

## The Future Starts Now: Preparing for Secondary Transition in Middle School

This training was developed by the Project 10: Transition Education Network, a discretionary project funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services (BEES), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

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## Objectives

After this training, participants will be able to:

- Utilize resources to support secondary transition planning.
- State the course requirements and career planning activities required for students in middle school.
- Understand the components of the Transition Individual Educational Plan (TIEP).
- Describe activities and strategies to help support students as they enter, attend and/or exit middle school.
- Envision middle school as a launching point for secondary transition – preparing students for adult life.


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## Middle School Resources

There are many resources related to Secondary Transition. Today's presentation will focus on a few resources which focus on Middle School Transition:

- Project 10 Publications webpage: <http://project10.info/DPage.php?ID=77#NS138>
  - *Middle School Transition Trail Map for Families* (also available in Spanish and Haitian Creole)
  - *Resources and References for the Middle School Transition Trail Map for Families*
  - *Benchmarks for Middle School Transition Planning* (also available in Spanish and Haitian Creole)



The publications above are also included in an inventory of resources designed for families:  
 The P10 Transition Resources for Families Padlet  
<https://padlet.com/dphillips52/project-10-transition-resources-for-families-xseqypegbc75510f>



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## Transition from Elementary to Middle School

- The shift from elementary to middle school is a critical transition for students.
- Most students will have to learn how to navigate a larger campus and will change classrooms for each period.
- Elementary and middle schools will work together to share information with students and families. Often a representative from the middle school will attend the student's final IEP meeting at his/her elementary school.
- Students and families also have responsibilities to help ensure a successful transition to middle school.





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## Supporting Elementary to Middle School Student and Family Transition Activities

The following are activities and practices recommended for students and their families to support a successful elementary to middle school transition:

- Participate in the final IEP meeting for 5<sup>th</sup> grade.
- Visit the new middle/junior high school on 6<sup>th</sup> Grade Transition Night, or ask if a separate visit can be scheduled.
- Become familiar with the website of the new middle/junior high school.
- Participate in the first IEP meeting for 6<sup>th</sup> grade.
- Express any concerns/questions regarding the transition to middle school.



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## Middle School Course Requirements

Subject Area	Required Courses	Notes
English Language Arts	3	<ul style="list-style-type: none"> <li>▪ Districts may offer middle-grades courses that lead to high school credit.                             <ul style="list-style-type: none"> <li>▪ Special considerations should be made when determining enrollment in a middle-grade high school-level course.</li> </ul> </li> </ul>
Mathematics	3	
Science	3	<ul style="list-style-type: none"> <li>* One of the Social Studies courses must be Civics.                             <ul style="list-style-type: none"> <li>▪ Civics requires taking an end-of-course exam that constitutes 30% of a student's course grade.</li> <li>▪ Students with disabilities may be eligible for an assessment waiver as determined by their IEP team.</li> </ul> </li> </ul>
Social Studies *	3	
Physical Education **	3	** Physical Education is required one semester each year for students in grades 6-8 (requirement may be waived).

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## Middle School Course Requirements

- In addition, students must complete a course in Career and Education Planning that results in an academic and career plan (to be completed in 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade) [Section 1003.4156, Florida Statutes \(FS\)](#).
- Course must teach each student how to access and update the plan at least once before the student's progression to high school, and at least annually as the student progresses through high school.



More information regarding the Career and Education Planning course requirement may be found on the Florida Department of Education's website: <https://www.fdoe.org/core/fileparse.php/7531/urlt/approved-courses.pdf>

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## Middle School Course Requirements

- The middle school course in career and education planning must utilize, when available, the state's online career planning and work-based learning coordinating system (SB 240 (2023) amends s. 1003.4156, FS).
- Xello is Florida's official online career planning system (<https://xello.world/en/florida-college-career-ready/>)
- FDOE website for College and Career Planning: (<https://www.fdoe.org/academics/college-career-planning/>)



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## Consider High School Programs when Planning Middle School Courses

- Many school districts offer specific high school programs such as career academies and magnet programs. The following are some considerations to keep in mind:
- Some specific programs have an application process and deadlines (as early as January).
  - Some programs may be competitive and have eligibility requirements, and/or require auditions or submission of a portfolio.
  - Middle School IEP teams should take into consideration the student's educational and career goals when discussing options for high school and plan accordingly.

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## Middle School Transition Fundamentals

### Individual Educational Plan (IEP)

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## Individual Educational Plans (IEPs) and Transition IEPs (TIEPs)

- IEPs are guiding documents for academic planning that support students with disabilities throughout the K-12 educational system.
- Each student's IEP is unique and is based on the student's individual needs. Exceptional Student Education (ESE) services and supports are identified to assist students with disabilities to be successful in school.
- IEPs are developed as a team, including the student and parents, school district representatives, other service providers and individuals who know the student well.
- During the student's 7<sup>th</sup> grade year or when the student attains the age of 12, whichever occurs first, new transition-related requirements are added to the IEP.

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## Transition IEP Components: Beginning At Age 12 or During 7<sup>th</sup> Grade (whichever occurs first)

- Parent notification that the purpose of the meeting will include **identifying** needed transition services.
- The student must be invited to the IEP meeting.
- Age-appropriate transition assessments indicating the student's strengths, preferences and interests are documented.
- **Discuss** measurable postsecondary goals based on age-appropriate transition assessment in the following areas:
  - Education and/or training
  - Employment
  - Career
  - Independent Living (when appropriate)

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### Transition IEP Components: Beginning At Age 12 or During 7<sup>th</sup> Grade (whichever occurs first)

- ❑ Discuss the graduation pathways and the diploma designations.
- ❑ Begin identifying transition services needs of students.
- ❑ Document the need for self-determination and self-advocacy instruction.



Resource- The *Transition Requirements Checklist*: <http://project10.info/DPPage.php?ID=77#NS138>

**project10** Transition Requirements Checklist

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### Transition IEP Components: Beginning At Age 12 or During 7<sup>th</sup> Grade (whichever occurs first)

- ❑ Information and referral forms, links, and contacts must be provided to the students and families at IEP meetings regarding:
  - The school district's high school-level transition services, career and technical education, and collegiate programs available to students with disabilities and how to access these programs.
  - School-based transition programs
  - Information regarding programs and services available through:
 

Florida's Center for Students with Unique Abilities (FCSUA)	Division of Vocational Rehabilitation (DVR/VR)	Division of Blind Services (DBS)
Agency for Persons with Disabilities (APD)		Florida Association of Centers for Independent Living (FACIL)
- ❑ Individualization and accurate documentation within the IEP are essential for the effectiveness of the provision of information.

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### Transition IEP Components: Beginning at Age 14 or to Be in Place and Operational on the First Day of High School

- ❑ Beginning no later than the first IEP to be in effect on the first day the student enters high school, attains the age of 14, or when determined appropriate by the parent and IEP team, whichever occurs first, **the IEP must include** the following and must be updated annually:
  - ❑ A statement of intent to pursue a standard high school diploma and pursue a scholar and/or industry scholar designation.

**project10** Transition Requirements Checklist

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### Transition IEP Components: Beginning at Age 14 or to Be in Place and Operational on the First Day of High School

Continued –

- ❑ A statement must document discussion of the process for a student to defer.
- ❑ A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements.
- ❑ The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.

**project10** Transition Requirements Checklist

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### Transition IEP Components: Beginning at Age 14 or to be in Place and Operational on the First Day of High School

- ❑ A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to:
  - Training/Education
  - Employment
  - Career
  - Independent living skills (if appropriate)
- ❑ Transition services, including pre-employment transition services and courses of study needed to assist the student in reaching his/her postsecondary goals.
- ❑ Representatives of any agency likely to provide or pay for transition services must be invited to the IEP meeting **with prior written consent**.

**project10** Transition Requirements Checklist

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### Transition Components in the IEP

- ❑ For the IEP in effect at the beginning of the school year the student is expected to graduate, the statement must include a signed statement by the parent, guardian, or the student, if the student has reached the age of majority and rights have transferred to the student, indicating:
  - The process for deferment is understood.
  - Whether the student will defer the receipt of his/her standard high school diploma.

**project10** Transition Requirements Checklist

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# Middle School Transition Fundamentals

## Accommodations and Modifications




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# Accommodations and Modifications

<h3>Accommodations</h3> <ul style="list-style-type: none"> <li>□ Accommodations are made to the <b>way</b> students learn and <b>how</b> they are tested.</li> <li>□ Examples:           <ul style="list-style-type: none"> <li>▪ Provide a graphic organizer</li> <li>▪ Provide visual representations of mathematical processes</li> <li>▪ Text-to-speech software</li> </ul> </li> </ul>	<h3>Modifications</h3> <ul style="list-style-type: none"> <li>□ Modifications are made to <b>what</b> students are expected to learn.</li> <li>□ Key points:           <ul style="list-style-type: none"> <li>▪ Modifications are embedded in the curriculum for students receiving instruction on Florida's Access Points-Alternate Academic Achievement Standards (AP-AAAS).</li> <li>▪ For students not receiving instruction on Access Points, teachers will engage in systematic problem-solving with educators to intensify the instruction or intervention to meet students' needs.</li> </ul> </li> </ul>
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Resource-  
Accommodations: Assisting Students with Disabilities  
<http://www.fl.doe.org/core/fileparse.php/7690/urla/0070069-a-comm-educator.pdf>



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# Accommodations - Considerations



- Students' needs may change from the elementary school to the middle school environment; however, middle school personnel will ensure accommodations that were provided in elementary school will be considered as the student transitions to middle school.
- Students may need to practice self-determination and self-advocacy skills to ensure that their accommodations are in place/implemented. The practice of self-determination is helpful after exiting the K-12 system and throughout life.
- Parents will also need to be aware of the accommodations that are being provided to their youth in order to consult with school personnel if needed.

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# Modifications through Florida's Access Points


- What are Florida's Access Points?
  - Access Points are academic expectations written specifically for students with significant cognitive disabilities.
  - Access Points reflect the essence or core intent of the standards that apply to all students in the same grade but at reduced levels of complexity.
  - All students should be academically challenged and taught to high standards.

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# Accommodations and Modifications - Resources

- Access Project: Providing Resources that Facilitate the Teaching & Learning of Access Points  
<https://www.accessofl.org/>
- Florida Alliance for Assistive Services and Technology (FAAST)  
[https://nrd.gov/resource/detail/12738305/Florida+Alliance+for+Assistive+Services+&+Technology+\(FAAST\)](https://nrd.gov/resource/detail/12738305/Florida+Alliance+for+Assistive+Services+&+Technology+(FAAST))
- Florida Diagnostic & Learning Resources System (FDLRS) Technology  
<https://www.fdlrs.org/>
- Technology Learning Connection (TLC) Multi-tiered System of Support (MTSS)  
<https://www.tlc-mtss.com/>



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# Middle School Transition Fundamentals

## Self-Determination Skills



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## Self-Determination Skills



Self-determination skills are also critical for transition, and it is never too early to start. Self-determination can be described as:

- Knowing and believing in yourself.
- Knowing what you want your future to be and how to make plans to achieve this future.
- Knowing what supports you need to take control of your life.

(How Self-Determined Are You?, 2016, p.1)



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## Elements of Self-Determination

<b>Choice Making</b> <small>The skill of selecting a path forward between two known options</small>	<b>Decision Making</b> <small>The skill of selecting a path forward based on various solutions that have each been thoughtfully considered</small>	<b>Problem Solving</b> <small>The skill of finding solutions to difficult or complex issues</small>
<b>Cm</b>	<b>Dm</b>	<b>Ps</b>
<b>Goal Setting &amp; Attainment</b> <small>The ability to develop a goal plan for implementation and measure success</small>	<b>Self-Regulation</b> <small>The ability to monitor and control one's own behaviors, actions and skills in various situations</small>	<b>Self-Advocacy</b> <small>The skills necessary to speak up for and/or defend a cause or person</small>
<b>Gs</b>	<b>Re</b>	<b>Ad</b>
<b>Internal Locus of Control</b> <small>The belief that one has control over outcomes that are important to one's life</small>	<b>Self-Efficacy</b> <small>Belief in one's ability to succeed in specific situations or accomplish specific tasks</small>	<b>Self-Awareness</b> <small>The basic understanding of one's own strengths, needs and abilities</small>
<b>Lc</b>	<b>Ef</b>	<b>Aw</b>

- Check out Section Four of the "Self-Determination and Self-Advocacy Guide" for specific instructional strategies.
- Remember: The goal is that students- as much as possible- will conduct their own IEP meetings.

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## Florida Requirement to Consider Need for Self-Determination and Self-Advocacy Instruction Earlier

- To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services during the student's 7<sup>th</sup> grade year, or when the student attains the age of 12, for his or her postsecondary goals and career goals to be identified and in place when he or she attains the age of 14 or in place and operational on the first day of high school, whichever occurs first.
- Consideration of the student's need for instruction in self-determination and self-advocacy to assist the student's active and effective participation in an IEP meeting.
- To prepare families and students for educational decision-making responsibilities and activities that transfer to the student upon the age of majority.

(S. 1003.5716 (1)(a), F.S.)

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## Self-Determination and Self-Advocacy in Action

Examples of self-determination and self-advocacy in action:

- Active participation in the IEP meeting and leading discussions.
- Request an IEP meeting and identify any additional person to invite, including agencies.
- Explain one's disability and how it affects their learning, employment and ability to live independently.
- Awareness of one's accommodations and how to request them in multiple settings.




*Resource: Project 10's Self-Determination and Self-Advocacy Guide*

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## Building Self-Determination Skills at Home

There are activities that families can do outside of the school to help youth increase their self-determination skills, such as:


- Create a variety of opportunities that encourage students to discover likes, dislikes, strengths and challenges.
- Provide opportunities to make choices (e.g., clothing, hairstyle, music, recreation, etc.).
- Model and describe the self-determination skills that you use regularly.
- Teach goal setting.
- Encourage and support the student to practice respectfully speaking up for his/her point of view at home.



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## Self-Determination Resources


- Center for Self-Determination  
<http://www.self-determination.com/>
- Chart Your Own Future: How Your IEP Can Help  
<http://www.pacer.org/parent/php/PHP-c113.pdf>
- I'm Determined  
<http://www.imdetermined.org/>
- Project 10 Self-Determination and Self-Advocacy Guide  
[http://project10.info/Documents/SD-SA\\_Guide\\_Final\\_for\\_Printing.pdf](http://project10.info/Documents/SD-SA_Guide_Final_for_Printing.pdf)
- Project 10 Self-Determination & Self-Advocacy Web page  
<http://project10.info/DPage.php?ID=185>
- Zarrow Institute on Transition and Self-Determination  
<https://www.ou.edu/education/zarrow>



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## Middle School Transition Fundamentals

### High School Preparation & Career and Education Planning




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## High School Graduation Options that Lead to a Standard Diploma

- 24-credit, 2.0 GPA required for graduation
  - Standard (available to all students)
  - Standard via Access Courses
  - Standard via Employment and Academic-Based Courses
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Graduation Pathway
- International program options
  - International Baccalaureate (IB)
  - Advanced International Certificate of Education (AICE)

See the Combined Graduation Options Chart for (1) Entering 9<sup>th</sup> grade prior to 2023-24 and (2) Entering 9<sup>th</sup> grade in 2023-24 and thereafter.  
<http://project10.info/DPage.php?ID=77>




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## Diploma Designations

Facts about Diploma Designations:

- Optional
- Additions to a diploma, they are NOT diploma types
- Awarded to any student who meets all requirements listed in [s. 1003.4285, F.S.](#)
- Two designations available
  - Scholar
  - Industry Scholar




Resource: "Academic Advisement Flyers: What Students and Parents Need to Know" located on the Florida Department of Education's website at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>



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## Deferring Receipt of the Diploma

- 2014 – Florida Legislation allows students with disabilities to defer receipt of their standard diploma and continue to receive special educational services from their school district.
- Eligibility for deferment is described in [s. 1003.4282\(9\)\(c\), F.S.](#)
- The process described in [Rule 6A-1.09963\(6\)\(a\), F.A.C.](#)
- The majority of students who earn a standard diploma via an option open to all students will not meet deferment eligible criteria.
- Students who earn a standard diploma and do not defer are **not** eligible for any further services.



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## Deferment and Free Appropriate Public Education (FAPE)

Legislative Underpinning	Considerations/Implications
<p>Individuals with Disabilities Act (IDEA) 2004:</p> <p>IDEA specifies that a free and appropriate public education (FAPE) must be available to all students with disabilities who have not reached age 22 <b>AND</b> who have not earned a standard diploma. If a student graduates with a special diploma, a certificate of completion, a special certificate of completion, or GED and has not reached age 22, the school district must make FAPE available to the student (at the student's option) until the student's 22nd birthday or until he or she earns a standard diploma.</p>	<p>All students with disabilities are on one of several pathways to earn a standard diploma.</p> <p>A standard diploma acquisition is considered a change of placement after which the state will no longer have to provide the student with FAPE.</p>

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## Deferment and Florida Law

Legislative Underpinning	Considerations/Implications
<p>Section 1003.4282(9)(c), Florida Statutes (F.S.):</p> <p>A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:</p> <ol style="list-style-type: none"> <li>1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and</li> <li>2. <b>Is enrolled</b> in accelerated college credit instruction pursuant to <a href="#">s. 1007.27, F.S.</a>, industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.</li> </ol>	<p>Deferment is an additional period to support experiences and skill readiness to support successful postsecondary outcomes.</p> <p>Deferment services and programs should be specific and intentional to support students' needs and to ensure progress toward their postsecondary goals.</p> <p>Continue to consider the Least Restrictive Environment (LRE).</p>

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### The Deferral Timeline and Florida Legislation

By age 14 or prior to beginning high school (whichever occurs first).

s.1003.5716, F.S.

- A statement documenting discussion of deferment process.

Prior to the year the student is expected to meet graduation requirements.

s.1003.5716, F.S. & Rule 6A-109963, Florida Administrative Code (F.A.C.)

- A signed statement by parent or adult student indicating the deferral process is understood and the choice to defer or not to defer.

By May 15 of the year the student meets graduation requirements.

Rule 6A-1.09963, F.A.C.

- School districts inform parent/student that:
  - FAPE obligations end if diploma is not deferred.
  - Deadline for diploma deferral or acceptance is May 15.
  - Failure to attend graduation ceremony does not constitute a deferral.

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### Career Experience Timeline

A Progressive Plan for Career-Related Experiences

**Elementary School**  
Career Awareness  
Learning ABOUT Work

- Self-Awareness
- Career Awareness
- Career Interests
- Field Trips
- Community-Based Instruction

**High School**  
Career Preparation  
Learning ABOUT and THROUGH Work

- Career Planning
- Job Shadowing
- Service Learning
- School-Based Enterprises
- Apprenticeships
- Internships
- Paid Employment

**Middle School**  
Career Exploration  
Learning ABOUT and THROUGH Work

- Career Planning
- Career Exploration
- Job Shadowing
- Workplace Tours
- Community-Based Instruction

**Post-School**  
Career Education/Training  
Learning THROUGH and FOR Work

- Postsecondary Education Practicums
- Apprenticeships
- Internships
- Paid Employment

**Career Education and Planning: It's Never Too Early to Start!**

- Elementary School: Career Awareness – Learning ABOUT Work
- Middle School: Career Exploration – Learning ABOUT and THROUGH Work
- High School: Career Preparation – Learning ABOUT and THROUGH Work
- Post-School: Career Education and Training – Learning THROUGH and FOR Work

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### Workforce Education System Pathway to a Career

Lifelong Career

State University System  
• Bachelor's  
• Master's  
• Doctoral

Career and Technical Colleges  
• Postsecondary Adult Vocational Certificate  
• Applied Technical Diploma  
• Industry Certification

Apprenticeship  
• Certificate

High Schools  
• High School Equivalency Diploma  
• Certificate

Florida College System  
• College Credit Certificate  
• Bachelor's  
• Applied Technical Diploma  
• Associate's  
• Postsecondary Adult Vocational Certificate  
• Industry Certification

Adult Education

Industry Advisors

### Considering High School and Career Pathways

In middle school, students and families need to start looking at the path to high school and beyond.

- Graduation Pathways
- Diploma Designations
- Industry Certifications and CAPE Digital Tool Certificates
- Career and Technical Education (CTE)
- Magnet Programs and Career Academies
- Extended Transition Programs

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### Vocational Rehabilitation Pre-Employment Transition Services (Pre-ETS)

Vocational Rehabilitation Pre-ETS are available to eligible students with disabilities ages 14-21. The following are the five Pre-ETS areas:

- Job Exploration Counseling
- Work Readiness Training
- Work-Based Learning Experiences (WBLEs)
- Self-Advocacy Training and Peer Mentoring
- Postsecondary Educational Counseling

VR website, Pre-ETS:  
<http://rehabworks.org/student-youth/youth-transition.html>

Pre-ETS Flyer:  
[http://www.rehabworks.org/\\_resources/docs/flyers/pre-employment-transition-services.pdf](http://www.rehabworks.org/_resources/docs/flyers/pre-employment-transition-services.pdf)

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### Transitioning from Middle School to High School

Supporting a Smooth Transition

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### Supporting Transition from Middle to High School

The following are recommended activities that will help prepare students for the transition from middle to high school:

- Request/Invite a representative from the student's future high school to attend the student's IEP meeting.
- Students and families should attend any events related to transitioning to high school.
- Students and families can learn more about the high school through the website and schedule a visit to the high school (during after school hours or over the summer).

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## Supporting Transition from Middle to High School (cont.)

- Identify a point of contact at the school in case help is needed (e.g. school counselor, mentor, teacher, older student, etc.)
- Students and families should attend all Transition IEP meetings; and review information related to:
  - Graduation pathways
  - Diploma designations
  - Course of study



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## Summary: S 1003.5716, F.S.

- Beginning not later than the first IEP to be in place and operational on the first day of high school, attains the age of 14 (whichever occurs first), or younger if determined appropriate by the parent and the IEP team, whichever occurs first, the IEP must include measurable long-term postsecondary goals based on *age-appropriate transition assessments* related to:

Education and/or Training	Employment	Career (Florida)	Independent Living (if appropriate)
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- ...and the transition services, including courses of study needed to assist the student in reaching those goals. This encompasses the consideration of pre-employment transition services needs.

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## Measurable Postsecondary Goals

A measurable postsecondary goal may address more than one of the designated areas and **must meet the following requirements:**

- **It must be measurable;** you must be able to "count it" or observe it.
- It must be intended to occur **after the student leaves** school.
- It must be reviewed **annually**.

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## Measurable Postsecondary Goals: Three Parts

### Target date or timeline

- By January 2024.
- Within six months of leaving the K-12 system.

### Behavior and outcome: (Name) will ...

- Work in a part-time job at a day care.
- Complete requirements for a career certificate in construction from a technical college.

### Conditions, if any

- Using personal assistive technology



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## Measurable Postsecondary Goals: Examples

1. Within two years of leaving the K-12 system, Jack will earn a workforce certificate through the Automotive Service program at Florida State College at Jacksonville (FSCJ).
2. Within two and a half years, through the assistance of Vocational Rehabilitation (VR) and the staff of the Automotive Service program at FSCJ, Jack will obtain employment at a local mechanic shop.
3. Within five years of graduating from FSCJ, Jack will meet his career goal of working as an automotive technician in a car dealership.
4. Within three months of leaving the K-12 system, Jack will utilize the city bus to independently get to and from classes at FSCJ.

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## Transitioning from Middle School to High School


Final Thoughts

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## Helpful Reminders



Parenting is Like Skateboarding:  
It Requires a Good Sense of Balance

Do More Listening	→	Than Talking
Set Appropriate Boundaries	→	But Allow Youth to Make Mistakes and Learn from Them
Remain Involved	→	While Encouraging Independence
Remain in Charge	→	But Share the Power
Be a Parent First	→	Be a Friend Second
Protect	→	Without Taking Away Freedom

It is a balancing act between holding on and letting go.

Parenting Advice and Regrets from Empty Nesters, 2014

The following list was created with parents in mind, but it is also appropriate for others who support students with special needs.


- ❑ "Make time to enjoy your kids.
- ❑ You aren't perfect – and that's okay.
- ❑ Being a parent is hard. Being a parent to a child with extra needs is extra hard.
- ❑ Celebrate the little things.
- ❑ You are a superhero!"

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(20 Things Every Parent of Kids with Special Needs Should Hear, n.d. <https://www.abilities.com/community/parents-20things.html>)

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## Transition Planning Involves Helping Students Become LIFE Ready!



- ❑ The purpose of secondary transition for students with disabilities is to prepare them for the future they want. It's about preparing them to participate in adult life, make positive contributions to their communities, develop a career, maintain a job and live as independently as possible.
- ❑ It is never too early to start transition planning, and there are many supports and resources to assist in the journey!

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## Additional Resources

- ❑ Agency for Persons with Disabilities (APD)  
<https://apd.myflorida.com/>
- ❑ Florida Developmental Disabilities Council Publications  
<http://www.fddc.org/publications>
- ❑ Florida Division of Vocational Rehabilitation School to Work Transition Program  
<http://www.rehabworks.org/student-youth/student-transition.html>
- ❑ National Technical Assistance Center on Transition: the Collaborative (NTACT: C)  
<https://ttransitiona.org/>
- ❑ Secondary Transition (online module – independent study)  
<https://fl-pda.org/>

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## References

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## Questions and Thank You!

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Thank you for your attendance and participation!



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