



Transition Basics: Information for Families and Others Who Support Students with Disabilities

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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Goal

The goal of this training is to help families of students with disabilities, school district personnel and other community partners, understand the secondary transition process and how to actively and effectively participate.





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Objectives

After this training, participants will be able to describe and/or identify:

- Transition services
- Individual Educational Plan (IEP) Transition components
- Self-advocacy and self-determination
- Responsibilities of schools, families and students
- Required and potential IEP team members
- Resources supporting family involvement in transition planning




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Research on the Importance of Family Involvement

Family involvement in middle and high school has positive results in areas such as “higher grades, school success, higher standardized test scores, higher self-esteem, social competence, reduction in substance abuse, aspiration for college, enrollment in college and participation in out-of-school time programs.”


(Kreider, Caspe, Kennedy, & Weiss, 2007, p.2)



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Transition Services

Definition, Legislation and Steps in Quality Transition Planning



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Definition of Transition Services



- Coordinated set of activities
- Results-oriented process
- Focused on improving academic and functional achievement




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Definition of Transition Services

- Facilitates school to post-school activities, including the following:
 - Education
 - Vocational education
 - Integrated employment
 - Continuing adult education and services
 - Independent living
 - Community participation
- Based on individual student's needs
- Accounts for the student's strengths, preferences and interests





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Transition Services

Transition Services can include:


- Instruction, including how a student will earn a standard diploma.
- Related services
- Community experiences
- Development of employment and other post-school adult living objectives
- If appropriate, acquisition of daily living skills and the provision of a functional vocational evaluation




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Transition Services: Rule 6A-6.03411(1)(nn)(4), F.A.C.

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



Rule 6A-6.03411(1)(nn)(4), F.A.C.



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Steps in Quality Transition Planning

Transition Assessment

- A process of collecting data from informal or formal assessments of students' strengths, needs, preferences and interests over time from multiple stakeholders regarding (a) academic skills, (b) career interests and aptitudes, (c) self-determination skills and opportunities and (d) independent living skills.
- These data can be collected in a portfolio format and follow a student throughout his/her career – facilitating multiple transitions.


Postsecondary Goals

- Training and/or Education
- Employment
- Career (Florida)
- Independent Living
- These measurable goals are based on transition assessment data and knowledge of postsecondary options as well as input of the entire IEP team, including the student.

Instruction, Services

- Identification of transition services or activities (including courses of study) that will prepare the student for their identified measurable postsecondary goals.
- Identification of annual goals (IEP goals) that will support the transition services or completion of the courses of study to prepare the student to achieve their identified postsecondary goals.
- Involvement of additional agencies or stakeholders who can assist in facilitating the successful transition from high school to postsecondary environments.
- Students are central to the decisions made regarding needed services or activities, including course completion or career development activities in school or out of school that will facilitate achievement of their measurable postsecondary goals.


(National Technical Assistance Center on Transition [NTACT], n.d.)



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Transition Component Requirements


Legislative Requirements that Support Transition



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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.
- As students approach age 12, or during their 7th grade school year, 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 7th 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.

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Transition IEP Components: Beginning At Age 12 or During 7th Grade (whichever occurs first)

- ❑ **Discuss** the graduation pathways and the diploma designations.
- ❑ Document the need for self-determination and self-advocacy instruction.
- ❑ **Discuss** measurable postsecondary goals based on age-appropriate transition assessment in the following areas:
 - Education and/or training
 - Employment/Career
 - Independent Living (when appropriate)



The *Transition Requirements Checklist* is a helpful resource:
http://project10.info/Documents/Transition_Requirements_Checklist_w_Legislative_Updates_FINAL_12.14.23_1.pdf

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Transition IEP Components: Beginning At Age 12 or During 7th 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 Centers for Independent Living (CILS)

Resource: The 411 on the Big 5: Sharing Transition-Related Information with Students with Disabilities and Their Families:
http://project10.info/Documents/The_411_on_the_Big_5-5-Page-version-for_Easy_Dismiss_Primary_for_Vesting_3.25.24.pdf

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Transition IEP Components: Beginning at Age 14 or to be in Effect When the Student Enters High School

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 (scholar or industry scholar designations are encouraged, but not required).
- ❑ A description of how the student will fully meet the graduation requirements.
- ❑ Document discussion of the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma.
- ❑ The outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.

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Transition IEP Components: Beginning at Age 14 or to be in Effect When the Student Enters High School

- ❑ Documented measurable postsecondary 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.

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Transition IEP Components: Beginning at Age 14 or to be in Effect When the Student Enters High School

The IEP must include identification of transition services that will help the student reach his/her measurable postsecondary goals:

- ❑ Instruction
- ❑ Related services
- ❑ Community experiences
- ❑ Employment
- ❑ Post-school adult living
- ❑ Daily living skills and functional vocational evaluation (if appropriate)


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Transition IEP Components: Beginning at Age 14 or to be in Effect When the Student Enters High School

The IEP process must include:

- Invitations to any agency likely to provide or pay for transition services (consent from the family or a student who has received the transfer of rights is required)




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Division of Vocational Rehabilitation (DVR/VR) 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:
<https://www.rehabworks.org/student-youth/student-youth.html>
 Pre-ETS Flyer:
https://www.rehabworks.org/_resources/docs/flyers/pre-employment-transition-services.pdf




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IEPs to Be in Effect at Age 15 and Age 16

The IEP process:


- Must include all of the requirements from age 12/7th grade to review, update and if needed, revise IEP components.
- Review measurable postsecondary goals and update as needed.
- Reminder: age-appropriate transition assessment is an ongoing process. The data obtained through formal and informal assessments will be used to inform the transition components of the IEP.



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Deferment and Florida Law

Legislative Underpinning	Considerations/Implications
<p><u>Section 1003.4282(9)(c), F.S.</u> 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"> Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and Is enrolled in accelerated college credit instruction pursuant to <u>s. 1007.27, F.S.</u>, 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. 	<p>Deferment is an additional period of time to support experiences and skill readiness to support successful postsecondary outcomes.</p> <p>Deferment services and programs should be specific, intentional and in alignment with students' needs and their postsecondary goals.</p> <p>Continue to consider 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)
Section 1003.5716, F.S.

- A statement documenting discussion of deferral process.

Prior to the year the student is expected to meet graduation requirements
Section 1003.5716, F.S. & Rule 6A-109963, 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.

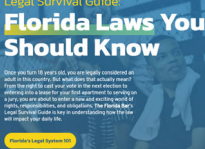
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IEP to Be in Effect by Age 17 & 18


The IEP process must include:

- All of the requirements from ages 12/7th grade through age 16.
- Review and update measurable postsecondary goals and transition services if needed.
- Age 17 - Informing the student of the rights that will transfer; at least one year prior to the student's 18th birthday (must be documented).
- Age 17 - Provide instruction and information to the parent and student regarding the ways in which a student may provide informed consent to allow the parent to continue to participate in the student's educational decisions.
- Age 18 - Written notice of the transfer of rights to the student and parent when the student reaches his/her 18th birthday (must be documented).

Legal Survival Guide
Florida Laws You Should Know



<https://www.legalsurvivalguide.org/>



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Transfer of Rights Information

- "At least one year before the student reaches the age of majority, provision of information and instruction to the student and his or her parent on self-determination and the legal rights and responsibilities regarding the educational decisions that transfer to the student upon attaining the age of 18. The information must include the ways in which the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including:
 1. Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in s. 1002.22, F.S..
 2. Powers of attorney as provided in chapter 709.
 3. Guardian advocacy as provided in s. 393.12.
 4. Guardianship as provided in chapter 744" (House Bill 19 (2023)).



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IEP to Be in Effect at Ages 19-21

The IEP process must include:

- All of the requirements from ages 12/7th grade through age 18.
- Review and update measurable postsecondary goals and transition services if needed.
- Students who have reached the age of majority and to whom rights have transferred can now provide the consent to invite agencies.
- Provision of all notices to the student's parent, as required by the Individuals with Disabilities Education Act (IDEA).
- Prior written notice of change of placement for students graduating with a standard diploma.
- A Summary of Performance (SOP) for students exiting with a standard diploma or no longer eligible for FAPE.



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General Transition Requirements

- If there are changes to postsecondary or career goals included in an IEP, the parent must approve the changes.
- If a parent does not attend the meeting, the IEP will be sent home and will include contact information in case the parent does not approve.
- If the parent does not approve they should discuss their concern(s) with the rest of the IEP team, including the student.
- Parents may choose an independent reviewer to help decide if the change is appropriate.



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High School Graduation Requirements

Overview of Florida High School Graduation Options that Result in a Standard Diploma



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High School Graduation Pathways

Standard Diploma Pathways

- 24-credit, 2.0 GPA required for graduation
 - Standard (available to all students)
 - Standard via Access Courses
 - Standard via Employment and Academic-Based Courses
 - Graduation Pathways Chart: <http://project10.info/DPPage.php?ID=77#NS138>
- 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)



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Scholar and Industry Scholar Diploma Designations

Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established [per s. 1003.492, F.S.]

- Scholar and industry scholar designations are additions to the standard diploma; they are not types of diplomas.
- The decision is determined by the parent, or the student if rights have transferred.

Academic Advisement Flyers—What Students and Parents Need to Know


<https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>



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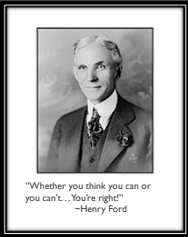
Student Supports and Stakeholder Roles

Resources, Supports and Expectations to Support Student Success



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Helping Students Achieve their Greatest Potential



"Whether you think you can or you can't... You're right!"
-Henry Ford

"No one rises to low expectations."
- Les Brown

"Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."
- Thomas Edison



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Responsibilities

The following stakeholders have varying responsibilities as IEP team members:

- School District/ School
- Agency
- Student
- Family

Student Responsibilities
Students are in the driver's seat for the transition process. Starting in middle school, students should do the following:

- Set goals.
- Complete homework.
- Do chores at home.
- Develop and use self-determination and self-advocacy skills (such as learning more about one's disability and knowing which accommodations are helpful in reaching long-term goals).

Family Responsibilities
Families are important in transition. Students have the best outcomes when families take an active role. Families may help their students by doing the following:

- Ask questions.
- Make suggestions.
- Note results of transition-related services and activities.
- Review graduation requirements.
- Review and discuss options with your youth.

School and School District Responsibilities
The purpose of transitional student education (TSE) in Florida is to help every student with a disability progress in school and prepare for life after school. Some of the school and school district responsibilities are as follows:


- Set high expectations.
- Hold IEP team meetings.
- Use age appropriate transition assessments.
- Help students to take part in their IEP meetings.
- Ensure students have the accommodations and modifications they need to be successful.

Agency Responsibilities
A variety of agencies may play a role in providing services to students. The IEP team should help make connections between the agencies and the student. Agencies can only be contacted or invited to work with the student with parental consent or the consent of a student who has reached the age of majority. Key agencies are as follows:

- Agency for Persons with Disabilities (APD)
- CareerSource Florida
- Centers for Independent Living (CIL)
- Division of Blind Services (DBS)

Resources



- Secondary Transition Roadmap for Families
http://project10.info/Documents/Sec_Transition_Roadmap_FDOE_Fully_Vetted_1.12.2024.pdf



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Student Responsibilities



- Understand the transition process.
- Actively participate on the IEP team.
- Share insight regarding potential services.
- Communicate postsecondary goals.
- Develop and use self-determination and self-advocacy skills.

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Family Responsibilities



- Maintain records.
- Review IEP goals.
- Help students develop postsecondary goals.
- Review graduation requirements and assist with diploma decisions.
- Approve any changes in the IEP regarding postsecondary goals and diploma decision.

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Family Responsibilities Continued

- Assist in preparing student for active participation in IEP meetings.
- Support the student to develop a representational portfolio.
- Guide student in decision-making and match support needs related to transfer of rights at age 18.

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School Responsibilities

- Ensure that the student's IEP includes the required components for transition for students 12/7th grade and older.
- Provide information to the student and parent of the school district's high school-level transition services, CTE, collegiate programs, local agency resources and inclusive postsecondary options available to students with disabilities and how to access such programs.
- Help students and agencies link with one another.
- Schedule and conduct IEP meetings following IDEA requirements.



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Required IEP Team Members

- Student
- Parent(s)
- Local Education Agency (LEA) or district representative
- General education teacher
- Special education teacher
- An individual who can interpret the instructional implications of evaluation results
- Individuals who have knowledge or special expertise regarding the student, including related services personnel
- Agency representative (requires consent)

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Possible IEP Team Members and Resources

- Members of the student's circle of support (e.g., providers, family, friends, employer)
- Additional school representatives (e.g., counselors, transition specialists, etc.)
- Career assessment personnel
- Employment specialists



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Possible IEP Team Members and Resources Continued

- Agency representatives that could be included:
- Division of Vocational Rehabilitation (DVR/VR)
 - Agency for Persons with Disabilities (APD)
 - Centers for Independent Living (CIL)
 - Department of Children and Families (DCF)
 - Children's Medical Services (CMS)
 - Department of Juvenile Justice (DJJ)
 - Career Source Florida (previously known as Workforce Development Boards)
 - Division of Blind Services (DBS)

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Possible IEP Team Members and Resources Continued

- Postsecondary Program Representatives
- Colleges and universities (e.g., advising, disabilities services)
 - Career and Technical (Vocational) Centers/Colleges
 - Adult Education
 - JobCorp
 - Americorps



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Self-Determination and Self-Advocacy

Definition and Building Capacity and Support for Students

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Remember: The goal is that students- as much as possible- will conduct their own IEP meetings.

Elements of Self-Determination

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

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Self-Advocacy Skills

To be an effective self-advocate, students need to learn

- How to Advocate
 - Assertiveness
 - Effective communication (verbal, written, pictures)
 - Negotiation
 - Compromise in real-world situations
- What to Advocate
 - Rights and responsibilities under Individuals with Disabilities Education Act (IDEA)
 - Americans with Disabilities Act (ADA)
 - Rights available to all citizens

(Wehmeyer & Shogren, 2013, p. 54)



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Self-Advocacy Skills Continued

Opportunities for students to advocate

- IEP meetings (postsecondary goals, annual goals, or a self-directed IEP process, etc.)
- Classes (accommodations)
- Work Experience/Employment (including interviewing)
- Campus and community experiences (e.g. participating in extracurricular activities)
- Planning family activities

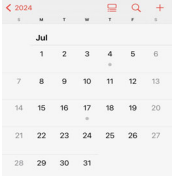


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Activities to Increase Self-Determination

Students can practice the following:

- Setting personal goals
- Solving problems that act as barriers to achieving these goals
- Making appropriate choices based on personal preferences and interests
- Participating in decisions that impact quality of life
- Advocating for himself/herself
- Creating action plans to achieve goals
- Self-regulating and self-managing day-to-day actions




(Powers et al., 1996)

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How Can Families Support Self-Determination?

- Maximizing personal expectations
- Promoting disability awareness
- Being aware of strengths, preferences and needs
- Fostering self-respect, self-esteem, self-determination and independence
- Supporting active involvement of the student in IEP meetings and transition planning
- Providing decision-making opportunities

(Florida Developmental Disabilities Council, FYI Transition, 2012; Transition Planning for Students with Disabilities: A Guide for Families, 2011)




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Family Support

Most importantly, families should prepare themselves to accept their child in his or her new adult role and allow their adult children to take an active role in the decisions that will determine their future - even if it means allowing them to make mistakes.


(PACER Center, 2014, p. 1)



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Postsecondary Preparation

Overview of Postsecondary Options and How Families Can Support Students



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How Can Families Explore Post-School Options?

- ❑ Universities and colleges
- ❑ Employment
- ❑ Career technical centers
- ❑ Living arrangements
- ❑ Recreation and leisure
- ❑ Community service
- ❑ Military
- ❑ Apprenticeship





Postsecondary Resources on Project 10 Publications webpage: <http://project10.info/DPage.php?ID=77#NSI38>

- ❑ Career and Technical Education: Enhancing Educational Experiences
- ❑ Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success

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Disclosing a Disability and Requesting Accommodations

- ❑ High school:
 - Students with disabilities are entitled to a free and appropriate public education (FAPE) under IDEA; the IEP states what is needed, e.g., accommodations, individual assistance.
- ❑ College:
 - Students with disabilities' rights are protected under ADA (Americans with Disabilities Act) and section 504 of the Rehabilitation Act.
 - Students must disclose their disability and meet eligibility requirements in order to receive appropriate accommodations.



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How Can Families Promote Postsecondary Education?

- ❑ Understand a student's high school course of study and how it can prepare a student for a variety of future options.
- ❑ Research and visit colleges, universities, and technical programs as requirements for entry vary.
- ❑ Explore costs and financing options.
- ❑ Develop awareness of strengths, support needs and strategies.
- ❑ Discuss disclosure.
- ❑ Understand rights that transfer at 18.



Find more information about postsecondary education planning and options on the Project 10 website – <http://project10.info/PostsecondaryEducation.php#NS27>

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How Can Families Promote Employment?

Families can promote a student's employment by:

- ❑ Exploring career interests.
- ❑ Encouraging work experiences.
- ❑ Researching available supports and services.
- ❑ Seeking assistance with benefits planning.
- ❑ Helping students understand the implications of disclosing a disability (during the interview, once employed, etc.).




Find more information about employment, career development and job seeking on the Project 10 website – <http://project10.info/Employment.php#NS62>



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Resources

Student and Family Resources to Support Transition Planning and Postsecondary Options



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Graduation Resources

- Florida Department of Education (FDOE) Graduation Requirements (including resources)
<https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>
- Project 10 Online Graduation Requirements
<https://fl-pda.org/#/home>
- Early Warning Systems to Increase Graduation Success
<https://fl-pda.org/#/home>
- Xello
<https://xello.world/en/florida-college-career-ready/>

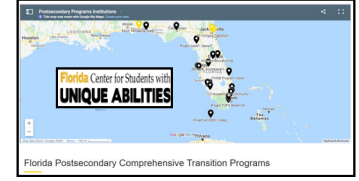
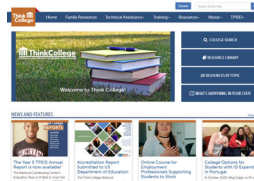


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Postsecondary Program Information for Students with Intellectual Disabilities

- Think College
<https://thinkcollege.net/>
- Florida Center for Students with Unique Abilities (FCSUA)
<http://fcsua.org/>



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Self-Determination Resources

- Personnel Development Portal, Secondary Transition
<https://fl-pda.org/#/home>
- Self-Determination Course Scope and Sequence
http://project10.info/files/7963140_SelfDetermination_v5.2.1.15.pdf
- Self-Advocacy and Self-Determination web page
<http://project10.info/DPage.php?ID=185>
- Self-Determination and Self-Advocacy Guide
<http://project10.info/DPage.php?ID=77>
- Chart Your Own Future: How Your IEP Can Help
<http://www.pacer.org/parent/php/PHP-cl113.pdf>
- I'm Determined
<http://www.imdetermined.org/>
- Zarrow Institute on Transition and Self-Determination
<https://www.ou.edu/education/zarrow>

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Youth Leadership Resources

- American Legion
 - Boys State: <https://www.legion.org/boysnation/stateeligibility>
 - Girls State: <https://www.legion-aux.org/ala-girls-state>
- The Family Care Council
<http://www.fcflorida.org/>
- The Florida Youth Council (The Family Café)
<http://www.floridayouthcouncil.com/>
- Junior Achievement
<http://www.ja.org/>

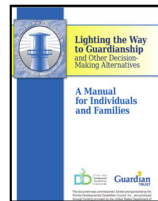
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Decision-Making Resources

Florida Developmental Disabilities Council—Legal and Reference Resources: <https://www.fddc.org/publications/>

- Lighting the Way to Guardianship and Other Decision-Making Alternatives Manual (available in English and Spanish)
- Lighting the Way to Guardianship Online Course
- Lighting the Way to Your Choices, Your Decisions, and Your Life (10-page guide)
- Lighting the Way Fact Sheets (Educator, Student and Parent)



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Legal Rights and Decision-Making Resources

- Project 10 Considering Age of Majority, Transfer of Rights and Decision-Making Options
<http://project10.info/DPage.php?ID=77>
- Legal Survival Guide
<https://www.legalsurvivalguide.org/>
- Planning Ahead, A Guide for Parents, Family Members, and Legal Representatives of Individuals with Developmental Disabilities
http://www.fddc.org/sites/default/files/PA_Book_final_3-5-12-1.pdf
- National Resource Center for Supported Decision Making
<http://supporteddecisionmaking.org/>

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Benefits Planning Resources

- Social Security Administration (SSA) <http://www.ssa.gov>
 - The (SSA) Red Book—A Guide to Work Incentives <http://www.socialsecurity.gov/redbook/>
 - SSA Area Work Incentive Coordinators for Florida <http://www.socialsecurity.gov/atlanta/southeast/awic/index.htm>
 - Work Incentives Planning and Assistance (WIPA) Program <https://www.ssa.gov/work/WIPA.html>
<http://www.choosework.net/resource/jsp/searchByState.jsp>
- The Changing Face of Benefits <http://www.floridabenefits.org/>
- Vocational Rehabilitation <http://rehabworks.org/>



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Florida's Federally Funded Parent Centers

- Family Network on Disabilities (FND) Statewide Parent Center, <http://fndusa.org/>
 - Parents offering Parents Information & Networking (POPIN)
 - Parent Support Network (PSN)
 - Parent Education Network (PEN)
 - Family STAR
 - Additional FND programs <http://fndusa.org/contact-us/programs/>
- Parent to Parent of Miami, Community Parent Resource Center (CPRC), serving Miami-Dade and Monroe Counties <http://www.ppropmiami.org/>



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National Resources

- Beach Center on Disabilities website <https://beachcenter.lsi.ku.edu/>
- Center for Parent Information and Resources website <http://www.parentcenterhub.org/>
- U.S. Department of Education, Raising the Bar for Parent Partnership and Engagement <https://www.ed.gov/parents>
- U.S. Department of Education, Sample Questions Parents and Families Can Ask to Partner with Your Child's Teachers and School https://www2.ed.gov/about/inits/ed/raise-the-bar/BacktoSchoolGuide_Handout_v2_508.pdf
- U.S. Department of Education, Office of Special Education Programs' (OSEP's) IDEA website <https://www2.ed.gov/about/offices/list/osep/osep/index.html>



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Florida Resources

- The Agency for Persons with Disabilities (APD) <http://apdcares.org/>
- CareerSource Florida <http://careersourceflorida.com/>
- Children's Medical Services (CMS) <http://www.cms-kids.com/index.html>
- Disability Rights Florida <http://www.disabilityrightsflorida.org/>
- The Family Café <http://www.familycafe.net/>
- Florida Board of Governors, State University System, Services for Students with Disabilities <https://www.flbog.edu/universities/admissions-transfers/students-with-disabilities/>
- Florida Colleges, Disability Support Services <http://www.fldoe.org/fcs/educators/Disability/dss.asp>
- Florida Department of Education, Bureau of Exceptional Student Education <http://www.fldoe.org/ese/>



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Florida Resources Continued

- The Florida Developmental Disabilities Council <http://www.fddc.org>
- Florida Division of Blind Services <http://dbs.myflorida.com/>
- Florida Division of Vocational Rehabilitation <http://www.rehabworks.org>
- Florida Health and Transition Services <https://www.floridahats.org/>
- Florida Independent Living Council, Inc. <http://www.floridasilc.org/>
- FYI Transition <https://fyitransition-students.org/>
- Project 10: Transition Education Network <http://www.project10.info/>
- Workforce Education, Career and Adult Education Programs <http://www.fldoe.org/workforce/>



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Questions and Thank You!

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Thank you for your attendance and participation!



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For more information visit our website at www.Project10.info

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