

## TRANSITION SERVICES

### Guide to Providing Transition Services for Students Served by Special Education Services

<b>Elementary School: <i>Transition Information for Teachers Regarding Resources and Activities for Children with Disabilities</i></b>	
<p style="text-align: center;"><b>Activities for Elementary Age Students</b></p> <p><b>CFR 300.320(b)</b> <i>(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team,</i></p> <p><b>TEC § 29.0111. Beginning of Transition Planning.</b> <i>Appropriate state transition planning under the procedure adopted under Section 29.011 must begin for a student not later than when the student reaches 14 years of age.</i></p>	<p><b>Transition/Self-Determination Assessment:</b></p> <ul style="list-style-type: none"> <li>• Conduct transition assessments for elementary age students</li> <li>• Parent interview and student interview; learning styles; levels of support; productivity; social skills assessment, etc.</li> <li>• Review the assessment results with the student and parent. After reviewing the results, ask the student and parent what they believe are the student's strengths, interests, and preferences.</li> <li>• Use the jointly developed strengths, interests, and preferences to develop the PLAAFPS related to transition.</li> <li>• File all assessment protocols in the Transition Folder or where Special Ed Assessment Protocols are filed.</li> </ul>
	<p><b>Preparing for the ARD/IEP Meeting:</b></p> <ul style="list-style-type: none"> <li>• Use information from the transition/self-determination assessments to develop the PLAAFPS and the IEP, where appropriate.</li> <li>• Obtain information, prior to the ARD, regarding the parents' connections with existing agencies and community services, in addition to existing needs and potential future agency/community resource needs.</li> </ul>
	<p><b>Student-Led ARD/IEP Meetings and the Student-Led Parent/Teacher Conference:</b></p> <ul style="list-style-type: none"> <li>• Develop a PPT with the student to provide student input to the ARD/IEP meeting or parent/teacher conference. The student may attend the ARD/IEP meeting to show the PPT at the beginning of the meeting, or the teacher or parent may show the PPT that provides student input to the IEP planning process.</li> <li>• Beginning in 5<sup>th</sup> grade, should attend the ARD/IEP meeting to tell their story and provide input.</li> <li>• Utilize technology with audio so the child does not have to speak, if the child is unable to speak or chooses not to speak.</li> <li>• Ensure parent permission is obtained and that the parent is a partner is helping to prepare their child to attend the beginning of the ARD meeting or to provide the child's input if they chose not to attend the ARD.</li> </ul>
	<p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>• Work-related behaviors are not developed at the legal employment age for children. They are learned and developed during pre-school and elementary school years.</li> <li>• Utilize a data collection system, which has a self-monitoring version for the student to monitor his/her behavior and progress, as well as to develop goals, and improvement plans.</li> <li>• Consider beginning in elementary school to address levels of support and productivity.</li> </ul>
<b>Postsecondary Education</b>	

	<ul style="list-style-type: none"> <li>• Study skills, asking for help, and positive self-talk are components of self-determination skills that contribute to positive post-school results.</li> <li>• Provide information on local/regional post-school education and training programs.</li> </ul>
	<p><b>Independent Living:</b></p> <ul style="list-style-type: none"> <li>• Provide parents with information to parents regarding post school living options with and without support.</li> <li>• Discuss funding sources for young adults/adults with disabilities who require support to live away from the family.</li> <li>• Address participation in extra-curricular activities and child/youth community activities that help to develop a circle of friends.</li> </ul>
	<p><b>Agency Connections:</b></p> <ul style="list-style-type: none"> <li>• Ensure parents have signed up for the waiver/interest list. If the parent has not placed their child on the DAD's list, assist the parent in the application process online or by phone. This can best be done by asking the parent to stay for a few minutes following the ARD meeting and then go to a room with privacy and a computer.</li> <li>• Provide local/regional/state agency and community supports that are disability and/or need specific.</li> <li>• Texas Information and Referral System: 211</li> <li>• Texas Independent Living Centers: <a href="http://www.dars.state.tx.us/drs/directory_cil.shtml">http://www.dars.state.tx.us/drs/directory_cil.shtml</a></li> <li>• Social Security for Individuals with Disabilities Website and Fact Sheet: <a href="http://www.ssa.gov/disability/disability_starter_kits_child_eng.htm">http://www.ssa.gov/disability/disability_starter_kits_child_eng.htm</a></li> <li>• Mental Health/Mental Retardation/Tarrant: <a href="http://www.mhmrtc.org/default.aspx">http://www.mhmrtc.org/default.aspx</a></li> <li>• Children's Health Insurance Program (CHIP) – Texas: <a href="http://www.texaschildrenshealthplan.org/what-we-offer/chip/">http://www.texaschildrenshealthplan.org/what-we-offer/chip/</a></li> </ul>
	<p><b>Natural Support Systems:</b></p> <ul style="list-style-type: none"> <li>• Encourage students and their families to participate in school and community extra-curricular activities. It is informal and social activities that develop friends and natural supports, rather than academic environments.</li> <li>• Consider person-centered thinking at the elementary level for difficult to serve students.</li> </ul>