A Focus on Secondary Transition for Students with Significant Cognitive Disabilities - What Teachers Need to Know!

Florida CEC, Jupiter Beach
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Welcome to the Project 10: Transition Education Network website! It is constantly being updated, so check back often for new material. Please contact us with any suggestions, corrections, or ideas at maryp@mail.usf.edu.

MISSION

The mission of Project 10: Transition Education Network, hereinafter referred to as "Project 10," is to assist Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities who are preparing to leave the educational system. Project 10 is supported by funding from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), SE Supplemental Grant Program (SESG).
# Employment Checklist for Students with Significant Disabilities

## Exiting High School

### Planning My Future

<table>
<thead>
<tr>
<th><strong>I know about SSI, SSDI, Medicaid, Medicare and other disability benefits that may be available to me.</strong></th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I have identified a certified benefits planner to help develop a written benefits analysis to support my goal of economic self-sufficiency.</strong></td>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>I know about competitive employment options such as customized employment, job carving, telecommuting, and microenterprise.</strong></td>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>I am actively involved in selecting my job coaches or employment specialists, developing compensatory work strategies, and developing a plan to &quot;fade&quot; supports (i.e., replace outside supports with natural supports).</strong></td>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>I plan to work at least 20 hours per week and earn minimum wage or higher.</strong></td>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>

### My Job Hunting Skills

<table>
<thead>
<tr>
<th><strong>I have identified community rehabilitation programs and other employment service providers in the area where I would like to work.</strong></th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I know the characteristics of quality jobs including fair wages, company benefits, opportunities for advancement, regular contact with coworkers who are not disabled, and opportunities for social interactions with coworkers during breaks and after work.</strong></td>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>

### My Disability

| **I know when I need compensatory strategies (lists, cues, color coding, etc.) and how to develop them on the job.** | **Yes** | **No** |

### My Job Keeping Skills

| **I have a long-term support plan to ensure job retention.** | **Yes** | **No** |

### Just in Case

| **I have access to ongoing support services in case I am laid off or change jobs.** | **Yes** | **No** |

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Legal Rights for Students with Disabilities Turning 18 IDEA Transfer of Rights

- Guidelines for informing students with disabilities of their legal rights as adult when reach age of majority
- Students may need assistance with making adult decisions
- Florida law provides a number of decision-making options, such as
  - Banking services
  - Power of attorney
  - Representative payee
  - Advance directives
  - Medical proxy
  - Trust
  - Guardian advocacy
  - Guardianship


Transition—IEP to be in effect at Age 17

Primary Purpose: Update measurable postsecondary goals and transition services, and inform the parent and student of the transfer of rights.

The team must:
- Follow all of the requirements from ages 14-16
- Inform the student of the rights that will transfer, at least one year prior to the student’s 18th birthday (must be documented on the IEP)
Transition—IEP to be in effect at Age 18

**Primary Purpose:** Update measurable postsecondary goals and transition services, and provide parent and student a notice regarding the transfer of rights when the student reaches age 18

**The team must:**
- Follow all of the requirements from ages 14-17
- The student and parent receive a notice of the transfer of rights when the student attains his or her 18th birthday
Transition—IEP to be in effect at Ages 19-21

**Primary Purpose:** Update measurable postsecondary goals and transition services

**The team must:**
- Follow all of the requirements from ages 14-18
- Students who have reached the age of majority and to whom rights have transferred, can now provide the consent to invite agencies
Transition—IEP to be in effect at Ages 19-21

The team must also:

- Provide the student’s parent with all notices required by the Individuals with Disabilities Education Act (IDEA)
- Provide prior written notice of change of placement for students graduating with a standard diploma
- Provide a Summary of Performance (SOP) for selected students
Student Responsibilities

- Participating actively on the IEP team
- Understanding the transition process
- Sharing insight regarding potential services
- Communicating postsecondary goals
- Developing and using self-determination and self-advocacy skills
School Responsibilities

• Ensure that the student’s IEP includes the required components for transition for students 14 and older
• Help students and agencies link with one another
• Schedule and conduct IEP meetings following IDEA requirements
Transfer of Rights Resources

• Guardian Advocate Information and Forms
  – Information and forms for obtaining legal guardianship for a person with a developmental disability

• Lighting the Way to Guardianship and Other Decision-Making Alternatives: A Manual for Individuals and Families
Mobility Training

• A related service under IDEA provided to blind or visually impaired students to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community

• Necessary for independent living

• Enables an individual to navigate his or her own world effectively & safely

• Includes
  – Sensory awareness
  – Spatial concepts
  – Independent movement
  – Sighted guide
  – Protective techniques
  – Cane skills


Mobility Training Resources

**Florida Division of Blind Services (FDBS)**
http://dbs.myflorida.com/
FDBS services to people with visual disabilities include orientation and mobility training. FDBS also operates the Orientation and Adjustment Center north of Daytona Beach Community College where adults who are blind can live temporarily while they learn to lead productive, self-sufficient lives. Clients must be interested in employment or homemaking to attend.

**Foundation for Blind Children O&M Program**
http://www.seeitourway.org/ProgramsServices/orientMobility/orientMobility.html
This Web page provides basic information on O&M training including the progression of skills from birth to adulthood and basic etiquette for sighted people.

**Institute for Innovative Blind Navigation Inc.**
http://www.wayfinding.net/
This Web site contains a number of resources including e-books on teaching O&M, wayfinding technology, and community education for students with travel disabilities.

**Technical Assistance Paper: Related Services for Students with Disabilities**
This FLDOE TAP describes related services for students with disabilities that are intended to facilitate participation in educational programs under the Individuals with Disabilities Act, including orientation and mobility services.
The Discovery Process

Discovery provides, in a non-traditional, common-sense form, the information needed to determine the strengths, needs, and interests of any person with complex life issues.

- Addressing the question, “Who is this person?”
- Collecting information about his or her
  - interests, strengths, environments or activities where they are at their best,
  - supports that are effective for them,
  - present levels of performance
- Information is gathered through
  - activities,
  - interviews and
  - observations at home, school, & in the community as well as with people who know the student well.
- A Vocational Profile is created to
  - provide direction to career development activities
  - to share information for job development.
Discovery
http://ruralinstitute.umt.edu/transition/Discovery.asp
Discovery is a process for getting to know a student by collecting information about his or her interests, strengths, environments or activities where they are at their best, supports that are effective for them, and present levels of performance. Information is gathered through a series of activities, interviews and observations at home, school, and in the community as well as with people who know the student well. A Vocational Profile is created to provide direction to career development activities and to share information for job development. Discovery is an alternative strategy to more traditional or standardized forms of vocational evaluation. The Rural Institute at the University of Montana Web site contains in-depth information regarding the Discovery process and has a link to the "Steps of Discovery."

Customized Career Planning
http://ruralinstitute.umt.edu/transition/careerplanning.asp
Additional Discovery resources on the Rural Institute at the University of Montana Web site include examples Vocational/Personal Profile Forms, Customized Employment Meeting Forms, and information regarding creating representational portfolios.

Mississippi Model Youth Transition Innovation (MYTI)
http://www.myti.org
MYTI was one of seven Social Security demonstration projects designed to assist young people to become employed through transition interventions from school to work, thereby reducing reliance on public benefits. The Discovery process was embedded within the project. Although the project has ended, a description of the project and forms are still available through Michael Callahan, the creator of the Discovery process.

Implementing Discovery
http://partnersintransition.fmhi.usf.edu/past.html
This PowerPoint presentation was part of an April 2008 training conducted by Michael Callahan and sponsored by Partners in Transition. Click on "Implementing Discovery."
11 districts utilizing Discovery

- Gadsden
- Lee
- Leon
- Duval
- Orange
- Pasco
- Sarasota
- St. Lucie
- Martin
- Broward
- Monroe
Independent Living Skills

• Use STING RAY & other Postsecondary programs as examples – Community Lesson Plans

• Career Planning
  - Communication
  - Daily Living
  - Home Life
  - Housing and Money Management
  - Self Care
  - Social Relationships
  - Work Life
  - Work and Study Skills
Independent Living

• Supports will vary depending on individual

• Support needs organized around
  – Housing options
  – Transportation
  – Social & recreational activities
  – Shopping/financial management
  – Health & safety
  – Self-determination
Independent Living Rights & Responsibilities

- Typically non-residential, private, non-profit, consumer-controlled, community-based organizations providing services and advocacy by and for persons with all types of disabilities.
  - Goal: assist individuals with disabilities to achieve their maximum potential within their families and communities.

- Independent Living Centers serve as a strong advocacy voice on a wide range of national, state and local issues.
  - Address issues such as housing, employment, transportation, communities, recreational facilities, and health and social services. Information regarding Independent Living Centers in Florida may be found at: http://www.flailc.org/contact_list.htm
Independent Living: Social & Recreational Activities

It is essential for students to develop leisure activities of their own choosing:

• Persons with disabilities should experiment with different types of recreational pursuits and social events in order to develop preferences
• Leisure activities should include an array of both solitary and group activities
• Adapted equipment or rules can be used as leisure supports for people with disabilities to participate in activities with non-disabled peers
• Persons with disabilities may choose to participate in segregated activities; however, this should not be their only choice.

Independent Living Skills Resources

- Student Development
  
  http://nsttac.appstate.edu/content/student-development

  This National Secondary Transition Technical Assistance Center Web page contains evidence-based practices and lesson plans for teaching
  - Life skills
  - Purchasing skills
  - Functional reading skills
  - Functional math skills
  - Banking skills
  - Cooking skills
  - Food preparation skills
  - Grocery shopping skills
  - Home maintenance skills
  - Restaurant purchasing skills
  - Safety skills
  - Life skills using community-based, computer assisted, and self-management skills
  - Personal health and personal care skills
  - Self-determination and self-advocacy skills
  - Social and leisure skills training
Independent Living Skill Resources (cont’d)

• **Virtual Center for Independent Living for West Virginia**
  [http://mtstcil.org/skills/index.html](http://mtstcil.org/skills/index.html)
  The Mountain State Centers for Independent Living created this Web site that includes on-line skill development resources on topics such as
  - health and safety
  - money management
  - self-advocacy
  - understanding the Americans with Disabilities Act

• **Independent Living Research Utilization (ILRU) Program Florida**
  This ILRU Program Web site has a feature to assist individuals with disabilities find a Center for Independent Living in their area in Florida.

• **Ansell-Casey Life Skills Assessments (ACLSA)**
  [http://www.caseylifeskills.org](http://www.caseylifeskills.org)
  Free life skills assessments in English, French, and Spanish are available on-line in many independent living skills areas.

• **The Texas School for the Blind and Visually Impaired**
  [http://www.tsbvi.edu/](http://www.tsbvi.edu/)
  This Web page contains an extensive list of independent living skills resources, geared primarily to individuals with vision impairments.
Independent Living Skills Curricula

**Life Centered Community Education (LCCE):** "Life Centered Career Education (LCCE), Revised Edition", is a comprehensive functional curriculum based on classroom, home, and community environments and is useful for elementary school through high school, including general education students; students with learning disabilities; students with mild mental disabilities; and students at risk.

[http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalTraining/LCCE/](http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalTraining/LCCE/)

**Targeted Life Skills Curriculum:** The Targeted LIFE Skills Curriculum was aligned with both the Texas Essential Knowledge and Skills (TEKS) and the Florida Department of Education's Sunshine State Standards and State Standards for Special Diploma, 2004. This curriculum is useful for elementary school through high school, including students with intellectual disabilities.

[http://stetsonassociates.com/Products.htm](http://stetsonassociates.com/Products.htm)

**Money Smart for Young Adults – A Financial Education Program:** The FDIC’s Money Smart for Young Adults curriculum helps youth ages 12-20 learn the basics of handling their money and finances, including how to create positive relationships with financial institutions. Equipping young people in their formative years with the basics of financial education can give them the knowledge, skills, and confidence they need to manage their finances once they enter the real world.


**The Transitions Curriculum:** This three-volume curriculum was extensively field-tested in California. It includes 300 teacher-developed and tested lessons, complete with 1500 sequenced "real life" objectives, exciting hands-on student activities, and 600 reproducible student worksheets and student self-assessments every five units. The product was designed with flexibility in mind -- instruction can be undertaken with individual units in a two-week period or expanded for a full two-year program.

Independent Living: Health & Safety

Two of the curricula listed above also include sections on health and safety. Some of the topics included are:

• Emergency Preparation
• Fire Safety
• First Aid
• Food Storage
• Nutrition
• Personal hygiene

Information regarding health care and use of medications can be found at the State of Florida Department of Health website, [http://www.doh.state.fl.us](http://www.doh.state.fl.us).

– contact information for each of Florida’s school districts.


– information pertinent to adolescents transitioning from the pediatric child care system to the adult medical system.
Independent Living: Transportation

• The Florida Department of Transportation
  – Transportation Disadvantaged Commission
    • provides low cost transportation to persons with disabilities in every county in the State of Florida ([http://www.dot.state.fl.us/ctd/contacts/ctcsbycounty.htm](http://www.dot.state.fl.us/ctd/contacts/ctcsbycounty.htm)).
  – Access to transportation is a critical component of all areas (work, continuing education, recreation/leisure, shopping, health care) of independent living.
Technologies for Self-Determination for Youth with Disabilities

- “Technologies for Voice"
- A self-determination model that values family-focused, community-referenced pedagogies employing "new media" to give voice to youth and their families.
- “A picture is worth a thousand words”
  - Many youth & families find they are better able to convey their life situations and express their hopes and fears using multimedia (e.g., camcorders, voice recorders, digital cameras, PowerPoint) to find their voices in transition and IEP planning meetings.
- Systematic strategies are described to support teachers and other youth advocates to employ multimedia technologies as tools of self-determination.

Exploring Postschool Options

- Universities and colleges
- Employment
- Career centers
- Living arrangements
- Recreation and leisure
- Community service
Online Training Modules

The three available online modules contain case studies that include students with significant disabilities:

• **Secondary Transition & Compliance** (Lisette, Kevin, Rolanda; see SPP below for descriptions)

• **Transition Assessment** (Tony: significant disabilities affecting cognition, learning, and motor control)

• **Summary of Performance** (Nikki: significant cognitive/behavioral/physical impairments due to TBI)
Promoting Employment

• Exploring career interests
• Encouraging work experiences
• Researching available supports and services
• Seeking assistance with benefits
NEW! Integrated Employment Toolkit
http://www.dol.gov/odep/ietoolkit/
This toolkit provides a number of resources, organized by different stakeholder groups, for increasing capacity and understanding about employment opportunities for people with disabilities where they work with workers who do not have disabilities and are paid minimum wage or more by the employer.

Florida Division of Vocational Rehabilitation
http://www.rehabworks.org
DVR provides services for eligible persons with physical or mental impairments designed to enable them to prepare for, get, keep, or regain employment. Youth services include job-site assessment/accommodations, job placement, job coaching, on-the-job training, and supported employment.

Agency for Persons with Disabilities
http://apd.myflorida.com/
APD partners with local Florida communities to identify the needs of people with developmental disabilities and to fund supports and services such as supported employment. There is a waitlist for services.

FYI Transition
http://www.fyitransition.org/
Information for Florida students, families, and transition professionals on postsecondary options for youth with disabilities including supported employment and self-employment.

Supported Employment in Florida
http://www.flse.net/
Educator resources for supported employment including federal and state information and an online Agency for Persons with Disabilities approved pre-service certificate course on supported employment.
Employing Youth with Significant Disabilities Resources

**Integrated Service Systems at the Point of Transition for Youth with Significant Disabilities: A Model that Works**
http://www.ncset.org/publications/info/NCSETInfoBrief_1.4.pdf
Educator resource describing the Transition Services Integrated Model that combines school and post-school resources in a student-driven approach to transition planning.

**WorkSupport.com**
http://www.worksupport.com/resources/listContent.cfm/2/0
Contains detailed information on employment options for people with significant disabilities such as alternative work arrangements (self-employment and telecommuting), customized employment, supported employment, and natural supports.

**Quality Indicators for Competitive Employment Outcomes - Fact Sheet**
http://www.worksupport.com/documents/Fact_Sheet_%20Quality_Indicators.doc

**Quality Indicators for Review of Competitive Employment Job Outcomes - Form**
http://www.worksupport.com/documents/RCEPEmployOutcomeIndicators.doc
These resources describe a process for determining quality job placements for people with significant disabilities.

**Customized Employment**
http://www.onestops.info/category.php?cat_id=1
Web page with detailed information on customized employment including customized entrepreneurship and benefits planning and counseling.
Employing Youth with Significant Disabilities Resources

**Customized Employment: Practical Solutions for Employment Success**
http://www.dol.gov/odep/documents/F5D8B83B_3939_4EFF_9825_44D68722ABD1.pdf
Describes elements, principles, indicators, strategies, career development, employer negotiations, and more for customized employment.

**Vocational Phase System** (Exhibit 3.5B at end of Chapter 3)
http://www.ncwd-youth.info/resources & Publications/mental_health.html
Describes a five phase system (learning, responsibility, transition, independence, employability) for moving a person with a mental health need from training and supervision on-the-job by the Transition Specialist to independent employment.

**Road to Self-Sufficiency: A Guide to Entrepreneurship for Youth with Disabilities**
http://www.ncwd-youth.info/road-to-self-sufficiency
Resource for youth organizations containing an overview of entrepreneurship including entrepreneurship education programs and activities, significance of financial planning, financial options, resources, references, and glossary.

**Job Accommodation Network**
http://www.jan.wvu.edu/
Individualized technical assistance, consulting, and mentoring services to individuals with disabilities, families, and service providers including referrals, accommodations, and self-employment/small business development expertise.

**Best Buddies Jobs**
http://www.bestbuddies.org/our-programs
Best Buddies Jobs provides supported employment to help individuals with Intellectual and Developmental Disabilities attain and maintain jobs of their own choosing by providing ongoing support and training. It enables people with IDDs to earn an income, pay taxes, and work in an environment alongside others in the community. Best Buddies Jobs has placed more than 500 individuals in integrated employment positions.

**Griffin-Hammis Associates, LLC**
http://www.griffinhammis.com/
Free on-line resources on self employment, customized employment, job carving, natural supports, and social security considerations for people with disabilities.
Promoting Postsecondary Education

- Understand diploma options and their impact
- Research and visit postsecondary programs
- Discuss disclosure
- Explore costs and financing
- Develop awareness of strengths, support needs, and strategies
Postsecondary Access

“We acknowledge that not everyone needs to go to college. But everyone needs a postsecondary education. Indeed, we have seen ample evidence that some form of postsecondary instruction is increasingly vital to an individual’s economic security. Yet too many Americans just aren’t getting the education that they need—and that they deserve.”

(The Secretary of Education’s Commission on the Future of Higher Education, 2006, p. x)
The Bureau of Labor Statistics has found that “education pays in higher earnings and lower unemployment rates” (BLS, 2010, May 27) per the following chart:

**Education pays**

Unemployment rate in 2009:
- Doctoral degree: 2.5%
- Professional degree: 2.3%
- Master’s degree: 3.9%
- Bachelor’s degree: 5.2%
- Associate degree: 6.8%
- Some college, no degree: 8.6%
- High school graduate: 9.7%
- Less than a high school diploma: 14.6%
- Average, all workers: 7.9%

Median weekly earnings in 2009:
- Doctoral degree: $1,532
- Professional degree: $1,529
- Master’s degree: $1,257
- Bachelor’s degree: $1,025
- Associate degree: $761
- Some college, no degree: $699
- High school graduate: $626
- Less than a high school diploma: $454
- Average, all workers: $774

Differences between High School & Postsecondary Education

- Postsecondary education is *not* subject to the Individuals with Disabilities Education Act of 2004 (IDEA)
- Colleges, universities, and other postsecondary education providers, must comply with the Americans with Disabilities Amendments Act (ADA) of 2008 & Section 504 of the Rehabilitation Act
- Students can request accommodations at a college or university, but not modifications
- Family Educational Rights and Privacy Act (FERPA)
  - Parents may access education records for students 18 & older if the student is claimed as a dependent on the parent’s federal income taxes and the school chooses to release to the parents (U.S. Department of Education, 2005) or if the student grants permission, usually by signing a release form available at most educational institutions.
### Differences in Legal Protections

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with Disabilities Education Act (IDEA)</td>
<td>Americans with Disabilities Act (ADA) &amp; Section 504 of the Rehabilitation Act</td>
</tr>
<tr>
<td>IDEA is about success.</td>
<td>ADA is about access.</td>
</tr>
<tr>
<td>Education is a RIGHT and must be accessible to you.</td>
<td>Education is NOT a right. Students must apply to attend.</td>
</tr>
<tr>
<td>Core modifications of classes &amp; materials are required.</td>
<td>NO modifications are required- only accommodations.</td>
</tr>
<tr>
<td>School district develops Individual Education Plans (IEPs) and must follow this legal document in the provision of educational services.</td>
<td>Student must identify needs and ask for services. NO IEP exists and is not considered legal documentation.</td>
</tr>
</tbody>
</table>

From ThinkCollege.net
<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is helped by parents &amp; teachers, even without asking directly</td>
<td>Student must request accommodations from Disability Services Office</td>
</tr>
<tr>
<td>School is responsible for arranging for accommodations and modifications</td>
<td>Student must self-advocate &amp; arrange for accommodations</td>
</tr>
<tr>
<td>Parent has access to student records</td>
<td>Parent has no access to student records without student’s written consent</td>
</tr>
<tr>
<td>Parent advocates for student</td>
<td>Student advocates for self</td>
</tr>
<tr>
<td>Teachers meet regularly with parents to discuss their child’s educational progress</td>
<td>College faculty members seldom, if ever, interact with parents &amp; expect the students to address issues with them directly</td>
</tr>
<tr>
<td>Students need parent's permission to participate in most activities</td>
<td>Student is adult &amp; gives own permission</td>
</tr>
</tbody>
</table>

From ThinkCollege.net
## Differences in Costs

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school is free</td>
<td>Student must pay for college through financial aid &amp; other arrangements</td>
</tr>
</tbody>
</table>
Postsecondary Access

- Secondary Workforce Education provides career preparation and technical skills training leading to postsecondary education (e.g., technical center or college) or employment.
  - career exploration and preparation in middle and high schools, career and professional education academies, and career instruction with rigorous academics.

- Postsecondary CTE is technical skills training that results in specific employment and a credential
  - career certificate, applied technology diploma, journeyman’s license, college credit certificates, or associate in science (A.S.) and/or associate in applied science (A.A.S.) degree.

- Adult Migrant Worker programs help migrant workers obtain literacy and technical skills.

- Continuing Workforce Education provides training to upgrade skills for licensure or certification by a regulatory or credentialing body, new or expanding businesses, and programs that retrain employees or enhance occupational skills.

- Adult Education programs lead to literacy and the knowledge and skills necessary for employment and self-sufficiency.
  - Adult Basic Education (ABE), Adult Secondary Education (ASE), English for Speakers of Other Languages (ESOL), and General Education Development (GED) testing (Florida Department of Education, n.d.).
Applying to College

• Florida Virtual Campus
  [http://www.flvc.org](http://www.flvc.org)
  – resources for college and career planning including
    information that was previously available on FACTS.org.

• Other Resources
  – College Board’s [Apply to College Website](http://www.collegeboard.org/apply)
  – [My College Options website](http://www.mycollegeoptions.org)
  – websites for AHEAD and the HEATH Resource Center
    • resources that are helpful for transition specialists & school
      counselors as well as students with disabilities & their parents
      who are preparing to navigate through the college application
      and enrollment process.
  – [Think College!](http://www.thinkcollege.net)
    • resources for students, families, and professionals, including a
      searchable database of postsecondary education initiatives for
      students with intellectual disabilities.
Applying to Career & Technical Education

• Application requirements will vary depending on the type of provider and the programs provided.

• Application process commonly includes
  – an application, some type of assessment, an interview with one or more school representatives, & a financial review and contract

• Florida Commission for Independent Education (CIE)
  – page titled “How Do You Know Which School or Program is Best for You”
Applying to an Apprenticeship Program

• Over 1,000 registered apprenticeships in many fields
• Minimum qualifications for applying to an apprenticeship vary by program and may include the following:
  – Proof of age (minimum 16 or 18 years of age depending on the occupation)
  – Education (grades, academic placement test, high school graduate or equivalent)
  – Ability to physically perform the essential functions of the occupation
  – Aptitude tests
  – Previous work experience
  – Interviews

• Florida Apprenticeship Council website
  https://www.fldoe.org/workforce/apprenticeship/council.as
• DOL Apprenticeship Sponsors Database by state and county
Programs for Youth with Significant Disabilities

Programs for students with intellectual, developmental and other disabilities are available at a number of postsecondary locations in Florida. These programs provide age-appropriate opportunities for learning, employment preparation, recreational and leisure activities, social interactions, and developing natural supports.

More information is available on the Florida Consortium on Postsecondary Education and Intellectual Disabilities' web site at http://www.fltpsid.info/.
Florida Consortium on Postsecondary Education and Intellectual Disabilities

The Higher Education Opportunities Act (HEOA) was signed into law on August 14, 2008. The provisions of the HEOA authorize the following:

- Students with intellectual disabilities to enroll in programs and to access work-study jobs,
- Pell grants and Supplemental Educational Opportunity Grants;
- Inclusive model comprehensive transition and postsecondary programs; and
- A new national coordinating center.

On June 30, 2010, the U.S. Department of Education, Office of Postsecondary Education, released a five-year federal grant application under the Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID). Programs funded under this grant were awarded up to $30,000 per year for five years.

HEOA defines a Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities as "A degree and certificate programs for students with intellectual disabilities to enroll in programs and to access work-study jobs, Pell grants and Supplemental Educational Opportunity Grants; inclusive model comprehensive transition and postsecondary programs; and A new national coordinating center."
Existing Programs

- University of North Florida
- Tallahassee Community College
- University of South Florida (multiple sites)
- Lynn University
- Miami-Dade College
- Florida State College at Jacksonville
- Florida International University
- University of Florida
- University of South Florida St. Petersburg
- Warner University
ArtThread

45 districts are using ArtThread

12 DJJ Sites using ArtThread
ArtThread

3,576 pieces of art were created by students in Florida in 2010-11
Health Care Transition (HCT)

- The purposeful planned movement of adolescents and young adults with chronic physical and medical conditions from child-centered to adult-oriented health-care systems
- Should be addressed as part of IEP process
- Raise awareness & knowledge of HCT → create smooth transition between child & adult systems
  - There are approximately 500,000 youth with disabilities or special health care needs between the ages of 12 and 24 living in Florida
  - Only 34% receive the services they need to transition to adult health care, employment, and independence
  - Only 16% of those living in rural areas receive the services they need

(Hess, Wood et al, 2009)
Health Care Transition (HCT)

Youth must be informed about

- Self-advocacy and effective decision-making
- The age of majority and adult rights and responsibilities
- The difference between pediatric and adult doctors
- Guardianships and other supports
- Finances
- Finding doctors and other health care providers
- Making appointments with doctors
- How to speak to doctors and what to expect at appointments
- Health Insurance and Medicaid
- Prescription and over-the-counter medications
- Maintaining sexual health
- Staying safe physically and emotionally
- What to do in a medical emergency
- Community health resources

(Hess, Aman-Brousseau, Pollard & Sansosti, 2009)
Health Care Transition Strategies

• Health Care Journal
  – log of medical appointments
  – a medical history
  – information on insurance and medications, emergency contacts
  – health care provider information

• Privacy Rule of the Health Insurance Portability and Accountability Act (HIPAA)

• Family Educational Rights and Privacy Act (FERPA)
Health Care Transition Resources

Access to Health Care 2010
This list of provisions from the new Patient Protection and Affordable Care Act of 2010 that are of special interest to youth and people with disabilities was compiled by the Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project at the PACER Center. Online resources are also provided.

Just the Facts: The 411 on Health Insurance for Young Adults Ages 18-30 in Florida
This guide from FloridaHATS (Health And Transition Services), part of Children’s Medical Services in the Florida Department of Health, was funded by the Florida Developmental Disabilities Council. Public and private insurance options are discussed, including preliminary information on changes resulting from the Patient Protection and Affordable Care Act of 2010.

Florida KidCare
http://www.floridakidcare.org
Florida's health insurance program for children, including those of working parents, provides high-quality, low-cost health insurance for uninsured children under age 19 including doctor visits, check-ups, shots, prescriptions, vision and hearing screenings, and more. Apply on-line or print an application and instructions.

Florida HATS (Health And Transition Services)
http://www.floridahats.org/
A collaboration of the Florida Department of Health, Children’s Medical Services Network, Florida Developmental Disabilities Council, and other partners that works to ensure successful transition from pediatric to adult health care for all youth and young adults in Florida, including those with disabilities, chronic health conditions, or other special health care needs. Web resources include a toolbox that contains information and links on care plans and checklists, clinical guidelines, guardianship, education and training, insurance and finance, service delivery systems, and more.
Health Care Transition Resources

Health Care Transitions
http://hctransitions.ichp.edu/hct-promo
This Web site contains links to a number of resources including the Health Care Transition Training Program for Families and Youth, brochures:
• Since You’re Not a Kid Anymore, It’s Time to be More in Charge of Your Health Care
• Now that You’re in High School, It’s Time to be More in Charge of Your Health Care
• When You’re 18 You Are in Charge of Your Health
• Envisioning My Future: A Young Person’s Guide to Health Care Transition
• and streaming videos and DVDs:
  • Talking with Your Doctor
  • This is Health Care Transition
  • Health Care Transition: College and Beyond
  • Health Care Transition: Jim’s Story

Embedding Health Care Outcomes in the IEP
http://dpimedia.wi.gov/main/Viewer/?peid=f44dfa70439241dd85e99cce0cb70e26
This presentation from the Wisconsin Department of Public Instruction discusses how health care transition can be integrated into Individual Education Plan development and includes specific examples for five students. It does not reflect how IEPs addressing secondary transition components are developed in Florida.

Transition Digest (e-newsletter)
http://hctransitions.ichp.ufl.edu/digest.php
Transition Digest is a free monthly e-newsletter for anyone interested in the health and well being of young adults with chronic medical conditions and disabilities. It contains information about emerging trends, promising health care transition practices, lessons learned, materials for youth and parents, transition related publications, Web sites, meetings, and questions from subscribers. Its focus is issues such as improving systems of care, promoting teen’s autonomy and medical decision making skills, assessing transition readiness, and facilitating the transfer between pediatric and adult providers. To subscribe to the free Digest, e-mail a request to jgr@ichp.ufl.edu.
Health Care Transition Resources

Physicians-Parents Caregivers, Inc.  
http://physicianparent.org/  
This Web site focuses on policy and solutions for ensuring quality health care for children and young adults who live with a chronic medical condition or disability.

Comprehensive Health Education  
https://www.fldoe.org/BII/CSHP/Education/default.asp  
This Web page from the FDOE Bureau of Curriculum and Instruction contains information on "lessons that instill healthy behaviors" and health education topics such as physical education, mental and emotional health, and prevention of disease, pregnancy, injury, tobacco and substance use.

Family Educational Rights and Privacy Act (FERPA)  
This U.S. Department of Education Web page summarizes the rights of parents and children regarding educational records and provides contact information for questions about the law as well as links to FERPA regulations.

Health Insurance Portability and Accountability Act Privacy Rule (HIPAA)  
http://www.hhs.gov/ocr/privacy/  
This web page from the U.S. Department of Health and Human Services provided information and resource links for HIPAA privacy and security rules as well as for the the Patient Safety and Quality Improvement Act of 2005 (PSQIA) Patient Safety Rule.

Health Resources & Education, University of South Florida, College of Medicine  
http://health.usf.edu/medicine/pediatrics/ad_med/resources.htm  
This Web page contains links to the Connect to Protect program for combating increasing HIV rates among youth, health care transition information and resource guide, tips for a healthier life and diet, and more.

Healthy and Ready to Work National Resource Center  
http://web.syntiro.org/hrtw/  
Young people with special health care needs must have an understanding of their health and participate in their health care decisions. Although the HRTW resource center is no longer funded, its resources are available on this site.
Health Care Transition Resources

Centers for Medicare and Medicaid Services (CMS)
http://www.cms.hhs.gov/home/medicaid.asp
This Web page from the U.S. Department of Health and Human Services provides information on Medicaid enrollment, services, and programs. It also has links to Medicare, the Children’s Health Insurance Program, resources, and more.

Talking with Your Doctor and Other Heath Care Professionals
http://hctransitions.ichp.edu/gladd/
This new Web site teaches young people to talk to health care professionals using the GLADD approach (Give, Listen, Ask, Decide, Do) via text and information videos.

The Youthhood
http://www.youthhood.org
This Web site for youth helps them think about life after high school via Web pages such as "The Hangout," "The Job Center," and "The Apartment." "The Health Clinic" Web page discusses three topics: Understanding Health, Being Your Own Advocate, and Understanding Insurance.

A Guide to the Florida Juvenile Justice System for Parents of Youth with Disabilities or Chronic Health Conditions
http://www.floridahats.org/?page_id=2338
For families of youth – including those with special health care needs – who have been referred to Florida Department of Juvenile Justice, in an easy-to-read FAQ format.
Students with Head & Spinal Cord Injuries

Critical Success Factors

• Establish a system of communication early between school, family, and rehabilitation centers prior to the student's discharge from the rehabilitation facility.

• Obtain information about the injury along with successful interventions or strategies used in the rehabilitation setting.

• Establish a schedule that allows a shortened school day to accommodate the student's need for physical recuperation.

• Appoint a staff member to be the liaison between rehab and school staff.

• Take the family's needs into consideration and empower them by getting them involved in the planning and monitoring.

• Structure the physical environment to accommodate the student's needs and be prepared to make changes according to the student's results.
Head & Spinal Cord Injuries Resources

Brain Injury Association of Florida, Inc.
http://www.biaf.org
BIAF provides information and resources, education and training, support services, a toll-free help line, awareness and prevention programs, and legislative advocacy.

The Brain Injury Recovery Network
http://www.tbirecovery.org
Provides information and support on traumatic brain injuries as well as chronicling the recovery of Ashleigh, who suffered a severe TBI in 1999.

Brainline.org
http://www.brainline.org
Brainline.org is a resource for "preventing, treating, and living with traumatic brain injury" with sections on TBI basics for people with TBI, for families and friends, and for professionals.

Florida Spinal Cord Injury Resource Center
http://www.fscirc.com
This resource center is a statewide clearinghouse of information for spinal cord injury survivors, their families and friends, healthcare professionals, support groups, the media, and the general public.

National Center for Injury Prevention and Control
http://www.cdc.gov/injury/index.html
This Center has the mission of preventing injuries and violence and reducing their consequences. Its resources include data and statistics, research and funding, publications and resources, information on state programs, and more on a variety of topics including head and spinal cord injuries.
Mental Health

• Youth with ED experienced a “mixed bag of transition experiences” (Wagner et al, 1991; Wagner & Cameto, 2004)

• Higher rates of bullying, fighting, suspension, greater risk for dropping out

• Locating support services for transitioning youth can be a challenge. A number of service systems have overlapping and confusing eligibility requirements and terminology (Podmostko, 2007)
Mental Health Resources

Self-Disclosure and Its Impact on Individuals Who Receive Mental Health Services
http://store.samhsa.gov/shin/content/SMA08-4337/SMA08-4337.pdf
This Center for Mental Health Services, Substance Abuse and Mental Health Services Administration publication discusses the disclosure decision, self-disclosure of mental illnesses in employment, disclosure experiences, and disclosure of other illnesses and situations.

Florida Institute for Family Involvement (FIFI)
http://www.fifionline.org/fffcmh.php
FIFI is dedicated to creating solutions, strengthening partnerships, enhancing community collaboration and building an information base for children and youth with special needs and their families.

Florida Mental Health Institute (FMHI)
http://home.fmhi.usf.edu/AboutFmhi/AboutFMHI.cfm
FMHI’s mission is to improve the lives of people with mental, addictive, and developmental disorders through research, training, and education.

Park Place Behavioral Health Care
http://www.ppbh.org
Park Place Behavioral Health Care is a community mental health agency serving Florida’s Osceola County since 1976. Located conveniently in Kissimmee, Florida, off Orange Blossom Trail in the Park Place Medical Center, the 40,000 square foot facility has been designed to offer optimum multi-level care in a relaxed state-of-the-art setting.

Mental Health Services, Florida Department of Children and Families
http://www.dcf.state.fl.us/programs/samh/MentalHealth/index.shtml
This site describes the components of the Mental Health Program Office, Florida’s mental health authority, including information on mental health services for children and adults, treatment facilities, disasters and behavioral health, training, crisis services, and more.
Florida Council for Community Mental Health
http://www.fccmh.org/
The Florida Council for Community Mental Health (FCCMH) is a statewide association of 70 community-based mental health and substance abuse agencies. Each member agency is a private corporation, generally with a volunteer, citizen board of directors who are representative of the local community. Council members serve predominately low-income individuals and families.

Florida Community Mental Health Program
http://ahca.myflorida.com/MCHQ/Health_Facility_Regulation/Hospital_Outpatient/partial.shtml This Medicare certification program for Partial Hospitalization Programs for Community Mental Health providers includes services for mental illness and substance abuse disorders.

CEC Behavior Disorders/Emotional Disturbances
http://www.cec.sped.org/
This Council for Exceptional Children web page is accessed by clicking on “Exceptionality” in the left menu. The Behavior Disorders/Emotional Disturbances page contains information on types of disturbances, the implications for education, and a list of resources.

Life Beyond the Classroom: Transition Strategies for Young People
Features the most up-to-date, comprehensive information on facilitating transitions for young people with mild, moderate, or severe disabilities. Teaming with the best-known researchers in the fields of employment, transition, postsecondary education, disability, and special education, internationally recognized authority Paul Wehman has thoroughly updated the entire book with the latest theoretical information and practical guidance.

National Mental Health Information Center (NMHIC)
http://mentalhealth.samhsa.gov/
The NMHIC is a component of the SAMHSA Health Information Network and contains information on children’s mental health, suicide prevention, youth violence prevention and much more. It also contains a mental health services locator for each state.
Mental Health Resources

**National Network on Youth Transition (NNYT) for Behavioral Health**
http://cfs.cbcs.usf.edu/projects-research/detail.cfm?id=242
The mission of the NNYT is to improve practices, systems, and outcomes for transition-age youth and young adults (14-29 years of age) with emotional and/or behavioral difficulties (EBD).

**Resource Center to Promote Acceptance, Dignity, and Social Inclusion**
http://www.allmentalhealth.samhsa.gov/
This initiative created to “counter prejudice and discrimination associated with mental illness by 1) gathering information and research and 2) providing technical assistance and support. It provides information by audience and topic as well as personal accounts and publications links.

**Transition Curriculum Support**
http://smhp.psych.ucla.edu/qf/p2311_01.htm
Provides a variety of information on Mental Health Curricula for the Student in Transition.

**Voices4Hope**
http://voices4hope.wikispaces.com
A place for teenagers & young adults with mental health challenges to talk with each other, gain access to information that will help them live happily and independently, and learn about new research and new ideas.
Transition Assessment of Students with Significant Disabilities

• A person-centered planning process
  – record reviews, observations, interviews (particularly with parents), & formal and/or informal assessments may be used with students with significant disabilities to the extent possible

• Functional Assessments
  – motor skills, communications skills, problem-solving abilities, self-care, social interactions, and other career-related skills and abilities

• Situational assessments for career, educational, and independent living placements may also be indicated

• In-depth vocational evaluations conducted by certified vocational evaluators or rehabilitation counselors.
Formal transition assessments that may be appropriate for students with significant disabilities include:

**Transition Planning Inventory** – a transition planning tool that collects descriptions from the student, parent/advocate, and/or school representative of the student’s knowledge, behavior, and skill in the areas of employment, further education/training, daily living, leisure activities, community participation, health, self-determination, communication, and interpersonal relationships (PRO-ED, Inc., n.d.)

**ChoiceMaker Self-Determination Curriculum** – helps students to choose, express, and take action toward career, education, and personal goals

**Discovery** – a process for getting to know a student by observing him or her in various settings resulting in a Vocational Profile
http://ruralinstitute.umt.edu/transition/Discovery.asp

**Job Observation and Behavior Scale (JOBS)** – a self-assessment of work-related job duties, behaviors, and daily living activities
Formal transition assessments that may be appropriate for students with significant disabilities include (cont’d):

Supports Intensity Scale (SIS) – interview process for assessing support needs of students with intellectual disabilities
http://www.siswebsite.org/

Brigance Life Skills/Employability Skills Inventories – inventories of basic skills, functional life skills, and employability skills from birth through secondary levels
http://www.curriculumassociates.com/products/BriganceOverview.asp

Life Centered Career Education (LCCE) – assessments and curriculum focused on daily living skills, personal social skills, and occupational guidance and preparation
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalTraining/LCCE/LCCE_what.htm

Florida Alternate Assessment – alternate assessment to the Florida Comprehensive Assessment Test (FCAT) for students with disabilities who are working toward a Special Diploma

COPSystem Picture Inventory of Careers(COPS-PIC) – nonverbal assessment of occupational interest using pictures
http://www.edits.net/component/content/article/40/225-cops-pic.html

Digital Pictorial Inventory of Careers – computer-based assessment of career interests using “live action” videos
http://www.talentassessment.com/programs_pic.php

Reading Free Vocational Interest Inventory – nonreading assessment of vocational interests using pictures
http://www.talentassessment.com/programs_pic.php

Talent Assessment Program – assesses functional vocational aptitudes through hands-on tools and tasks (no reading required) http://www.talentassessment.com/programs_tap.php
Transition assessment of students with significant disabilities

Resources

- Vocational Evaluation and Career Assessment Professionals (VECAP)
  http://www.vecap.org

- 30th Institute on Vocational Rehabilitation Issues: A New Paradigm for Vocational Evaluation: Empowering the VR Consumer through Vocational Information

- Functional Assessment of Students with Severe Disabilities

- ERIC Digest: Promoting the Self-Determination of Students with Severe Disabilities
Questions?