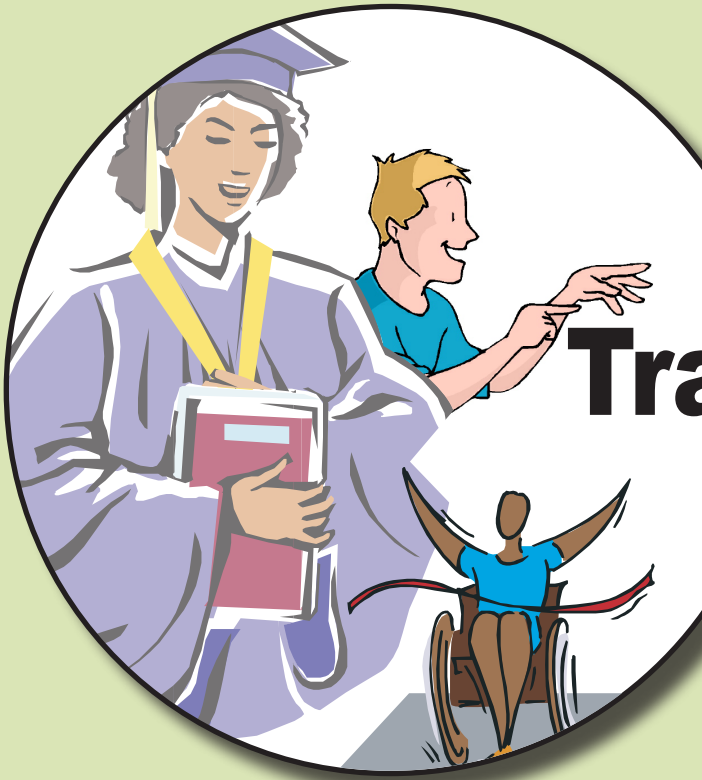




Life After High School - Ready or Not



The Transition Resource Guide

for Middle School • High School • Post High School

LIVING



LEARNING



WORKING



GRANT WOOD
AREA EDUCATION AGENCY



updated 7/1/2016

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Section 1: Introduction

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Transition to Life After High School

Transition planning is required by the Individuals with Disabilities Education Act of 2004 (IDEA) for all students who have IEPs. It is the responsibility of the IEP team to prepare students for the transition from school to adult life so that skills, services and supports are in place at the time of graduation.

For some students on IEPs, this is an easier process than for others. It is important that parents ask for the transition support they and their son or daughter may need.



Transition planning gives parents, educators, and students a road map by which young people with disabilities can prepare for the responsibilities of adulthood. During the student's high school years, the student needs to learn the skills necessary to live and work in the community as independently as possible. It is never too early to start transition planning, but best practice suggests beginning the transition process as your child moves from middle to high school.

This Transition Resource Guide provides information and ideas to assist parents and educators in the critical planning that needs to happen. Put it with your phone directory or in another readily accessible location. Refer to it frequently. Happy transitioning!

IDEA '04 and Transition

Iowa's Department of Education has indicated that it will continue to begin transition planning with students on IEPs during the year the child turns 14.



Parents are encouraged to advocate for transition planning to occur the year their child turns 14 years of age. Please remember that a parent and student's questions and concerns are important to the process of transition. Early discussions will help ensure that appropriate assessments are completed in all areas related to transition: learning, working and living. Having specific goals in place by the time your student is 14 years old will help get the transition process off to a good start. The IEP team will be instrumental in planning for the next four years your child spends in high school.

(To see current rules and regulations of Iowa regarding Individuals with Disabilities Education Act, Google Iowa Department of Education to see them in writing.)



Tips for Helping Students Make Successful Transitions to Adulthood

1.

Start early...
plan ahead...
dream the possibilities

2.

Know what's available, who to contact and how to get needed services – ask lots of questions

3.

Work together families, educators and adult providers

4.

Use the IEP process to plan and to get what you and your student want to achieve

8.

Involve the student as much as possible

- Explore possibilities
- Provide experiences
- Promote independence
 - Build on strengths
- Utilize assistive technology
 - Encourage interests
 - Share responsibility
- See failure as a learning opportunity
 - Discuss the disability
- Utilize the community
 - Reinforce good social skills
 - Teach self-advocacy

7.

Create a support system – for families and for students

6.

Be aware that it can be an emotional time – don't let that be a barrier

5.

Expect success. High expectations lead to greater outcomes

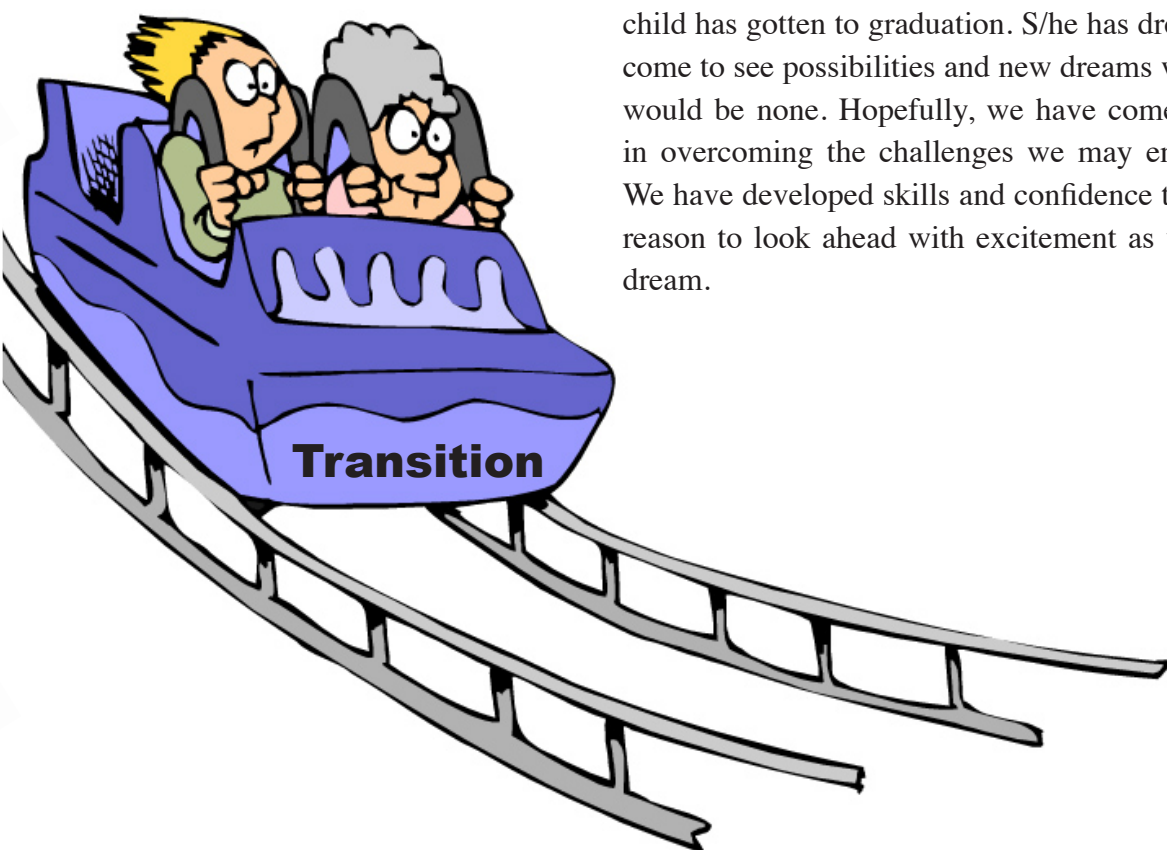
Riding the Emotional Transition Roller Coaster

Isn't graduation supposed to be an exciting time for parents? And, it IS exciting! After all, this is what we've been working toward all of our child's school life! Then why do we simultaneously feel sad, anxious, fearful and even, overwhelmed?

There is research to suggest that the impact of our children's disability is greater at the time of transition to adulthood than it was at the time of diagnosis. We think of all the changes, the unknowns and the risks. We learn about a maze of new services out there with which we are barely familiar. We hear of needing to let go yet knowing we can't, not entirely. At the same time, we may yearn to let go, as we have for our other children or have seen others do for their children without disabilities. Instead, once again, we are reminded of what is not to be – that dream we had back before our child was born, that never included disabilities.

It is important to know that these emotions are not uncommon to parents when children with disabilities reach important milestones. Talking with other families who have been through the transition experience can be helpful.

The good news is that all our hard work over the years is paying off; our child has gotten to graduation. S/he has dreams for the future; we have come to see possibilities and new dreams where we once thought there would be none. Hopefully, we have come to know we are not alone in overcoming the challenges we may encounter in this new world. We have developed skills and confidence to bring to the task. We have reason to look ahead with excitement as we work to realize our new dream.



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Transition Checklist



The following is a checklist of transition activities that you and your son or daughter may wish to consider when preparing transition plans with the IEP team. Your student's skills and interest will determine which items on the checklist are relevant. Use this checklist to ask yourself whether or not these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meeting.

4-5

Four to Five Years Before Leaving the School District

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for post-secondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate effectively your interests, preferences, and needs.
- Be able to explain your disability and the accommodations you need.
- Learn and practice informed decision making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options *outside of family*.
- Investigate money management and identify necessary skills.
- Acquire identification card and the ability to communicate personal information.
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

2-3

Two to Three Years Before Leaving the School District

- Identify community support services and programs (Vocational Rehabilitation, County Services, Centers for Independent Living, etc.)
- Invite adult service providers, peers, and others to the IEP transition meeting.
- Match career interests and skills with vocational course work and community work experiences.
- Gather more information on post-secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare).
- Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).
- Explore legal status with regards to decision making prior to age of majority. (see pages 3:7-8)
- Begin a resume and update it as needed.
- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.
- Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

1

One Year Before Leaving the School District

- Apply for financial support programs (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services).
- Identify the post-secondary school you plan to attend and arrange for accommodations.
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary and work environments.
- Specify desired job and obtain paid employment with supports as needed.
- Take responsibility for arriving on time to work, appointments, and social activities.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.).
- Register to vote and for selective service (if a male).
- Match career interests and skills with vocational course work and community work experiences.

How Parents Can Use the IEP Process to Enhance Transition Outcomes

Successful transition to adulthood takes families, educators and students working together.



Parents, you can have a discussion with your daughters and sons, and, together, come up with your dreams and expectations in the areas of Living, Learning and Working. Ask them what they see themselves doing when they get out of school. Follow that with, “If for some reason, you couldn’t do that, what other things would you want to do?” Remember, parents, it is normal if you and your child have differences of opinion. Allow for those differences to be discussed.



The Transition IEP should be built around your children’s strengths, interests and preferences. Get their input; let them know what you see them good at; point out where they have been successful; talk about pursuing interests they may not yet have explored. Remind your children that they can change their minds as they explore, eliminate, and change what they hope to do with their lives.

“**The Parents’ concerns for enhancing their child’s education**” section is where you can address your child’s needs. Maybe you aren’t sure your child has the skills to match what she desires to do. Perhaps you are wondering what supports will be available to help him explore interests. The list could go on, and that’s okay – write down all of your concerns and share them with the team.



The Transition Goals should reflect both the strengths, concerns, and the transition assessment information completed in the areas of living, learning and working. The information gathered should answer questions like:

- What information has been gathered from my child's transition assessments?
- What skills will my child need to be **successful living** as independently as possible where she wants to live? How will she learn those skills?
- What **work experiences** should be built into his program to explore jobs in which he has expressed an interest?
- What **program of studies** will be important for my daughter to have if she plans to attend a post secondary educational program?
- What **work skills** does he need to work on or develop that will help him be a good employee?

How Parents Can Use the IEP Process to Enhance Transition Outcomes continued...

- What is being done to help my child **learn to be an independent** and responsible adult?
- How will she be helped to **understand her disability** and become a strong self-advocate for her needs?
- In what ways can we help him **develop leisure skills** that will contribute to a meaningful adulthood?
- **How much time** in my child's day will go toward addressing her transition goals?



You will be kept informed about how your daughter/son is doing with the IEP goals. You should receive that information as often as other students receive progress reports; i.e., midterm and grading times. Don't hesitate to request that your child's teacher "show you" how they know what your daughter/son's progress has been. Schools regularly collect and chart data on student progress so they will have that information for you.

IEP Meeting Attendees: Families and students can request whom they would like to have in attendance at the IEP Meeting. Adult Service Providers, like Vocational Rehabilitation, Supported Employment staff, Kirkwood Community College's VITAL staff, are often very willing and wanting to get involved early.

"Start early" and "Use the IEP Process" are two good rules of thumb for transition planning.

The following articles and checklists are intended to give you information and ideas about what needs to be done and when as you proceed with Transition Planning.

Learning to Make Decisions: Students and Their IEPs

When you think about your child's future do you see him being able to make decisions and take at least partial responsibility for choices in his life? Does he have the communication skills, the confidence and the desire to have a voice in the decision process?

Being involved in her own IEP meetings can be a great learning experience for the student to practice making decisions. Her thoughts and wishes should be central to the team's planning for her future. (See wheel on page 4:1). Student involvement can yield several results:

- Taking over responsibility for some of the direction setting about the future
- Preparation for assuming age-of-majority rights by age 18
- Coming to a better understanding of the disability and its implications for life after school
- Learning to interact with professionals who will share responsibility for the student's receiving services
- Having to learn how to resolve differences when teachers and/or parents want something different from what the student wants

A student should not be expected to walk into a meeting "cold" and effectively participate.

Before the meeting:

- Teachers can help students understand the IEP Process and the student's role in it.
- Parents can talk with their son/daughter about the kind of input he or she may want to offer to help the IEP team plan for transitional programming
- Students can be given responsibility for a specific part of the meeting – reporting goal progress since the last meeting, sharing perspectives on how their disability impacts their lives, or covering the Strengths and Concerns parts of the IEP with their interests, desires and worries

During the meeting:

- Students should be encouraged to share; have them identify their strengths from their point of view; they should have input into every decision made
- Someone who has helped them prepare should assist and prompt students through the process
- Periodically checking with students for understanding will help clarify their input
- All team members should work to affirm effort and help students feel successful

After the meeting:

- Goal progress should be reviewed with the student on a regular basis
- Parents should have on-going discussions about decisions made and the student's satisfaction with the direction those decisions are taking him/her
- Where there is failure, parents and teachers need to help the student learn from the experience
- Planning for the next IEP meeting should be a continuous process



Does Your Child Have Good Self-Advocacy and Self-Determination Skills?

Choice making, problem solving and goal setting are all a part of being a strong self-advocate. Helping children become self-determining adults begins when they are very young and is certainly a critical part of transition planning. [Do your child's transition goals address self-advocacy and self-determination?](#)



Becoming a confident person willing to speak up for one's self, express needs and seek assistance begins with an understanding of one's disability. Yet so often we avoid that topic with our youth with disabilities, not wanting to point out differences, offend or make them feel badly. We will talk with them about what they can and can't do yet we don't discuss what's behind some of what they can't do. If our children with disabilities are going to feel good about themselves, they must first feel okay about being a person with a disability. So, parents:

- Don't talk around the disability. Naming or describing the disability can demystify and disarm the power that makes some afraid and anxious about it.
- Let's raise our children with disabilities to be knowledgeable, comfortable, accepting of themselves, articulate and assertive.
- Equip them to speak frankly about their strengths, needs, wants, and feelings.
- Give them tools (information and skills) they will need to gain and keep as much control over their lives as possible.
- Consider them a part of the planning team for their IEPs and teach them to collaborate with those providing care/services.
- Give them gifts we want all children to receive – courage, self-determination, knowledge of themselves, self-acceptance and self-sufficiency.

Reminder Question: How do we as parents, teachers and community service providers empower students to make choices, solve problems and set goals?

PODCAST SERIES

“Helping Youth Develop Soft Skills for Job Success

The National Collaborative On Workforce and Disability for Youth (NCWD/Youth) has released a new podcast series for parents and families on job success for youth through soft skills. The podcast series includes the following four episodes:

Episode 1: Helping Youth Develop Skills for Job Success

Episode 2: How to Build Communication Skills for Job Success

Episode 3: How to Build Interpersonal Skills for Job Success

Episode 4: How to Build Lifelong Learning Skills for Job Success

This podcast series provides ideas for parents and families on activities they can do at home and include in their child’s Individualized Educational Program (IEP) to ensure he or she develops skills needed for job success by the time he or she completes high school. Learn more and listen to podcasts at:

www.ncwd-youth.info/podcast/helping-youth-develop-soft-skills-for-job-success

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Disability Pride: Living Well with a Disability

A Message from Those with Disabilities

“Living Well With a Disability” and “Continuing to Live Well With a Disability” are two classes made available by staff of the Evert Conner Center for Independent Living. Both involve an 8 week class open to young adults with or without disabilities. For more information about the classes, phone the Evert Conner Center for Independent Living at 319-338-3870.



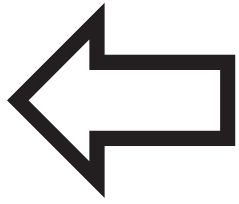
Definitions of Disability Pride from the Curriculum:

- It simply means knowing deep inside that having a disability is OK. You aren't ashamed of your disability. You know you are okay just the way you are.
- It means that you don't need to have your disability cured or fixed in order to be a whole person. You accept yourself as you are.
- It means that you belong to the Disability Community. You are not alone. You advocate for the services, assistive technologies and accommodations you need. You advocate for laws and policies that benefit all people with disabilities. You are an active member of society. (See pages 3:11-12 for places you can locate adult people with disabilities in the community.)

The curriculum includes information about the philosophy of Independent Living:

- “It's a philosophy and a movement of people with disabilities who work for self-determination, equal opportunities and self-respect.
- It does not mean that we want to do everything by ourselves and do not need anybody or that we want to live in isolation.
- It means that we demand the same choices and control in our every-day lives that our non-disabled brothers and sisters, neighbors and friends take for granted. We want to grow up in our families, go to the neighborhood school, use the same bus as our neighbors, work in jobs that are in line with our education and interests, and start families of our own.
- Since we are the best experts on our needs, we need to show the solutions we want, need to be in charge of our lives, think and speak for ourselves – just as everybody else.
- To this end we must support and learn from each other, organize ourselves and work for political changes that lead to the legal protection of our human and civil rights.
- As long as we regard our disabilities as tragedies, we will be pitied.
- As long as we feel ashamed of who we are, our lives will be regarded as useless.
- As long as we remain silent, we will be told by others what to do.”





Ten Areas of Transition Need

When planning for a student's transition from high school to the adult world of work or further education, think of these 10 categories of life skills and how IEP teams can include them in the student's high school program.

	LIFE SKILL	EXAMPLES
↙	SELF DETERMINATION/ DISABILITY MANAGEMENT	Explaining your needs and strengths in the workplace or school. Requesting your needed accommodations. Getting advocacy or legal support when needed. Learning about Assistive Technology (AT), Personal Assistance Services (PAS), Disability Pride.
↙	ACADEMIC/LIFE LONG LEARNING	Taking classes at a university or community college. Going to community workshops such as gardening, parenting classes, home repair. Using community resources such as the library. Planning a 4 year degree from a college.
↑	DAILY LIVING	Cooking meals, using home or commercial washers/dryers, using home cleaning equipment, painting walls.
→	HEALTH/PHYSICAL CARE	Personal cleanliness such as bathing, washing hair, using deodorant. Dental care, making doctor appointments, learning CPR. Sex education. Mental health screenings.
↓	LEISURE ACTIVITIES	Joining a bowling league, pursuing a hobby, making dates for movies with friends, going out to eat, biking, and attending community events.
↖	MOBILITY	Getting a driver's license, how to ride the city bus/para transit system, using the city maps, calling a cab, sharing the cost in a car pool.
↙	MONEY MANAGEMENT	How to open and manage a checking account, what credit cards mean, how to get a bank loan, how to budget.
↗	SOCIAL SKILLS	Speaking and greeting others, appropriate behavior at work/school/ friends. Good manners in restaurants, going out on a date, relationships with the opposite sex.
↘	WORKPLACE READINESS	Managing workplace stresses, dealing with authority, going to a job interview, time management.
↖	OCCUPATIONAL SPECIFIC SKILLS	Learning the functions of the tools needed for the job, finding a mentor, practice job skills after work such as computer skills, cooking skills.

Planning Tools to Prepare for the IEP Meeting

The following pages offer four different planning formats to use as you and your student prepare for your IEP meeting. Each of these tools looks at things differently. Choose the one that best suits you and your child's planning style, needs, and interest.

Think planning, think transition, think future!



The Transition Planning Grid

Transition Areas (ideas to consider)	What does your child do now?	What goals do you and your child have for his/her future?	Is support needed to participate?	What agencies or support services are you using now?
Home Living (live alone, with a roommate, with support, with family or relatives, or in a group home)				
Community Participation (drive car; use bus, taxi; SEATS; shopping; make dental or medical appointments; bank, vote, participate in religious or community events)				
Recreation and Leisure (participate in sports, hobbies, group activities, fitness activities, family events, clubs, make or maintain friendships, volunteering)				
Careers or Job Preparation (full, part-time, supported or sheltered employment; on-the-job training, volunteer work)				
Post-Secondary Education (community college, community and adult basic education, on-the-job training, military service)				



A Useful Tool Planning Sheet

STRENGTHS	NEEDS	OPTIONS	QUESTIONS, FEARS AND CONCERNS



Grade Level Planning Worksheets

8th Grade

For Families and Students
Transition Planning Worksheet

Now is the time! It's not too early; it's not too late! It's time to look ahead, difficult though that may be, and think about LIFE AFTER GRADUATION. That's because the choices you and your daughter/son make now are important to success after high school.

Strengths that will be useful in life after graduation:

Needs that will affect life after graduation:

Ideas for After Graduation:
As you look ahead what can you see as possibilities in the areas of:

- Ongoing learning or training
- Living
- Working

Next Steps: Use the checklist, pages 29 & 30 to determine what your next steps will be during the coming year.

Consider the following areas:

- Information from transition assessments
- Skills to work on in the coming year
- Curriculum considerations to think about now
- Goals to be included in the IEP



Bert's Tool

Parent Survey to Prepare for IEP Conference
Junior or Senior High School Year

Dear Parent/Guardian of _____

Soon we will be meeting to develop your child's IEP. Please answer the following questions in advance for your cooperation.

- Please list the positive attributes [strengths] of your child.
- Please list your child's interests. What does your child like to do?
- Name the career interests your child has indicated.
- List jobs your child does at home (on his/her own).
- Looking ahead - List the things you would like to see improved in your child's behavior, more integration into regular school.
- Do you have any concerns at this time? If yes, what are they?
- What is your hope for our child?

Student Survey to Prepare for IEP Conference

IEP Conference Date _____ Student: _____
Date of Birth: _____ will turn 18 on _____

Persons Present at IEP Conference:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Strengths: _____

Areas of improvement: _____

Graduation Plans:

- Living?
 - w/parent
 - w/friend
 - own apartment or house
 - w/relative
 - dormitory
 - other [describe] _____
- Career goals?
 - Do you want to go to college? yes no
 - If yes, where? _____
- Life? Where would you like to work? _____

Extra Curricular Activities? _____

Your personal goals? _____

What are your learning strengths? [How do you learn best?]

Check all that apply to you:

- by hearing information
- by seeing things
- by doing things hands-on
- by reading information

Leisure time activities/Interests/Enjoy? _____

During summer? _____

Chores/responsibilities? _____

Currently employed? yes no
If yes, where? _____

Need a transition plan? (age 14) yes no
Taken Computer Applications? yes no
Taken Driver's Education yes no
Medication: yes no
If yes, what? _____

Classes/courses to take yet? _____



Transition Planning Grid for Students and Parents

WHAT?

The educational activities in the IEP are based on student's needs, preferences and interests as well as on the parent concerns, and the strengths of the student. IEP Transition goals are based on this information, as well as, results from any transition assessments.

FOR WHOM?

Students turning 14 years old and older, and their families.

WHY?

Thinking about the future can seem fuzzy and distant. Families lead busy lives with many immediate concerns. Take time to reflect about the future. A little time now will pay off in big ways by easing your family into the next step of life.

Answering specific questions can help parents, students, and teachers see transition in a concrete manner.

WHEN?

Engage in the process before each IEP meeting. Completing the grid (see next page) annually allows reconsideration as needs and goals change with new experiences. Schools in Iowa will be required to initiate the transition planning process with students who are age 14 and older. Age 14 is not too early to start transition planning.

HOW?

Complete the grid that works best for you on the next pages at home and bring it to the IEP meeting. Have your child complete one as well with or without your assistance.

Allow ample time for explanation and discussion. This is a time for dreaming of possibilities.

Transition Planning Grid for Students and Parents

Transition Areas (ideas to consider)	What does your child do now?	What goals do you and your child have for his/her future?	Is support needed to participate?	What agencies or support services are you using now?
Home Living (live alone, with a room- mate, with support, with family or relatives, or in a group home)				
Community Participation (drive car; use bus, taxi, paratransit - SEATS, LIFTS, or ECICOG; shopping; make dental or medical appointments; bank; vote; participate in religious or community events)				
Recreation and Leisure (participate in sports, hobbies, group activities, fitness activities, fam- ily events, clubs, make or maintain friendships, volunteering)				
Careers or Job Preparation (full, part-time, supported or sheltered employment; on-the-job training, vol- unteer work)				
Post-Secondary Education (community college, community and adult ba- sic education, on-the-job training, military service)				

A Useful Tool in....

Child Study Team (CST) Meetings, Individual Education Program (IEP) Meetings, or Parent-Teacher Conferences

Exchange of information is essential in understanding and making decisions about children and how they learn best. For sure, listing a child's **strengths** and **needs** for all team members to see and keep fresh in mind is one effective way to help the team make good decisions. Having parents list **options** which they would like to see in place to help their child be successful in school can serve as a springboard for discussion and a point from which to negotiate. Also helpful is having the parent(s) list **questions, fears and concerns** about their child and/or situations the child may be in. Once people state or hear these issues, they can better understand all perspectives and take them into account when planning for the child.

STRENGTHS	NEEDS	OPTIONS	QUESTIONS, FEARS AND CONCERNS

For Families and Students

Transition Planning Worksheet

8th Grade

Now is the time! It's not too early; it's not too late! It's time to look ahead, difficult though that may be, and think about LIFE AFTER GRADUATION. That's because the choices you and your daughter/son make now are important to success after high school.

Strengths that will be useful in life after graduation:

Needs that will affect life after graduation:

Ideas for After Graduation:

As you look ahead what can you see as possibilities in the areas of:

1) Ongoing learning or training _____

2) Living _____

3) Working _____

Next Steps: Use the checklist, pages 3:1-2 to determine what your next steps will be during the coming year.

Consider the following areas:

- Information from transition assessments
- Skills to work on in the coming year
- Curriculum considerations to think about now
- Goals to be included in the IEP

For Families and Students

Transition Planning Worksheet

9th Grade

Freshman year is another opportunity to think about the future and plan together for a successful transition to life after graduation – adulthood.

Review last year’s plan and ask:

What progress is being made to build strengths and address the needs you identified?

Think and talk again about your ideas for Life after Graduation.

What are possibilities in the areas of:

1) Ongoing learning or training _____

2) Living _____

3) Working _____

Next Steps: Use the checklist, pages 3:1-2 to determine what your next steps will be during the coming year.

Consider the following areas:

- Information from transition assessments
- Skills to work on in the coming year
- Curriculum considerations to think about now
- Goals to be included in the IEP

10th Grade

For Families and Students Transition Planning Worksheet

With graduation less than three years away, planning for the future becomes more and more important. Examining the question, “What needs to happen in the next two years to assure a successful transition to adulthood?”, will help you know the next critical steps to work on.

Review last year’s plan and ask:

What progress is being made to build strengths and address the needs you identified?

What interests need to be pursued?

Think and talk again about your ideas for Life after Graduation.

What are possibilities in the areas of:

4) Ongoing learning or training _____

5) Living _____

6) Working _____

Next Steps: Use the checklist on pages 3:1-2 to determine what your next steps will be during the coming year.

Consider the following areas:

- Agency contacts to make and gather information about possible programs for after graduation – post secondary programs, community support services, personal assistance, etc.
- Skill need areas to be working on during the coming year both at home and through the IEP – be sure to include self-advocacy skills
- Interest areas to explore for possible career/job opportunities
- Information from transition assessments

For Families and Students

Transition Planning Worksheet

11th Grade

Two years and counting! What's happening that helps you feel like efforts are being made to get ready for life after high school. Is the picture forming of where s/he will work, live, and continue learning?

Review last year's plan and ask:

What progress is being made that will help you be ready for life as an adult?

What needs are there that still should be addressed?

Think and talk again about the ideas for Life after Graduation.

By now there should be plans in the making in the three major areas.

• Ongoing learning or training _____

• Living _____

• Working _____

Next Steps: Use the checklist on pages 3:1-2 to determine what your next steps will be during the coming year.

Consider the following areas:

- Agency contacts yet to be made and information gathered about possible programs for after graduation – community support services, personal assistance, etc. (Refer to pages 4:4-6 for questions to ask.)
- Post secondary applications/visits to determine possibilities
- Skill need areas to be working on during the coming year both at home and through the IEP
- Transition assessment information, interest inventories and work experience/job shadowing for possible career/job opportunities

For Families and Students

Transition Planning Worksheet

12th Grade

Time to plan the graduation party! But before doing that, ask what's in place for immediately following that party? Consider the areas of:

- Ongoing learning or training

- Living – at home or otherwise

- Working –in what kind of job – for the summer, part time while going to school or full time

Go over those checklists on pages 3:1-2 once more. Consider all of the 10 areas of transition listed on page 2:7. Which areas need some attention and how will that happen in this senior year?

Next Steps: Where are the holes in realizing the dream?

What needs to happen yet this year? Together make a list:

What do we yet need to know? _____

Who do we need to talk to? _____

What do we need to do? _____

State Of Iowa

Support For Accommodation Request (SAR) Framework For Documenting A Disability

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights for equal access to programs and services. In order to access these rights in higher education, an individual must present documentation indicating that the disability substantially limits some major life activity.

The Office of Student Disability Services at any higher education (2-year, 4-year private or regents) institution requires relevant information be submitted to support a request for accommodation. Generally speaking, current (within three years) information provides the best picture of the current functional impact of the disability, however, disability student service providers at the post secondary level utilize common sense and discretion in accepting older documentation of conditions that are permanent or nonvarying. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. Therefore, offices of student disability services reserve the right to request additional information in order to determine eligibility and to provide appropriate and reasonable accommodations.

In some cases, students with certain disabilities (e.g., psychiatric, TBI, etc.) may be required to submit updated documentation from their provider on a continued basis in order to remain eligible for services.

The **Support for Accommodation Request (SAR)** form has been developed as a tool for summarizing documentation from a student's secondary school experience. Students and their teachers or transition coordinators can use the following instructions to complete the **SAR**, summarizing relevant and useful information from a variety of sources (IEPs, assessments, reevaluations, high school records). The **SAR** can be used as the basis for verifying eligibility and supporting requests for accommodations, academic adjustments, and/or auxiliary aids at the post-secondary level.

The **FOUR** major steps for requesting accommodations at a 2-year community college, 4-year private or Regents institution are to:

1. **SCHEDULE** an appointment with the person who oversees Services for Students with Disabilities. It is very important in making your decision about which college 'fits' you best to visit with a student disability services provider and discuss the support services available to you.
2. **SUBMIT** documentation. The SAR provides much of the information the institution requires to determine eligibility for services and to begin the conversation about those accommodations at the college level that will help you to be in control of your learning. However, there may be situations when conditions have changed and additional or different information (documentation) will be requested in order to fully evaluate your request for accommodations, auxiliary aids, and/or academic adjustments.
3. **REQUEST** accommodations or services at the intake appointment and ask about specific procedures for receiving accommodations. Submission of documentation is NOT the same as a request for services.
4. **PARTICIPATE** in the determination of reasonable and appropriate accommodation. The student disability services provider is your **PARTNER** in making a smooth transition to college.

Completing The Support For Accommodation Request Form

As Appropriate To The Disability Documentation Should Include:

1) Eligibility/ Diagnostic Statement

An eligibility/diagnostic statement includes:

- Date of original eligibility—when the student entered into the system
- Most recent reevaluation date—basis for continuation of services
- Current area(s) of concern—identifies the primary life area that qualifies the individual for services (i.e. learning, modality, chronic health, speaking, vision, etc.)

Acceptable diagnostic taxonomies are those used by the Department of Education, Area Education Agencies, the State Department of Rehabilitative Services, other State agencies, the current editions of the Diagnostic Statistical Manual of the American Psychiatric Association (DSM-IV-TR), and/or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD).

2) Formal Diagnosis and Date

When available include the formal diagnosis, the name of the professional evaluator with credentials (certification, licensure, and/or the professional training of individual(s) conducting the evaluation should be provided), and the date of the evaluation. Please indicate if there is no formal diagnosis available.

3) Basis of Determination

List any assessments (formal, informal, diagnostic, criterion-based, or process) used for the determination services. Include specific results from the diagnostic procedures and/or tests that are relevant to the disability and when they were administered. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process. Useful and relevant information also includes the use of accommodations or modifications during evaluation.

4) Current Functional Impact

The current functional impact of the disability describes how the student functions in an academic setting. Narrative is most helpful when current levels of performance in specific content areas are reported using supporting assessment results. Include if and how the student used accommodations or modifications to achieve the levels of performance reported. Provide any additional information and/or insights that would potentially impact academic performance at the post secondary level. Current functional impact focuses on:

- Attention/hyperactivity
- Chronic/other health
- Hearing
- Learning
- Mobility
- Motor Activity
- Psychological/Psychiatric
- Speaking
- Vision
- Another area of life

Include current treatments and medications. A brief review or history of treatments and medications noting significant and/or potential side effects that may impact perceptual, cognitive, behavioral and/or physical performance should also be included.

5) Response to Instructional Intervention

A description of instructional interventions, assistive devices, accommodations and/or assistive services should be provided. Include statements about their effectiveness in managing and/or minimizing the impact of the disability for the individual.

6) Description of the expected progression or stability of the impact of the disability over time.

This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.

7) History of Accommodations

List the accommodations used with perceived effectiveness in managing and/or minimizing the impact of the disability for each year grades 9-12. The student also has an opportunity to engage in reflection and self-determination.

8) Suggested Accommodations for Postsecondary

Include suggestions for accommodations and supports that may be beneficial in providing access to academic programs at the postsecondary level including:

- Accommodations,
- Assistive services, and/or
- Adaptive devices,
- Compensatory strategies.

9) Recommendations for Living and Working

Add any additional accommodations, linkages to adult services, or other collateral support services that are recommended in providing full access to postsecondary living and working environments.

As appropriate, recommendations for collateral medical, psychological, and/or educational support services or training that would be beneficial may also be included.

10) Adult/Community Contacts

Provide contact information for professionals/agencies that you recommend the student use in the postsecondary environment and/or have a history of working with the individual. Additional resources can provide valuable information during the determination of eligibility and the evaluation of requests for accommodations and/or auxiliary aids. When recommendations are congruent with the programs, services, and benefits offered by the College/University they will be given deference. When recommendations go beyond services and benefits that can be provided by the College/University, the contacts may be used as potential referrals to area service providers to work in collaboration with the College/University.

11) Signature

The signature of the professional (i.e. secondary special education teacher, transition coordinator) completing this form along with the person's title/role, and contact information is included for reference.

12) Authorization of Release

The student should document his/her participation in providing this information by signing and dating the Authorization of Release.

13) Student Written Response

The purpose of the student written response is to engage the student in the process of his/her transition and self-determination. The response may be handwritten or word processed.

Support For Accommodation Request

Student's Name: _____

To be used in consideration of post-secondary academic accommodation requests.

1. ELIGIBILITY/DIAGNOSTIC STATEMENT:

- Date of original eligibility:
- Most recent reevaluation date:
- Current goal area(s) of concern:

2. FORMAL DIAGNOSIS and DATE (when available):

3. What is the BASIS OF DETERMINATION for current services?

(Provide available formal/informal diagnostic assessment information and recent evaluation results; include performance levels with/without accommodations.)

4. Describe the CURRENT FUNCTIONAL IMPACT of the disability:

5. RESPONSE TO specially designed INSTRUCTIONAL INTERVENTION:

6. Expected PROGRESSION or STABILITY of the disability:

continued on next page...

...Support For Accommodation Request cont.

7. HISTORY of ACCOMMODATIONS:

9th Grade:

10th Grade:

11th Grade:

12th Grade:

8. SUGGESTED ACCOMMODATIONS for post-secondary experiences:

9. RECOMMENDATIONS for (include accommodations, linkages to adult services, other support)

Living:

Working:

continued on next page...

...Support For Accommodation Request cont.

10. ADULT/COMMUNITY Contacts:

Agency: _____ Status: _____

Name/Position: _____ Telephone: _____

Agency: _____ Status: _____

Name/Position: _____ Telephone: _____

11. SIGNATURE of Credentialed Professional

Name of Person completing this form (Print)

Title/Role

Agency/Organization

Signature

Telephone

Date

12. AUTHORIZATION for RELEASE OF INFORMATION

I hereby authorize the release of information summarized in this **Support for Accommodation Request** for the purpose of evaluating eligibility and accommodation requests.

Name of Student (Printed)

Student's Signature

Date

13. STUDENT WRITTEN RESPONSE—Statement of Goals (Please write your statement of at least 3-5 sentences describing what you hope to accomplish in the next year.)

Parent Survey to Prepare for IEP Conference

Junior or Senior High School Years

Dear Parent/Guardian of _____:

Soon we will be meeting to develop your child's IEP. We need to look ahead to consider long-term outcomes for your child. Please answer the following questions and bring to the meeting on _____. Thank you in advance for your cooperation.

1. Please list the positive attributes [strengths] of your child.

2. Please list your child's interests. What does he/she enjoy doing or learning about?

3. Name the career interests your child has indicated below:

4. List jobs your child does at home (on his/her own or by request):

5. Looking ahead – List the things you would expect your child to be doing at school and at home in three years (i.e., improved behavior, more integration into regular class activities, more responsible to complete jobs at home, etc.).

6. Do you have any concerns at this time? * yes * no

If yes, what are they? _____

7. What is your hope for your child?

Parent Survey to Prepare for IEP Conference continued..

Junior or Senior High School Years

8. What goals do you have for your son/daughter?

· short term goals

· long term goals

9. From the list below check what you think your child will do following graduation from high school with regard to education, employment, and living arrangements. [Check all that apply to your son/daughter.]

Education

- ☛ two-year college
- ☛ four-year college
- ☛ trade/technical school
- ☛ no additional education
- ☛ apprenticeship program
- ☛ other: _____

Employment

- ☛ full-time
- ☛ part-time
- ☛ military
- ☛ at home

Living Arrangements

- ☛ w/parent
- ☛ w/friend
- ☛ own house or apartment
- ☛ w/relative
- ☛ dormitory
- ☛ other: _____

Our goal is to help students learn to become effective citizens, informed consumers, lifelong learners, responsible family members and productive workers.

10. Check **all** the skills below that you feel would help your son/daughter to reach these outcomes.

- ☛ responsibility
- ☛ self-control
- ☛ flexibility
- ☛ motivation
- ☛ initiative
- ☛ problem-solving
- ☛ decision-making
- ☛ collaboration
- ☛ self-determination
- ☛ sociability
- ☛ creativity
- ☛ communication

11. What else does the student need to reach these outcomes? [Again, please check all that apply.]

- ☛ more instruction in the regular class setting
- ☛ more small group instruction in special education setting
- ☛ participation in the work-experience program
- ☛ take part in leisure & community activities
- ☛ develop more friendships
- ☛ receive extra help in other area(s) _____
- ☛ other _____

Student Survey to Prepare for IEP Conference

IEP Conference Date _____

Date of Birth: _____

Persons Present at IEP Conference:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Strengths:

Areas of improvement:

Graduation Plans:

- Living?
 - ☛ w/parent
 - ☛ w/friend
 - ☛ own apartment or house
 - ☛ w/relative
 - ☛ dormitory
 - ☛ other [describe] _____
- Career goals?

Do you want to go to college? ☛ yes ☛ no

If yes, where? _____
- Life? Where would you like to work?

Extra Curricular Activities?

Your personal goals?

Student: _____

will turn 18 on _____

What are your learning strengths? [How do you learn best?]

Check all that apply to you.

- ☛ by hearing information
- ☛ by seeing things
- ☛ by doing things hands-on
- ☛ by reading information

Leisure time activities/Interests/Enjoy?

During summer?

Chores/responsibilities?

Currently employed? ☛ yes ☛ no

If yes, where?

Need a transition plan? (age 14) yes no

Taken Computer Applications? yes no

Taken Driver's Education yes no

Medication: ☛ yes ☛ no

If yes, what? _____

Classes/courses to take yet?

Section 3: Life Planning

Transition Planning Checklist..... 3:1-2

Helping Children and Youth Make Career Plans 3:3

Record Keeping 3:4

Is Attending College a Possibility for Your Child?..... 3:5

Going to College: Guide to Laws and Legal Differences..... 3:6

Age of Majority 3:7

Planning for the Future 3:8

Estate Planning 3:9-10

Agencies that Provide Resource Information 3:11-12



Transition Planning Checklist

🕒	Activity	Age/Eligibility	Suggested Timeframe
	Preparation for the IEP should include specific ideas for living, learning and working after high school	All students on an IEP	Beginning with 8 th grade annual IEP meeting and each year after
	Meet with your guidance counselor and review your credits	All students who want to graduate with a regular high school diploma (vs. an IEP diploma)	Spring of each year of high school
	Discussions about one's disability and how it will impact one's adult life	All students with special needs	Beginning at 8 th grade IEP and each year after
	Self-Advocacy goals as part of the IEP	All students with special needs who need self-advocacy skills	8 th , 9 th , 10 th , 11 th and 12 th grades
	Assess student interests, strengths and preferences with post high school goals in mind	All students on an IEP	9 th , 10 th and 11 th grades
	Assess student needs in the areas of functional life skills to help plan course of studies for high school	All students needing vocational and residential supports	8 th grade IEP meeting (earlier if necessary)
	Incorporate community mobility in IEP goals	Students who will rely on public transportation	Sophomore & Junior year
	IEP goals to include work experiences in the community	Students who will need vocational supports	Fall of junior year (earlier if necessary)
	Meet with high school counselor and teacher to plan course of studies needed to attend college	Students wanting to go on to community or 4 year college	8 th and 9 th grade
	Visit community programs and job sites to see "adulthood in action"	All students who want to have a job right out of high school	Spring of junior year
	Invite Vocational Rehabilitation Services to attend IEP meeting see page 4:12	Students who will need vocational supports	During sophomore year in school; fall of junior year

Transition Planning Checklist continued...

🕒	Activity	Age/Eligibility	Suggested Timeframe
	Explore Workforce Development program	All students who are interested	Sophomore and junior year
	Visit vocational (work) providers Visit sheltered worksites	All students who will need vocational supports	Sophomore and junior year
	Apply to agencies for adult residential and vocational services	All students needing vocational and residential supports	Depending on waiting lists, at least two years before services are needed
	Contact the local Central Point of Coordination Representative of your county for funding	All students who will need vocational and/or residential supports	Junior year in school
	Visit potential residential (living) sites	All students who will need residential supports and determined eligible	Junior year
	Visit colleges and learn about Disability Services offered and requirements	Students wanting to go on to community or four year college	Junior and senior year
	Consider guardianship and conservatorship/durable power of attorney	Parents of children needing help with decision making	Age 17, apply 6 months before age 18
	Identify transportation needed to meet vocational needs	All students	During the senior year
	Apply for Supplemental Security Income – SSI	Limited financial resources (at age 18, individual becomes family of one)	Apply at any age; apply or reapply at age 18
	Have documentation of your disability	Any student who will need vocational and/or residential support or go on to college	Within 3 years of graduation
	Assess assistive technology needs for living, learning and working	All students	Every year of high school
	Check if your district has a transition program for eligible students, ages 18-21	Students who have yet to meet some of their IEP goals	Sophomore year and beyond

Helping Children & Youth Make Career Plans:

Parental Responsibility

Career decision making is a process, not a single event that occurs at a given time. Your child's future career will be influenced by events that occur in the preschool years and continue through adult life. Your child's career choices will certainly affect your future as well as your child's; thus, you have a right, as well as a responsibility, to be active in helping your child make career plans. What can you do at home and in your community to help your child?



In the Community:

- **Visit offices, shops, factories, and other places of employment** to help your child acquire a realistic view of a variety of jobs.
- **Introduce your child** to individuals with similar disabilities who are working/participating in the community. Find out where you might meet some people, individually or in groups, by calling a resource agency such as FEP, the Arc of East Central Iowa or the Evert Conner Center. (See pages 3:11-12 & 4:9-10).
- **Point out workers to your child** when you go out in the community. Discuss what the worker is doing and encourage your child to think about what jobs s/he might like.
- **Talk about the skills and education** it may have taken for those individuals working in your child's fields of interest.
- **Help your child explore hobbies and other leisure** time activities that are productive and meaningful. Contact your local recreational center, YMCA, and Arc summer program.

In Your Home:

- **Encourage your child to ask and think about the question**, "What will I be when I grow up?" Try to help your child think about alternate choices with the question, "If for some reason you couldn't do this, what other things would you want to do?"
- **Teach decision making, self-advocacy and responsibility** by giving your child choices about which movie to go to, where the family will eat out, or making small purchases at the grocery store.
- **Plan with your child chores and jobs around the house** (when and how they will be done), remembering that you might have to teach your child the necessary steps to complete the job. Then hold your child accountable with rewards (allowance) and consequences (lost privileges).
- **Encourage an awareness of the value of money** using allowances and savings accounts, and having your child shop with you.
- **Encourage your child to engage in part-time or volunteer work - individually or with you.** Help your child fill in applications and locate a job. It will help your child explore career interests and discover the sense of accomplishment and self-pride that can come from work.

Record Keeping

**Agencies/
Providers**

Keeping student records organized is especially important for parents when you are assisting your daughter or son through the transition process. There is a lot to keep track of and a lot of information that, once located, will be information you may refer to frequently. Having it at your finger tips will be helpful.

**Graduation
Party
Planning**

Whether you use a three-ring binder, a corrugated folder with tabs, a number of labeled file folders or, a box or drawer is not as important as the organization it provides. The key is to find a system that works best for you and your family's lifestyle.

Note the dates you phone, visit or send in applications. Keeping good records can improve communication, make it easier to track information as you accumulate it, allow you to address situations more accurately, and save you time.

See the sample file below with suggested topic areas.

IEPs

**Important names
and addresses,
phone #s, e-mail
addresses**

**Transcripts,
course history,
diplomas**

**Test scores/evalua-
tions/
interest
inventories**

**College informa-
tion/application**

**Work/Volunteer
history**

**Letters of
recommendation**

**Transition
Resource
Guide**

**Completed job
applications**

**Military
information**



Is Attending College a Possibility for Your Child?

Attending a college or university can be a natural next step for students leaving high school. So, if your child has expressed such an interest and you think it offers possibilities, where do you start? A great resource is *Advising High School Students with Disabilities on Post Secondary Options*. Email AskHEATH@gwu.edu or visit www.heath.gwu.edu or send request to 2121 K Street, NW, Suite 2000, Washington, DC 20037, or 800-544-3284.

Some Sample Questions:

- 1. What kind of accommodations** are available to me for taking tests because of my writing disability?
- 2. How do I make arrangements for note takers** in my classes? Who does the scheduling? How are they recruited? How are they paid?
- 3. Is there tutoring available** if I am having trouble with my classes? How do I arrange that? Who pays for tutors?
- 4. Reading is a problem for me** – can I get my textbooks, tests, handouts, etc. recorded on tape?
- 5. Can I get extended time** for test taking?
- 6. Would I get academic and career counseling** here in your office or from the general counseling offices on campus?
- 7. What medical support is available** to me on campus to assist in addressing my medical needs?
- 8. May I tape record** class lectures?

The laws that govern high school and post high school education are different. The chart on the next page spells out some of those differences.

Most campuses will give students an opportunity to identify themselves as having a disability at some point during the admissions process. There may be a place to check on the application blank, or with the information sent to you AFTER your acceptance.

If the college invites students to identify themselves as a student with a disability and in need of accommodations, it is to the student's advantage to let the college know as quickly and completely as possible. Their disability cannot be used to discriminate against them in the admissions process. **Documentation of the disability is required.**

Colleges and universities are required, by law, to provide any reasonable accommodation that is necessary for equal access to educational opportunities. The accommodations may not be the same as the student was receiving in high school. The college is under no obligation to seek students out to see if there is something they may need.

The people responsible for providing support services to students with disabilities on college campuses differ from campus to campus. Ask for the Office for Disability Services or Office for Special Needs.

An academic advisor can be a great ally. Find someone early on who knows the "system" well and that you feel comfortable with.

Once the student is in contact with the appropriate individual, the questions asked should be very specific and based on needs. Students should put together a list of things to inquire about, remembering they are free to ask about both the accommodations one MUST have and the things that would BE NICE to have available.

Going to College

Guide to Laws and Legal Differences: The laws that govern high school and post-high school education are different. The following chart is a comparison of some of those differences.

	Secondary Education	Post-Secondary Education
Laws Governing the Entity	<ul style="list-style-type: none"> • Individuals with Disabilities Education ACT (IDEA) • Iowa Administrative Rules of Special Education 	<ul style="list-style-type: none"> • Section 504 of the Vocational Rehabilitation Act • Americans with Disabilities Act (ADA)
Mission of the Laws	To provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) for individuals identified as entitled to special education services.	To provide qualified persons with disabilities, to the maximum extent possible, the opportunity to be integrated fully into mainstream life through accessibility and reasonable accommodations.
Scope of the Law	Applies to public school.	Applies to public or private entities regardless of federal funding.
Coverage	Covers individuals ages 3-21 or until regular high school diploma requirements are met.	Covers students with disabilities regardless of age; school may not discriminate in recruitment, admission, or after admission, solely on the basis of a disability.
Disability defined	Covers individuals with “educational disabilities” if intervention, support and/or services are required and eligibility and need are demonstrated.	Covers individuals who have a physical or mental impairment that substantially limits one or more major life activity, have a record of such impairment, or are regarded as having impairment. Further, the person must be qualified for the program or service.
Identification process	Responsibility of the school district to identify the individual with a disability and to identify their needs.	Responsibility of the individual with the disability to self-identify and to <u>provide supporting documentation</u> .
Funds available	Federal, state, and local funds are available to assist school districts in providing appropriate services.	No federal funds are available to the college.
Monitoring progress	Progress toward IEP goals is monitored and communicated to the parent(s)/guardian(s) and/or the individual.	Individuals are required to monitor their own progress and communicate their needs to instructors.
Support services	Identified through a data-driven process and documented through the IEP. Support is designed by the IEP team.	Identified by the individual and approved by institute of higher education.

Age of Majority

Transfer of Rights to Your Eighteen Year Old Student with Special Needs



The age of majority is when your child obtains the rights of any Iowa citizen and is legally responsible for his or her own decisions, including educational decisions. In Iowa, your child reaches the age of majority when he or she turns 18, gets married, or is incarcerated into the adult legal system. Federal and state law requires school to transfer educational rights to students with Individualized Education Program (IEP) when they reach the age of majority.

Does this transfer of rights mean parents no longer have a voice in their child's educational planning? Not necessarily, it does, however, change the parental role. That's why it is important to be informed!

Your high school has information about this transfer of rights. **At your child's first IEP meeting when he or she is 14, ask the team about Age of Majority and Transfer of Rights.** It is never too soon to plan for the time when your child with a disability will become an adult.

Some parents may want and need to obtain guardianship and/or conservatorship of their adult child. (Definitions for these are given on page 3:8.) It is recommended that discussion about pursuing these legal procedures should take place before the child turns 18. Call your lawyer, or, The ASK Center at 800-450-8667 for additional information.

The Iowa Dept. of Education has developed a parent's guide-[The Age of Majority: A Parent's Guide](#) that answers frequently asked questions. **Call the FEP program 800-332-8488 for a copy of this manual.**



Planning For The Future

Who Makes Decisions When My Child With A Disability Becomes an Adult?



Parents of children with disabilities have to prepare for their child becoming an adult before the child turns 18! Questions families must consider are:

- Can my child take responsibility for their own personal safety?
- Can my child take responsibility for providing the necessities of food, clothing, and shelter, on their own?
- Can my child manage their money independently?
- Is my child's decision-making ability and judgment so impaired that being completely independent would be a threat to their welfare?

Parents who think their child will need help with responsibilities of adulthood should understand, BEFORE the child turns 18, the terms CONSERVATORSHIP and GUARDIANSHIP. Parents should consider, BEFORE their child turns 18, visiting with a lawyer and/or a financial planner to help prepare the whole family for when the child with a disability becomes an adult and what supports that ADULT child will now need.

Terms to know:

CONSERVATORSHIP or **GUARDIANSHIP** is a form of substitute decision making which is established through a LEGAL ACTION or proceeding. In this proceeding, the COURT orders the appointment of a person, (a CONSERVATOR or GUARDIAN) to act as a substitute decision maker for another person (the WARD).

CONSERVATORSHIP: A person (CONSERVATOR) is appointed by the COURT to have custody and control of the property/estate (MONEY) of the WARD, that is, your adult child with a disability. This is a LEGAL proceeding!

GUARDIANSHIP: A person (GUARDIAN) is appointed by the COURT to make NON-FINANCIAL decisions for the WARD such as where the ward lives, medical treatment, and other rights.

PAYEE: A person or agency designated to receive benefit checks on behalf of the individual with disabilities, and responsible for seeing that the money is used for the individual. In the case of social security benefits, accounting has to be done annually to Social Security Administration as to how the money was spent.

There are levels or types of involvement of the conservatorship and guardianship that can be granted. Families need to inform themselves about this process and discuss the support options. **IT IS STRONGLY RECOMMENDED THAT FAMILIES SEEK THE HELP OF A KNOWLEDGEABLE ATTORNEY OR FINANCIAL ADVISOR!**

See the resources on pages 3:11-12 to help families make those first inquiries into how they want to plan for their adult children with disabilities; again PLAN BEFORE your child turns 18.

Estate Planning

Special Needs Trust

WHAT?

Families who want to make additional money available for their child's future should consider using a carefully worded legal instrument called a Special Needs Trust. Parents, grandparents, siblings, relatives and friends can leave money directly to the Trust to make the person's life more meaningful. A Special Needs Trust will not make the child ineligible for benefits if the attorney uses the proper wording. The money in the Trust can be available to supplement what the government provides, to step in when there are emergencies, or to take over completely if there are government cutbacks or termination of services.

FOR WHOM?

Parents of a child with a disability.

WHEN?

A family should consider developing a Special Needs Trust even if only a modest estate is involved. If the Trust is written as part of a person's will, it is called a testamentary trust and it becomes effective upon the death of the person who sets up the Trust. If the Trust is written as a separate document from a will, it is called an inter vivos Special Needs Trust. People can begin to fund it while they are alive and it can be used while the parents are living.

Just as saving for a child's college expenses should begin at an early age, so should plans for a Trust that is to be used to supplement government benefits or other agency assistance. A Special Needs Trust should be developed as one plans for the child's future.

WHY?

The purposes of a Special Needs Trust are:

- To leave funds to benefit a person who cannot, or needs assistance to manage funds.
- To leave funds to a person that will supplement her/his government support or other agency assistance.
- To avoid spend down requirements whereby the government or other agency require the person to spend their own assets prior to applying for government or other agency support or will seek to recover costs for services it provides.
- To leave the person funds without disqualifying him/her from benefits.
- To give the trustee maximum flexibility in financial decision-making.

HOW?

A properly drafted Special Needs Trust will provide additional opportunities for the individual with a disability without making him/her ineligible for government benefits or exposing the assets to collection by state agencies who have provided services to the individual. The person who creates the Trust decides who the trustee will be and sets guidelines by which the Trust will be held and managed.

The Special Needs Trust is normally written with the terms supplemental and discretionary, which means that the Trustee (the person that is appointed to oversee the money) will use it only if it will not replace any benefits or services provided by the government.



Estate Planning - Special Needs Trust continued...

In the development of a Trust for a beneficiary with a disability it is very important to insure that the state and federal benefits the individual is receiving are not jeopardized. The size of the Trust should be calculated in advance. Government programs should be reviewed and the cost for supplementary items and personal needs should be analyzed so that one can make sure adequate reserves will always be available. Factors to consider when establishing a Special Needs Trust with an attorney are:

- Experience of the attorney in drafting a Special Needs Trust.
- Do not use standardized trust forms.
- Discuss the advantages of using a inter vivos Special Needs Trust document versus a testamentary trust.
- Talk about how the Trust will be funded and who might contribute to the Trust.
- Be very specific about the purpose of the Trust and the limitation of the powers and duties of the trustee. Specify that the Trust is to be used to supplement not supplant government benefits and that it is not considered as an income stream.
- Discuss a spendthrift clause that protects the Trust against creditors.
- The greater control a beneficiary has over the use of trust assets the greater the possibility that those assets will be considered to belong to the beneficiary and could jeopardize state and federal benefits.
- Be very careful in selecting the trustee to insure s/he or the institution is able to manage funds responsibly and understands the particular needs of the beneficiary. Co-trustees such as a family member who understands the needs of the person with a disability along with an institution that has experience and legal expertise in managing a Trust may be appointed.
- Identify local, state and federal programs and services available to a child with a disability and eligibility requirements that are based on the family's or individual's financial resources.
- Know under what circumstances benefits, services and eligibility may be lost or become chargeable due to inheritance.
- Discuss a self-termination clause which will dissolve the trust if laws or circumstances change that threatens the trust. Determine who will inherit remaining money in the Trust when the child dies.
- Insure that the Trust never is funded with money that belongs to the child.

WHERE?

The Grant Wood AEA FEP (Parent Educator Partnership) Library has materials that can be checked out for further information.

FEP at the Grant Wood AEA
1120 33rd Avenue SW
Cedar Rapids, IA 52404-4499
800-332-8488, x6719

Families should consult their lawyer for specifics and assistance when establishing a Special Needs Trust. In addition, there are lawyers in the Iowa City and Cedar Rapids area who specialize in creating a Special Needs Trust.

Adapted from—Transition Topics, Lake County, Illinois, Planning for the Future of Your Child With a Disability, Iowa Department of Education and Drake University and information prepared by Frank A. Varvaris, 115 – 3rd Street SE, Cedar Rapids, IA 52401.
PH: (319) 862-0363 FAX: (319) 862-0354 www.disabilityplanning.org

Agencies that Provide Resource Information to People with Disabilities and their Families:

The Family & Educator Partnership (FEP) Program

4401 Sixth Street SW
Cedar Rapids, IA 52404
800-332-8488 or 399-6746
www.gwaea.org

The ASK Family Resource Center/ Parent Training Information, Iowa

5665 Greendale Rd., Suite D
Johnston, IA 50131
800-450-8667 or 1-515-243-1713
www.askresource.org

Legal Aid

Iowa offers free legal help for low income households with non-criminal legal issues:

- Residents of Benton, Iowa, Linn County: call 800-332-0419
- Residents of Cedar, Washington, Johnson County: call 800-272-0008
- Residents of Jones County: call 800-942-4619

Main Office

1111 19th Street Ste. 230
Des Moines, IA 50314-2527
800-532-1275

Cedar Rapids Office

317 7th Ave. Suite 404
Cedar Rapids, IA 52401
319-364-6108

Iowa City Office

430 Iowa Ave.
Iowa City, IA 52240
319-351-6570
800-272-0008

Iowa Compass-State of Iowa Resource Disability Information & Referral

(Books/Videos/Etc. on various topics can be mailed to your home address.)
800-779-2001 TTY-1-877-686-0032
Website: Iowacompass.org

Access 2 Independence Center for Independent Living

Main Office

381 E. College St.
Iowa City, Iowa 52240
319-338-3870

Linn County

317 7th Ave. SE, Suite 403
Cedar Rapids, Iowa 52401

www.access2independence.org



Agencies continued...

Iowa Protection & Advocacy Services, Inc.

950 Office Park Rd. Ste. 221
West Des Moines, IA 50265
515-278-2502
866-483-3342
TTY 515-278-0571
info@ipna.org

Division of Persons with Disabilities

Lucas State Office Building
Des Moines, IA 50319-1903
1-515-242-6172
1-888-219-0471 (V/TTY)
www.state.ia.us/dhr/pd

Arc of East Central Iowa

680 2nd St. SE
Cedar Rapids, IA 52401
1-319-365-0487
(also includes Cedar County)

Arc of Southeast Iowa

2620 Muscatine Ave.
Iowa City, IA 52240
1-319-351-5017

For written resources about Planning for the Future, Conservatorship, Guardianship, and other supports for adults with disabilities, call the Family & Educator Partnership (FEP) library at 800-332-8488, ext. 6719 for check out information or links to other resources.

IT'S NEVER TOO EARLY TO THINK ABOUT THE FUTURE!

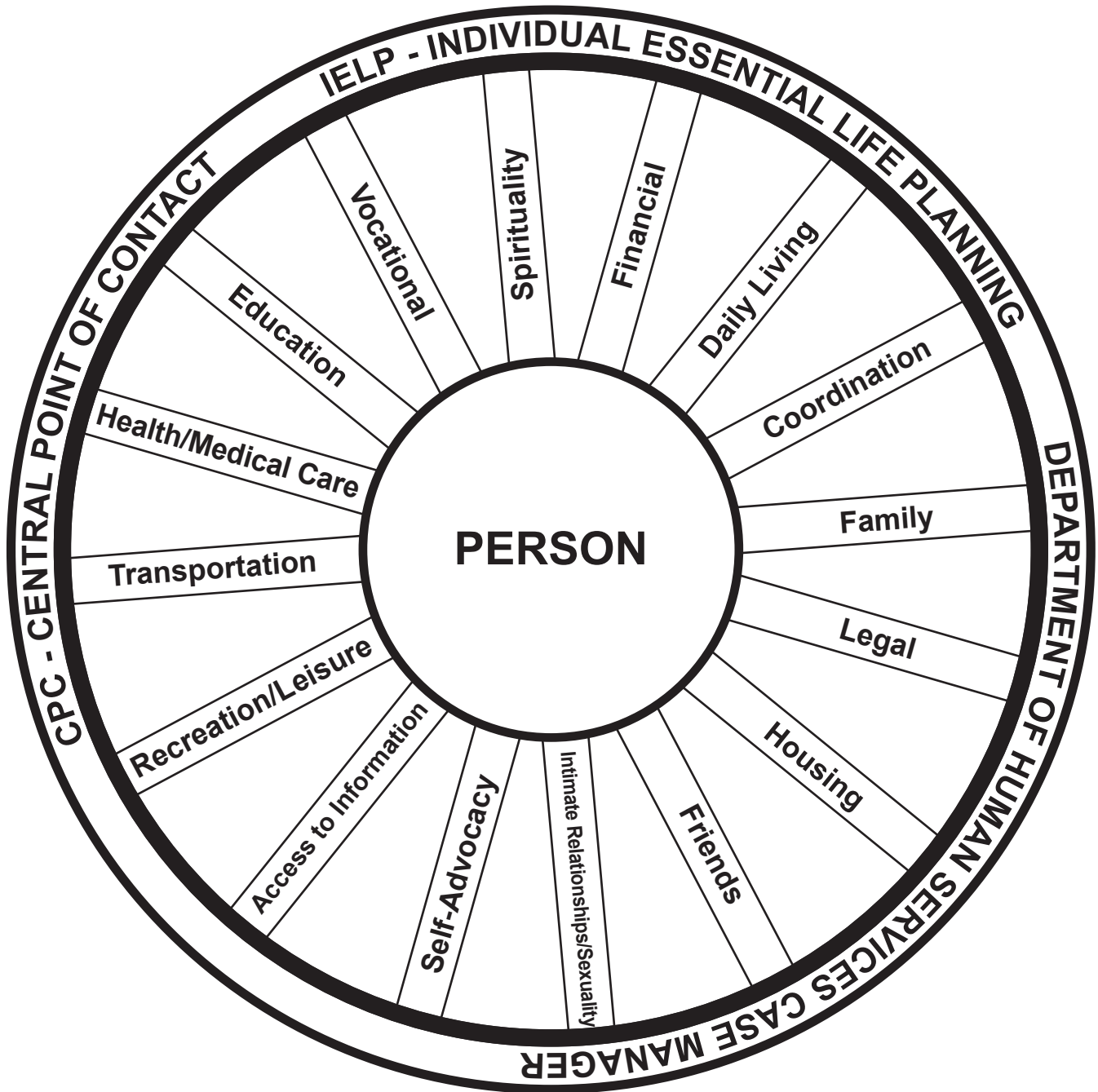
Section 4: Adult Life

Here Life Comes.....	4:1
Things You Need to Know.....	4:2-3
Questions to Ask When Gathering Information	4:4-6
Adult Services.....	4:7-11
County Transition Information Contacts of GWAEA.....	4:12



Here life comes!

Consider the following key themes listed on the spokes of the wheel below as you help to prepare your child for adulthood. Strong spokes and good rubber are what a wheel needs to turn successfully.



Things You Need To Know

Age of Majority: This is when the person obtains the rights of any Iowa citizen and is legally responsible for his/her own decisions. In Iowa, the age of majority is when your child turns 18, gets married, or is incarcerated into the adult legal system. See page 3:7.

Guardian: The person appointed by the court who is responsible for the personal affairs of an incompetent individual determined to be incompetent to handle their own. Guardianships may be granted for limited decisions or for all personal affairs. See pages 3:8 and 3:11-12.

Conservator: The person appointed by the court to have custody and control of the property of the individual determined to be incompetent. See page 3:8.

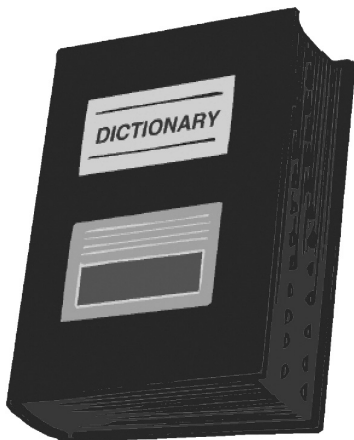
County of Legal Settlement: Is the county that has the legal responsibility to pay for the disability-related services a person uses. Usually this is the county where the person and family has lived, paid property tax, and voted. The only way to change your county of legal settlement is to live in a different county for a year without getting any disability-related services. Iowa is the only state to still have a “legal settlement” requirement. In most states, disability services are paid for by the state, not by the county. Legal settlement is extremely complex; contact your CPC. See page 4:12.

Case Management: Call your county CPC’s office and request an application for Case Management. To be determined eligible, a person must exhibit deficits in at least 3 of the following areas self-care, receptive or expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency.

CPC (Central Point of Coordination): This person’s job is to act as a gate keeper to the funding streams that may be approved for eligible individuals for specific services. One is assigned per county. He or she works in the DHS or MHDD county office. See page 4:12.

Constituent: An individual who lives in the district represented by a legislator. To find out who represents you and your child, go to: <http://www4.legis.state.ia.us/find-leg>. Constituents must make their needs known.

HCBS Waiver Services: The Home and Community Based Waivers provide funding to assist individuals needing support in order to remain in the community. Individuals must be Medicaid eligible and have a qualifying disability to be eligible for HCBS services. Waiver services are designed to meet the needs of each consumer. Not all waivers provide the same level or kind of services. Eligible consumers might access the following services Supported Community Living (SCL), Respite, Supported Employment, Consumer Directed Attendant Care (CDAC). Access specific waiver information by going to:



www.dhs.state.ia.us
click on services A-Z
scroll down to Home & Community
Based Waivers

or
**Child Health
Specialty Clinic**
319-384-6281 or email
kristi-lynch@uiowa.edu
1-866-219-9119, ext. 1

...Things You Need To Know continued

Competitive employment: Being gainfully employed, able to maintain a job in the competitive labor market, with or without assistive technology supports.

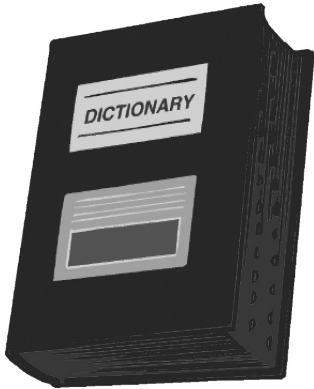
Applying for adult services: Many agencies have waiting lists, so it is wise to complete the applications at least 6 months before you want services. The applications include area for you to provide information regarding competencies, skills and needs of the consumer.

Psychological evaluation: In order to receive the most funding for adult services, an individual must have a diagnosis of Mental Retardation (IQ lower than 70) determined before age 18 yrs or they must have limitations in 2 or more adaptive skill areas, such as communication, self-care, home living, social skills, community use, functional academics, or leisure and work. The less this disability, the less the funding to meet needs.

SSI (Supplemental Security Income): A federal program operated by Social Security designed to meet some of the financial needs of persons with disabilities. To apply you need a certified copy of the original birth certificate, a second means of identification (school I.D.), names/addresses of treating physicians, and income information. If a person is determined eligible for SSI, that person is also eligible for Title 19 (Medicaid benefits). When a child turns 18 yrs, he/she needs to apply or reapply for SSI. The adult child needs to speak to the SSI worker if possible.

Transportation Needs: The Americans with Disabilities Act has helped mandate affordable transit services for persons with disabilities. Phone your county CPC office to find out the name(s) and phone number(s) of the transportation system(s) available in your county. See page 4:12.

Iowa COMPASS: A free, confidential guide to disability information and services in the state of Iowa. Call 800-779-2001 and see if they can put you on the right path to more than 7,000 local, state, and national resources.



Questions to Ask When Gathering Information about Adult Service Providers/Support

Questions to Ask

- 1.
- 2.
- 3.

After graduation, a school district no longer has a legal responsibility to provide services. However, there are sources of help available in the community for people with disabilities. Please don't make the assumption, however, that your student will be eligible for certain programs. Instead, make plans to learn about the programs that *seem* to match your child's needs, visit them and learn *how or if one becomes eligible* for them. **Eligibility** is key to whether your child receives such services or not. **(Freshman year in high school is not too early to begin making these contacts)**. Questions? Concerns? Call the Family & Educator Partnership (FEP) program, 800-332-8488.

When looking for an agency or service provider to assist you, it is important to get answers to some key questions. Shop around and ask questions so that you select the services that will best accommodate your child's needs.

It is important to talk with your child to understand, the best you can, what s/he wants. Allow your child opportunities to self-advocate by stating his or her likes, dislikes, hopes, preferences in IEP meetings and meetings with agencies. Self-determination is another key word to understand. Make sure self determination skills are included in the IEP so your child can work on them during his high school years.

One of the mandated goals of the Family & Educator Partnership (FEP) program is to assist families as their children transition from high school to the adult service world of disability. FEP welcomes your phone calls and questions as you begin learning and continue learning about what happens next. We look forward to hearing from you. Call FEP at 800-332-8488.

The following pages have suggested questions to get you started as you gather information from adult providers.

continued...Questions to Ask When Gathering Information about Adult Service Providers/Support

Questions to Consider:

1. What is the agency's philosophy? What do they think is important and what are their goals? How many persons with disability serve on the Board of Directors?
2. What types of disabilities do they serve and how do they determine eligibility?
3. How are services designed so that they meet individual needs and interests?
4. What is the cost? Can financial assistance be obtained and if so, whom do you contact?
5. How long are services provided?
6. Will the agency provide you with names of other consumers and their families to ask about the services they have received? Confidentiality can be preserved with permission from the contacts.
7. Does the agency seek input from consumers in developing their policies and practices?
8. How many years has your program been in operation? How do you evaluate your program?
9. Is there a waiting list for your program? If so, how long?
Can my child visit?
10. If my child's name comes up before s/he graduates, what happens?
11. How are the consumers involved in decisions that affect their lives?
12. Who is the contact person?
13. Is there a written appeals process and explanation of how it works?



continued...Questions to Ask When Gathering Information about Adult Service Providers/Support

Added Questions when Shopping for Vocational Support:

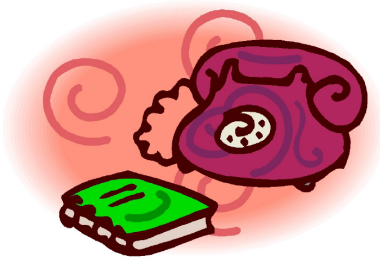
1. How do you help find employment in the community?
Are there choices in the type of job?
2. Where do your clients work?
What is the range of support you give them?
3. What are the different ways you help people get a good job match?
Assessment? On-the-job training? Work crew? Job carving?
4. What is your consumer/job coach ratio?
5. What do you do when an employer fires a client or discriminates against her/him?
6. What if a client loses or quits their job?
7. I understand that services may vary from county to county. Could you mail me information about our county's policy and eligibility requirements?



ADULT SERVICES

LIVING, LEARNING AND WORKING PROVIDERS

Once your adult child is determined eligible to receive a specific service, the funding to put those services into place is a must. The following information is a place to begin looking at various providers in the Cedar Rapids and surrounding areas. This certainly is not a complete listing of every agency, but it is meant to be a starting place for a family to begin their search for information. Names of some agencies and phone numbers are provided here. You may refer to the phone directory for location information or to the following website: www.aea10.k12.ia.us, then follow the directions given on page 5:1.



FUNDING SOURCES

It is necessary to have eligibility determined in order to receive:

1. SSI (Supplemental Security Income) on the 18th birthday at the local Social Security Office.
2. Title 19/Medicaid; requesting Waiver Services, at any age, phone your child's county DHS or MHDD office.
3. County funding, 18 years or older, phone the local Central Point of Coordination (CPC) for an application. This person is typically located in the DHS/MHDD of your child's county.
4. Department of Human Services (DHS), at any age; call your child's county DHS office
5. Voc Rehab during high school; invite to your child's IEP meeting and find out what assessments or funding your child is eligible to receive.

On page 4:12, you will find the names, email addresses and phone numbers of the CPCs of the 7 counties that make up the Grant Wood Area Education Agency area.

It is not uncommon to have your application for funding denied or dismissed the first go around. Please reapply and make a necessary follow-up phone call to your local county's CPC office. If necessary, call another agency that might be able to help you through what can be a frustrating process. Those agencies are listed on pages 3:11-12.

ADULT SERVICES

LIVING, LEARNING AND WORKING PROVIDERS



LIVING PROVIDERS:

Crest Services Office	364-6774
Discovery Living	378-7470
Linnhaven	377-9788
New Horizons	366-8704
REM Developmental Services	378-8396
Reach For Your Potential	354-2983
Systems Unlimited	654-9195

Supervised Apartment Living Program: Provides independent living skills, training, and other support for people determined eligible and who are mentally retarded, developmentally delayed or chronically mentally ill, yet able to live independently.

ADULT SERVICES

LIVING, LEARNING AND WORKING PROVIDERS

LEARNING PROVIDERS:

Grant Wood Area Education Agency.....800-332-8488

Offers many support services to the schools – get names from your child’s teacher:

School psychologists

School social workers

Educational consultants

Work experience coordinators/transition specialists

Therapies – speech & language, occupational, physical

Assistive Technology

Family & Educator Partnership (FEP) 800-332-8488, ext. 6746

Assists with IEP meetings; Books and Videos about Transition and many other resources

Career Connections Transition Program

Lauri Jennisch **800-854-0446, ext. 6263**

• Belle Plaine

• Linn-Mar

• Benton

• Solon

• Clear Creek-Amana

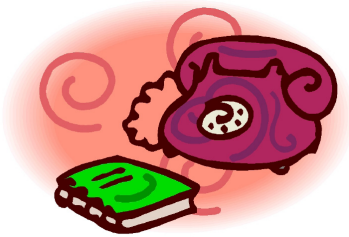
• Tipton

• College Community

• Vinton-Shellsburg

• Iowa City

• West Branch



Local Public School District

Some offer a transition program for eligible students ages 18-21 years who have completed 4 years of high school. Currently there are such transition programs at:

Cedar Rapids Community School District 558-2000

College Community School District 393-5340

Iowa City Community School District 688-1000

Linn-Mar Community School District 447-3003

Call your local school district’s central office for more information about such a program.

Some College Opportunities in AEA 10:

Capri (Cosmetology) College 364-1541

Kirkwood VITAL Program Local High School

(Ask your child’s IEP teacher about this option; Students must be determined eligible by your student’s IEP team.)

Kirkwood Community College 398-5411

Kaplan University 800-662-4532

REACH at U of I (Realizing Educational & Career Hopes) 319-384-2127

University of Iowa 335-3500

* Some of these colleges have a Services for Persons with Disabilities department. Be sure to ask for this resource.

Other Post High School Options:

Iowa Workforce Development Center 365-9474

ADULT SERVICES

LIVING, LEARNING AND WORKING PROVIDERS

WORKING PROVIDERS:

Vocational Rehabilitation294-9308

Assists eligible persons pursue competitive employment goals.

Also refer to page 4:12.

Goodwill Employment and Training Center

Cedar Rapids.....393-3434

Iowa City337-4158

Systems Unlimited338-9212 (Iowa City)

654-9195 (Cedar Rapids)

Options of Linn County892-5800

Provides sheltered workshop facility and work site enclaves

REM Developmental Services378-8396 or 378-9333

REA of Conroy (Iowa County)319-662-4043

Provides sheltered workshop facility and community work sites.

WCDC (Washington County Developmental Center).....319-653-7248

Provides sheltered workshop facility & supported employment.

Job Corps363-6660

Iowa Workforce Development Center365-9474

Assists with job placement and skill development into a system of lifelong learning and opportunity.



ADULT SERVICES

LIVING, LEARNING AND WORKING PROVIDERS

OTHER RESOURCES:

Best Buddies Program: A program sponsored by the Arc of East Central Iowa. College students are matched with persons with disabilities who are at least 18 years old to meet two times a month to do social activities together during the academic school year. For more information call 365-0487, ext. 1044.

Cedar Rapids Recreation Department: A Drop-In day-time recreation program. Also Special Olympics sports of all kinds. Call 286-5738.

Recreation Division-Iowa City: has a Special Populations Program for individuals with special needs; call 356-5100.

Johnson County Coalition of Persons with Disabilities: is an association of individuals devoted to disability rights education and advocacy on behalf of persons with disabilities.

Family & Educator Partnership (FEP) Program: A good contact for resources from the FEP Resource Library, covering many topics; and a place to go for support and assistance with your concerns and questions. Two parents and an educator on staff. Call 319-399-6746 or 800-332-8488, x6702.

Center for Disabilities and Development (CDD): CDD engages in a wide range of clinical service, training, research, and information sharing activities designed to promote independence, productivity, and full community participation of people with disabilities.

Call 1-877-686-0031 or 319-353-6902.

Access 2 Independence Center for Independent Living: Assists teens and adults with disabilities to maintain control over day-to-day activities and to advocate for themselves in order to achieve greater independence and full participation in an integrated society. Call 338-3870 or 1-866-338-4544.

Voices Unlimited: An information and social group for persons with disabilities 18 years and older that meets two times each month in the Cedar Rapids area. One meeting is informative and the other involves a social event. For more information, call the Arc of East Central Iowa at 365-0487, ext. 1044.

See the next page for names and phone numbers for the DHS/MHDD county offices of Benton, Cedar, Iowa Johnson, Jones, Linn, and Washington counties.





County Transition Information

Contacts of Grant Wood AEA

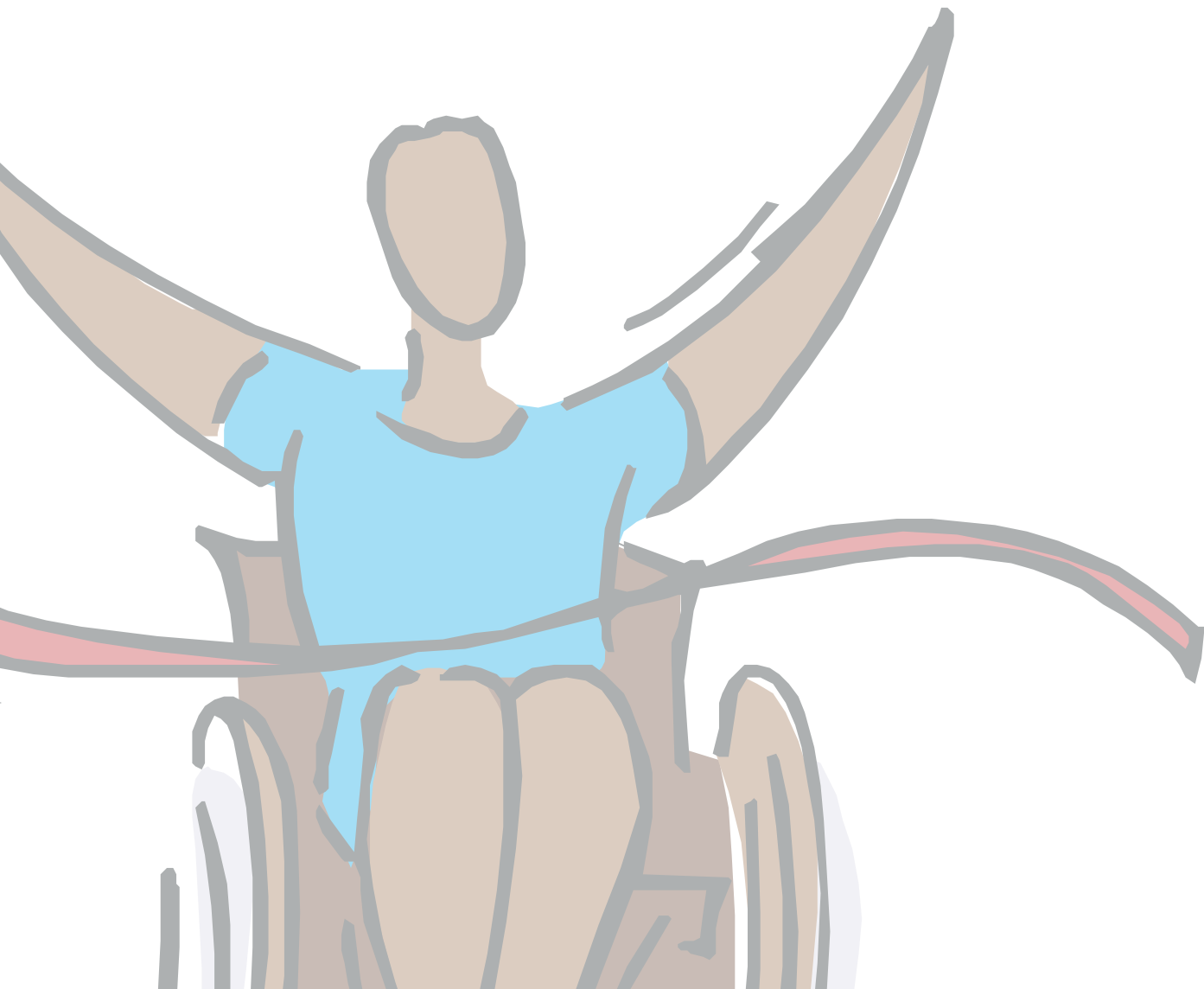


Your child's transition IEP will include goals in the areas of living, learning, and working. Here are the names of two extremely important public agencies and contact persons, Department of Human Services Central Point of Contact and Vocational Rehabilitation, that will serve your child before, during, and especially, after they transition from high school to adults services. Get to know these agencies and the people in them who work with adults with disabilities. They are there for your child, your family, and your community.

COUNTY	CPC/WAIVERS	VOC REHAB	OTHER INFORMATION
BENTON	Mary Williams 319-472-4743 bcss@mebbs.com	Rhonda Draisey Rhonda.Draisey@iowa.gov 515-233-5753	
CEDAR	Julie Tischuk 563-886-3955 jtischuk@cedarcounty.org	Susan Summers Susan.summers@iowa.gov 319-354-4766	
IOWA	Marilyn Austin 319-662-4245 iaco@iowatelecom.net	James Smith James.Smith@iowa.gov 319-354-4766	
JOHNSON	Kris Artley 319-339-6169 kartley@co.johnson.ia.us	319-354-4766	
JONES	Deborah Schultz 319-462-4457 cpc53@co.jones.ia.us	Melissa Ward Melissa.ward@iowa.gov 319-294-9308	
LINN	Mechelle Dhondt 319-892-5620 mechelle.dhondt@linncounty.org	Ray Manning Ray.manning@iowa.gov 319-294-9308	
WASHINGTON	Bobbie Wolf 319-653-7751 wccs5@iowatelecom.net	319-354-4766	

Section 5: Resources

Website to get to Your County’s Information	5:1
The Family & Educator Partnership (FEP) Resource Library	5:2
Websites for Students, Families and Teachers	5:3-5
Transition and the Internet	5:6-8



Website to Get to Your County's Information

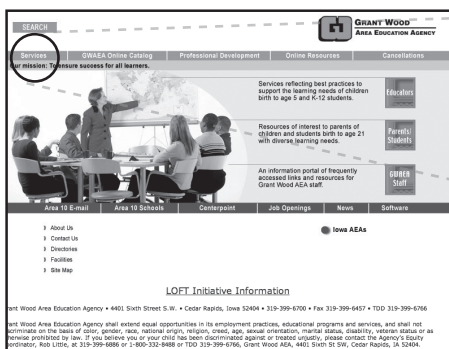
These Transition Topics and Agency Profiles were developed for parents, students, and educators. Each county profile has information about the agencies and services they provide to adults with disabilities and their families.

The entire Transition Topics and Agency Profiles for each county have been added to the Grant Wood AEA 10 web site. You may view, download, or copy these profiles.

In these profiles you will find agency information and resources on topics such as housing, transportation, medical assistance, legal assistance, and other topics of interest to those who are preparing for the adult world of living, learning, and working.

Follow these steps to find your county's Transition Topics and Agency Profile manual:

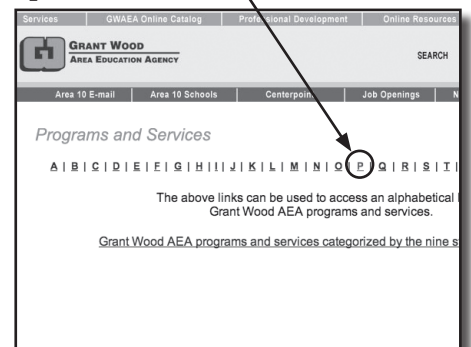
➤ Go to www.aea10.k12.ia.us



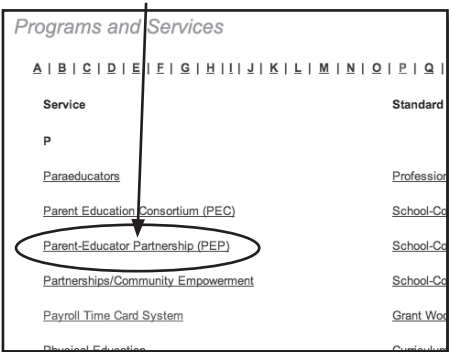
➤ Click on Services



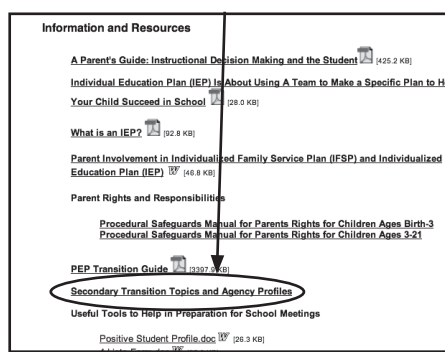
➤ Click on the letter "P"



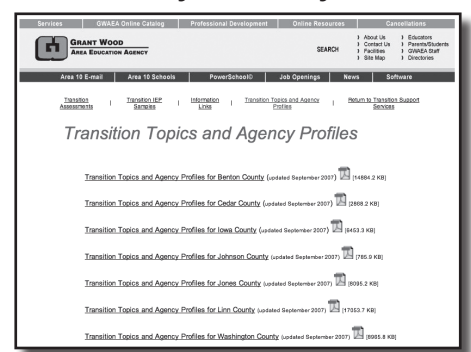
➤ Click on Parent-Educator Partnership (PEP)



➤ Click on Secondary Transition Topics and Agency Profiles



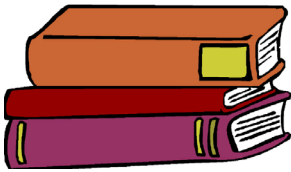
➤ Click on your county



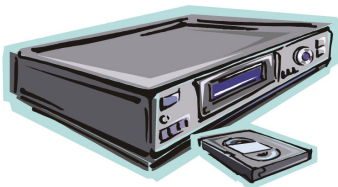
➤ Click on your topic of interest in the index

The Family & Educator Partnership (FEP) Resource Library

TRANSITION RESOURCES FOR PARENTS AND EDUCATORS



The Family & Educator Partnership (FEP) Resource Library has books, videos, hand-outs, and brochures available for parents and educators to help prepare their students for the transition to life after high school. The materials and resources cover such topics as job interviews, sexuality, guardianship and conservatorship, barrier free homes, supported employment, going to college, and many others on the transition areas of living, learning, and working.



Here are a few examples of the resources on transition in the FEP Library:

It's All Part of the Job: A video on what skills students need to get and keep a job.

Moving Forward: A video about the skills students need to learn to live on their own.

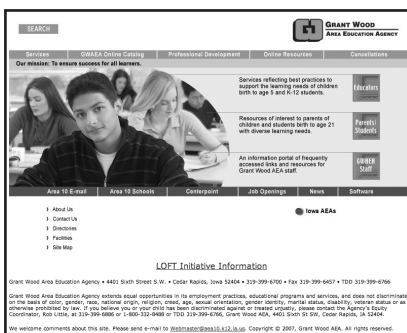
It's My Life: Life planning guide for high school students.

My Future, My Plan: Video and workbook for planning after high school in the areas of learning, living, and working.

Parents and educators can find out what materials the FEP Library has by calling **800-332-8488, ext. 6719** and asking for information about transition resources.

Another way to find out about the materials in the FEP Library is to use the Grant Wood AEA website, going to the FEP web page. Here's how:

Go to www.aea10.k12.ia.us



- Go to- www.aea10.k12.ia.us
- Click on- Services
- Click on- the letter "P"
- Click on-Parent-Educator Partnership Program
- Click on-Resource Library
- Click on-Planning (for the future)

The FEP Resource Library uses the Grant Wood AEA van delivery system which delivers Grant Wood AEA Resources to every school in Area 10 twice a week. Parents can pick materials up and send them back through their child's school.

For more information about the FEP Library and transition resources call 800-332-8488, Ext. 6719 or go to the FEP web page-www.aea10.k12.ia.us or stop by our office at 1120 33rd Ave. SW, Cedar Rapids.

Websites for Students, Families and Teachers

TOPICS	RESOURCES	ADDRESS
Apprenticeships	Office of Apprenticeship Training	http://www.doleta.gov/atels_bat/
	Riley Guide	http://www.rileyguide.com (select A to Z Index, select Apprenticeships)
Assessments	America's Career InfoNet	http://www.acinet.org (select Resource Library, under Occupational Information, select Career Assessment)
	Career Key	http://www.careerkey.org/english
	Career Management International	http://cmi-lmi.com/kingdomality.html
	Emotional Intelligence	http://www.utne.com/azEQ.tpl
	Riley Guide	http://www.rileyguide.com (select A to Z Index, select Assessment Resources for Yourself, Career Planning Help, Personality Tests, or Self Assessment Resources)
	Work Keys	http://www.act.org/workkeys
Career Exploration	America's Career InfoNet	http://www.acinet.org
	Career Voyages	http://www.careervoyages.gov
	Careers in Healthcare	http://www.njha.com/healthrecruitment
	IPTV	http://careers.iptv.org
	IWD	http://www.iowaworkforce.org (select Students)
	Job Star Central	http://jobstar.org/tools/career/spec-car.cfm
	Next Step	http://www.nextstepmagazine.com
	Occupational Outlook Handbook	http://www.bls.gov/oco/
	O*Net	http://online.onecenter.org

Websites for Students, Families and Teachers

TOPICS	RESOURCES	ADDRESS
Career Exploration	Student Transitions	http://www.studenttransitions.com
	World of Work Map	http://www.act.org/wwm
Career Planning	Mapping Your Future	http://mapping-your-future.org/planning
College Planning	College Planning	http://www.collegeplanning.org
	Students.gov	http://www.students.gov
	Think College	http://www.ed.gov/thinkcollege/index.html
Education Needed for Specific Jobs	America's Career InfoNet	http://www.acinet.org (select What It Takes)
Financial Aid	Financial Aid	http://www.finaid.org
Interviewing (Also see Resources Under Job Banks)	America's Career InfoNet	http://www.acinet.org (select Resource Library, then Job Search Tips)
	Monster Board	http://www.monster.com (select Career Center, then Interview Center)
	Riley Guide	http://www.rileyguide.com (select A to Z Index, select Interviewing)
Job Banks	America's Job Bank	http://www.ajb.org
	Career Builder	http://www.careerbuilder.com
	Career Exposure	http://www.careerexposure.com
	Cool Works	http://www.coolworks.com
	Employment Spot	http://www.employmentspot.com
	Federal Jobs	http://www.usajobs.opm.gov
	Flip Dog	http://www.flipdog.com

Websites for Students, Families and Teachers

TOPICS	RESOURCES	ADDRESS
Job Banks	Hot Jobs	http://www.hotjobs.com
	Illinois Skills Match	http://www.illinoisskillsmatch.com
	Iowa Workforce Development	http://www.iowajobs.org
	Monster Board	http://www.monster.com
	Smart Career Move	http://www.smartcareermove.com
	Student Jobs	http://www.studentjobs.gov
	Wetfeet	http://www.wetfeet.com
Job Corps	Job Corps	http://jobcorps.doleta.gov
Job Search	Richard Bolles' Website	http://jobhuntersbible.com
Military	Access America for Students	http://www.students.gov (select Military Service)
	My Future	http://www.myfuture.com
Resume Writing (also see Resources under Job Banks)	America's Career InfoNet	http://www.acinet.org (select Resource Library, Job Search Tips, Resume Guides)
	Damn Good Resume	http://www.damngood.com
	Riley Guide	http://www.rileyguide.com (select A to Z Index, select Resumes and other related topics)
Study Skills	Study Skills Self-help Information	http://www.ucc.vt.edu/stdysk/stdyhlp.html
Teen Workers	Iowa's Child Labor Laws	http://www.iowaworkforce.org/labor/childlabor.htm
	Youth Rules	http://www.youthrules.dol.gov

Transition and the Internet

Transition Information & Services in Area 10: There is a lot of information about the whole area of Transition and about agencies who provide services in the seven counties that comprise Area 10 (Grant Wood AEA). The website is www.aea10.k12.ia.us, Click on “Parents and Students” box to right. Go to the heading “Special Education Programs and Services” and click on Transition under that heading. “Transition Topics and Agency Profiles” pops up. Click on your county. While some agencies serve every county, there are Agency Profiles that reflect services specific to a given county.

Planning for Life After High School: A Guide for Students, School Counselors, Teachers, Parents (2003)

<http://www.dpi.state.wi.us/dpi/dlsea/een/pdf/tranopndrs.pdf>

This handbook, developed by the Wisconsin Department of Public Instruction, is a resource for students, parents, and teachers on preparing and planning for the postsecondary experience. It includes checklists and information on what to expect and how to prepare and plan for postsecondary education. This publication is available in PDF (20 pages) at:

Parent/Professional Collaboration Topic on NCSET’s Website

<http://ncset.org/topics/family/?topic=29>

This topic explores how teachers, families, and schools can collaborate to help families become and stay involved in helping their children to succeed in school and make the transition to jobs or postsecondary education. Interested? Go to:

Making a Difference: Thinking About Decision-Making Support in the Transition Process

http://wcdd.org/Publications/pub_all_details.cfm?pubID=40

(scroll down to “WCDD Publication,” click on “Subject,” and then on “Guardianship”)

In this 18-page paper, the author talks to parents of children with developmental disabilities about what they need to consider about guardianship as their children transition to adulthood. The paper explores guardianship decisions from the perspective of self-determination principles. It describes an approach that results in decision-making support tailored to the individual’s capacities and needs. This paper is free, and available from the Wisconsin Council on Developmental Disabilities website:



...Transition and the Internet continued

Oregon Department of Education Transition Resources Family Role in Transition

http://www.hsd.k12.or.us/schools/specprograms/discover_idea-edv5/OSE/Transition/

Visit the Oregon Department of Education's web page to access a number of transition resources that address person centered planning, self-determination, and student and family roles in transition.

Center for Effective Collaboration & Practice - Help with Behavioral Problems

<http://cecp.air.org/familybriefs>

The Center for Effective Collaboration & Practice (CECP) has published a series of short information briefs on research-based intervention practices and programs for children with behavioral problems. Written for use by families, these briefs translate research on effective intervention practices into a format that is easy to understand and useful for family members and practitioners. While they may not relate specifically to transition, there are good strategies for use in the home that will surely have ripple effects in preparation for adulthood. Briefs on a variety of topics are available on the CECP site at:

Post-ITT(Postsecondary – Innovative Transition Technologies Project)

www.postitt.org/text/index.htm

A collection of resources and activities established to aid students, parents, educators and Disability Services coordinators in the task of planning for a student's transition from secondary to postsecondary education.

Family Village Project

www.familyvillage.wisc.edu/sp/trans.html

Lists a wealth of internet websites on transition information organized under such topic headings as General Information, Employment, The IEP Process, Independent Living, Career Interest Inventories, Health, Legal Information, etc.

Job Accommodation Network (JAN)

www.jan.wvu.edu

Provides information and technical assistance on accommodating employees with disabilities. 800-526-7234 (voice/TTY)



DisabilityInfo.gov

www.disabilityinfo.gov/

Provides information on employment, education, housing, transportation, health, income support (“entitlement programs”), assistive technology, community life (includes accessibility, disaster preparedness, recreation & travel, disability culture, and centers for independent living), and civil rights.

Great Plains ADA & IT Center

www.adaproject.org/

Provides information, materials and technical assistance to individuals and entities that are covered by the Americans with Disabilities Act (ADA). 800-949-4232 (voice/TTY - Toll-free for IA,KS, MO & NE)

American Association of People with Disabilities (AAPD)

www.aapd-dc.org/
www.aapd-dc.org/JFA/JFAabout.html

Provides membership benefits, mentoring & leadership opportunities, and systemic advocacy. AAPD also sponsors the Justice For All E-mail Network (JFA) – a free e-mail listserv for awareness of national advocacy efforts.

