher: Upper Saddle River, NJ: Globe Fearon Educational Publisher, 1996.
Phone: 1-800-848-9500

Website: www.globefearon.com
Subject: Problem solving skills; employment skills; critical thinking skills; decision making skills; communication skills; money management; and time management.
Summary: Designed for students in grades 6-12 reading at a grade 3 level, this manual and two student texts emphasize the need to think critically and develop problem solving skills by learning how to find information necessary to make informed decisions, organize data, interpret information, and form opinions.
SERC Call: IM 153.43 BEN

Title: **Self-Advocacy: For Students who are Deaf or Hard of Hearing**
Author: Kristina M. English
Publisher: Austin, TX: Pro-Ed, 1997.
Phone: 1-800-897-3202
Website: www.proedinc.com
Subject: Activities-transition planning-instructional-performance; ADA-Americans with Disabilities Act 1990; Hard of hearing-legal rights; career preparation-self-advocacy; case studies-activities; community membership-self-advocacy; classroom-ready lessons-problem-solving context; education goals-self-advocacy skills; deaf-self-advocacy; developmental disabilities-self-advocacy; group projects-activities; hard of hearing-self-advocacy; hearing impairment-self-advocacy; IEP-student involvement-transition services; in-service education-self-advocacy; internet-activities; interpersonal skills-legal rights-self-advocacy; life skills-self-advocacy; note taking-activities; peer support-activities; personal skills-legal rights; role-playing-activities; school-to-work-transition; Section 504-Hearing impairment-legal rights; self-advocacy skills-educational goals; self-advocacy-overview-postsecondary setting; self-assessment-activities; strategies-self-advocacy skills; and transition planning-developmental disabilities-postsecondary success.
Summary: This 125-page book includes lessons that have been designed to integrate into virtually any existing course that addresses life skills, career preparation, or community membership. Students will identify a personal goal and develop strategies to work toward that goal. The lessons focus on the unique issues of learners with all degrees of hearing loss and provide teachers with classroom-ready activities to focus on those issues in a problem-solving context.
SERC Call: IE 371.9 ENG

Title: **Self Advocacy: Freedom, Equality, and Justice for All: Module 1**
Author: Advocating Change Together (ACT); Jerry Smith (ed.)
Publisher: St. Paul, MN: Advocating Change Together, 1996.
Phone: 1-904-823-9800
Website: www.trninc.com
Subject: Adults-developmental disabilities-self advocacy; assertiveness training; community inclusion; conflict resolution; curriculum-self-advocacy; decision making; disability awareness; diversity training; goal setting; inclusion-community; leadership skills-training; risk taking; self advocacy-developmental disabilities; social change; supported employment and transition planning-self advocacy.

Summary: Tools for Change is an exciting new video-based curriculum that builds skills and knowledge in self-advocacy. Through engaging video programs - featuring actors with and without disabilities - participants explore key concepts of effective self advocacy: making decisions, taking risks, setting goals, resolving conflicts, and organizing for social change. Module 1: "Self Advocacy" provides training to promote disability as an emerging civil rights movement.
Kit contains 1 30-minute video, 1 87-page manual, 6 overhead masters, and participant workbooks, certificates of completion, buttons, posters, and postcards.

SERC Call: IE 371.9 ACT

Title: **Self-Directed Employment: A Handbook for Transition Teachers and Employment Specialists**

Author(s): James E. Martin, Dennis E. Miithaug, John H. Oliphint, James V. Husch, and Eva S. Frazier

Publisher: Baltimore, MD: Paul H. Brookes Publishing Co. 2002.

Phone: 1-800-638-3775

Website: www.brookespublishing.com

Subject: Accommodations; assessment-employment choices; behavioral checklist; benefit package; career choices; career goals; case studies; choice management-assessment; developmental disabilities-supported employment; employment practices-self-directed; in-service education-supported employment; interviewing; job choice; learning disabilities-self-directed employment; mental retardation-self-directed employment; mild disabilities-supported employment; physical disabilities-self-directed employment; problem-solving-on-the-job; resume writing; school-to-work-transition-supported employment; secondary education-supported employment; self-determination-supported employment; self-directed employment model; severe disabilities-supported employment; strategies-employment choices; supported employment-developmental disabilities; transition-developmental disabilities; and vocational guidance-developmental disabilities.

Summary: This 387-page easy-to-use guide shows professionals how to make self-determination a part of daily practice in supported employment and transition programs. Developed through a decade of research and field-testing with more than 700 people, this is the first resource to offer step-by-step strategies for helping youth and adults with disabilities make their own employment choices. Individuals actively participate in assessing their own interests and skills, choosing a job, evaluating whether the job meets their expectations, and managing workplace challenges. Included in the program are 75-pages of reproducible sections that address difficult scenarios, sample resumes, tips on changing jobs, accumulated program evaluation data and website to customize assessment and worksite tools.

SERC Call: IE 331.59 MAR

Title: **Self-Directed IEP**

Author(s): James E. Martin, Laura H. Marshall, Laurie Maxson, and Patty Jerman.

Publisher: Colorado Springs, CO: University of Colorado at Colorado Springs, Center for Educational Research, 1993.

Phone:
Website:
Subject: Adolescents-individualized education program (IEP); individualized transition plan (ITP); self advocacy and transition plan.
Summary: A teacher's manual, student workbook and 15-minute videotape designed to teach students how to manage their own IEP meeting. The videotape portrays an experienced high school student explaining to a hesitant friend how he directed his last IEP staffing. The videotape presents 11 steps crucial to directing the IEP meeting. Students then complete 11 lessons that match the above steps.
SERC Call: IE 371.9 MAR

Title: **Shaking off Stereotypes: Module 2**
Author: Advocating Change Together (ACT); Jerry Smith (ed.)
Publisher: St. Paul, MN: Advocating Change Together, 1996.
Phone: 1-904-823-9800
Website: www.trninc.com
Subject: Adults-developmental disabilities-self advocacy; assertiveness training; community inclusion; conflict resolution; curriculum-self-advocacy; decision making; disability awareness; diversity training; goal setting; inclusion-community; leadership skills-training; risk taking; self advocacy-developmental disabilities; self-esteem-self esteem; self image-stereotypes; social change; stereotypes-developmental disabilities-coping; supported employment and transition planning-self advocacy.
Summary: Tools for Change is an exciting new video-based curriculum that builds skills and knowledge in self-advocacy. Through engaging video programs - featuring actors with and without disabilities - participants explore key concepts of effective self advocacy: making decisions, taking risks, setting goals, resolving conflicts, and organizing for social change. Module 2: "Shaking off Stereotypes" helps people with disabilities validate their sense of worth and dignity with 14 empowering exercises.
SERC Call: IE 371.9 ACT

Title: **Skills for Resolving Conflict**
Author: Marna Owen
Publisher: Columbus, OH: Globe Fearon, 1996.
Phone: 1-800-848-9500
Website: www.globefearon.com
Subject: Communication skills; conflict resolution; negotiation skills; self confidence; self esteem; stress management and team building.
Summary: Designed for students in grades 6-12 reading at a 3rd to 4th grade level, a teacher's manual and 6 workbooks focusing on improving the skills needed to deal with conflicts within oneself, with others, and as part of a group. Self-esteem, communication skills, and self confidence are presented as essential tools. Workbooks focus on: valuing yourself; valuing others; communicating in a healthy way; negotiating; handling stress; and team building.
SERC Call: IM 303.69 OWE

Title: **Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals**
Author(s): Sharon Field and Alan Hoffman
Publisher: Austin, TX: Pro-Ed, 1996.
Phone: 1-800-897-3202
Website: www.proedinc.com
Subject: Self determination-adolescents; conflict resolution-adolescents; goal setting-adolescents; friendship-adolescents; and negotiation skills-adolescents; assertiveness-adolescents; risk-taking-adolescents; and problem-solving-adolescents.
Summary: A 245-page instructor's guide, 96-page student activity book, and a self-determination knowledge scale (Forms A and B) designed to help adolescents make informed decisions about what they want. Focus on long and short term goal setting, assertive communication, negotiation, risk taking, self awareness, support from family and friends, and problem solving.
SERC Call: IM 155.5 FIE

Title: **Study Tools: A Comprehensive Curriculum Guide for Teaching Study Skills to Students with Special Needs**
Author(s): Dianne Basso and Natalie McCoy
Publisher: Columbia, SC: Twins Publications 1996.
Phone: 1-800-594-4263
Website: www.pcieducation.com
Subject: Study skills-special needs students; special needs students-study skills; middle school-study skills; high school-study skills; homework-study skills; writing skills; time management-study skills; test-taking skills; regular education-study skills; teaching strategies-study skills; activities-study skills; SQ3R Method-organizing-remembering; mnemonics; self-advocacy; reproducible-study skills.
Summary: This complete study skills curriculum offers helpful strategies that cover the following topics: Getting started (includes study questionnaire), Time management, Parts of a textbook, Test-taking skills, Memory, Listening, Note taking, Writing, and using the SQ3R method.
SERC Call: IM 371. 302812 BAS

Title: **Success at work**
Author: Globe Fearon
Publisher: New Jersey: Author 2000.
Phone: 1-877-721-1198
Website: www.pearsonlearning.com
Subject: Job skills-entering the job market; Life skills-Getting a job; Lesson plans-Getting a job; Social skills-Getting a job; Job setting goals-Job interview; Interacting with coworkers; Conflict resolution-on the job-problems at work; real life situations-getting a job; job responsibility; time management-job; organizational skills-Job; self-esteem-Job; activities-getting a job; harassment-on the job; finding a job-Want ads; Understanding

the "Big Picture"; Appearance-Dressing on the job; Instructional material-Getting a job; high interest low level-Job and transition-school to career.

Summary: This student book + teacher's guide is designed to help prepare students for the workplace. It focuses on the development of skills needed to meet the expectations and challenges of the modern workplace. Covering the basics of how to find a job, Success at Work features topics such as how to cooperate with supervisors and coworkers, how to manage time and information, and how to follow workplace rules. Students will develop communication and social skills, along with a sense of achievement and self-esteem. Reading level 3-4, interest level 6-12/ESL, student book & teacher's manual.

SERC Call: IM 331. 702 GLO

Title: **Take Action: Making Goals Happen**

Author(s): Laura Huber Marshall, James E. Martin, Laurie Maxson, Wanda Hughes, Terry Miller, Toria McGill, and Patty Jerman

Publisher: Longmont, CO: Sopris West, 1999.

Phone: 1-800-547-6747

Website: www.sopriswest.com

Subject: Self-determination; transition; goal setting-long-term goals-sort-term goals; and student motivation.

Summary: Designed to help students in grades 6-12 prepare their own self-determination plan for life after high school, this kit has eight scripted, field-tested lessons to assist the students as they transition from the classroom to the real world. Students learn how to break down long-term goals into short-term goals, set standards for goal performance, obtain feedback, determine their motivation, plan strategies, develop supports, and schedule time for working on their strategies. The lessons include Critiquing a Plan, Writing a Plan, and Evaluating and Adjusting a Plan. Along with the 8-minute student videotape, the lessons help students "take action" in each step of creating their own self-determination plans.

SERC Call: IM 158.1 MAR

Title: **Teaching Social Competence to Youth and Adults with Developmental Disabilities: A comprehensive program**

Author(s): Donald A. Jackson, Nancy F. Jackson, and Marcia L. Bennett

Publisher: Austin, TX: Pro-Ed, Inc., 1998.

Phone: 1-800-897-3202

Website: www.proedinc.com

Subject: Adolescents-developmental disabilities-social skills; adults-developmental disabilities-social skills; anger management; conflict resolution; conversation skills; cooperation skills; curriculum-social skills; decision making; developmentally disabled-rehabilitation; emotions; feelings; following directions; friendship; goal setting-social competence; guided imagery; high school-social skills; life skills-teaching; negotiating skills; problem solving; relaxation training; responsibility-personal; sharing; social skills-teaching; teasing-coping and whole person assessment.

Summary: This 215-page resource serves as a guide to introduce new social skills and support their use in real life for youth and adults with developmental disabilities. This complete social skills training program includes teaching strategies, an instructional model, and a comprehensive curriculum for teaching 30 skills, including greeting, starting a conversation and keeping it going, listening carefully, giving and accepting positive feedback, sharing, taking responsibility, expressing feelings, letting others decide for themselves, and negotiating.

SERC Call: IM 372.1968 JAC

Title: **The Transitions Curriculum from School to Career and Adulthood**
Author(s): Louise Fulton and Rebecca Silva
Publisher: Santa Clara, CA: James Stanfield Company, 1998.
Phone: 1-800-421-6534
Website: N/A
Subject: Transition-curriculum; personal management skills-transition-curriculum; career education-curriculum-transition; daily living skills-curriculum-transition; school-to-career-curriculum-transition; and adults-transition-curriculum; employment-transition-curriculum; and independent living skills-transition-curriculum.

Summary: Three Teacher's Guides (I - 241pages; II -260 pages; III - 230 pages) + 3 Sets of Blackline Masters (I - 192 pages; II -222 pages; III - 178 pages) + Duplicate Set of Blackline Masters in Box
Designed for use with students with mild disabilities in high school and adult classrooms, this 3-part independent living skills curriculum consists of 3 teacher's guides and 731blackline masters to help them through their transition from school to work and adult life. Includes 240 lessons focusing on the development of skills in personal management, career management, and life management.

SERC Call: IM 371.9044 FUL

Title: **Vocational Decision-Making Interview (VDMI)**
Author(s): Thomas Czerlinsky and Shirely Chandler
Publisher: Indianapolis, IN: JIST Publishing, Inc. 1999.
Phone: 1-866-823-9800
Website: www.trninc.com
Subject: At-risk youth-vocations; at-risk population-vocations; decision-making readiness-vocations; employment readiness-vocations; English as a second language-vocations; ESL-vocations; limited academic skills-vocations; people with disabilities-vocations; self-appraisal-vocations; vocations-at risk populations-people with disabilities; Vocational Decision-Making Interview-VDMI.

Summary: For students and adults with LD, Low reading skills, Sight limitation or blindness, Mental retardation, Chronic mental illness, Brain injuries and sensory disabilities.

SERC Call: T 684

Title: **The Waksman Social Skills Curriculum for Adolescents: An Assertive Behavior Program**
Fourth edition.

Author(s): Steven & Waksman and Deborah Denney

Publisher: Austin, TX: Pro-Ed 1998.

Phone: 1-800-897-3202

Website: www.proedinc.com

Subject: Adolescence-social skills; social skills-adolescence; emotions and feelings-adolescence; interpersonal relationships-adolescence; anger management; behavior disorders-social skills; emotional problems-social skills; hyperactivity-social skills; curriculum-adolescence-behavior-social skills; activities-social skills-behavior; peer pressure-drugs; communication-behavior; instructional material-social skills-behavior; and self-esteem-adolescence.

Summary: This curriculum which includes reproducible black line masters, teaches appropriate assertive behavior skills to adolescents with and without disabilities. Use the program to teach valuable, specific lessons such as: getting along with peers, teachers, and family members, expressing feelings appropriately, social problem solving, drug and peer pressure situations, self-concept enhancement and more. The program is particularly helpful with children and adolescents ages 10 to 15 who display social skills deficits, behavior disorders, hyperactivity, and emotional problems. 111 pages, spiral bound soft cover.

SECR Call: IM 158. 1 WAK

WRITING TRANSITION GOALS AND OBJECTIVES

The transition planning process is driven through the development of a comprehensive IEP for each student. One of the greatest difficulties in the provision of quality transition services is that transition goals and objectives have not, traditionally, driven the development of an IEP. Transition planning in many instances, remains an “afterthought.”

Ask yourself a simple question: **If we are to prepare students to successfully transition to the responsibilities of adult life, how can we accomplish this without knowing where the student is going?**

Understanding, defining and clarifying post-school dreams, visions and outcomes will give teams the foundation to begin to develop transition goals and objectives that reflect what skills a student will need to achieve his/her goals.

We need to re -think our approach at PPT meetings – **TRANSITION PLANNING MUST GUIDE THE DEVELOPMENT OF IEP’S!**

The transition component of the IEP must address the targeted post-school outcomes in each of the domains noted in IDEA: postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. The post-school outcomes areas mandated under IDEA can be consolidated into the domains of:

- Employment/Postsecondary Education
- Independent Living
- Community Participation

QUESTIONS TO ASK STUDENTS:

Employment:

What kind of work would you like to do?

What kind of training will you need for that work?

What kind of environment would you enjoy working in?

Will you need any supports on the job?

Postsecondary Education:

Are you interested in pursuing higher education after you leave high school?

Have you investigated the types of colleges/universities that would match your interests/needs/environment?

What supports will you need to succeed in a postsecondary, academic environment?

Independent Living:

Where would you like to live (with your family, on your own, with a friend)?

What kinds of skills will you need to make it happen (cooking, cleaning, using transportation)?

How will you take care of your health needs?

How will you manage financially?

Community Participation:

Will you be able to travel to work and pursue leisure activities in the community?

Will you be able to access the services that can help you?

Do you have hobbies and interests outside of school? Will they be enough to fill your leisure hours as an adult?

How will you be able to find friends and maintain relationships with friends and family?

Once you have the answers to some of these questions, you can begin to develop a framework for what life after school will look like for this student. You will also have a better idea of what skills, experiences, and educational experiences must be integrated into the student's IEP.

The following section contains an explanation and samples of the "Age 14 Statement of Transition Service Needs" (completed at the annual review following the student's 13th birthday).

The following section also contains an "Objective Bank" that can assist you in identifying potential areas of skills training for a student. While not exhaustive, it should provide you with some good ideas of the types of opportunities students will need in order to enhance their independence as an adult in whatever post-school environment that is appropriate.

A special thanks to Simsbury High School for sharing their Objective Bank for adaptation.

**INFORMAL COMMENTARY ON
"AGE 14 STATEMENT OF TRANSITION SERVICE NEEDS"
(COMPLETED AT THE ANNUAL REVIEW FOLLOWING THE STUDENT'S 13TH
BIRTHDAY)**

The intent of beginning transition planning at an earlier age is as follows:

- At age 13-14, many students are making the transition from middle school to high school. During this critical period, the law intends that schools begin to discuss long-term transition goals and the appropriate "courses of study" a child must participate in at the high school, in order to be prepared to meet these goals.
- Schools should be well prepared to discuss **all** course options that students and parents should consider. This would range from college preparatory courses, to vocational-technical schools, career academies, magnet schools, charter schools, regional vocational-agriculture centers, school-to-career programs to vocational education or a more functional program.
- The annual statement of transition service needs should be broad enough to include the major components of study, and the program and service needs that a student will require to begin achieving their long-term goals.

An example of a Statement of Transition Service Needs might be:

(The student) expresses an interest in pursuing postsecondary education upon graduation from high school. (The student) needs to enroll in the college preparatory course at the high school and receive the necessary academic support in order to maintain passing grades. Specific training should occur in the areas of study skills, time management skills, organizational skills and self-advocacy skills.

or

(The student), expresses an interest in seeking full-time competitive employment or technical skills training upon graduation from high school. (The student) needs to investigate the vocational training opportunities

available at both the regional vocational-technical school and the comprehensive high school. (The student's) IEP needs to address how he/she will participate in vocational assessment, career exploration and job training throughout his/her high school career.

or

(The student) will be entering a supported employment situation upon graduation from high school. (The student's) secondary program must include a wide range of community-based career exploration and training opportunities, independent living skills training, opportunities for social/recreation activities and close interactions with DMR.

- The age 14 statement of transition service needs will be developed at the PPT before the student enters high school. It would then make sense that specific objectives under the applicable component of the IEP (Employment/Postsecondary Education, Independent Living, Community Participation) also be developed at this time.

POSTSECONDARY EDUCATION

Goal: Student will acquire the skills to successfully transition to a two-year or four-year college/university.

Objectives:

- ___ Student will enroll in academic classes that will prepare him/her for the educational challenges of postsecondary education.
- ___ Student will meet with guidance counselor/special education teacher to discuss academic requirements of pursuing a college degree.
- ___ Student will demonstrate skill in developing a positive school profile and resume that will be used in the college application process.
- ___ Student will participate in at least one extracurricular activity in order to develop nonacademic aspects of learning.
- ___ Student will describe their disability in terms of learning strengths and weaknesses.
- ___ Student will attend postsecondary options fairs, events, and group sessions provided by the school.
- ___ Student will participate in the traditional standardized tests necessary for acceptance to postsecondary institutions (PSAT's, SAT's, etc.).
- ___ Student will complete the paperwork necessary to take the SAT's with accommodations.
- ___ Student will schedule a visit with the Disability Services Coordinator for at least two colleges/universities to determine the levels of services available .
- ___ Student will describe the accommodations/modifications available to them in postsecondary settings.
- ___ Student will explain the difference between protection under special education law (IDEA) and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
- ___ Student will ensure that all evaluation data required by postsecondary institutions has been conducted and is within three years of graduation.
- ___ Student will receive direct skills training in becoming a positive self-advocate:
 - ___ Learn whom to ask and when to ask for assistance.
 - ___ Practice describing what is needed in order to become a successful student.
 - ___ Develop and practice negotiation skills to help get what is wanted/needed.
 - ___ Develop strategies for seeking assistance.
 - ___ Discuss disability needs in the context of seeking accommodations.
- ___ Student will practice needed postsecondary education strategies:
 - ___ Time management
 - ___ Test preparation
 - ___ Study partner/study group
 - ___ Note-taking techniques
 - ___ Special study locations
 - ___ Stress reduction techniques
 - ___ Text anxiety reduction activities
- ___ Student will develop the skills to organize their work with efficiency.
- ___ Student will develop strategies to enhance their study skills.
- ___ Student will determine what testing, evaluation data is required by a postsecondary institution in order to receive needed accommodations.

- ___ Student will research resources within and outside the college to find support:
 - ___ Determine if they are eligible for Vocational Rehabilitation Services (BRS)
 - ___ Research private tutoring, if necessary.
 - ___ Research Personal Care Assistance services, if necessary.
- ___ Student will submit a resume and postsecondary list of options to their guidance counselor by September, Grade 12.
- ___ Student will write a personal essay in the fall of Grade 12.
- ___ Student will investigate availability of financial aid and complete paperwork.

CAREER AWARENESS/EMPLOYMENT

Goal: Student will complete a series of activities in order to prepare him/her to transition to competitive or supported employment.

Objectives:

- ___ Student will complete a series of formal and/or informal vocational assessment activities:
 - ___ Career Interest Inventory
 - ___ Learning Style Inventory
 - ___ Student Interview
 - ___ Parent Interview
 - ___ Values/Maturity Inventory
 - ___ Achievement Test
 - Psychological Tests
- ___ Student will define interests and abilities related to potential career and job opportunities.
- ___ Student will develop a career portfolio to compile all vocational-related materials.
- ___ Student will complete a minimum of two job reports on occupations of interest.
- ___ Student will complete a series of formal and/or informal vocational assessment activities.
- ___ Student will participate in ___ career trips to area businesses.
- ___ Student will participate in ___ school-based opportunities to hear guest speakers from career fields of their choice.
- ___ Student will identify primary and secondary career goals comparing the qualifications necessary for success in such occupations with his/her own abilities.
- ___ Student will increase knowledge of general labor laws re: the employment of minors (e.g. work permits, hours of work, minimum wage and jobs permitted for minors).
- ___ Student will demonstrate skills necessary to effectively locate, apply, interview and maintain employment.
- ___ Student will identify attitudes and behaviors necessary for job success.
- ___ Student will apply decision-making strategies to job-related issues.
- ___ Student will develop a personal resume .
- ___ Student will define transition goals related to competitive or supported employment postsecondary education and training, independent living, and community participation.
- ___ Student will refine transition goals related to employment, postsecondary education and training, independent living, and community participation.
- ___ Student will meet with adult service representatives to initiate referral process.
- ___ Student will meet with adult service representatives at least two times per school year to prepare for transition.

- ___ Student will discuss job-related concerns and transition planning issues in vocational counseling sessions.
- ___ Student will complete ___ job-shadowing experiences related to expressed interests.
- ___ Student will successfully complete ___ school-supervised work experiences.
- ___ Student will demonstrate positive work habits and attitudes in school-based vocational settings.
- ___ Student will participate in ___ community-based internships in a career field of interest.
- ___ Student will demonstrate positive work habits and attitudes on community-based vocational training.
- ___ Student will complete ___ community-based job training experiences.
- ___ Student will self evaluate work behavior in community-based vocational settings.

SELF-ADVOCACY

Goal: Student will demonstrate self-advocacy skills in order to communicate learning style, academic and behavioral needs.

- ___ Student will complete a learning style inventory and be able to describe learning style.
- ___ Student will communicate to others the strengths and weaknesses of learning style.
- ___ Student will review the modifications/adaptations page of his/her IEP.
- ___ Student will communicate with teachers to seek help, clarify instructions or requirements of academic tasks, and make them aware of accommodations.
- ___ Student will learn skills to begin to facilitate his/her PPT.
- ___ Student will identify impact of behaviors on self and others and how it affects learning.
- ___ Student will assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.
- ___ Student will accept the consequences of being unprepared for class by discussing such consequences and developing a strategy to avoid such problems in the future.
- ___ Student will demonstrate the skill of obtaining information from teachers regarding tests, quizzes, projects, etc.
- ___ Student will develop and carry out a plan for making up work missed due to absence.
- ___ Student will accept responsibility for utilizing resource period services to meet classroom objectives.
- ___ Student will discuss specific topic behaviors (positive and negative) and their effect on academic classes and/or social performance of self.
- ___ Student will seek guidance/direction when facing new or difficult situations.
- ___ Student will appropriately confront topics/issues which are uncomfortable, with teacher/para support.
- ___ Student will plan and implement alternative solutions for school problems as they occur with adult guidance.
- ___ Student will face academic and social situations positively and appropriately and discuss feelings regarding these situations.
- ___ Student will accept praise and/or criticism from peers or adults and utilize this to change social and behavioral outcomes.

ORGANIZATION AND STUDY SKILLS

Goal: Student will demonstrate organization and study skills in order to participate successfully in academic classes.

- ___ Student will self-monitor homework by maintaining an assignment note pad that lists all assignments and dates due.
- ___ Student will monitor long-term assignments by breaking down assignments, setting up blocks of time for completion of each part, recording and monitoring progress.
- ___ Student will show preparation for class by reporting to class on time with necessary materials for class.
- ___ Student will complete assigned tasks by following oral and written directions.
- ___ Student will complete assigned tasks by beginning within a reasonable amount of time and finishing within a specified time frame.
- ___ Student will work towards effective task completion by remaining on task, ignoring distractions and working independently for a specified period of time.
- ___ Student will assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.
- ___ Student will demonstrate understanding of concepts presented in class by applying study skills (e.g., note taking, outlining, summarizing).
- ___ Student will gain understanding of class content by identifying key words, taking notes and using compensatory devices as needed.
- ___ Student will actively prepare for tests and quizzes by applying strategies (e.g., mnemonics, visualization, graphic organizers, outlining, attending extra help sessions, etc.).
- ___ Student will demonstrate improved organizational skills by keeping class work and notebooks orderly.
- ___ Student will demonstrate self-advocacy skills by planning with classroom teachers for academic and behavior needs.
- ___ Student will accept the consequences of being unprepared for class by discussing such consequences and planning how to avoid such problems in the future.
- ___ Student will improve test-taking skills by acquiring and applying strategies.
- ___ Student will prepare for more active participation in classes by previewing and later reviewing topics of study.
- ___ Student will independently seek assistance in classes by choosing a classmate, checking thoroughness of notes and clarity of assignments.
- ___ Student will increase retention of material read by applying strategies for approaching the reading of content materials (scanning, skimming, note taking, outlining, summarizing).
- ___ Student will accept academic responsibility by utilizing resource periods and working with staff to meet study skills objectives.
- ___ Student will self-monitor assignment completion by prioritizing tasks and breaking down assignments into workable units.
- ___ Student will complete research projects by setting a time line for completion, locating primary and secondary sources, taking notes from these sources, citing sources, organizing by sub-topic and presenting report in oral or written form.
- ___ Student will access the reading component of classes through the use of recorded materials as needed.

- ___ Student will employ compensatory strategies in setting goals in content classes, creating strategy to improve recording of assignments, developing strategy to improve grades, monitoring time spent on specific subjects and following through on the use of these particular strategies.
- ___ Student will improve memory strategies by acquiring and applying a variety of memory techniques.
- ___ Student will improve note taking skills by acquiring and applying strategies for written and oral sources.
- ___ Student will independently arrange conferences/extra help sessions with teachers.
- ___ Student will complete assignments on time and according to designated criteria by recording assignments, budgeting time appropriately, being prepared by having all necessary materials, and by seeking help when necessary.
- ___ Student will earn a passing grade in academic courses by participating in in-class discussions/activities, utilizing various study skills and actively preparing for tests/quizzes.
- ___ Student will accept academic responsibility by attending classes on a regular basis, participating in class discussions and activities, completing assignments according to stated criteria, and following class behavioral guidelines.

INDEPENDENT/DAILY LIVING SKILLS

Goal: Student will acquire the necessary daily living skills to allow for independent functioning in a variety of environments (home, vocational and community).

- ___ Student will maintain well-groomed appearance and proper hygiene.
- ___ Student will perform appropriate first aid for minor cuts, burns, and insect bites.
- ___ Student will identify personal medical management needs (prescription, over-the-counter medicine, directions and safety of use).
- ___ Student will verbalize information about the need for regular exercise and proper diet to maintain healthy bodies.
- ___ Student will identify steps necessary to ensure a safe environment, such as obtaining appropriate assistance during emergencies, dealing with strangers, having appropriate ID and knowing when and how to use it.
- ___ Student will maintain a bedroom by making a bed correctly, hanging up and placing clothing neatly in closets/drawers.
- ___ Student will maintain a clean bathroom – based upon specific teacher criteria.
- ___ Student will maintain a clean kitchen – based upon specific teacher criteria.
- ___ Student will maintain a clean living room – based upon specific teacher criteria.
- ___ Student will apply and expand knowledge of meal preparation skills, clean up, food storage, and safety in the kitchen – based upon specific teacher criteria.
- ___ Student will demonstrate appropriate use of household appliances – based upon specific teacher criteria.
- ___ Student will demonstrate appropriate skills in laundering – based upon specific teacher criteria.
- ___ Student will perform necessary organizational techniques, such as calendar use, scheduling, and record keeping.
- ___ Student will expand time management skills as they relate to home, work, and the community.
- ___ Student will, through role playing, demonstrate appropriate telephone etiquette, usage, 911 emergency calls, 411 operator assistance, and personal safety.
- ___ Student will apply and expand knowledge of written correspondence including telephone

- ___ messages, letters, lists, etc., based upon specific teacher criteria.
- ___ Student will, based on a dollar amount, choose and purchase a meal in a restaurant or cafeteria.
- ___ Student will demonstrate proper etiquette, procedure, and social conversation when in a community – based upon specific teacher criteria.
- ___ Student will, based on a given dollar amount, locate and purchase appropriate items in a store for meal preparation, clothing purchases, household and personal needs – based on specific teacher criteria.

COMMUNITY PARTICIPATION

GOAL: Student will acquire the necessary skills to access the community with independence (and/or specified levels of support).

- ___ Student will participate in _____ extracurricular activity/clubs in the school and community.
- ___ Student will participate in _____ sports program in the school/community.
- ___ Student will be assigned a Peer Mentor to support him/her in recreation/leisure activities in the school/community.
- ___ Student will read and follow directions, maps, signs and transportation schedules.
- ___ Student will receive additional tutorial support to pass the written driver's license examination.
- ___ Student will learn the skills to access public transportation.
- ___ Student will participate in community-based training to learn skills related to:
 - ___ Shopping
 - ___ Going to a Restaurant
 - ___ Establishing a checking and saving account and completing transactions at a bank
 - ___ Utilizing the Post Office
- ___ Student will demonstrate an understanding of proper etiquette in a variety of social/community situations.
- ___ Student will register to vote (if age 18) and learn the skills to use the voting machines.
- ___ Student will learn the skills to access appropriate medical care (calling doctors to make appointments).
- ___ Student will identify leisure activities that they can enjoy in their free time.
- ___ Student will identify appropriate community resources that could support them after high school.
- ___ Student will complete an application for federal/ financial assistance, if appropriate (SSI, SSDI, Title XIX), with assistance from staff and family.

INTERAGENCY COLLABORATION INTRODUCTION – WHY IS IT IMPORTANT?

The school is the sole provider of services for students and families until the student graduates with a regular education diploma, or at the end of the school year after their 21st birthday. Many families are unaware that, unlike the educational services which are **entitlement services** through state and federal legislation, adult agencies are **eligibility services** and are not automatically available to all individuals. Even if a young adult is eligible for an adult service agency, if resources (i.e. funding) do not exist, the agency is not mandated to provide services. In addition, the family that is used to interacting with one entity (the school), suddenly is faced with a bewildering array of agencies, each with its own eligibility criteria and funding resources. Family **must** understand the differences between the entitlement of special education and the eligibility of adult agencies. The earlier they understand this in their child's educational experience, the more likely they will take transition planning very seriously.

Differences Between the Public Schools and Adult Service Agencies

EDUCATION SYSTEM	ADULT SERVICE SYSTEM
Entitlement	Eligibility
All eligible individuals identified as having a disability and required specialized instruction, must be served under IDEA.	Just because an individual has a disability, they may not meet the eligibility criteria for a specific adult agency.
Waiting lists are not allowed.	Waiting lists may exist and may be very lengthy.
Broad, (yet specific), eligibility criteria exist.	Narrow eligibility criteria exist.
Services are designed based on the needs of the individual.	Some services may not be available or exist.
One provider (the school system)	Often many agencies/services must be sought to meet the needs of an individual.

Here are some practical suggestions for enhancing interagency collaboration at the local level:

- Get to know the individuals who are responsible for coordinating transition efforts for each agency. Find time to meet informally and formally to foster a better understanding how each of your “systems” work.
- Learn the planning approaches and documents used by each of the agencies. How are they similar and/or different? Who has responsibility for completing them, and when?

- Learn about the referral processes and eligibility criteria. What does each agency need from the school (i.e. evaluations) in order to determine eligibility? Who will be responsible to ensure that proper releases of information are signed and this information is transferred in a timely manner?

Collaboration with other agencies takes time and commitment from all parties concerned. Remember... not only is it the law to ensure appropriate linkages are made to adult service agencies, but without this support after high school, many of our students will simply fall through the cracks. The work and progress that has been accomplished in high school may be lost if every effort is not made to put available supports in place.

Following are a number of fact sheets from key state agencies that could potentially support young adults with disabilities after they graduate from high school. Use these fact sheets to inform students, families and other staff about the eligibility criteria and services offered by these agencies.

THE BUREAU OF REHABILITATION SERVICES (BRS)

INTRODUCTION:

Vocational rehabilitation (VR) is a program of the Department of Social Services, Bureau of Rehabilitation Services (BRS) that assists persons with physical or mental disabilities to prepare for, find or keep a job. BRS provides services which are needed to assist a person with a disability to reach their vocational goal. An individualized Employment Plan is developed by the individual and the BRS counselor, and is tailored to meet the unique needs of each person.

SERVICES PROVIDED:

Some of the services that BRS may provide, once a student leaves school, could include: vocational counseling and guidance; job search assistance; skill training and career education in vocational and other schools; on-the job training in business and industry; assistive technology services, such as adaptive equipment for mobility, communication and specific work activities; vehicle and home modifications; supported employment services; services to assist in restoring or improving a physical or mental impairment; services which support a persons' access to other services that are needed to meet the goals of the Employment Plan, such as transportation assistance.

ELIGIBILITY CRITERIA:

An individual has a disability, that is, a physical or mental impairment that constitutes or results in a substantial impediment to employment; AND **the individual can** benefit in terms of an employment outcome from vocational rehabilitation services to prepare for, find and succeed in employment, with a priority on a paid job in the competitive labor force. When resources are limited, the law requires that BRS first provide services to persons with the most severe disabilities. **This is called an Order of Selection.** The "Order of Selection" is the order in which persons who meet the eligibility criteria for the vocational rehabilitation program can receive services through BRS. Eligible individuals will be placed in one of the following categories: eligible individuals with severe disabilities or eligible individuals with non-severe disabilities. Individuals with severe disabilities have serious limitations in **one or more** functional areas (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills) in terms of an employment outcome.

TRANSITION PLANNING AND THE BUREAU OF REHABILITATION SERVICES

The Bureau of Rehabilitation Services is committed to assisting students in easing the transition from school to work. It is important for school personnel, students and families to understand the role BRS counselors can play during the last two years of a student's high school career:

- ® Determining student eligibility, initiating and completing the referral process prior to graduation;
- ® Getting to know the student and family so they are comfortable in maintaining a relationship with the BRS counselor after graduation;
- ® Participating in the Planning and Placement Team meeting during the last several years of high school to assist in developing appropriate transition goals and objectives;
- ® Consulting with staff, families and the students on approaches that promote employment experiences while the student is still in school;
- ® Consulting on curricula that will assist the student to prepare for employment, postsecondary education and independent living;
- ® Assisting the student and family to become familiar with, plan for and access needed adult service programs;
- ® Referring the student and family to advocacy organizations which can assist them to effectively advocate for needed services; and
- ® Developing an Employment Plan that specifies what services and supports BRS will provide directly upon graduation from high school.

Related websites: www.brs.state.ct.us, www.dss.state.ct.us

BUREAU OF REHABILITATION SERVICES
25 SIGOURNEY ST.
HARTFORD, CT 06106
TOLL-FREE INFORMATION - 1-800-537-2549

DISTRICT AND LOCAL OFFICES

Bridgeport District Office

1057 Broad St.
Bridgeport, CT 06604
(203) 551-5500

Stamford: (203) 251-9430

Hartford District Office

3580 Main St.
Hartford, CT 06120
(860) 723-1400

East Hartford: (860) 289-2904

Enfield: (860) 741-2852

Manchester: (860) 647-5960

New Britain: (860) 612-3569

New Haven District Office

414 Chapel St., Suite 301
New Haven, CT 06511
(203) 974 -3000

Ansonia: (203) 735-9444

Middletown: (860) 704-3070

Norwich District Office

113 Salem Turnpike – North Building
Suite 200
Norwich, CT 06360
(860) 859-5720

Dayville: (860) 779-2204

New London: (860) 701-3750

Waterbury District Office

249 Thomaston Ave.
Waterbury, CT 06702
(203) 578-4550

Brookfield: (203) 775-5700 x249

Torrington: (860) 496-6990

Danbury: (203) 207-8990

THE CLIENT ASSISTANCE PROGRAM (CAP)

The Client Assistance Program (CAP) is an independent advocacy program located within the Office of Protection and Advocacy for Persons with Disabilities. CAP provides advice, advocacy and, if necessary, legal representation to individuals who have concerns about the rehabilitation services they are receiving from BRS, the Board of Education and Services for the Blind and Independent Living Centers.

CAP is located at 60-B Weston St, Hartford, CT and can be reached at (860) 297-4345 or 1-800-842-7303.

DEPARTMENT OF MENTAL RETARDATION (DMR)

Brief Introduction:

The Department of Mental Retardation (DMR) purchases or provides supports and services for Connecticut citizens of all ages who have mental retardation. These include case management, family support, day programs, employment supports, community-based residential supports, and clinical services. All supports and services are subject to the availability of resources and may require a waiting period.

Services Provided (to young adults in transition and as adults):

When a person is eligible for DMR services, a case manager is assigned to help identify and gain access to the supports needed. Case managers can help with educational issues, transition planning, identifying living arrangement options, planning for the future, and applying for services, benefits, and entitlements. Case managers may also request the services of a DMR transition coordinator who has special expertise in the area of transition issues and the supports and services available to students of transition age before and after graduation.

Eligibility Criteria:

In order to be eligible for supports or services from the Department of Mental Retardation, a person must be a resident of the State of Connecticut, have mental retardation as defined in Connecticut General Statutes 1-1g (See Below) **OR** provide a medical diagnosis of Prader-Willi Syndrome.

Section 1-1g - Definition of Mental Retardation

Mental retardation means a significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

- **"General Intellectual Functioning"** means the results obtained by assessment with one or more of the individually administered general intelligence tests developed for that purpose and standardized on a significantly adequate population and administered by a person or persons formally trained in test administration;
- **"significantly sub-average"** means an intelligence quotient more than two standard deviations below the mean for the test (usually this means an IQ score of below 70);
- **"adaptive behavior"** means the effectiveness or degree to which an individual meets the standards of personal independence and social responsibility expected for the individual's age and cultural group (usually this is determined by a test such as the Vineland Adaptive Behavior Scale);

- **"concurrently"** means that both deficits in intellectual functioning and deficits in adaptive behavior have to exist at the same time.
- **"developmental period"** means the period of time between birth and the 18th birthday.

An application for eligibility determination may be submitted by any resident of Connecticut or by someone on their behalf. To apply for services please call our eligibility unit at the toll-free number: 1-866-433-8192. If calling from out of state, call 1-203-974-4256. Basic information will be taken over the phone and an eligibility packet will be forwarded with a list of the items that are needed to complete the process. The Eligibility Coordinator can be also be reached at DMR.Eligibility@po.state.ct.us.

Eligibility for services does not assure that requests for services can be met immediately. Services of the Department of Mental Retardation are provided on a priority basis and within available appropriations.

CONTACT INFORMATION:

Write to: **State of Connecticut, Department of Mental Retardation,**
Attention: Constituent Services
460 Capitol Avenue,
Hartford, CT 06106

Call: (860) 418-6000

TDD: (860) 418-6079

Email: dmrct.co@po.state.ct.us

Website: <http://www.dmr.state.ct.us/about.htm>

For specific information about local DMR educational and transition supports for students and their families, please contact:

South Region

Mayri Caple, Assistant Regional Director,
Individual and Family Supports

104 South Turnpike Road (203) 294-5046
Wallingford, CT 06492 mayri.caple@po.state.ct.us

West Region

Marie Bennett, Assistant Regional Director,
Individual and Family Supports

250 Freight Street (203) 805-7417
Waterbury, CT 06702 marie.bennett@po.state.ct.us

North Region

Wendy Henderson, Assistant Regional Director,
Individual and Family Supports

270 Farmington Avenue, Suite 245 (860) 679-7062
Farmington, CT 06032 wendy.henderson@po.state.ct.us

BOARD OF EDUCATION AND SERVICES FOR THE BLIND (BESB)

The State of Connecticut, Board of Education and Services for the Blind (BESB) is the only state agency that provides a comprehensive range of services to children who are legally blind or visually impaired and adults who are legally blind. Established in 1893, BESB is the oldest continually operating state agency in the United States that provides services for individuals with visual limitations.

BESB's mission is to enable clients to become more self-sufficient and to maximize their participation in the community, at school and in employment settings.

Services provided to young adults in transition and adults:

Services to children include Braille instruction, independent living and social development training, provision of adaptive technology and textbooks, transition from school to work services, and consultation services to local school districts. For adults, the agency provides vocational rehabilitation services, adaptive technology, independent living instruction such as orientation and mobility training and rehabilitation teaching services, as well as development of entrepreneurial opportunities.

Eligibility Criteria:

For children, best corrected vision in the better eye can be no greater than 20/70, or no more than 20 degrees of field vision remaining in the better eye.

For adults, best corrected vision in the better eye can be no greater than 20/200, or no more than 20 degrees of field vision remaining in the better eye.

Related Websites: www.state.besb.ct.us

DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES (DMHAS)

Basic Information: The Department of Mental Health and Addiction Services (DMHAS) is a state agency which promotes and administers comprehensive, recovery-oriented services in the areas of mental health treatment and substance abuse prevention and treatment throughout Connecticut. The mission is to improve the quality of life of the people of Connecticut by providing an integrated network of comprehensive, effective and efficient mental health and addiction services that foster self-sufficiency, dignity and respect.

Services: DMHAS is responsible for providing a wide range of treatment services to adults. This includes inpatient hospitalization, outpatient clinical services, 24-hour emergency care, day treatment, psychosocial and vocational rehabilitation, restoration to competency and forensic services (including jail diversion programs), outreach services for persons with serious mental illness who are homeless, comprehensive, community-based treatment programs and four state inpatient treatment facilities. DMHAS works with 15 Local Mental Health Authorities (six state-operated and nine operated by private, nonprofit agencies) that provide treatment and support at the community level. DMHAS also maintains close working relationships with the five Regional Mental Health Boards, client advocacy agencies, families, consumers, and other stakeholders throughout Connecticut as a means of promoting delivery of quality, recovery-oriented care.

Eligibility: While the DMHAS' prevention services serves all Connecticut citizens, its mandate is to serve adults (over 18 years of age) with psychiatric or substance use disorders, or both, who lack the financial means to obtain such services on their own. DMHAS also provides collaborative programs for individuals with special needs in addition to their psychiatric or substance abuse disorder, such as persons with HIV/AIDS infection, people in the criminal justice system, those with problem-gambling disorders, substance-abusing pregnant women, persons with traumatic brain injury or hearing impairment, those with co-occurring substance abuse and mental illness, and special populations transitioning out of the Department of Children and Families.

Referral process: Contact the Local Mental Health Authority to schedule an intake or for a referral to a community agency. Note: Individuals who are between the ages of 18 and 21 with current or past involvement with the Department of Children and Families can contact Elizabeth D'Amico, Director of Operations for Young Adult Services at (860) 418-6895 or William Smalley, Ph.D., Clinical Director for Young Adult Services at (860) 418-6799.

Website: www.dmhas.state.ct.us

Statewide Crisis Services:

Franklin S. DuBois Center (Stamford): (203) 358-8500

Greater Bridgeport Community Mental Health Center (Bridgeport): (203) 551-7507

Valley Mental Health Center (Ansonia): (203) 736-2601

Bridges Community Support System, Inc. (Milford): (203) 878-6365

Connecticut Mental Health Center (New Haven): (203) 974-7713 or (203) 974-7300

Harbor Health Services (Branford): (203) 483-2630

Midstate Behavioral Health Center (Meriden): (800) 567-0902 or (203) 630-5305

River Valley Services (Middletown): (860) 344-2100

Southeastern Mental Health Authority (Norwich): (860) 886-9302

United Services (Dayville): (860) 774-2020

Genesis Center (Manchester): (860) 747-3434

Intercommunity Mental Health Group, Inc. (East Hartford): (860) 895-3100

North Central Counseling (Enfield): (860) 683-8068

Capitol Region Mental Health Center (Hartford): (860) 297-0999

Wheeler Clinic (Plainville): (860) 747-8719

Waterbury Hospital (Waterbury): (203) 573-6500

Danbury Hospital (Danbury): (888) 447-3339

Northwest Mental Health Authority (Torrington): (888) 447-3339

US DEPARTMENT OF LABOR One Stop Career Centers

One Stop Centers is an initiative of the US Department of Labor to provide regional locations where all individuals who are seeking employment may receive the assistance needed to find the right job. One Stop Career Centers provide individualized assistance tailored to meet the specific needs and interests of the job seeker. In Connecticut, One Stops are located regionally in *CTWORKS* offices. All customers are provided real choices and high quality services and information.

Services Provided:

Staff provides workshops and 1:1 assistance free of charge in the following areas:

Skills Assessment	Resume and Cover Letter Development
Education Exploration	Job Search Techniques
On-Line Job Applications	Basic Computer Skills
Stress Management	Practice Interviews
Researching Companies	Benefits Information
One on One Consultation	Adaptive Equipment
Learning Disability Screening	Self-Service Center
Labor Market Information	Information on education and training programs

Eligibility Criteria:

All legal citizens interested in obtaining employment are eligible for services.

Related Websites:

DisabilityInfo.gov

GetTech.org

Connecticut Workforce Investment Municipalities

Southwest Region

Serving the Bridgeport service area of Easton, Fairfield, Monroe, Stratford, Trumbull and the Valley Service Area of Ansonia, Beacon Falls, Derby, Oxford, Seymour and Shelton. Also serves the Stamford and Norwalk Labor Areas of Darien, Greenwich, New Canaan, Stamford, Norwalk, Weston, Westport, Wilton.

The Workplace Inc.,

Main Office

350 Fairfield Avenue

Bridgeport, CT 06604

Phone: (203) 576-7030

North Central Region

Serving Andover, Avon, Berlin, Bloomfield, Bolton, Bristol, Burlington, Canton, East Granby, East Hartford, East Windsor, Ellington, Enfield, Farmington, Glastonbury, Granby, Hartford, Hebron, Manchester, Marlborough, New Britain, Newington, Plainville, Plymouth, Rocky Hill, Simsbury, Somers, South Windsor, Southington, Stafford, Suffield, Tolland, Vernon, West Hartford, Wethersfield, Windsor, Windsor Locks.

Capital Region Workforce Development Board

Main Office

99 Pratt St.

Hartford, CT 06105

Phone: (860) 522-1111

South Central Region

Serving Bethany, Branford, Chester, Clinton, Cromwell, Deep River, Durham, East Haddam, East Hampton, East Haven, Essex, Guilford, Haddam, Hamden, Killingworth, Madison, Meriden, Middlefield, Middletown, Milford, New Haven, North Branford, North Haven, Old Saybrook, Orange, Portland, Wallingford, West Haven, Westbrook, Woodbridge.

Regional Workforce Development Board of Greater New Haven

Main Office

560 Ella T. Grasso Blvd.

New Haven, CT 06519

Phone: (203) 624-1493

East Region

Serving Ashford, Bozrah, Brooklyn, Canterbury, Chaplin, Colchester, Columbia, Coventry, Eastford, East Lyme, Franklin, Griswold, Groton, Hampton, Killingly, Lebanon, Ledyard, Lisbon, Lyme, Mansfield, Montville, New London, North Stonington, Norwich, Old Lyme, Plainfield, Pomfret, Preston, Putnum, Salem, Scotland, Sprague, Sterling, Stonington, Thompson, Union, Voluntown, Waterford, Willington, Windham, Woodstock.

Eastern CT Workforce Investment Board

Main Office

113 Salem Turnpike

Norwich, CT 06360

Phone: (860) 859-5740

Northwest Region

Serving Barkhamsted, Bethel, Bethlehem, bridgewater, Brookfield, Canaan, Chesire, Colebrook, Cornwall, Danbury, Goshen, Hartland, Harwinton, Kent, Litchfield, Middlebury, Morris, Naugatuck, New Fairfield, New Hartford, New Milford, Newtown, Norfolk, North Canaan, Prospect, Redding, Ridgefield, Roxbury, Salisbury, Sharon, Sherman, Southbury, Thornaston, Torrington, Warren, Washington, Waterbury, Watertown, Winchester, Wolcott, Woodbury.

Northwest Regional Workforce Investment Board, Inc.

Main Office

249 Thomaston Ave.

Waterbury, CT 06702

Phone: (203) 574-6971

ADULT AGENCIES AND COMMUNITY SERVICE PROVIDERS

STUDENT CONTACT LIST

(To be given to appropriate students prior to exit from school)

Student Name: _____

The following agencies can assist you when you leave school. Below are the names of the agencies, the names of the contact personnel and their phone numbers (check all that apply):

Agency	Contact	Phone Number
<input type="checkbox"/> Bureau of Rehabilitation Services	_____	_____
<input type="checkbox"/> Department of Mental Retardation	_____	_____
<input type="checkbox"/> Department of Mental Health and Addiction Services	_____	_____
<input type="checkbox"/> Local Community Mental Health Services	_____	_____
<input type="checkbox"/> Board of Education and Services for the Blind	_____	_____
<input type="checkbox"/> Independent Living Center	_____	_____
<input type="checkbox"/> One-Stop Career Center	_____	_____
<input type="checkbox"/> Postsecondary Disability Contact	_____	_____
<input type="checkbox"/> Other	_____	_____

Personal Assistance

What is personal assistance?

A personal assistant provides the support necessary for someone with a disability to live in the community. Traditionally, personal assistance services tended to include hands-on activities, such as bathing, dressing, using the bathroom and transferring between bed and wheelchair or wheelchair and car. Other typical forms of assistance involved cleaning the home, shopping and driving the person with a disability where he or she needed to go.

More recently, personal assistance has come to mean any support a person needs to maintain his or her independence. This can include caring for children, using a checkbook, or translating speech that might be difficult to understand. A person who is blind or has a learning disability may require the services of a reader. Someone who is deaf may need a sign language interpreter. A person with a cognitive disability who has good physical function may need verbal coaching to accomplish the tasks of the day.

Since the definition of personal assistance has expanded, it may be important to list some of the titles used for people who perform the tasks of personal assistants. Personal assistant, personal care attendant, home health aide, certified nurse's aide, reader, driver, and homemaker are a few.

Where do I find a personal assistant?

Finding a personal assistant can depend upon how your personal assistant will be paid. If the person who is helping you is paid for by health insurance, the health insurance company may require that the assistant is hired through a home care agency and is a certified nurse's aide (CNA) or a home health aide (HHA). These individuals have completed certification courses. Some private health insurance companies, Medicare, and, in some circumstances, Medicaid, have this requirement.

Individuals who meet the qualifications for the Medicaid personal care assistance [\(PCA\)](#) waiver can hire individuals of their choosing as long as they meet some minimum requirements. The person with a disability (referred to as the employer) recruits, interviews, hires, trains, and when necessary fires his or her own assistants.

Individuals who meet the qualifications for Medicaid and the Acquired Brain Injury waiver can hire anyone who has completed the training provided by this waiver and who is listed on their registry.

If you are paying for this service out of your own pocket without any funding from Medicare, Medicaid or private insurance, you are free to hire any individual you want to provide the services that you need.

How do I decide how much help I need?

This is a very individual decision. In order to decide on your support arrangements, you will need to think about your needs and your lifestyle. You will have to decide how much assistance you need and how you want to structure it. This may be hard to decide if you are making a change from high school to college or work. It may take a little while to come to a good solution, but you are the best resource for information about your own needs. It may be especially hard if you have had the same person or a family member provide your assistance up until now. If this is your situation, you can begin to pay attention to the amount of time others help you every day.

Do you want a live-in or part-time assistant or a combination of the two? You can make a list of the tasks you want an assistant to help you with and how many hours per day or week you will need them. As you decide these things it will also be important to think about the times of day you need assistance, how many assistants you will need, whether the gender of the assistant matters to you and whether you prefer someone within a specific age range. It is also important to think about what personal qualities you would look for in an assistant and if you would like [them](#) to have had experience or training.

[How will I pay for my personal assistance?](#)

Most people end up using a combination of resources to pay for personal assistance. It is often a combination of health insurance and personal funds. It is important to plan ahead so you know how much assistance you will need and can plan for a way to fund those needs.

Most private health insurance [policies](#) do not cover personal assistance or home health aide services unless you have a long-term care policy. You will need to verify what is covered through any private health insurance policy.

Medicare will cover home health aide services, but only if you are considered "homebound." This means that you only leave your home for medical appointments for infrequent, short periods. The services can only be provided in your home.

Medicaid has a few ways to cover personal assistance. If you choose to use home health aide services through a home care agency, you would need a prescription from your doctor and then the home care agency would send someone to your home to do an assessment and decide on how many hours you would need assistance. If it is less than 20 hours per week, the agency would work with you to set up the hours and the HHA's or CNA's to work with you. If you need more than 20 hours, the agency would negotiate with Medicaid for prior approval. They would do the hiring, scheduling and, if necessary, firing of staff. They would also bill Medicaid directly and pay the assistants. This service can only be provided to you in your residence.

Connecticut also has a Personal Care Assistance waiver through Medicaid that allows individuals who would otherwise be at risk for institutionalization to hire, schedule and fire their own personal assistants. Depending upon the level of care an individual needs, they could be eligible for up to 70 hours of personal assistance per week. Medicaid pays these personal assistants through an agency that handles the finances for the program (fiduciary agent) and you and your personal assistants would submit timesheets. You would be responsible for hiring, training and managing the assistants. These personal assistants could work with you in your home and community, including driving.

The Acquired Brain Injury waiver through Medicaid allows personal assistants to provide direct hands-on care as well as 20 other services that can include cueing and other supports. As mentioned above, these assistants can be found through the registry of individuals who have completed the necessary training. Medicaid also pays these personal assistants through a fiduciary agent.

There is also a DMR waiver for individuals who are eligible for services from the Department of Mental Retardation and need direct hands-on care. Medicaid would pay for home health aide services as described above for this waiver. [Recent changes to this waiver also allow for personal assistance.](#)

If you are working with the Bureau of Rehabilitation Services and have an employment plan that includes college, BRS may pay for some personal assistance for transportation and time on campus associated with

your education. This would be developed on an individual basis depending upon your needs, your educational requirements, and your employment plan.

Some larger employers will provide personal assistance on the job as an ADA accommodation. For most moderate and small employers this is not considered a "reasonable" accommodation. Transportation to and from work and personal care on the job are usually considered the responsibility of the employee. You may be able to use the [PCA waiver](#) to pay for a driver for work transportation and/or some activities of daily living assistance needed on the job.

If you receive social security benefits due to a disability and you are working, some personal assistance costs can be used to reduce your countable earnings (wages) and may allow you to keep some or all of your cash benefit. Out-of-pocket expenses for personal assistants can be used as Impairment Related Work Expenses, Blind Work Expenses or, in some cases, as part of a Plan for Achieving Self-Support (PASS).

Where can I go for more information?

This description of personal assistance is only meant to provide basic information. You will need to work with your family and the other professionals in your life who give you support to find out the specific information that fits your needs. The following is a list of resources for further information:

1. Benefits Counselors at the DSS/BRS Connect to Work Center. They can provide you with information about federal and state benefits and can be reached at 1-800-773-4636.
2. The Department of Social Services, Adult Services, 1-800-842-1508
3. *Getting from Here to There: A Manual for Personal Assistance*, by Cathy Ludlum. This manual is available through the publications link on the University Center for Excellence web site www.uconnced.org/

Financial Independence How do I get there?

- ❖ Financial independence is one of the most important issues for any young person to consider as s/he plans for the future.
- ❖ Employment is the primary method of achieving financial independence.
- ❖ As a young person explores different jobs, federal and/or state cash benefits are bridges that can provide a minimum standard of living. The health insurance programs associated with these benefits can often provide the supports needed for a person with disabilities to begin training and work.

The Social Security Administration is very committed to helping people with disabilities go to work. They have introduced a number of new work incentives and have strengthened the ones already in place. These work incentives can help provide some cash benefits and health insurance as an individual with a disability transitions into work.

It is very important for young people with disabilities and their families to understand what benefits are available to them and the work incentives associated with each program. They can then enter training and employment confident that they understand the supports available to them and make informed decisions.

Are there federal programs to provide financial support?

Social Security Disability Benefits

The Social Security Administration has two programs that were developed to provide cash benefits and access to health care coverage to people whose disabilities make it harder for them to work.

Social Security Disability Insurance (SSDI) & Supplemental Security Income (SSI)

Social Security Disability Insurance (SSDI)	Supplemental Security Income (SSI)
SSDI provides cash benefits and health-care coverage (Medicare) to individuals who have worked and paid into this insurance program through FICA (federal withholding for SSA and Medicare) taxes.	SSI provides cash benefits to individuals with disabilities who have not worked enough to qualify for SSDI and who have little income or resources. In Connecticut, many people who qualify for SSI are also eligible for Medicaid but they must apply for it separately through the Department of Social Services. Some people will get a combination of SSI and SSDI.

SSDI	SSI
<p>Applies to young people in three ways:</p> <ul style="list-style-type: none"> • When a young person is the dependent of a parent (or in some cases step-parent, grandparent or other legal guardian) who is disabled, deceased or retired and is eligible for Social Security, s/he can receive a payment from Social Security until age 18 (up to age 19 if still in high school). That benefit amount is based upon the work record of the person and is a portion of that amount. • This dependent benefit can continue past the age of 18 (or 19) if the young person has a disability that started before age 22, is unmarried and has a disability that is severe enough to meet the adult eligibility requirements. It is the responsibility of the young person and their family to contact Social Security and ask for a disability determination at age 18. Social Security does not have any disability information about the dependent. • A young adult can also be eligible for SSDI if they have worked enough quarters and paid into FICA and have a disability that meets the adult disability requirements. 	<p>Requirements for SSI:</p> <ul style="list-style-type: none"> • This is a needs-based program that not only requires the young person to have a significant disability that keeps them from working substantially, but also assumes that the individual has little or no income and under \$2000 in resources. • If the individual is <u>under 18 years old</u>, the <u>parents' income and resources</u> are used to determine eligibility. The amount of income allowed is based upon the number of children in the family and whether the income is earned (wages) or unearned (other benefits) or a combination of the two. • If the individual is 18 years or older only the young person's income and resources are considered. • The maximum payment an individual can receive on SSI is \$564/month for 2004. • If someone has been receiving SSI as a child, Social Security will do a redetermination at age 18. At that time they will use the adult criteria, which is more stringent than the childhood criteria. It is possible for someone to receive SSI as a child and be found ineligible <u>because</u> of the age 18 redetermination.
<p>To be eligible for SSDI, an individual can be working but not earning more than \$810/month in 2004 (or \$1350/month if the individual is blind).</p>	<p>At the time of application, the young person can be working but cannot be earning more than \$810 per month (\$1350/month if the person is blind).</p>

How does working affect someone's Social Security disability benefits?

Social Security wants people with disabilities to work and has put together a number of work incentives to help them reach their goals. SSDI and SSI have a number of work incentives but each program has its own rules.

SSDI Work Incentives	SSI Work Incentives
<ul style="list-style-type: none"> • Trial Work Period (TWP) - If an individual receives SSDI s/he is entitled to a nine-month trial work period that allows them to earn as much as they can without affecting their cash benefit. After the trial work period ends, if the person were earning more than Substantial Gainful Activity (SGA), \$810/month for 2004 (\$1350 if blind), the cash benefit would stop after a three-month "grace period". • Extended Period of Eligibility (EPE)- SSA has two "safety nets" that allow an individual to go back on benefits without a new application. An Extended Period of Eligibility (EPE) continues for 36 months after the trial work period. During this time, a person can go back on benefits any month s/he does not earn \$810 or work 80 hours in self-employment. • Expedited Reinstatement –If the individual is not receiving a cash benefit at the end of their EPE or at the point their cash benefits stop, another support begins. For the next 60 months, if the individual can not earn \$810/month because of their disability, s/he can apply for Expedited Reinstatement and SSA will restart benefits and do a continuing disability review. If the person has not medically improved, benefits will continue. • Subsidies- Sometimes, a person with a disability may be able to secure "subsidized" employment. This happens when an employee receives supports on the job that result in more pay than the actual value of the services the person performs. Social Security deducts the value of a subsidy from earnings to determine if a person is performing substantial work activity. 	<ul style="list-style-type: none"> • When someone receiving SSI begins to work, Social Security uses a formula to determine what their new cash benefit will be. Basically, for every \$2 someone earns SSA reduces his or her benefits by \$1. • Student Earn Income Exclusion-This exclusion allows young adults who are under 22 years of age and regularly attending school to exclude up to \$1370/month in wages before the formula above is used. They can exclude up to \$5520 a year. • 1619B-This provision is a "safety net" for SSI recipients. It allows someone to continue SSI eligibility and Medicaid coverage even if s/he is no longer receiving a cash benefit. • Impairment Related Work Expenses (IRWE)- A person with a disability often has more costs related to work than other people. When a person pays for medical or equipment expenses themselves, SSA may exclude these costs when counting his/her income to see if someone is working at a substantial gainful activity level. The cost of special arrangements for transportation to work is also a common IRWE. • Plan for Achieving Support (PASS)- This work incentive allows the young person to set aside income and assets to be used to pay for goods and services needed to reach a vocational goal. • 1619A-This provision allows SSI eligibility to continue even if someone is earning above SGA.
SSDI	SSI
<ul style="list-style-type: none"> • Impairment Related Work Expenses (IRWE)- A person with a disability often has more costs related to work than other people. When a person pays for 	

<p>medical or equipment expenses themselves, SSA may exclude these costs when counting his/her income to see if someone is working at a substantial gainful activity level. The cost of special arrangements for transportation to work is also a common IRWE.</p>	
<p>Medicare can be continued in some cases for up to 93 months after cash benefits stop.</p>	<p>Medicaid eligibility can continue even if someone is earning enough that their cash benefit stops. 1619B allows someone on SSI in Connecticut to earn up to \$42,390 and still remain on Medicaid as long as his or her assets stay under \$2000. It also protects eligibility for SSI.</p>

Medicaid for the Employed Disabled

Connecticut also has a Medicaid program called Medicaid for the Employed Disabled. This program allows individuals who are working and meet the SSA definition of disability to be eligible for Medicaid with higher income and assets. Someone on this program can earn up to \$75,000/year and have up to \$10,000 in liquid assets if they are single and \$15,000 if they are married. Retirement assets are not counted with this program. It allows someone who has a significant disability, but who may not be on a cash benefit, to earn significant wages and still be eligible for health-care coverage. If the person's income is more than 200 per cent of the federal poverty level, they will be asked to pay a small premium. For those who have medical improvement of a chronic condition, there is continued Medicaid coverage under the "Medically Improved Group" provided that a minimal amount of employment is maintained.

Where can I get more information?

This is a very simplified explanation of Social Security Disability Benefits and the work incentives associated with both programs. It is important to talk with someone who is knowledgeable about these programs before you make any decisions about employment.

Two good sources for information about Social Security Disability Benefits and work incentives are:

DSS / BRS Connect to Work Center

This is an information and resource center for benefits information. There is a network of benefits counselors throughout Connecticut available through this program. They can work with you individually to help you understand Social Security Disability Benefits and State Benefits. You can reach them by calling 1-800-773-4636.

Social Security Administration

You can reach Social Security by calling 1-800-772-1213.

If you are interested in applying for Social Security Disability Benefits you can either call Social Security at 1-800-772-1213 or go online at www.SSA.gov.

Ticket to Work

The Ticket to Work Program is an initiative of the Social Security Administration and is administered through Maximus. All SSDI and SSI beneficiaries will eventually receive a "Ticket" in the mail. This voluntary program assists people receiving disability benefits to go to work by decreasing barriers to employment and increasing their choice of vocational service providers.

- Participation in the program is voluntary. Beneficiaries DO NOT have to take part in this program to keep their disability benefits.
- SSA will not do continuing disability reviews of your medical condition while they consider you to be using your ticket.
- Participants in the "**Ticket-to-Work**" program can receive employment services or other services to help them go to work or earn more money from work.
- In the "**Ticket-to-Work**" program, participants can choose from among several providers of vocational services called **Employment Networks, (EN's)**. Employment Networks are organizations or agencies that have agreed to work with the Social Security Administration to provide employment services to beneficiaries with disabilities. BRS is an Employment Network.
- **Maximus, INC.** is a private company that is working with SSA to help manage the Ticket-to-Work program. Maximus can answer questions about the Ticket-to-Work and can provide the names, addresses, and telephone numbers of other Employment Networks that are in the beneficiary's area.
- When a beneficiary and EN agree to work together, the "Ticket" is assigned to that EN. If the services do not meet the beneficiaries' needs, they may choose to **reassign** their ticket to another EN.
- Anyone interested in taking part in, or getting more information about the Ticket-to-Work program should contact **Maximus, INC.** at 1-866-968-7842 or 866-833-2967 TDD or www.yourtickettowork.com (Current BRS consumers can get information from their counselor).

TRANSITION PLANNING FOR POSTSECONDARY EDUCATION

Introduction

The Individuals with Disabilities Education Act (IDEA) requires that the Individualized Education Program (IEP) team consider postsecondary education goals for students before they turn 14 years of age. This usually occurs when students are about to enter high school. At that time, a Statement of Transition Services Needs is developed which focuses on a student's goals for life as an adult. For a student who wants to attend a postsecondary institution, course selection in high school should correlate with this goal. A high school education based on academic courses greatly expands future options for all students. For students with disabilities, this choice of curricula is pivotal.

Since some individuals with disabilities, especially adolescents with LD or ADHD, tend to be more focused on the present than on the future, many high school students with disabilities have particular problems making long-range educational plans. Given that planning for college and other educational options takes years of forethought, challenging courses, and hard work, this lack of direction often places these students at a disadvantage. Therefore, to achieve the goal of higher education, comprehensive transition planning is essential.

The primary objective of transition planning is to help students access and succeed in a postsecondary education institution. The planning involves contributions from three groups: student, parents, and high school personnel. Effective transition from high school to higher education helps to produce students who are independent, self-directed, confident, and in pursuit of their goals.

This section of the manual contains information and guidance to help those three groups to work together to produce just such a student.

Collaboration in Transitioning to Postsecondary Education

Transitioning from high school to postsecondary education requires a collaborative effort. Listed below are the primary responsibilities and roles of the most important participants in this effort.

Student Roles

Success in college depends on the student's motivation, independence, self-direction, self-advocacy, and academic abilities. To experience a successful transition, students should:

- Understand their specific disability, including its effect on learning and work.
- Develop a realistic self-assessment, an ability to sustain effort, realistic goals, and a willingness to take risks
- Explore postsecondary options and entrance requirements.
- Select courses that meet college entrance requirements.
- Develop and use study skills effectively: test preparation, note-taking, time-management and test-taking strategies.
- Practice self-advocacy skills in order to learn about and access resources that will provide information and assistance.
- Acquire knowledge of rights and responsibilities.
- Prepare for applying to and accessing higher education.
- Participate in the development of appropriate, individualized transition goals in the postsecondary area that will help them achieve their goal of further education.
- TAKE RESPONSIBILITY FOR THEIR FUTURE!

Parent Roles

The primary role of parents during this process is to encourage and support students to plan and attain their educational goals. Parents should also foster independent decision-making and self-advocacy. To contribute to a successful transition, parents should:

- Be involved in planning and ensuring that their son or daughter is also fully included in the planning.
- Assist their son or daughter in learning and performing each of his or her responsibilities.

- Understand their son or daughter's areas of disabilities and how these disabilities can interfere with school learning, work, sports, living skills, interactions and relationships.
- Communicate confidence in their son or daughter's ability to make thoughtful choices and have success later on. If needed, help their student reframe his or her self-image.
- Encourage their son or daughter to develop the maximum independence in learning, working and living skills, which are critical for success in higher education.
- Assess the maturation level of their son or daughter, and as appropriate, move from coach to cheerleader.
- Reformulate impossible situations into great opportunities.
- Anticipate financial obligations well in advance of applying to schools and be prepared to investigate sources of money and other financial supports. Students with disabilities may have additional expenses.
- Talk about future options. Help their son or daughter establish and achieve goals.

High School Personnel Roles

High school personnel must involve students in looking beyond high school toward postsecondary education. This is accomplished by initiating, designing, and evaluating effective transition plans, as well as coordinating services. To contribute to a successful transition, high school personnel should:

- Provide support, resources, and time to foster collaboration among PPT team members, being sure to include students and parents in the entire process.
- Be sensitive to the student's cultural diversity and the values of the student and family.
- Promote the student's self-esteem and confidence by providing increased responsibility and decision making.
- Provide appropriate counseling with course selection and academic support services.
- Ensure that the student has the opportunity to acquire and practice effective learning strategies.
- Help the student use a range of accommodations and technological aids.
- Help the student self-evaluate his or her dependence on external supports and encourage the shift to more independence when appropriate.
- Help the student develop self-advocacy and self-determination skills, including a realistic understanding of his or her disability and how to use this information for better self-understanding and communication with others.

- Engage in communication with postsecondary disability service providers in order to facilitate the transition process.
- Disseminate information about admissions, documentation of a disability, accommodations and auxiliary aids, curriculum requirements, and delivery of services to students with disabilities.

Sequence for Transition Planning

TIMETABLE FOR HIGH SCHOOL STUDENTS PLANNING A TRANSITION TO POSTSECONDARY EDUCATION

Grade 8

- Expand academic and vocational interests through electives and extracurricular activities.
- Increase independence through more responsibilities at school and home.
- Learn about high school expectations, courses, and other offerings.
- Actively participate in the development of the Statement of Transition Service Needs which frames the course of studies you will pursue at high school.
- Take academically challenging classes in the most integrated setting possible.

Grade 9

- Understand your disability and learning style.
- Attend and actively participate in PPT meetings, the development of goals, and in all decision-making.
- Plan the most challenging course work possible. Focus on credits in English, math, the sciences (include those with labs), social studies, and a foreign language.
- Avoid retreating to non-college track classes or seeking a waiver. It's easier and can help in the short term, but greatly limits choices later on.
- Utilize support and proper accommodations in math and foreign languages rather than opting out of those courses.
- Consider implications of modifications of courses, such as reduced homework or grades based upon effort rather than performance.
- Focus on learning strategies rather than simply getting help in content areas (learning strategies transfer across the curriculum and help to increase independence, while tutoring can inadvertently make a student dependent).
- Learn about adaptive technology aids such as talking calculators, voice recognition, word processing software, and computer scanners.
- Develop self-advocacy skills. Practice with teachers who are supportive and will respect your desire for self-determination.

Grade 10

- Continue to practice Grade 9 activities.
- Clarify the exact nature of your disability by reviewing your psycho-educational report with a learning specialist or school psychologist.
- Understand the specific, documented reasons for your accommodations.
- Try out accommodations and auxiliary aids that specialists deem appropriate.
- Learn to access various types of information from a large library.
- Continue to prepare for college by enrolling in core college classes.
- Take the PSAT or PLAN with or without accommodations; meet with your counselor to discuss your scores; discuss strategies to improve.
- Gain a realistic assessment of your potential for college or technical education.
- Arrange to explore career options and interests through computer-guided searches.
- Gain experience through a summer job or volunteer position.

Grade 11

- Continue with Grade 9 and 10 activities.
- Identify sources of college information, review college guides and Internet pages to increase awareness of what type of school appeals to you. Consult several LD college guides.
- Attend college fairs, consider a LD college fair, speak with the college representatives.
- Begin to research colleges for typical information – size, location, cost, competitiveness, etc. Factor in amount of support you'll need and the amount of support the school offers.
- Begin to match academic abilities and interests with appropriate colleges or vocational/technical schools.
- Begin to contact selected colleges. Don't just focus on admissions requirements, but look more broadly into course requirements for a major and graduation requirements. Getting into college is important, but staying in college is more important.
- Keep grades up and continue to understand implications of decisions. Don't limit yourself later on by choosing an easy path now.
- Increase your independence, knowledge, and skills while in high school; this may lessen the need for more intensive supports later on.
- Visit several schools and be sure to meet not only with the admissions office, but also with the disability office to discuss and ask specific questions about services and supports.
- Request additional information from colleges such as documentation requirements or extra fees for extended or specific supports.

- Begin to evaluate your need for accommodations at the college level.
- Meet with counselors and discuss accommodations for the SAT or ACT. Ask about the differences between the SAT and ACT in order to determine which test matches your strengths.
- Increase self-advocacy skills and clearly understand the differences between IDEA and Section 504.
- Request an updated psycho-educational evaluation of your cognitive abilities and achievement to be completed in the 12th grade. Write it as an IEP Goal. You will need this to be eligible for accommodations at college.
- Consider an alternative if a postsecondary education doesn't seem viable at this point. Look into a prep school, private LD school, a "13th year" program, or develop a vocational option.

Grade 12

- Continue with Grade 9, 10, and 11 activities.
- Complete all the typical tasks: applications, essays, requesting recommendations, retaking tests to improve scores, and managing deadlines.
- Prioritize your list of transition-related tasks.
- Complete a file with all of your important disability related information, including current diagnostic testing.
- Discuss goals with high school support staff, discuss accommodations with teachers, and check IEP goals for revision due to information gained from college visits.
- Clearly understand and be able to discuss your senior year evaluations, disability, and need for accommodations.
- Contact the college you will attend and forward disability documentation.
- CONTINUE TO PRACTICE SELF-ADVOCACY SKILLS.

Are You Ready for College?

As a student with a disability, it is important to be mindful of this concept: you need all the competencies anyone attending college needs *plus* whatever special skills or strategies you need to cope with your particular disability. High schools are mandated to provide transition services, while colleges are not. So it is best to acquire the college level skills you'll need while you're still in high school, rather than wait until you arrive on a college campus. Going to college comfortable with yourself and ready to meet the challenges can make the difference between success and failure.

It is a good idea to complete the following self-assessment to help you decide if college is the best choice for you at this time. If you cannot answer some of the questions, discuss them with your parents, teachers, counselors and others who will give you an honest assessment.

1). *How good is my academic background?*

- Am I enrolled in college prep classes that will prepare me for college course work?
- Do I have the same assignments and am I mastering the same body of knowledge and skills as other students?

2). *Are my standardized test scores adequate?*

- What are the ranges of scores that colleges I am interested in look for?

3). *What are my individual strengths and weaknesses?*

- Do I have difficulty decoding, comprehending, or completing reading assignments within a reasonable time?
- Do I have difficulty with math? Am I good with mathematical/ quantitative reasoning? Do I need to use a calculator for basic math?
- How good is my written expression? Is my handwriting legible? Do I need a word processor?
- Have I mastered grammatical and editing skills?
- Can I research and organize material for lengthy compositions and term papers?

4). *What kinds of tests do I do well on?*

- Am I prepared for challenging multiple-choice or short-answer questions that require me to apply and synthesize the material taught?
- Do I do well on written essays?

5). *Are my study skills and learning strategies adequate?*

- Do I have good listening skills? Do I take good notes?

- Am I organized enough to juggle a class schedule, complete short-term and long-term assignments, and stay current with the course syllabus?
 - Can I sustain attention in challenging classes?
- 6). *Am I disciplined enough to manage my time and meet academic deadlines?*
- Do I deal well with unstructured environments?
 - Can I handle the choices and freedoms that I will face in a college environment?
- 7). *Am I determined to succeed in school?*
- Am I willing to work harder than other students on occasion to accomplish the same goals?
 - If I receive a poor grade on a test or paper, am I willing to contact a teacher and accept constructive criticism in order to improve my performance?
- 8). *Do I have a positive attitude and am I flexible?*
- Is my confidence and self-esteem reasonably healthy?
 - Am I able to withstand difficulties and pressures?
 - What effect does stress have on my academic achievement?
- 9). *Do I have good problem-solving and decision-making skills?*
- Can I access community and college resources for assistance if needed?

THINK ABOUT YOUR ANSWERS.

ARE THEY THE ANSWERS OF SOMEONE WHO IS READY FOR COLLEGE NOW?

What Are the Differences Between High School and College?

Classes	
High School	College
<ul style="list-style-type: none"> • 6 hours per day • 37 weeks • 1,080 hours (approximately) • Typically a school year is 36 weeks long 	<ul style="list-style-type: none"> • 12 hours per week • 28 weeks • 336 hours (approximately) • Academic year is typically divided into two 15 week semesters
<ul style="list-style-type: none"> • Class attendance is usually mandatory and monitored carefully 	<ul style="list-style-type: none"> • Attendance policies may vary with each instructor (poor attendance may impact performance)
<ul style="list-style-type: none"> • Classes generally have no more than 20-30 students 	<ul style="list-style-type: none"> • Classes may have 100 or more students
<ul style="list-style-type: none"> • Modifications that change course outcomes may be offered based upon the IEP 	<ul style="list-style-type: none"> • Modifications that change course outcomes will not be offered. Modified high school courses may not be accepted in the admissions process

Instructors	
High School	College
<ul style="list-style-type: none"> • Grade and check completed homework 	<ul style="list-style-type: none"> • May assume homework is completed and students are able to perform on a test
<ul style="list-style-type: none"> • May remind students of incomplete assignments 	<ul style="list-style-type: none"> • May not remind students to complete assignments. It is the student's responsibility to check with the instructor to see if requirements are being met
<ul style="list-style-type: none"> • May know student's needs and approach student when they need assistance 	<ul style="list-style-type: none"> • Are usually open and helpful, but expect students to initiate contact when assistance is needed
<ul style="list-style-type: none"> • Teacher/student contact closer and more frequent (5 days/week) 	<ul style="list-style-type: none"> • Instructor/student contact less frequent (1-3 times each week) and more difficult to arrange
<ul style="list-style-type: none"> • May be available before, during, or after class 	<ul style="list-style-type: none"> • May require students to attend scheduled office hours
<ul style="list-style-type: none"> • Have been trained in teaching methods 	<ul style="list-style-type: none"> • Have content knowledge, but not necessarily formal training in teaching methods
<ul style="list-style-type: none"> • Often provide students with information missed during absence 	<ul style="list-style-type: none"> • Expect students to get information from classmates when they miss class
<ul style="list-style-type: none"> • Present material to help students understand what is in the textbook 	<ul style="list-style-type: none"> • May not follow the textbook, but lectures enhance the topic area (the student must connect lectures and textbook)
<ul style="list-style-type: none"> • Often write information on the board or overhead to be copied for notes 	<ul style="list-style-type: none"> • May lecture non-stop. If they write on the board, it may be to support the lecture, not summarize (good notes are a must or a tape recorder should be used)
<ul style="list-style-type: none"> • Teach knowledge and facts leading students through the thinking process 	<ul style="list-style-type: none"> • Expect students to think independently and connect seemingly unrelated information
<ul style="list-style-type: none"> • Often take the time to remind students of assignments and test dates 	<ul style="list-style-type: none"> • Expect students to read, save, and refer back to the course syllabus (a syllabus tells the student exactly what is expected, when assignments are due, and how often he or she will be graded)

Studying	
High School	College
<ul style="list-style-type: none"> • Study times outside of class may vary (may be as little as 1-3 hours per week) 	<ul style="list-style-type: none"> • Generally need to study at least 2-3 hours outside of class for each hour in class
<ul style="list-style-type: none"> • Instructors may review class notes and text material regularly for classes 	<ul style="list-style-type: none"> • Students should review class notes and text material regularly (use time between classes wisely)
<ul style="list-style-type: none"> • Expected to read short assignments that are discussed and re-taught 	<ul style="list-style-type: none"> • Substantial amounts of assigned reading and writing may not be directly addressed in class (it is up to the student to read and understand assigned material or access support such as books on tape)
Testing	
High School	College
<ul style="list-style-type: none"> • Frequent coverage of small amounts of material 	<ul style="list-style-type: none"> • Usually infrequent (2-3 times per semester) coverage of material. May be cumulative and cover large amounts of material. Some classes may require projects instead of tests
<ul style="list-style-type: none"> • Make-up tests are often available 	<ul style="list-style-type: none"> • Make-up tests are seldom an option, and if requested, may be refused
<ul style="list-style-type: none"> • Test dates can be arranged to avoid conflicts with other events 	<ul style="list-style-type: none"> • Usually, tests are scheduled without regard to other events
<ul style="list-style-type: none"> • Frequently conducts review sessions prior to tests and emphasizes important concepts 	<ul style="list-style-type: none"> • Faculty rarely offer review sessions. If so, students are expected to be prepared and to be active participants, or to find study groups

Grades	
High School	College
<ul style="list-style-type: none"> • Given for most assigned work 	<ul style="list-style-type: none"> • May not be provided for all assigned work
<ul style="list-style-type: none"> • Good homework grades may assist in raising overall grade when test grades are lower 	<ul style="list-style-type: none"> • Tests and papers provide the majority of the grade
<ul style="list-style-type: none"> • Extra credit options are often available 	<ul style="list-style-type: none"> • Generally speaking, extra credit options are not used to raise a grade
<ul style="list-style-type: none"> • Initial test grades, especially when low, may not have an adverse effect on grade 	<ul style="list-style-type: none"> • First tests are often “wake up calls” to let you know what is expected. They may count for a substantial part of the grade. Contact academic advisor if the first grade is poor

<ul style="list-style-type: none"> Graduation requirements may be met with a grade of D or higher 	<ul style="list-style-type: none"> Requirements may be met only if the student's average meets departmental standards (generally a 2.0 (C) or higher)
Other Factors to Consider	
High School	College
<ul style="list-style-type: none"> State and/or district policies may determine eligibility for participation in extracurricular activities 	<ul style="list-style-type: none"> Postsecondary institution policies may determine eligibility for participation in extracurricular activities
<ul style="list-style-type: none"> Parents typically manage finances for school related activities 	<ul style="list-style-type: none"> Students are responsible for money management for basic needs and spending money. Outside jobs may be necessary and become one more activity to be considered for time management
<ul style="list-style-type: none"> Parents and teachers may provide support and guidance setting priorities 	<ul style="list-style-type: none"> Students are responsible for setting their own priorities

Adapted from: SMU A-LEC Homepage and OKC Community College Accessibility Handbook

Selecting a College That is Right for You

Start your college search by considering many of the same criteria all students use. Review the following checklist when embarking on your college search:

Type of Institution:	2-year or 4-year
	Public or private
	Co-ed or single sex
Admission Requirements:	Open or selective
Characteristics of the School:	Residential or commuter
Student Population:	Under 1,000
	1,000-2,500
	2,500-5,000
	5,000-10,000
	10,000+
Physical Size of Campus:	Sprawling or compact
Setting:	Rural or suburban or urban
Costs:	Tuition and financial aid options
Majors Offered:	Do fields of study match my interests?
Athletic Opportunities:	Varsity or club or intramural
Work Study Program Availability:	
Cultural & Social Experiences:	Community and college

A student with a disability must especially consider his or her specific needs and compare colleges in terms of the actual services and their availability. Through research, college visits and asking the appropriate questions of admissions and college disability service providers, a student can determine which postsecondary institution provides the support services best suited to his or her needs.

Questions to Ask a College Disability Service Office:

1. What information must be provided to document a disability and to whom should it be given?
2. How accessible is the campus to its students with physical disabilities?
 - a. Availability of transportation across campus
 - b. Accessibility of buildings
3. Where is the disability services office on campus and does it have evening hours?
4. How is the disability service office staffed? Is the staff trained in specialized areas of disabilities such as LD or ADHD? Are they full-time or part-time? Is there a separate LD program?
5. Are there extra costs associated with the disability support program?
6. Is there an orientation program or a summer preparation course especially designed for students with disabilities?
7. Who supervises an accommodated test?
8. What is the graduation rate for first-year students and how does this compare with the rate for students with disabilities?
9. What special services are provided to students with special disabilities?
 - a. Supports in the areas of study skills, writing labs, organizational skills, or time management staffed by individuals trained in the area of learning disabilities.
 - b. Is course specific tutoring available? Is this different than the services provided by your program staff?
 - c. Counseling services in personal, academic or vocational areas.
 - d. What adaptive technology is available?
10. Do you anticipate that the services you are describing to me now will be available next year?
11. What is the school's history of providing disability services? Have any lawsuits or Office for Civil Rights complaints been filed against the school in the past five years? If yes, how were these resolved?
12. What is the climate on campus for students with disabilities?

Comparison of Two-Year and Four-Year Colleges for Students with Disabilities

Institutional Characteristics	
Two-Year College	Four-Year College
<ul style="list-style-type: none"> • Smaller student population 	<ul style="list-style-type: none"> • Larger student enrollment
<ul style="list-style-type: none"> • Open admissions with placement test to qualify for college credit 	<ul style="list-style-type: none"> • Competitive admissions with SAT and ACT tests
<ul style="list-style-type: none"> • Strong community commitment with focus on regional economic factors 	<ul style="list-style-type: none"> • College can be isolated from the surrounding community
<ul style="list-style-type: none"> • 2-year time frame 	<ul style="list-style-type: none"> • 4-year time frame
<ul style="list-style-type: none"> • Associate's degree 	<ul style="list-style-type: none"> • Bachelor's degree
<ul style="list-style-type: none"> • Certificate and career programs completed within 1 year 	<ul style="list-style-type: none"> • Liberal Arts or Professional degrees
<ul style="list-style-type: none"> • Lower tuition costs 	<ul style="list-style-type: none"> • Moderate to high tuition costs
<ul style="list-style-type: none"> • Developmental courses offered to increase possibilities of success 	<ul style="list-style-type: none"> • College skills and ability required at enrollment
Student Characteristics	
Two-Year College	Four-Year College
<ul style="list-style-type: none"> • Often older students, 25+ years old 	<ul style="list-style-type: none"> • Primarily students 18 - 23 years old
<ul style="list-style-type: none"> • Live at home, commute to school 	<ul style="list-style-type: none"> • Many live in dorms on campus
<ul style="list-style-type: none"> • Many students employed 	<ul style="list-style-type: none"> • Limited employment during semesters

What Type of Support is Available at College?

What makes the transition process especially confusing is that every college differs in terms of how much support is offered to students with disabilities. Although special education services do not exist at the college level, some colleges do in fact offer comprehensive support *programs* to students with disabilities. These programs may include the opportunity to work with disability or learning specialists to develop learning skills and strategies. They may provide individual or group tutoring for students in specific subject areas. In contrast to the IDEA, colleges may charge an additional fee to students to receive these services.

It is important to note, however, that these fees can be charged for these disability programs because they are above and beyond what is required by Section 504. Instead, colleges are only required to provide disability *services*. In a disability services model, the institution only provides individually appropriate accommodations, such as extended test time or reduced distraction testing environments to students with documented disabilities. Colleges are not required to have disability specialists on staff. Instead, there must be an identifiable contact person who can assist students in receiving appropriate accommodations. Although in many cases this person will have knowledge of specific disabilities, it is not required. Colleges may not charge additional fees to students to receive individually appropriate accommodations.

The following chart highlights some of the key differences in disability service models. Students and families should carefully consider what level of support would be important to have in place to promote a successful transition and college experience. It is important to understand that this chart offers a set of guidelines. What is actually offered at a particular school may contain some but not all of the elements in a column, or in some cases, may go beyond what is listed in a column.

Continuum of Postsecondary Disability Support Services

Decentralized Services	Loosely Coordinated Services	Centrally Coordinated Services	Comprehensive Support Programs
<ul style="list-style-type: none"> • Formal contact person • Limited support services • Few established policies • Students dependent on sympathetic faculty 	<ul style="list-style-type: none"> • Formal contact person • Generic support services and accommodations available • Peer tutors available • Students referred to other on-campus resources 	<ul style="list-style-type: none"> • Full-time program coordinator • Services housed in disability office • Accommodations provided • Established policies and procedures • Emphasis on student self-advocacy • Adaptive technology may be available • Specially trained disability specialists may be available 	<ul style="list-style-type: none"> • Full-time program director • Assistant director or coordinator • Full range of accommodations • Established policies and procedures • Emphasis on student self-advocacy • Adaptive technology available • Trained disability specialists available • Individualized support available • Individualized support plans developed

Adapted from McGuire, J.M. & Shaw, S.F. (1989). Resource guide of support services for students with learning disabilities in Connecticut colleges and universities. Storrs: A.J. Papanikou Center on Special Education and Rehabilitation: A University Affiliated Program, University of Connecticut. (Revised, 1996)

Another useful way to identify the types of support available at different colleges and universities is to use a commercially available resource guide. For example, the following guides can often be located at your library's reference section, at bookstores, or on the Internet:

- Peterson's Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders (7th Ed)
- The K&W Guide to Colleges: For Students with Learning Disabilities or Attention Deficit Disorder (Princeton Review)

As with the chart, the labels that are used to describe the various levels of support in these guides may vary from college to college. The actual services may differ from what is listed in the guide. It is important to call the office for students with disabilities at a particular school and ask questions about the types of support offered and to then draw conclusions about whether this level of support will be appropriate.

What Type of Documentation Will I Need to Submit?

Colleges and universities are not required to conduct educational or psychological evaluations of students, either to confirm a pre-existing disability or to identify a suspected disability. Instead, the responsibility for providing (and possibly paying) for this evaluation rests with the student. There are several reasons why postsecondary institutions request the documents, or documentation, that describe the student's disability. First, it is a method to verify that a student who is requesting accommodations or other disability related support services does in fact have a disability that substantially limits a major life function. Second, comprehensive and up-to-date documentation helps both the college and the student best understand the impact of the disability at that point in the student's academic career. For this reason, it is beneficial for the student to provide current documentation.

The exact nature of the documentation and when it must be submitted will vary depending upon the type of disability. Obviously, a student with a psychological disability will require different documentation than a student with a learning disability. The following links present the documentation guidelines for a range of disabilities and from a variety of postsecondary institutions and for Educational Testing Services:

Institution/Organization	Link to Documentation Guidelines
Fairfield University	http://www.fairfield.edu/student_serv/disabilitydocs.htm
Southern Connecticut State University	http://www.southernct.edu/departments/dro/IE4/StdHB/Eligib.htm
University of Connecticut	http://www.csd.uconn.edu/accesssv.html
Connecticut Association on Higher Education and Disability	http://vm.uconn.edu/~wwwcped/guidlms.htm
Educational Testing Services	http://www.ets.org/disability/index.html

Section 504 does not mandate specific guidelines related to documentation requirements. Instead, these guidelines can be set by an individual institution. Students should contact the disability service office of the particular schools they are interested in attending to learn the specific documentation guidelines, as well as the timeline for which this documentation should be submitted (e.g., at admissions, after enrolling). As changes are made to special education laws in relation to assessment and evaluation, it will be particularly critical to understand the documentation requirements of the postsecondary institution that a student is planning to attend.

What Are My Legal Rights?

One of the most important things to understand about disability support services at the college and university level is that it will be very different than special education services at the high school level. The student will be faced with very different legal rights and responsibilities. Understanding these differences is critically important for a successful transition.

In high school, students with disabilities are protected under the Individuals with Disabilities Education Act (IDEA). This law entitles students to a free, appropriate public education, and requires that school districts develop an Individualized Education Program (IEP) for each student. This IEP may contain specific modifications, accommodations, and instructional techniques that the student's school must employ in order to help the student achieve success. A team composed of professionals and the student's parent(s) makes decisions about the student and her plan of study. Ideally, but not always, the student is included in this process.

However, once the student graduates from high school, these special education services end. ***Special education service and modifications provided under an IEP will no longer be available.*** Disability services at the college level are directed by two laws that are very different from IDEA. These laws are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Consider the wording of Section 504:

"No otherwise qualified handicapped individual in the United States shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 U.S.C. 794)"

The words of this law reflect that Section 504 is a civil rights law. As such, it is concerned with ensuring accessibility to qualified individuals with disabilities. What does this mean for students at the college level?

First, a student must be qualified for admission to an institution, regardless of the existence of a disability. Thus, while the institution may factor in the impact of the disability in admissions decisions, this is not required. If the student is determined to be eligible for admissions, then he or she has the right to:

- individually appropriate academic adjustments (accommodations) and auxiliary aids;
- non-discriminatory treatment because of a disability; and

- full access to all programs and services.

Second, while the student has certain rights as a person with a disability, he or she will have new responsibilities as well. It is the student's responsibility to:

- prove eligibility for admission;
- prove and *maintain proof* of eligibility (e.g., maintain acceptable grades) for protection under Section 504 and ADA;
- self-identify and initiate requests for accommodations in a timely manner;
- submit appropriate documentation that verifies eligibility for protections and services;
- monitor the effectiveness of accommodations;
- make decisions related to courses and plans of study; and
- Assume costs and fees for education as appropriate.

The following chart provides a useful summary of the changes in legal protections from high school to college. ***Note that at the postsecondary level, the majority of the responsibilities shift from a school or a team of professionals to the student.***

Responsibility		
Issue	High School	College
Identification	School	Student
Assessment	School	Student
Programming	School/Parents	Student/Institution
Advocacy	School/Parent	Student
Decision Making	Placement Team	Student
Transition Planning	Placement Team	Student
From: Brinckerhoff, Shaw, & McGuire (1992)		

Self-Advocacy: How Students Can Help Themselves

Successful college students with disabilities, college advisors, and campus disability support services staff agree that using self-advocacy skills is vital to success in college. The responsibility for provision of support services changes after high school. Throughout elementary and high school years, it is the school system's role to identify students and initiate special education services under the IDEA. However, once in college and under Section 504 and the ADA, it is the student's responsibility to self-identify and provide documentation of a disability.

College students need to know that they have a legal right to appropriate accommodations; these are not favors to be granted or denied, but requirements under the law. But since the students alone hold the responsibility to reveal that they have a disability, it is necessary for them to learn and practice self-advocacy while in high school.

Self-advocates are people who speak up in logical, assertive and positive language to communicate their needs. To be good at this, students need to understand themselves, their needs, and their responsibilities.

The following are essential to self-advocacy:

- Know the requirements for the documentation of your disability. Bring the information with you to college when you enroll.
- Contact the office that handles disability issues right at the start of the school year.
- Learn the specific arrangements for accessing accommodations or support services. Have a clear understanding of your role and responsibilities.
- Know your strengths and weaknesses. Understand your psycho-educational evaluations and be able to articulate what accommodations you will need in specific areas.
- Ask for help in analyzing the college courses you will select. Some questions to ask are:
 1. What materials are used in the class?
 2. What format is used in class sessions (lecture, discussions, etc.)?
 3. What instructional techniques are used in the course?
 4. What tasks are the students required to perform in class and out of class?

5. How are students evaluated in the course; what types of tests are used?
 6. How can students receive feedback to improve their performance?
 7. What course-related support systems are available, such as instructor access, teaching assistant tutorials, web-based resources, mailing list or list serves, special study sessions, etc.?
- After consultation with the disability service office, inform your professors of your accommodation needs. Do not expect the professor to know or figure out your accommodation needs. This conversation should occur as early in the semester as possible. If you wait until just before an exam, the accommodation may not be available.

Resources

ACT Test Administration

P.O. Box 4028
Iowa City, IA 52243-4028
(319) 337-1332; TTY (319) 337-1701
www.act.org

Association on Higher Education and Disability (AHEAD)

P.O. Box 540666
Waltham, MA 02454
(781) 788-0003 Voice/TTY
www.ahead.org

College Board Services for Students with Disabilities

P.O. Box 6226
Princeton, NJ 08541-6226
(609) 771-7137; TTY (609) 882-4118
www.collegeboard.com/disability/counsel/html/indx000.html

Council for Exceptional Children, Career Development and Transition Division

1110 North Glebe Rd.
Arlington, VA 22201
(703) 620-3660; TTY (703) 264-9446
www.cec.sped.org

HEATH Resource Center

George Washington University
2121 K Street N.W. Suite 220
Washington, DC 20037
(800) 544-3284; Voice/TTY (202) 973-0904
www.heath.gwu.edu

The K & W Guide to Colleges for the Learning Disabled

Edited by Marybeth Kravets and Imy Wax
Educators Publishing Service, Inc.
31 Smith Place
Cambridge, MA 02138-1000
(800) 225-5750

National Center on Secondary Education and Transition E-News

www.nscet.org

Office for Civil Rights, Boston Office

U.S. Department Of Education
J. W. McCormack Post Office and Courthouse
Room 707, 01-0061
Boston, MA 02109-4557
(617) 223-9662; FAX (617) 223-9669; TDD (617) 223-9695
www.ed.gov/about/offices/list/ocr/transition

Peterson's Colleges with Programs for Students with Learning Disabilities (7th ed.)

Edited by Charles T. Mangrum and Stephen S. Strichart
Peterson's Guides
P.O. Box 2123
Princeton, NJ 08543-2123
(800) 338-3282
www.petersons.com

Recordings for the Blind and Dyslexic (RFBD)

20 Roszel Rd.
Princeton, NJ 08540
(800) 221-4792
www.rfbd.org

Center on Postsecondary Education and Disability (CPED)

University of Connecticut
Department of Educational Psychology
Neag School of Education
Hall Building, Ground Floor
362 Fairfield Road, Unit 2064
Storrs, CT 06269-2064
<http://vm.uconn.edu/~wwwcped/tac-resc.htm>

Wisconsin Department of Education

www.dpi.state.wi.us/dpi/dlsea/een/pdf/transpndrs.pdf

Transition Training Modules for Parents

1. Creating A Vision For The Future: What is Transition Planning and Why is it Important?
2. Transition: A Federal Mandate
3. Roles in Transition Planning
 - a. School Role
 - b. Parent Role
 - c. Agency Role
 - d. Community Role
4. Adult Agency Providers
5. Establishing Transition Goals and Objectives
6. Assessing Student Needs – The Process of Assessment
7. Other Assessment Tools
8. Information on Guardianship/Age of Majority
9. How Parents Can Help With Transition
10. Letting Go

SECTION 1:

Creating a Vision for the Future

What is Transition Planning and Why is it Important?

- ❖ Transition planning is a process that brings together a student with a disability and those individuals directly involved in helping the student, to prepare to enter a post-high school environment.
- ❖ Transition planning is designed to ensure that the student will be provided the necessary skills and services to make a smooth transition from school to adult life and enable them to achieve the maximum possible independence in working, living and participating in the community.
- ❖ Transition into the adult world can present challenges for all young people, but the process is often more difficult for young people with disabilities.
- ❖ Transition planning is initiated at the first PPT (Planning and Placement Team) meeting following your child's 13th birthday. This PPT includes your child, family members, school personnel, agency representatives, if appropriate, and any significant others. The overall value of the meeting is the sharing of knowledge about your child's strengths, interests, and preferences in order to create a map of where help is needed and what experiences are going to be valuable during the high school years.
- ❖ Creating a vision for the future is the first step in transition planning. Before attending the PPT that begins to develop a transition path for your child to follow, take time to discuss his/her interests, dreams and visions for the future. It is very important for you to keep an open mind. Seemingly unrealistic and impossible hopes and dreams often lay the foundation that helps the PPT direct your child's dreams into realistic goals.
- ❖ Four areas must be discussed when participating in a transition planning meeting.
 - What is your child's long-term goal in the area of Postsecondary Education?
 - What is your child's long-term goal in the area of Employment?
 - What is your child's long-term goal in the area of Independent Living?
 - What is your child's long-term goal in the area of Community Participation?

You must work with your child to formulate possible answers to the above questions so that a sequential, coordinated plan can be developed in each area.

- ❖ **Waiting until your child is ready to graduate is too late to begin the transition process.**
- ❖ **Remember:** There is no "system" like special education that entitles a student to receive appropriate supports and services after they graduate from high school.
- ❖ **Remember:** Your child's transition goals can and should be changed as they mature, experience more opportunities and begin to personally define specific career directions.
- ❖ **Remember:** Quality transition planning requires a commitment from you and your child to be actively involved in the process.

SECTION 2

TRANSITION: A Federal Mandate

It is critical that students with disabilities and their families take the time to plan for life after high school. The school system plays an important role in assisting the student to gain the skills required to reach the goals of their plan. The transition service requirements mandated in the **Individuals with Disabilities Education Act (IDEA)** recognize the responsibility schools have in this planning.

Public Law 101-476, **IDEA**, was enacted in 1990 by Congress with a transition amendment that provided services for students with disabilities as they prepare to complete school and move into employment. In June 1997, **IDEA** was amended as Public Law 105-17 to include additional provisions for transition. Currently, **IDEA** specifies that a student's IEP must include "a statement of needed transition services for students beginning at the PPT following the 13th birthday, and annually thereafter, including when appropriate, a statement of outside agencies who may support the student before the student leaves school."

Definition of Transition Services Sec. 602 (30) 20 USC 1401

"Transition services means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation."

The coordinated set of activities must:

- 1) be based upon the individual student's needs, taking into account the student's preferences and interests.
- 2) include:
 - a) instruction;
 - b) community experiences;
 - c) the development of employment and other post-high school adult living objectives; and
 - d) if appropriate, the acquisition of daily living skills and functional vocational evaluation.

IDEA requires that goals and objectives be developed, as part of the IEP, in each of these areas and that the student and family participate in the planning process. The student must be invited to the Planning and Placement Team (PPT) meeting.

At age 18, educational rights of the parents transfer to the student. Both parents and student must be informed of this transfer at least one year prior to the 18th birthday. Arrangements can be made if the student is not capable of making independent decisions.

A student's eligibility for special education services ends when the student graduates from high school or at the end of the school year in which the student reaches 21, whichever happens first.

However, before the student can graduate from high school, the PPT must evaluate the student and determine whether the student continues to require special education. If the PPT determines that the student no longer needs special education and will graduate, the school must notify the student's parents (and student if he/she is at least 18 years old), that the student will be graduating and that, as a result, special education services will end upon graduation. The school must also provide information to the

parent and student regarding action that can be taken if either disagrees with the PPT decision. Due process procedures may be initiated by a parent/guardian or the school district when they cannot reach an agreement with respect to any matter relating to the proposal or refusal to initiate or change the identification, evaluation, or education placement of the student, or the provision of a free and appropriate public education. Due process procedures include: mediation, advisory opinion, and hearing. If a due process hearing is requested, the school must continue to provide all IEP services to the student until it is determined otherwise throughout the hearing process.

Failure to Meet Transition Objectives Sec. 614 20 USC 1414

As further protection, the federal law states that if a participating agency, other than the local school, fails to provide the transition services described in the IEP, the school shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student.

These numbers are citations for the Public Law 105-17, IDEA amendment of 1997, for reference purposes.

SECTION 3

Roles in Transition Planning

THE SCHOOL'S ROLE

The school serves as the initial and primary source for the preparation for transition. The involvement of teachers, guidance counselors, vocational educators, social workers, psychologists, etc., is essential to the transition planning process.

Think about what your school is doing in the following areas:

1. **Vocational Assessment** – What experiences and assessment techniques are being used to help the student identify interests, abilities, and aptitudes? This will help the student focus on a proper career direction.
2. **Curriculum and Instruction** – Which of the following areas are addressed in the secondary program?

• Career Awareness	• Job-Seeking/ Keeping Skills
• Independent Living	• Personal Living
• Social Skills Development	• Self Advocacy

Are these skills taught in a self-contained class, an inclusive class, or in the community?

3. **Vocational Training** – What vocational training experiences are offered in your secondary program?

• In-School Job Sites	• Community-Based Work/Study
• Supported Employment	• Job Shadowing

4. **Interagency Collaboration** – Does your school provide you with information about, and assist you in making referrals to the following agencies, if appropriate?

• Bureau of Rehabilitation Services (BRS)
• Department of Mental Retardation (DMR)
• Board of Education & Services to the Blind (BESB)
• Commission on the Deaf & Hearing Impaired (CDHI)
• Department of Mental Health & Addiction Services (DMHAS)
• Postsecondary Education/Training Opportunities
• Parent Support Groups
• Respite Care Opportunities
• Leisure/Recreation Programs
• Financial Planning Needs

5. **Parental Involvement** – What activities or programs does your school have to inform parents of the above agencies and services, to assist them in becoming stronger advocates and well-informed partners in the transition planning process?
6. **Follow-up Procedures** – Does your school have any formal follow-up procedures to contact special education graduates to determine if their transition from school has been successful?

THE PARENT'S ROLE

1. Parents are integral members of the Planning and Placement Team. They bring a wealth of information about their sons/daughters which is critical to effective transition planning.
2. Parents must become informed advocates about quality transition planning, services in the community, and agencies which can assist your sons/ daughters in achieving success and independence in their communities. Parents must understand the difference between entitlement of special education programs under IDEA, and the eligibility for services of adult agencies.
3. Parents know their community and have many contacts they can share to assist in the provision of community training alternatives and activities. Parents and students must be willing and committed to assist in the implementation of identified transition activities.
4. Parents can advocate for, develop and initiate new programs that do not currently exist in their son's/daughter's school or community.

THE ADULT AGENCY'S ROLE

1. Once a referral has been made to the appropriate adult service agency, the agency can become an important member of the Planning and Placement Team. They will begin to know the needs, strengths, and abilities of your son/daughter well before they exit their secondary programs.
2. Adult agency counselors know the resources in your community and can assist you in accessing many of these services.
3. Adult agency counselors know the future of the labor market and available training programs which allows them to focus school experiences in realistic directions.
4. Once a student has exited school, the agency can provide programs and services to assist your son/daughter in vocational training, job placement, and living alternatives.

THE COMMUNITY'S ROLE

1. The community is the ultimate site for the student to work and live. The student seeks to become an active member of the community, and thus, the involvement of the community in the transition process is natural and logical.
2. The community is in the position to develop and support programs that assist in the transition planning process. These programs should exist in the areas of employment, residence, and recreation.
3. The community should develop a means whereby community members may become informed of the needs of their citizens with disabilities, as well as federal and state programs that offer support to businesses that train and hire persons with disabilities.

SECTION 4

Agencies Providing Services for Adults with Disabilities

The following is a list of agencies that provide services to adults, and in some cases children, with disabilities. Each agency has criteria that will determine whether or not a person is eligible for their services. This is different from services you are entitled to under Individuals with Disabilities Education Act (IDEA), which end at age 21 or at high school graduation. It is worth making a call if you think you may qualify for some of the services.

CONNECTICUT DEPARTMENT OF SOCIAL SERVICES (DSS):

The Connecticut Department of Social Services administers a range of services and programs through bureaus and agencies with local offices throughout the state. The central office of DSS is located at 25 Sigourney Street, Hartford, CT, 06016. Their toll free telephone number is 1-800-842-1508. Their web address is <http://www.dss.state.ct.us>.

The following is a list of some of the DSS agencies and programs you may find helpful:

Bureau of Rehabilitation Services (BRS)	Phone:	1-800-537-2549 (Toll Free) 860- 424-4839 (TDD/TTY)
Central Office: 25 Sigourney Street, 11 th Floor, Hartford, CT 06016 Call for local office information Web Address: http://www.brs.state.ct.us/		
Provides services to assist persons with disabilities to obtain and maintain employment. BRS can provide individualized services to eligible persons that may include vocational assessment, guidance and training, career education and on-the-job training, supported employment services, rehabilitation technology services, and information on State and Federal benefits programs.		
Independent Living Centers (ILCs)	Phone:	Call Central DSS Office for Local Information
Assists persons with disabilities to live independently in their communities. This program is administered by BRS. Services are provided through five ILCs. These services may include assistance in obtaining modifications to home or vehicle, adaptive equipment, personal care assistance, advocacy, peer counseling, and independent living skills.		
Social Work	Phone:	Call Central DSS Office for Local Information
Can provide services to income eligible people with disabilities, ages 18-64, who need supportive home care or social work services to live independently in the community. In addition to counseling and advocacy, paid services such as housekeeping, home delivered meals, and emergency response services may be available.		
Personal Care Assistance	Phone:	Call Central DSS Office for Local Information
Provides annual grants that are made available to help people with severe mental or physical disabilities to become and/or remain employed. These grants enable clients to employ personal care assistants to help them with daily activities. Social work services are also		

provided. For additional information, call the central office of DSS.		
Medicaid	Phone:	Call Central DSS Office for Local Information
Provides health insurance for persons who meet eligibility criteria. To obtain additional information, contact the central office of DSS, or call your local DSS office.		

OTHER STATE AGENCIES:

Department of Mental Retardation (DMR)	Phone:	860-418-6000 (Voice) 860-418-6079 (TD)
Central Office: 460 Capitol Ave. Hartford, CT 06106 Web Address: http://www.dmr.state.ct.us/		
Provides, and funds, a wide array of services for people with mental retardation. To find the office nearest you, look in the Blue Pages of your phone book under "State of Connecticut, Mental Retardation, Department of", or contact the central office at the number above.		
Office of Protection and Advocacy for Persons with Disabilities (P&A) Client Assistance Program (CAP)	Phone:	860-297-4300 (Voice) 860-566-2102 (Voice or TDD) 1-800-842-7303 (Toll Free Voice Only)
Central Office: 60B Weston Street, Hartford, CT 06120 Web Address: http://www.state.ct.us/opapd/ The mission of the Office of Protection and Advocacy is to advance the cause of equal rights for persons with disabilities and their families by: <ul style="list-style-type: none"> • increasing the ability of individuals, groups and systems to safeguard rights; • exposing instances and patterns of discrimination and abuse; • seeking individual and systemic remediation when rights are violated; • increasing public awareness of unjust situations and of means to address them; and • empowering people with disabilities and their families to advocate effectively <p>The purpose of the CAP program is to help individuals who are having problems with BRS or BESB.</p>		
Board of Education and Services for the Blind (BESB)	Phone:	860-602-4000 (Voice) 860-602-4020 (Fax) 860-602-4221 (TDD)
Central Office: 184 Windsor Avenue, Windsor, Connecticut 06095 Web Address: http://www.besb.state.ct.us/		
Responsible for the confidential registry of people who are blind in Connecticut and provides, within available resources, comprehensive low vision services, specialized education services, life skills training, case management, and vocational services to individuals of all ages who are legally blind and to children who are visually impaired. The agency assists them in acquiring the skills and support services necessary to be independent.		

FEDERALLY FUNDED PROGRAMS:

Social Security Administration	Phone:	800-772-1213 800-325-0778 (Voice/TDD)
Web Address: http://www.ssa.gov/		
<p>For information about SSI, SSDI, PASS, Work Incentives, or Medicare, contact the Social Security Administration at the numbers above. These are benefit programs that individuals with disabilities may be eligible for under the adult service agency system.</p> <p>Social Security Income pays monthly benefits to people who are 65 or older, or blind or have a disability and who don't own much or have a lot of income.</p> <p>Social Security Disability Income pay cash benefits to individuals who are unable to work because of a disability.</p> <p>Plan for Achieving Self Support, is a special work incentive program for individuals with disabilities who receive or would like to receive SSI but would like to work.</p>		

SECTION 5

Establishing Transition Goals and Objectives Worksheet

Student Name: _____
Age: _____ Grade: _____ High School Years Remaining: _____

Employment/ Postsecondary Education or Training (check all that apply)

Long-Term Goal

When your son or daughter graduates from high school, what are your hopes/expectations?

- Full/ Part-Time Competitive Employment
- Supported Employment
- College
- Community – Technical College
- Apprenticeship Program
- Military
- Other

Short-Term Objectives

What does your son or daughter need in order to achieve his/her Employment/ Postsecondary goal? How are these needs going to be met in the upcoming year?

Vocational Assessment Process

- | | |
|--|--|
| <input type="checkbox"/> Career Interest Testing | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Aptitude | <input type="checkbox"/> Social |
| <input type="checkbox"/> Achievement | <input type="checkbox"/> Behavioral |
| <input type="checkbox"/> Intelligence | <input type="checkbox"/> Learning Styles |
| <input type="checkbox"/> Situational Assessment in Community-Based Training Site | |

Functional Assessment

- Independent Living
- Community Participation
- Recreation/Leisure
- Student Questionnaire
- Family Questionnaire

- Career Awareness/Counseling Activities
- Applied Technology Courses
- Job Skills Training Course (Job Seeking and Keeping)

- Career Exploration/Job Shadowing
- Field Trips to Employment Sites in Community
- Volunteer Work (In School or Community)
- Community-Based Work Experience Program
- Community-Based Supported Employment Program (with job coach)
- Summer Youth Work Experience Program
- Visitation to Vocational-Technical School
- Rehabilitation Engineering/Technology

College Preparatory Course with Needed Support

- | | |
|---|---|
| <input type="checkbox"/> Study Skills | <input type="checkbox"/> Organizational Skills |
| <input type="checkbox"/> Self-Advocacy Skills | <input type="checkbox"/> Time Management Skills |
| <input type="checkbox"/> Problem-Solving Skills | <input type="checkbox"/> Social Skills |

- Postsecondary Education and Training Opportunities
- Entrance Requirements to Postsecondary Institutions
- Visits to Postsecondary Institutions
- Special Arrangements for SAT Testing
- College Support Services
- Financial Assistance
- Adult Education
- Military Service
- Accommodations to take ASVAB (test for military service)

Interagency Linkages:

- Bureau of Rehabilitation Services
- Department of Mental Retardation
- Department of Mental Health and Addiction Services
- Board of Education and Services for the Blind
- Commission on the Deaf and Hearing Impaired
- Community Counseling Services
- JTPA, Other Employment Services (Job Service)
- Support and Advocacy Organizations
- Other:
- Other:
- Other:

Independent Living (check all that apply)

Long-Term Goal

When your son or daughter graduates from high school, what are your hopes/expectations for their living arrangement?

- House or Apartment
- Supported/ Supervised Living
- Community Training Home
- Group Home
- Family
- Other

Short Term-Objectives

What does your son or daughter need in order to achieve his/her Independent Living goal? How are these needs going to be met in the upcoming year?

Independent Living Assessment Process

- Self-Advocacy Skills
- Household Management/Maintenance/Participation
- Money Management
- Social Skills
- Meal Planning and Food Preparation
- Personal Hygiene
- Dressing and Grooming
- Drug and Alcohol Counseling
- Family Planning and Sex Education
- Personal Care Attendant Services
- Safety and Health
- Financial Support
 - General Public Assistance
 - SSI, SSDI, Medicare, Medicaid, PASS
- Legal Assistance Programs and Services
 - Guardianship/Wills
- Respite Care
- Visits to Group Homes/Supported Living Options

Community Participation/Recreation and Leisure

Long Term Goal

1. When your son or daughter graduates from high school, what are your hopes/expectations for their active inclusion in the community?

- Accessing the Community With Full Independence
- Accessing the Community With Support

Short Term Objectives

2. What does your son or daughter need in order to achieve his/her Community Participation goal? How are these needs going to be met in the upcoming year?

- Extracurricular Activities/Clubs in School and Community
- Athletic Programs in School and Community
- Peer Mentoring/Support Programs

Mobility/Accessibility/Transportation

- Driver's Education
- Use of Public Transportation
- Specialized Transportation Services

Consumerism/Community Access

- Shopping
- Restaurants
- Banks
- Post Office
- Other
- Service Organizations/Volunteerism
- Voting
- Continuing or Non-Credit Education
- Hobbies
- Church Groups
- Advocacy/Legal Services
- Medical Services
 - Adaptive Equipment
 - OT/PT

SECTION 6

Assessing Student Needs

The Process of Assessment

Gathering and reviewing assessment information is often the first step in planning appropriate transition goals and objectives.

What is Assessment?

Assessment is an ongoing process through which information is gathered about student's strengths, interests, abilities, psychological, social and emotional development, **over a period of time**. It requires looking at how a person functions in different environments from many viewpoints. The assessment process may be different for each student depending upon their needs and should determine what they can do, as well as what they cannot do. The purpose is to open doors of opportunity rather than close off options as the student moves toward employment and greater independence.

Who Does the Assessment?

Assessment requires a team approach that involves the student, his or her parents/guardians, professionals in the school (teachers, therapists, and counselors), employers, and in some instances a trained vocational assessor who has knowledge of disabilities. Parents are an important part of this team because you have a lifetime of experience and knowledge of their son or daughter to share.

When Should the Assessment Be Done?

Because assessment is an ongoing process, and the information gathered should be used for planning appropriate services and supports, the process should begin as early as middle school. Students in special education participate in extensive assessment procedures throughout their educational experience and all of this information can be used to obtain "a picture" of the student's abilities, interests and appropriate career directions. The development of career assessment portfolios is a good way to gather and store assessment information so the experiences a student participates in throughout their educational program is documented.

What Information Should Be Gathered?

In order to gain a comprehensive understanding of a student's abilities and strengths, it is important to look at a variety of assessment information:

- Academic Achievement
- Interests, Preferences
- Personal History
- Medical Background
- Social Skills
- Learning Styles
- Daily Living Skills
- Employment Related Skills (Evaluations from job sites both in school and in the community.)

Much of this information is readily available in school records or could be obtained from interviewing students, parents, and school staff. It is important to identify what information is already available, and to develop a plan to obtain any assessment data that might be missing.

What is Situational Assessment?

Situational assessment is the gathering of information about a student's ability in realistic work/community environments. Initial situational assessment may occur through in-school work placements, or participation in technology education classes. As students get older, it becomes best practice to assess students in real jobs in the community. This allows you to determine if a student can achieve the skills necessary for a specific job, what level of independence a student works at, how he/she gets along with co-workers and other general work-related skills. Many schools collect this information when students participate in school or community-based work. In some instances, schools will hire an adult service agency to provide this situational assessment experience.

What Does Assessment Tell Parents?

Ask yourself the following questions. If the answers are "yes," the assessment can be used as a useful tool by those involved in transition planning.

- Does the assessment tell you about things your child can do, not just those deficits and weaknesses which you already know about?
- Does the assessment include testing in a variety of settings?
- Based upon your knowledge of your child, does the assessment give an accurate picture of his/her abilities?
- Is the information consistent from different sources?
- Do the results help you identify what needs to be done next?
- Do they provide you with information to help you write appropriate transition goals and objectives which will address areas relevant to future career plans?

Sections of this fact sheet were adapted from the PACER Center, Inc. of Minneapolis, MN

SECTION 7

Other Assessment Tools

Below are three person-centered planning models available to use as tools to help chart a course to the future. The information gathered is used to develop the IEP (Individual Education Plan). Remember, the plan will not happen if it is not implemented. All three plans should be evaluated periodically to ensure their success.

MAPS - McGill Action Planning System

This is a group of people including family, friends, neighbors, teachers, and community support, who are important to the student for planning their future. A facilitator will lead the group and brainstorm by identifying strengths, abilities, and interests. Eight key questions are raised that are critical to the planning process. MAPS will provide an action plan.

PATH – Planning Alternative Tomorrows with Hope

Similar to MAPS, this plan also requires a group of people to help identify dreams and goals. This model provides a path to follow. PATH is comprised of eight steps, with action plans to be completed within specific time periods.

COACH – Choosing Outcomes and Accommodations for Children

Also in a group setting, this tool determines the student's educational program. Through this process, outcomes are determined and accommodations are discussed.

SECTION 8

Information for Parents

Age 18

At age 18 your child is legally considered to be an adult even if he/she has a disability. In addition to the issues that this may present to any family, there are particular issues which should be addressed by parents of a child with disabilities.

GUARDIANSHIP

If your child needs your continuing support for making decisions and signing documents involving:

- Residence;
- educational, vocational or behavioral programs;
- release of clinical records and photographs; and/or
- medical and dental care;

you will need to apply to your **local Probate Court** for either Full (Plenary) or Partial Guardianship. A filing fee is usually charged. The court will arrange for assessments to be done both by a lawyer appointed to your child, and by a DMR team. A hearing will be scheduled within 45 days.

To Apply: Look in the Blue Pages of your telephone book. Under the name of the town where you live there should be a number and address for Probate Court (often at the Town Hall). Call for their hours. Keep in mind; you will need to apply in person.

ENTITLEMENTS

Because at age 18 your child is now considered to be an adult with disabilities, financial assistance may be available from these sources.

1. U.S. Government: Supplemental Social Security (SSI)

Social Security is now recommending that you apply in the month following your child's 18th birthday. When you call, they will schedule a date and time for a telephone interview and mail you the necessary information prior to the scheduled date. They will gather any supporting information they need and usually decide upon eligibility within 90 days.

To Apply: Call the Social Security toll-free number, 800-772-1213, or look in the Blue Pages under "United States Government; Social Security Administration."

2. **State of Connecticut: Department of Social Services.**

Because the cost of living in Connecticut is higher than in some other states, the state often supplements the Social Security payment with additional money.

Under this same program, your child may be eligible for medical insurance (Title XIX). You can apply for these programs at the same time you apply for SSI, but eligibility will depend upon your child being found eligible for SSI. Cash assistance, however, will be retroactive to the date of application, so it is beneficial to go ahead and apply at the same time you apply for SSI.

To Apply: For State Supplement and Title XIX, call DSS for an application. DSS can be found in the Blue Pages under Connecticut, State of; Social Services Department.

The forms look intimidating, but remember that you are filling in information on only your child; no parents, siblings, or anyone else in the house. On the first page of the application, be sure to check that you are applying for both cash assistance and medical coverage. Be sure to follow up with any further information they request.

VOTER REGISTRATION

To help your child apply: Forms are usually available at any state agency, town hall, post office, or library. They are easy to complete, and can be returned by mail. Some towns also post forms on their websites for printing and return by mail. Look on your town's website under voting information, or registrar of voters.

SECTION 9

How Can Parents Help With Transition?

There are many ways that parents can help to make sure that their child's transition is as smooth as possible.

Set Realistic Goals

Include your son or daughter in setting goals for the future, and make sure that their school program prepares him/her to meet those goals. All students need to gain as many independent working and living skills as possible.

Encourage Gradual Independence

Parents are not always going to be around. Begin to encourage independent travel, self-care activities, money management, and decision making now. A person with disabilities may always need support, but each thing that he/she can do alone is a great gain.

Gather Information About Transition Issues

Decisions will have to be made about such matters as guardianship, sex education, sexual responsibility, driving, etc... based upon the person's level of independence and competency, family values, and resources available to help with each issue.

Familiarize Yourself With the Adult Service System

Parents need to become informed about the available programs and entrance criteria for each one. Getting a person's name on the appropriate waiting list is sometimes of critical importance.

Build Self-Esteem

Your child does have a future. Teach him/her skills that you would teach any child who is getting ready to go out in the world such as doing laundry, prepare simple meals, or sew on a button. Because you have confidence, he/she will have confidence too.

Encourage Social Integration

Everyone needs friends. Young people with disabilities cannot afford to be isolated from nondisabled persons their age. Call your local community resources for recreational opportunities.

Provide Real Experiences

Persons with disabilities need experience in work situations. This should be addressed at the PPT and incorporated into the IEP. Parents should also look for ways to provide work experiences outside of school.

Encourage Good Grooming and Work Habits

Take time to emphasize the importance of appropriate dress, good grooming skills, punctuality, reliability, and hard work.

Foster the Acceptance of Criticism

Teenagers can be sensitive to the mildest criticism. Young people must learn to cope with the standards of the workplace and with unfair criticism. Practicing acceptable responses to criticism needs to begin early.

Provide Opportunities to Manage Money

Teenagers should be paid for their work. Gradually introduce money management. Encourage shopping using their own money. Those who are able should be doing their own budgeting as well.

SECTION 10

Letting Go

The bittersweet process of "letting go" allows for time to examine the fears which surround any life change. A willingness to "let go" acknowledges feelings of success as parents, recognizes the rights, abilities, and potential of children and young adults, and sets the stage for future growth and independence.

"Letting Go" is an individual issue. It's natural to have mixed feelings about sons and daughters moving on. The feelings of joy and sorrow, fear and relief are familiar to all parents.

"Letting Go" is an issue common to all parents. When life changes occur, parents and their sons and daughters experience a wide range of feelings. The issues can become more complex and personal when disabilities and/or chronic illness are involved.

"Letting Go" is a logical outcome of normalization. It is what parents have worked on for years. In the days when people with a chronic illness or disability were educated in segregated sites and had fewer opportunities to participate in the larger community, "letting go" was perhaps easier than it is today.

"Letting Go" is parents allowing their sons and daughters to achieve degrees of independence, which is, after all, every person's right. The freedom to have opportunities to increase knowledge and develop skills promotes the growth of personal competence and genuine self-esteem.

"Letting Go" is a continuous process that occurs as children grow and mature into young adults. Believing in the abilities of children and being realistic about potential problems are important to the process. Being optimistic about finding solutions about the future makes the process easier.

When it is time for young adults to move on, parents have earned the right to rejoice in their accomplishments as parents and in the strength and abilities of their children.

SELF-ADVOCACY AND PERSONAL FUTURES PLANNING

Transition planning involves thinking about goals after high school and developing a long-range plan to get there. This includes having a high school experience that focuses on developing the skills and competencies needed to achieve life goals. It also involves helping the student identify and link with any post-school adult service programs or supports they may need.

There are a variety of person-centered planning tools that can help students develop life and career goals. Tools such as MAPS, Essential Lifestyle Planning, Personal Futures Planning, PATH, and Circles of Support can assist students with identifying the supports and services that can help them reach personal goals. Person-centered planning uses a facilitator to bring together the student and a group of people who know the student best. This group can include family members, friends, neighbors, school personnel, etc. Common themes to all person-centered planning activities include acknowledging the student and family's dreams for the future, identifying obstacles to fulfilling those dreams, and identifying personal strengths and community resources. The planning process should support the student in developing his/her self-advocacy skills.

Self-advocacy means speaking up for oneself. It requires knowledge of personal strengths and needs and rights as a citizen, and involves acting in an assertive manner to make needs known to others.

Self-advocacy includes the following components:

1. Disability Awareness
2. Learning to Advocate
3. Career Planning and Community Connections
4. Participating in PPT Meetings

These components, and a brief overview of the skills necessary to achieve positive self-advocacy outcomes, follow:

Disability Awareness

Whether a student's plans after high school involve work or college, it is important that he/she understand his/her strengths and limitations, know how they affect performance, and be able to communicate this to others. Understanding one's disability is the first step in the process.

In order to help students develop greater self-awareness, they should:

- begin to accept their disability as a description of how they learn or function in a particular environment;
- know what accommodations work for them; and
- understand that their disability designation gives them certain rights to services and protection from discrimination under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Learning to Self-Advocate

State and federal laws such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act were passed to give students and adults with disabilities an equal opportunity to education and employment. These laws allow them to access the same facilities and programs available to individuals without disabilities. The ADA and Section 504 of the Rehabilitation Act also give individuals with disabilities the right to request specialized services, devices, or instructional modifications to help them work and learn. It is an individual's responsibility to take advantage of these laws by becoming a self-advocate.

In order to effectively self-advocate, a student should be able to:

- describe their accommodation needs in terms of making things equal, rather than asking for an unfair advantage;
- develop an assertive style of communication;
- identify barriers to effective communication and include specific self-advocacy objectives in their IEP; and
- Know when they should and should not disclose their disability.

An example of a personal self-advocacy plan is included here. Students should complete this plan prior to participating in their annual PPT meeting.

My Personal Self Advocacy Plan

Name: _____

Grade: _____

Date: _____

My disability is: _____

My learning strengths are: _____

My learning weaknesses are: _____

I learn best when: _____

The specific classroom modifications I need are: _____

I need to develop the following self-advocacy skills: _____

Career Planning/Community Connections

A broad network of family and friends is important to help students develop and reach their goals. Friends and family members can help make decisions, assist in obtaining needed services, and identify others who can help with the career-planning process. The wider the network, the better.

In order for students to make a successful transition they need to:

- develop a support network;
- develop mentoring relationships;
- seek out information on person-centered planning tools that can help in planning for the future;
- take career interest inventories;
- have a variety of real, community-based work experiences; and
- identify adult service provider and advocacy agencies.

Participating in PPT Meetings

Developing the ability to effectively self-advocate involves not only learning new skills, but also seeking out environments to practice self-advocacy skills. **The annual Planning and Placement Team (PPT) meeting is one of the best opportunities students have to develop their self-advocacy skills.** It is important that students attend these meetings and become active participants in the planning process.

There are a number of things students can do to increase their ability to speak up for themselves at PPT meetings.

- Understand their rights and responsibilities as a member of the Planning and Placement Team (PPT).
- Attend each and every meeting held to discuss and plan their Individualized Education Program (IEP).
- Practice talking about their goals, strengths, weaknesses, and accommodation needs.
- Take an active role in leading or facilitating the PPT.

The following **PPT Self-Determination Checklist** and the **PPT Self-Determination Worksheet** can help students better prepare for their Planning and Placement Team meetings.

PPT Self-Determination Checklist

Place a check mark next to each activity you will assume responsibility for:

- I will attend my next PPT meeting
- I will participate in the following ways:
 - Introduce myself
 - State the purpose of the meeting
 - Introduce the other PPT members (or)
 - Ask the other PPT members to introduce themselves
 - Ask someone to take notes for my IEP
 - Ask PPT members to report on my academic progress and related services
 - Describe my disability, strengths and weaknesses, and how I think I did in school this year
 - State my transition goals in the areas of employment/postsecondary education, independent living, and community participation
 - Describe my educational program for the coming school year, including goals and objectives, classroom modifications
 - State my concerns/needs and ask PPT members for input
 - Thank everyone for coming
- I will not attend my next PPT meeting, but will make sure my interests, preferences, and needs are taken into consideration by the Planning and Placement Team when they develop my Individual Education Program. I will do this by completing the following activities:

PPT Self-Determination Worksheet

Place a check mark next to each activity you will assume responsibility for and fill in the blanks to help you prepare for your next PPT meeting.

- I will attend my next PPT meeting
- I will participate in the following ways:
 - Introduce myself

Hi my name is _____ . I want to welcome and thank you all for coming to my PPT meeting.

- State the purpose of the meeting

The purpose of this meeting is to:

- Introduce the other PPT members (or)
- Ask the other PPT members to introduce themselves

Would everyone please introduce themselves?

- Ask someone to take notes for my IEP

Mr./Mrs. _____ would you please take notes for my IEP?

Thank you.

- Ask PPT members to report on my academic progress and related services

I would like an update on my progress this past year. Who would like to begin?

- Describe my disability, strengths and weaknesses, and how I think I did in school this past year

As you all probably know, I am receiving special education and related services because I have been identified as having (describe your disability).

Overall, I think I did _____ in school this past year.

My favorite subjects were:

My least favorite subjects were:

The vocational evaluation or career exploration activities I participated in were:

I needed the following accommodations/modifications:

Assistive technology I used included:

- State my transition goals in the areas of employment/postsecondary education, independent living, and community participation

My employment/postsecondary education goals for next year are:

My independent living goals for next year are:

My community participation goals for next year are:

- Describe my educational program for the coming school year, including goals, objectives, and classroom modifications

My educational goals for next year are:

- State my concerns/needs and ask PPT members for input

I am most concerned about:

I believe I will need the following related services and accommodations/modifications/assistive technology to be successful:

Does anyone have any suggestions to help me meet my goals?

- Thank everyone for coming

Thank you all for coming and participating in my PPT.

- I will not attend my next PPT meeting, but will make sure my interests, preferences, and needs are taken into consideration by the Planning and Placement Team when they develop my Individual Education Program. I will do this by completing the following activities:

Self-Advocacy Curriculum

There are many curricular and community activities that students can take part in to further develop their self-advocacy skills. Two guides were recently developed for the Connecticut Department of Education to assist students in acquiring the knowledge and experiences to become better self-advocates. **“An Educational Journey from Self Discovery to Advocacy”** was created for high school students with disabilities as an instructional tool for the development of self-advocacy skills and transition planning. **“A Student Guide to Understanding Your Rights and Responsibilities under IDEA”** explains students’ legal rights and responsibilities under the Individuals with Disabilities Education Act (IDEA). These guides can be downloaded from the State Department of Education’s web site at www.state.ct.us/sde.

In particular, students should be encouraged to:

1. **Develop Leadership Skills.** Leadership training programs are vital to ensure that Connecticut’s youth are prepared for the challenges and opportunities of the future. The **Connecticut Youth Leadership Forum (YLF)** has been operating on the grounds of the University of Connecticut campus in Storrs, CT since 1999. The Youth Leadership Forum is a program of the Governor’s Committee on Employment of People with Disabilities. Each year approximately 30 high school sophomore and juniors with various disabilities are selected, through a competitive process, to participate in four days of educational and motivational leadership activities. YLF applications are distributed to every school district in October or November of each year. Applicants must complete a required essay and are selected on the basis of demonstrated leadership skills in their communities and schools. Students who are selected to participate are required to develop a leadership activity to implement in their school or community during the upcoming year. Family members and/or educational staff can assist students with the application process. There is also a videotape, available through the Special Education Resource Center (SERC), which provides an overview of the Connecticut Youth Leadership Forum.
2. **Register to vote.** When students turn 18 years of age, they can further develop their self-advocacy skills by registering and getting out to vote. For a short but thorough course on the history and process of voting in America, see the Freedom’s Answer web site at <http://www.freedomanswer.net/school.curriculum.shtml>. This site also has links to Kids Voting USA which provides an even more in-depth course of instruction on voting.

3. Join a local self-advocacy group. Self-advocacy groups can provide young adults with the support they may need to speak for themselves. Some self-advocacy groups tend to have a membership that is disability specific (e.g. CHADD for individuals with ADHD, People First for individuals with Developmental Disabilities). Other groups may focus on a specific legislative issue (e.g. The Olmstead Coalition, which focuses on issues of supported living), or specific gender issues (e.g. The Connecticut Women with Disabilities Network). Some groups are even age specific. The new Connecticut chapter of KASA (Kids As Self-Advocates) is comprised of youth with disabilities ages 12-22 and their friends. The goal of KASA is to spread helpful, positive information amongst their peers on issues related to living with special health care needs, education, employment, etc. Information on the national KASA organization can be found on their website at www.fvkasa.org. For information on Connecticut's chapter, students can contact the Connecticut Council on Developmental Disabilities (860) 41-6160 . Students can also use the Internet or call their local Independent Living Center to find an advocacy group to meet their individual needs.

Resources

The following is a list of Connecticut agencies and organizations that can provide you with information and/or services as you make the transition from school to adult life:

Connecticut Board of Education and Services for the Blind (BESB)

184 Windsor Avenue
Windsor, CT 06095
(860) 602-4000 or 1-800-842-4510
www.besb.state.ct.us

Connecticut Commission on the Deaf and Hearing Impaired (CDHI)

1245 Farmington Avenue
West Hartford, CT 06107
(860) 561-0196 or 1-800-708-6796
Interpreting Services (860) 566-7414
www.state.ct.us/cdhi

Connecticut Community Providers Association (CCPA)

35 Cold Springs Road, Suite 522
Rocky Hill, CT 06067-3165
(860) 257-7909

Connecticut Department of Social Services (DSS)

Bureau of Rehabilitation Services (BRS)

25 Sigourney Street, 11th Floor
Hartford, CT 06106
(860) 424-4844 or 1-800-537-2549
Call for the address and phone number of your local BRS office or visit their web site at www.brs.state.ct.us

Connecticut Department of Labor (DOL)

200 Folly Brook Boulevard
Wethersfield, CT 06109
(860) 262-6067 or (860) 263-6074 (TDD/TTY)
Call for the address and phone number of your local Career Center, or look in the blue pages of your phone book under State of Connecticut
www.ctdol.state.ct.us

Connecticut Department of Mental Health and Addiction Services (DMHAS)

410 Capitol Avenue
Hartford, CT 06106
(860) 418-7000
Call for the address and phone number of your local DMHAS office, or look in the blue pages of your phone book under State of Connecticut
www.dmhas.state.ct.us

Connecticut Department of Mental Retardation (DMR)

450 Capitol Avenue
Hartford, CT 06106
(860) 418-6000

Call for the address and phone number of your local DMR office, or look in the blue pages of your phone book under State of Connecticut

www.dmr.state.ct.us

Connecticut's Independent Living Centers (ILC's):

Center for Disability Rights (CDR)

764A Campbell Avenue
West Haven, CT 06516
(203) 934-7077 or (203) 934-7078 (TDD)

Disability Resources Center of Fairfield County (DRCFC)

80 Ferry Boulevard
Stratford, CT 06497
(203) 378-6977 or (203) 378-3248

Disabilities Network of Eastern Connecticut (DNEC)

107 Route Thirty-Two
North Franklin, CT 06254
(860) 823-1898 (V/TDD)

Independence Northwest (IN)

Route 63 Professional Center-Suite 200
1183 New Haven Road
Naugatuck, CT 06770
(203) 729-3299 (V/TDD)

Independence Unlimited (IU)

151 New Park Avenue
Hartford, CT 06106
(860) 523-5021 or (860) 523-5603 (TDD)

Connecticut Office of Protection and Advocacy for Persons with Disabilities (P&A)

60B Weston Street
Hartford, CT 06120
(860) 297-4300 or (860) 566-2102 (V/TDD) or 1-800-842-7303
www.state.ct.us/opapd

Connecticut State Department of Education (SDE)

Bureau of Special Education

P.O Box 2219

165 Capitol Ave.

Hartford, CT 06106

www.state.ct.us/sde

Special Education Resource Center (SERC)

25 Industrial Park Road

Middletown, CT 06457

(860) 623-1485

www.ctserc.org

**University of Connecticut A.J. Pappanikou Center for Excellence in Developmental Disabilities,
Education, Research and Service (UCE)**

263 Farmington Avenue

MC-6222

Farmington, CT 06030-6222

(860) 679-1500 or (860) 623-1315 (TTY)

Toll free (866) 623-1315

FOLLOW UP: WHAT HAPPENS TO YOUR STUDENTS WHEN THEY LEAVE HIGH SCHOOL?

What is Follow-Up and Follow-Along?

Follow-up is a process of contacting students after they have left high school to determine their current status – how they are doing in the areas of employment, postsecondary education and training, housing/independent living, community participation, recreation and leisure activities and use of community supports. Follow up may be done at any time after a student leaves school. In Connecticut, the Department of Education is conducting follow-up studies on students two years after they have exited or graduated from special education. While this gives us a snapshot of where our students are, it is not extensive enough to provide an LEA with comprehensive information about their specific students.

Why should we conduct Follow-Up Surveys?

Follow-up is necessary to evaluate the effectiveness of transition services and programs. The design and development of effective transition services must be based upon a clear understanding of the post-high school outcomes and experiences of former special education students. Follow-up information must be used systematically by professionals and others to improve existing services and plan for future services. The reasons for follow-up evaluation include:

1. District administrators, teachers and others involved in the transition process need to evaluate their secondary transition programs and services. Gathering follow-up information on how well students are achieving their transition goals can assist school personnel in revising and strengthening their existing curriculum.
2. State administrators and agencies responsible for transition services need to know the post high school outcomes for youth with disabilities. This information is necessary to determine if state transition goals are being met, what areas need improvement, and the policy changes that may be required to enhance transition services.

How do we conduct Follow-Up Studies?

Each district needs to identify students who exit high school each year for the following reasons; graduated with a regular education diploma; graduated with an IEP diploma; aged out of school; or dropped out of school. The district must maintain the names, addresses and telephone numbers of these students.

Districts must select the method of conducting the follow-up: telephone or mail. The most successful follow-up method is telephone interviews since many individuals do not return mail questionnaires. Student interviews are preferred unless the student is not able to respond on the telephone.

After the interviews have been conducted, the data must be coded, analyzed and summarized in a report. The report should be disseminated to state and district administrators, staff, agencies, parents and students. A review and discussion of the data should be the catalyst for improving transition services in the school.

It is recommended that schools utilize the follow-up survey instrument developed by the Department of Education. This survey is conducted two years after a student has exited high school. A copy of the instrument follows this introduction.

FOLLOW-UP SURVEY
YEAR 2002 GRADUATES/EXITERS OF CONNECTICUT HIGH SCHOOLS

Introduction: This survey asks questions about your life since you left high school. Please fill it out and return to us in the enclosed envelope. If you have any difficulty answering the survey questions, please ask someone who knows you well to help you complete it. All information you provide will be kept confidential. Please place a “✓” mark in front of the appropriate response.

Who is filling out this survey?

	The Graduate/Exiter		Other - Please specify: _____
	The Parent/Guardian on behalf of the Graduate/Exiter		_____

Section A. Independent Living/Community Participation/Self-Advocacy

1. Where do you live the majority of the year? (Check only **one**)

	Parents' or relatives' home		On-campus school housing (during the school year)
	Rented Apartment/room		Supervised apartment/home
	My own house/condo		Community Training home
	Group home		

2. With whom do you live the majority of the year? (Check only **one**)

	Husband/Wife		Boyfriend/Girlfriend
	Roommate(s)-not related		Parent/guardian
	Other relative(s)		Alone

3. Which of the following do you have, or have access to? (Check **all** that apply)

	Drivers license		Car
	Car Insurance		Health Insurance
	Checking Account		Savings Account
	Credit Card		Computer
	Internet Access		Telephone/Cell Phone

4. **Do you: (Check all that apply)**

	Vote?
	Take part in sports/recreation activities?
	Belong to any clubs, churches, organizations?
	Attend sporting, cultural outings? (ball games, concerts)
	Have any hobbies?
	Have regular fun activities? (card night, friends over regularly)
	Have access to transportation? (bus, train)

5. With whom do you spend **most** of your free time? (Check only **one**)

<input type="checkbox"/>	Alone	<input type="checkbox"/>	With family member(s)
<input type="checkbox"/>	With old friends from high school	<input type="checkbox"/>	With new friends since high school
<input type="checkbox"/>	With a girlfriend/boyfriend/fiancée	<input type="checkbox"/>	Groups/Social Organizations

6. How often do you get together socially with people you **do not** live with?

<input type="checkbox"/>	Never	<input type="checkbox"/>	Once or twice a month
<input type="checkbox"/>	One day a week	<input type="checkbox"/>	More than one day a week

7. Do you consider yourself independent? (Check only **one**)

<input type="checkbox"/>	Yes, I make the majority of my own decisions.	<input type="checkbox"/>	Somewhat, I make decisions with input from others (parents, friends)
<input type="checkbox"/>	No, my parents/guardian make most of my decisions for me.		

8. Do you speak up for yourself when it is necessary (with your boss, professors, in social/community situations)?

___ Most of the time ___ Sometimes ___ Never

9. Because of your disability, have you personally experienced any of the following difficulties related to work or social situations? (Check **all** that apply)

<input type="checkbox"/>	I have difficulty making and keeping friends.
<input type="checkbox"/>	I have difficulty getting along with boss and/or co-workers.
<input type="checkbox"/>	I have difficulty keeping a job.
<input type="checkbox"/>	I have difficulty feeling comfortable in social situations with groups of people I do not know well.
<input type="checkbox"/>	I have experienced bullying or harassment.
<input type="checkbox"/>	I have had trouble with the law.
<input type="checkbox"/>	I have had problems with drugs/alcohol.

10. Have any of the following adult service or community agencies worked with you since leaving high school? (Check **all** that apply)

<input type="checkbox"/>	Bureau of Rehabilitation Services (BRS)
<input type="checkbox"/>	Department of Mental Retardation (DMR)
<input type="checkbox"/>	Department of Mental Health and Addiction Services (DMHAS)
<input type="checkbox"/>	Board of Education and Services for the Blind (BESB)
<input type="checkbox"/>	Department of Social Services (federal financial assistance, benefits such as SSI, SSDI)
<input type="checkbox"/>	One-Stop Centers (Employment Centers)
<input type="checkbox"/>	Other – Please specify:
<input type="checkbox"/>	No help from any adult service agency or community agency, it is not necessary
<input type="checkbox"/>	Did not know that any adult service agencies or community agencies were available
<input type="checkbox"/>	

11. In general, how do you feel about your life? (Check only **one**)

<input type="checkbox"/>	Great	<input type="checkbox"/>	Sometimes good, sometimes bad
<input type="checkbox"/>	Good	<input type="checkbox"/>	Bad

Section B. Primary Employment: Current Status

If you are currently working full or part-time throughout the year, complete this section (If not, please go to Section C, question 18). If you only work a summer job, skip this section.

12. How many hours do you work each week?

<input type="checkbox"/>	Full-time (35 hours or more, per week)
<input type="checkbox"/>	Part-time (Between 21 and 34 hours per week)
<input type="checkbox"/>	Part-time (Less than 21 hours per week)

13. What type of job do you have? (Check the general career area)

<input type="checkbox"/>	Managerial and Administrative (in charge of a business or program)
<input type="checkbox"/>	Professional (e.g. doctor, lawyer, nurse, teacher)
<input type="checkbox"/>	Paraprofessional (e.g. teacher's aide, para-legal)
<input type="checkbox"/>	Technical (e.g. computers, auto repair)
<input type="checkbox"/>	Construction (e.g. building houses, related trades such as plumber, electrician)
<input type="checkbox"/>	Sales and Related (e.g. working in a store)
<input type="checkbox"/>	Office work (e.g. temporary agency)
<input type="checkbox"/>	Service Industry (e.g. cleaning, food prep., nurse's aide, childcare)
<input type="checkbox"/>	Agriculture (farming), Forestry (trees), Fishing, Landscaping
<input type="checkbox"/>	Factory work (e.g. assembly, packaging)
<input type="checkbox"/>	Military
<input type="checkbox"/>	Sheltered Workshop
<input type="checkbox"/>	Other: Specify:

14. How much do you earn?

<input type="checkbox"/>	Below minimum wage (less than \$7.10/hr.)
<input type="checkbox"/>	Minimum wage (\$7.10/hr.)
<input type="checkbox"/>	Above minimum wage (greater than \$7.10/hr.)

15. Please check **all** benefits you get on this job:

<input type="checkbox"/>	Health Insurance	<input type="checkbox"/>	Retirement benefits
<input type="checkbox"/>	Paid Vacation time	<input type="checkbox"/>	Tuition Reimbursement/Assistance
<input type="checkbox"/>	Paid Sick time	<input type="checkbox"/>	I receive no benefits

16. How many jobs have you held since leaving high school?

___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ More than 5

17. Are you happy with your job? (Check only **one**)

<input type="checkbox"/>	Overall, generally happy
<input type="checkbox"/>	Some days happy, some days not happy
<input type="checkbox"/>	Parts of my job I like, parts I don't like
<input type="checkbox"/>	I wish I could get a new job

Section C. Postsecondary Education and Training: Current Status

If you are currently going to school or in a job-training program at any time during the year, complete this section.

18. What type of school or program are you currently attending? (Check only **one**)

<input type="checkbox"/>	Community, Technical or two-year college
<input type="checkbox"/>	Four-year college or university
<input type="checkbox"/>	Trade School (i.e. hairdressing, welding, computing, bartending, etc.)
<input type="checkbox"/>	Military Training School or Program
<input type="checkbox"/>	Adult Education (GED, High School Completion Program, etc.)
<input type="checkbox"/>	Other – Please specify:

19. What types of services are you receiving/accessing while in college or training program? (Check **all** that apply)

<input type="checkbox"/>	Disability Services (Disability Center/Office)
<input type="checkbox"/>	Tutoring in study skills and learning strategies
<input type="checkbox"/>	Accommodations (e.g. extra time on tests, note takers, etc.)
<input type="checkbox"/>	Study Groups
<input type="checkbox"/>	Academic Support Centers (e.g. Learning Center, Writing or Math Center, etc.)
<input type="checkbox"/>	Not aware of any support services in my school
<input type="checkbox"/>	It is difficult to access services/accommodations at my school
<input type="checkbox"/>	No help looked for, or needed to complete my course work
<input type="checkbox"/>	Other - Please specify:

EVERYONE, PLEASE ANSWER THIS FINAL QUESTION:

Is there anything else you would like to tell us about your life after you have left high school? (Please continue to the back of this page if necessary)

THANK YOU VERY MUCH FOR COMPLETING THIS IMPORTANT SURVEY!
Please re turn in the enclosed envelope

TRANSITION WEB RESOURCES

SERC

<http://www.ctserc.org>

Connecticut State Department of Education

<http://www.state.ct.us/sde/deps/special/index.htm>

NICHCY

www.nichcy.org/pubs/transum/ts8txt.htm

CT Department of Social Services: Services to Adults with Disabilities (DSS)

<http://www.dss.state.ct.us/svcs/adults.htm>

Bureau of Rehabilitation Services (BRS)

<http://www.dss.state.ct.us/svcs/rehab.htm>

Department of Mental Retardation (DMR)

<http://www.dmr.state.ct.us>

Department of Mental Health and Addiction Services (DMHAS)

<http://www.dmhas.state.ct.us>

Community Colleges, Universities

<http://www.allaboutcollege.com>

Assistive and Instructional Technology Resources

<http://www.closingthegap.com> and <http://www.abledata.com>

Additional Transition Related Web Sites

The Beach Center on Families and Disability: <http://www.beachcenter.org/>

Best Practices Course in Transition: <http://busboy.sped.ukans.edu/~ktp/sped.htm>

Career Corner TV Virtual Job Shadow: <http://www.virtualjobshadow.com/>

California's School-to-Career Net: School-to-Work Opportunities and the Fair Labor Standards Act (FLSA) & School-to-Work: <http://www.stc.cahwnet.gov>

Center on Self-Determination, Oregon Health and Science University:

<http://cdrc.ohsu.edu/selfdetermination/leadership/alliance/>

Connecticut Department of Labor: <http://www.ctjobandcareer.org>

The Cornell-ILR Program on Employment and Disability (PED):

<http://www.ed.uiuc.edu/sped/tri/institute.html>

Council for Exceptional Children, Division on Career Development and Transition:
<http://www.ed.uiuc.edu/SPED/dcdt> <http://www.ed.uiuc.edu/coe/sped/tri/projwebsites.html>

Disability Resources, Inc. Monthly Guide to Disabilities: A Basic Resource Guide and Information Clearinghouse: <http://disabilityresources.org>

The Division on Career Development and Transition (DCDT), a Division of the Council for Exceptional Children (CEC): <http://www.dcdt.org>

Families and Advocates Partnership for Education: <http://www.fape.org>

Federal Resources for Educational Excellence: <http://www.ed.gov/free/index.html>

Gates to Adventure, Transition to Postsecondary Training for Deaf and Hard of Hearing Students: <http://outcome.mcpo.org/GatestoAdventure>

Gretchen Everhart School in Florida: A Guide for Parents and Families to prepare Students with Special Needs to Enter Postsecondary Environments:
<http://www.everhart.leon.k12.fl.us/waguide.htm>

Heath Resource Center: <http://www.heath.gwu.edu/>

Independence Program on Employment and Disability, Cornell University:
http://ilr.cornell.edu/ped/il/Independence/pol_tut.htm

The Job Accommodation Network (JAN): <http://www.jan.wvu.edu/>

LD Online: http://www.Idonline.org/ld_indepth/transition/transition.html

My Future My Plan Web Site: <http://myfuturemyplan.com>

National Center on Low Incidence, IEP Pop-Up:
<http://www.nclid.unco.edu/Hvoriginals/Advocacy/Popup/popup.html>

National Center for Research in Vocational Education (NCRVE)
<http://vocserve.berkeley.edu/>

The National Center on Secondary Education and Transition (NCSET):
<http://www.ncset.org>

IMPACT: <http://www.ici.umn.edu/products/newsletters.html>

Postoutcomes Network of the National Center on Secondary Education and Transition:
<http://www.ncset.hawaii.edu/>

National Collaboration on Workforce and Disability Youth: <http://www.ncwd-youth.info/>

National Council on Disability on Transition and Post-School Outcomes for Youth and Disabilities: Closing the Gaps to Postsecondary Education and Employment:
http://www.ncd.gov/newsroom/publications/transition_11-1-00.html

National Information Center for Children and Youth with Disabilities (NICHCY):
<http://www.nichcy.org>

National Occupational Information Coordinating Committee (NOICC):
<http://www.noicc.gov>

National Organization on Disability (NOD):
<http://www.nod.org>

National School-to-Work Learning & Information Center:
<http://www.stw.ed.gov>

National Transition Alliance for Youth with Disabilities:
<http://www.dssc.org/nta/html/home.htm>

National Transition Network:
<http://ici2.coled.umn.edu/ntn/>

Parent Advocacy Coalition for Educational Rights (PACER):
<http://www.pacer.org>

Pathways to the World of Work for Young Adults:
<http://www.ctdol.state.ct.us/youth/main.htm>

Pennsylvania School-to-Work Online Research Center:
<http://www.outreach.psu.edu/PASTW>

Rehabilitation Research and Training Center on Workplace Support, Virginia Commonwealth University: <http://www.worksupport.com>

Resources for Supporting High School Students with Disabilities:
<http://www.transitionlink.com>

The Self-Determination Bulletin: Common Sense: <http://www.self-determination.org>

Self-Determination Synthesis Project: <http://www.uncc.edu/sdsp>

Step by Step Guide to Completing the Transition Components of the IEP from Pennsylvania Training and Technical Assistance Network: <http://www.obs.org/napa/stepby.htm>

Strengthening the Safety Net: How Schools Can Help Youth with Emotional and Behavioral Needs Complete their High School Education and Prepare for Life After School:
<http://www.air.org/cccp/safetynet.htm>

TransCen, Inc.: <http://www.transcen.org/>

Transition Coalition: A Center for Transition and Secondary School Reform for Youth with Disabilities: <http://www.transitioncoalition.org/>

Booklet on “Transition Planning for Adolescents with Special Health Care Needs and Disabilities: Information for Families and Teens (2000) from ICI (Institute for Community Inclusion):

<http://www.communityinclusion.org/index.html>
<http://www.communityinclusion.org/transition/familyguide.html>

Transition Research Institute at Illinois (TRI), College of Education University of Illinois at Urbana-Champaign: <http://www.ed.uiuc.edu/sped/tri/institute.html>

Virtual Job Shadow: <http://virtualjobshadow.com>

Western Regional Resource Center: <http://interact.uoregon.edu/wrrc/wrrc.html>

Wisconsin Department of Public Instruction: Opening Doors to Postsecondary Education and Training – A Handbook for Students, School Counselors, Teachers, Parents:
<http://www.dpi.state.wi.us/dpi/dlsea/een/pdf/tranopndrs.pdf>

Work Incentives Transition Network: <http://www.vcu.edu/rrtcweb/witn/ssi.htm>

Yellow Pages for Kids with Disabilities: <http://www.fetaweb.com/help/states.htm>