

Secondary Transition Handbook

Moving From School to Adult Life



The ArcTM

Tennessee

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Secondary Transition is a Process

Transition is the process of moving from one place or time to another. In school, Secondary Transition is the process of moving from high school to adult life and community living. It is a “bridge” between the structure schools provide, and the opportunities and risks of being an adult.

Students with disabilities need help during the Secondary Transition process. Families, educators, and the community play an important role in the student’s successful transition.

Beginning

The Secondary Transition process is based on outcomes. It begins with the student figuring out/learning about his/her dreams and strengths.

- Identify student preferences, interests, and needs - Dream!
- Develop a vision for the future
- Develop the Secondary Transition Plan
- Implement the plan
- Evaluate the results

Identify Student Preferences, Interests, and Needs – Dream!

One way to find a student’s dreams is to have a PATH (Planning Alternative Tomorrows with Hope). A PATH is an example of a person-centered planning process. PATH was developed by Jack Pearpoint and Martha Forest, and brought to TN by Dave and Faye Wetherow.

During a PATH, a group of people, who care about the person, comes together. With the help of a facilitator, they go through a series of exercises, to express hopes and dreams for the person’s future, deciding who else needs to be involved, what will keep the group strong, and very specific next steps. The PATH is recorded on a big sheet of paper using lots of color. The individual then has a visual record of the plan.

To learn more about a PATH for your child, please contact The Arc of Tennessee (see Resources section).

Vocational Assessments can also help identify student preferences, interests, and needs. A variety of tools should be used to get the most complete picture possible of the student.

Develop a Vision for the Future - Set Life Goals

- Long Range Vision – My Life (the young adult – not mom and dad)
- Work (competitive employment?)
- Living (where/how/with whom?)
- Transportation (public/driver’s license?)
- Personal Goals: relationships, leisure activities, worship

Develop the Secondary Transition Plan

What is the Secondary Transition Plan in the IEP?

The Secondary Transition plan is the student's plan in the IEP. It is flexible and focused on:

- 1) Individual's long-term life goals;
- 2) Short term objectives;
- 3) Student services and supports;
- 4) Programs and personnel; and
- 5) Actions to reach these goals.

Identify Needed Services and Supports

- Instruction;
- Accommodations;
- Course Selection;
- Training; and,
- Assistive Devices.

Develop a Written Plan

- Measurable Secondary Transition Goals;
- Action Statements; and,
- IEP Objectives.

When?

Tennessee law requires the IEP Team begin Secondary Transition planning no later than a student's fourteenth birthday (or earlier if needed). The longer the journey, the longer it takes to get there and the earlier planning should begin. Thinking and dreaming about the future should begin early and continue through life.



Who?

The same people must be at the Secondary Transition Planning IEP Team Meeting as any other IEP Team Meeting. The Secondary Transition Team may include (but is not limited to):

- The student
- Parent(s) and/or other family members (should attend all IEP Team Meetings)
- Adult service providers (DIDD, etc.)
- Special Education Teacher(s) (should attend all IEP Team Meetings)
- General Education Teacher(s) (should attend all IEP Team Meetings)
- School Psychologist
- LEA (Local Education Agency) Representative (should attend all IEP Team Meetings)
- Therapist(s)—related services
- Peers, friends, and/or siblings
- Vocational Rehabilitation (VR) Counselor; and
- Others who know the child or who may be helpful in planning

Roles

Some members of the IEP Team, developing the secondary transition plan, will have expanded roles. There also may be new members of the team. The biggest difference is that the focus is now on the student's postsecondary (after high school) life goals.

Student

1. Identifies career interests.
2. Completes vocational assessments and interest inventories.
3. Makes choices and decisions.
4. Learns about needed accommodations and prioritizes them.
6. Makes decisions about his or her future.
7. Begins to advocate for him/her self.
8. May lead his/her IEP Team Meeting. (Training may be needed.)

Parent(s) and/or Other Family Members

1. Help the student discover his or her strengths, interests, and motivations.
2. Share information about the family's natural supports.
3. Express support of the student's postsecondary goals and choices.
4. Keep education records—student should start assuming responsibility if possible.
5. Supports student in communicating with postsecondary education institutions.
6. Explores with the student, the possibilities of eligibility for Supplemental Security Insurance (SSI)/Social Security Disability Insurance (SSDI).
7. Help student register to vote.
8. Help young men register for Selective Service.

Roles (Continued)

Vocational Rehabilitation (VR) Counselor

1. Provides information about VR's scope of services, eligibility requirements, and the Individualized Plan for Employment (IPE) for eligible individuals.
2. Reviews existing assessments to determine if the student is eligible for VR services.
3. When appropriate, provides vocational assessment for determining employment interests and strengths .
4. Assists in providing documentation of the student's disability for postsecondary education accommodation requests.
5. Monitors ongoing services, supports, and student progress for VR eligible students.

General and Special Education Teachers

1. Bring samples of student's work.
2. Identify needed postsecondary accommodations.
3. Evaluate student strengths, preferences, and interests in:
 - academics
 - social skills
 - pre-vocational
 - vocational
 - adaptive functioning
5. Arrange for accommodations for ACT and/or SAT--explain.
6. Help schedule and hold the IEP Team Meeting, including the Secondary Transition Plan.
7. Teach about postsecondary academic test-taking strategies.
8. Model sensitivity to the family's culture.
9. Make sure the student has documentation of classroom and testing accommodations.
10. Assist with identifying vocational, postsecondary education and community living goals, and objectives, including:
 - transportation
 - money management
 - independent living
 - housing
 - training program size and type
 - work
 - social/recreation/community involvement
11. Help with postsecondary education application and visits to postsecondary schools.
12. Advise on coursework to prepare for postsecondary education.
13. Prepare a summary of the child's academic achievement and functional performance.
14. Advise about needed postsecondary assistive technology.
15. Teach student about transfer of rights, when s/he turns 18—required to inform the family, not the student.
16. Teach student how to advocate for him/herself.

Getting a Diploma in Tennessee

In March 2007, the Tennessee Board of Education approved new graduation requirements. To earn a regular diploma, students beginning with the class of 2013 must complete a much more rigorous curriculum including more math, science, and foreign language. The goal is to prepare students to enter postsecondary education and the work force, with more advanced skills for work in today's job market. Students will no longer take Gateway tests, but will take eight End of Course exams.

What this means for all students (including those with an IEP), is that to graduate with a regular diploma, they must:

- Earn twenty-two credits
- Take and pass ten End of Course tests

It is important that students participate in the general curriculum to prepare for End of Course tests.

Adapted from, *The Tennessee Diploma Project, Aligned Expectations*. Tennessee Board of Education.
<http://tennessee.gov/sbe/TDP%201-23-08.pdf>



High School Transition Policy Frequently Asked Questions Revised: March 4, 2009

Is the “capstone experience” described in the new high school policy a requirement or a recommendation?

Neither state board policy or the state rules and regulations require the capstone experience. TN MINIMUM REQUIREMENTS FOR THE APPROVAL OF PUBLIC SCHOOLS (Rule 0520-1-3-.06) (2) Graduation Requirements states the following: Effective with the ninth (9th) grade class of 2009-2010 and thereafter, Local boards of education are encouraged to consider requirements for students to complete a capstone experience such as, but not limited to: (i) senior project, (ii) Virtual

Enterprise, (iii) internship, (iv) externship, (v) work-based learning, (vi) service learning (minimum of forty (40) hours), (vii) community service (minimum of forty (40) hours).

High School Transition Policy Frequently Asked Questions (Continued)

How is the Department of Education responding to the concerns of school districts regarding “Conceptual Physics?”

In our efforts to advance and support educational reform in all curriculum content areas, the Department is issuing this notice concerning a change in the name of a new science course. The course previously titled "Conceptual Physics" will now become "Physical World Concepts". Physical World Concepts focuses on providing students with a conceptual foundation in physics and is comprehensive and sequential in its scope. This course is designed to provide a strong foundation for all students for taking higher level science courses such as Physics 3231, and AP Physics. "Physical World Concepts" will ensure that students pursuing STEM as a post-secondary major will have the necessary preparation for success in college work. This course will count as a Laboratory Course, not for the Physics Course.

Features of this course include: A necessary first step in building a comprehensive foundation as a pre-requisite for learning physical, earth and life science concepts in subsequent high school courses.

For college bound as well as students who do not have the necessary math background to be successful in a traditional physics course. Course content is sequenced, in a coherent manner to ensure deeper understanding of the content and associated mathematical relationships. Standards for Physical World Concepts include: Inquiry, Mathematics, Technology and Engineering, Mechanics, Thermodynamics, Waves and Optics, Electricity and Magnetism, Nuclear Science, Embedded Mathematics strand enables students to utilize mathematical skills in much greater depth, e.g. analyzing, interpreting, articulating, assimilating, modeling, demonstration.

Instruction is inquiry-based and employs applications for technology and engineering. Licensure and Training: The endorsements required at this time for teaching Physical World Concepts are physics and/or chemistry. To clarify information previously announced related to Physical World Concepts, only teachers who are currently certified to teach Physics and Chemistry are eligible to teach this course. Professional development aimed at increasing the number of teachers who hold the chemistry and/or physics endorsement is being offered this summer for teachers who wish to teach in 2009-2010.

- Dr. Sheila Pirkle at APSU has scheduled a summer program that targets Physics content for teachers seeking a Physics endorsement.
- Teachers that are currently certified to teach Physics and Chemistry, a two-week project will be offered through TMSTEC at MTSU to encourage teachers to apply a pedagogical approach that addresses student math skills needed to be successful in Physical World Concepts. The Project Director for High School STEM Redesign, Dr. Richard Audet, raudet@mtsu.edu will be able to provide dates and details about the event as these become available.

For additional information about the Physical World Concepts course content or the professional development opportunities for teaching this course, please contact Linda Jordan, Science Coordinator, Linda.K.Jordan@state.tn.us.

High School Transition Policy Frequently Asked Questions (Continued)

What are additional science related changes with the implementation of the new high school policy in 2009-2010?

Life Science will no longer be offered. Agriscience may count as a laboratory science credit required for high school graduation for students currently in high school, as well as students who are incoming 9th graders beginning with the 2009-10 school year. Agriscience does not replace the Biology I requirement for students in either graduation grouping, nor does it replace the Physics requirement for students entering the 9th grade in 2009-10. Agriscience is currently accepted by University of Tennessee and Tennessee Board of Regents as one of the optional natural/physical science units required for college entrance. See the TN Board of Regents and University of TN System school list of approved lab science courses.

Biology I and the Biology I course previously named Biology for Technology will be taught with the Biology I 3210 curriculum standards and be recorded with the same course number (3210). Biology instructors must have a Biology endorsement. Biology students will take the same end of course exam. If the course is taught with the previously named Biology for Technology contextual methodology approach, it will be designated with an internal fifth digit on the end of the course code to indicate compliance with CTE federal guidelines concerning training, class size, etc.

Can an Advanced Placement (AP) course fulfill BOTH core requirements AND satisfy the requirement of an elective focus if a student elects to have an AP focus?

Yes. There are no AP courses in the core requirements as there are in the other focus areas. Dr. Gary Nixon, Executive Director of the State Board of Education has provided some examples of what focus areas might look like on his blog at: www.garynixon.wordpress.com

The intent was to let CORE subjects in AP and International Baccalaureate (IB) count to meet the AP or IB Elective Focus in order to encourage more students to take AP and IB courses. While the AP and IB elective focus courses may not be beyond or on top of the core courses the way we count them for a math and science elective focus, they truly are beyond or deeper than the content of the regular core classes they replace.

Is graduating with Honors determined solely on American College Test (ACT) or do local boards have options?

Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the (Stanford Achievement Test) SAT will “graduate with Honors.” Local boards of education have the flexibility to go beyond “graduating with “Honors” by establishing an “Honors” program.

High School Transition Policy Frequently Asked Questions (Continued)

When will the Bridge Math course standards be ready?

As this is a senior level course, plans are to have the course developed within an appropriate time frame for those students (next year's 9th graders) who fall under the new high school policy.

Do Algebra IA & IB have to be completed in a calendar or school year?

Algebra I A and I B must be completed in the same **academic** (fall, spring, summer) year for regular education students. There are separate modifications for Students with Disabilities (SWD). See the questions related to SWD at the end of this document.

There is a reference to "exceptional circumstances" in which Foreign Language may be waived. What are those circumstances? What is the accountability?

The "exceptional circumstances" provision in the new high school policy was designed to allow for the required Fine Art and Foreign Language requirements (3 credits) to be waived for students who are sure they are not going to attend a University and be replaced with courses designed to enhance and expand a Career and Technical Education (CTE) elective focus. The (3 credits) would be replaced by three courses in a CTE program of study to enhance and expand that CTE focus. This provision might be used for other scenarios. The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, **or other areas approved by the local board of education.**

When will the rest of the End of Course Tests (EOCs) be ready?

The answer is dependent on funding. The most likely sequence after Algebra I, English II, and Biology I is Algebra II and English III as college and career ready anchors in conjunction with English I and US History (these two could be ready very quickly). Finally, Chemistry, Geometry, and Physics would be the last to come on line.

The FAQ references certain documented exceptions in which a student with a disability (SWD) may earn a regular diploma w/o 22 credits. What are those exceptions?

The FAQ response to the question "What will SWD have to do to qualify for a regular diploma" is: Students with disabilities must complete the required 22 credits with certain documented exceptions. To clarify, SWD must earn 22 credits, however, there are modifications for SWD that are detailed in the state board policy and described in the last answer on the FAQ. (What modifications will be made to the graduation requirements for students with disabilities?) The purpose of these modifications is to provide needed flexibility for SWD to earn those required 22 credits.

High School Transition Policy Frequently Asked Questions (Continued)

Recently the Office of Special Education Programs (OSEP) issued a letter stating that students with an Individualized Education Plan (IEP) were eligible for all services regardless of their disability. For the math requirements, the state policy says the student must have a qualifying disability in math in order to get the accommodations such as increased seat time and an alternate assessment. Does this not go against OSEP's advice?

34 CFR 300.320(a)(6)(i) provides that an IEP team must include in a child's IEP " a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments, consistent with section 612(a)(16) of the Act."

Since the federal regulation supersedes the state policy, children with disabilities must be afforded accommodations as provided by the IDEA. The letter referred to in the question is *Letter to Anonymous*, June 3, 2008, where in OSEP reiterates its longstanding position that special education and related services are based on the identified needs of the child and not on the disability category in which the child is classified. In developing the child's IEP, the factors that the child's IEP Team must consider include the strengths of the child, the concerns of the parent for enhancing the education of their child, the results of the child's initial or most recent evaluation, and the academic, developmental, and functional needs of the child. The guidance of the letter is consistent with 34 CFR 300.320 and Tennessee special education rules and regulations.

Will teachers with a Special Education (SPED) endorsement be able to teach a core class, offered for high school credit if they are highly qualified in that course but not licensed?

An appropriately endorsed SPED teacher who has demonstrated Highly Qualified (HQ) status in a core content area may serve as the teacher of record and award credit to SPED students (only). The department recommends that school districts make every effort to place special education students in general education classes whenever possible, and to begin the process of getting Special Education teachers endorsed in the core academic courses they are to teach. This is not mandatory at this time, but the state anticipates that it will be mandated in the near future.

What online professional development is available from the state?

The Tennessee Department of Education has launched the Electronic Learning Center (ELC). This resource provides students, teachers, and parents educational resources any time and any where. The ELC can be accessed at www.TNelc.org. At the top of the page click iTunes. Scroll down and click on OPEN TDE on iTunes. If it doesn't open, you may be on the static page, click on the itunes icon.

High School Transition Policy Frequently Asked Questions (Continued)

How is the role of the school counselor affected in planning for implementation of the new policy for the freshman class of 2009-2010?

Six year plans have been required by State Board of Education policy for some time. This is not a new initiative. The difference is now we are asking schools and school counselors to be accountable for working with students and parents not only on creating a six year plan but also using it as an advising tool throughout high school. The six year plan is to be created in the spring of the 8th grade year. It outlines the courses students plan to take in their 4 years of high school plus their potential plans 2 years after high school. There is flexibility with these plans (if schools use them appropriately). The plans should be reviewed each year by the school counselor or teacher advisor, parent and student. Changes may be made at any time.

Does the new graduation policy allow a student to graduate in less than 4 years? If so, how does that affect the math requirement?

Yes, students may graduate early. The policy requires students to take a math course each year while in high school. The purpose is to be and stay ready mathematically for college and not to skip a year. The policy also requires four units of math to be completed (i.e., Algebra I, Geometry, Algebra II (or their equivalent) and an additional advanced math credit). This means a student will take one math course each year. However, a student may accelerate and graduate early as long as they complete the 4 credits of math and take math each year that they are enrolled in school.

What is an Elective Focus/Program of Study?

These are interchangeable terms that relate the concept of a student completing at least three units in a related academic or CTE area. The State Board of Education’s “High School Policy” requires that all students, beginning with the 9th grade class of 2009-2010, complete an approved academic elective focus or a CTE program of study.

What are the approved areas of elective focus?

The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, or other areas approved by the local board of education. Students completing a CTE elective focus must complete three units in the same CTE program area. To complete an approved focus in Trade and Industrial (T & I), three courses must be in one of the following:

- | | |
|----------------|------------------|
| Transportation | Manufacturing |
| Construction | Criminal Justice |
| Cosmetology | Culinary Arts |
| Communication | Arts |

High School Transition Policy Frequently Asked Questions (Continued)

In regard to Programs of Study (POS), if a student in a POS such as marketing uses a marketing course to substitute as an economics credit; does the student take 2 or 3 more marketing courses to complete the marketing elective focus?

Students must take three elective classes in the POS whether they substitute or not, so in the above scenario, they would take two more in addition to the marketing course substituting for economics. Students would receive one credit in marketing and satisfy the requirement for .5 credit in economics.

For an academic elective focus, what are the requirements?

For math and science, three additional math and/or science courses (electives) are required in addition to the four math and three science required courses. For a humanities focus, any combination of courses in English, Language Arts, Foreign Language and Social Studies above the core requirements will satisfy the humanities focus area. Fine arts require any three courses above the core requirements.

Can high school courses taken in the middle school count toward an elective focus?

Courses taken in middle school may count toward the required core courses. Algebra I, for example, taken in eighth grade, would count toward the core requirement; the core plus three additional courses in math and/or science could complete the elective focus. Remember, a student will still be required to take at least one math course each year regardless of how many credits a student earns in middle schools.

Does foreign language taken in 8th grade count as a core credit or an elective focus credit?

It would count as a required credit. An elective focus is three credits PLUS the core requirements. In this case, 2 foreign language credits plus 3 additional credits would complete the focused program of study in humanities.

Are all students required to meet the foreign language requirement?

In exceptional circumstances, schools may waive the foreign language requirement for students who are not planning to attend a university to expand and enhance their elective focus. In this case, students could take an additional three credits to enhance or add a program of study.

What about four credits of JROTC? Would that count as an elective focus?

JROTC is not a state recognized elective focus area, but a local education agency is permitted to approve this, or any other, set of related courses to meet the requirement.

High School Transition Policy Frequently Asked Questions (Continued)

If a student earns 4 JROTC credits, are they able to waive personal finance, US Government, Lifetime Wellness and Physical education?

Yes, if the local education agency allows the substitution. Remember, in order for JROTC to satisfy the US government requirement, the instructor must also meet the highly qualified requirements for teaching government.

Will JROTC substitute for Lifetime Wellness and PE or just Lifetime Wellness?

Yes, two years of JROTC may substitute for Lifetime Wellness requirement and one additional year may substitute for PE requirement.

With regard to contextual academic courses (Technical Algebra, Technical Geometry, Communications for Life, and Principles of Technology I/II), are these courses acceptable by all of the following: TBR, UT system, and NCAA?

TBR and UT publish a list of courses approved for credit. NCAA requirements must be determined on a case by case basis. Communication for Life will be listed as English IV beginning in 2009-10 course codes document.

When using courses to substitute for required courses such as technical geometry, technical algebra, principles of technology I/II, economics, personal finance, lifetime wellness, PE, etc; how should these substitutions be adequately reflected on the transcript?

See above. Note that most of the contextual academic course titles will be changed in the 2009-10 course codes document to reflect its academic counterpart. The transcript may simply reflect the course that substitutes and not the course it substitutes for.

Can the additional ½ credit in physical education be met by marching band?

Yes. The physical education requirement may be met by substituting a documented and equivalent time of physical activity in other areas including marching band, JROTC, cheerleading, interscholastic athletics, and school sponsored intramural athletics, or other areas (such as dance) approved by the local board of education.

How should a substitution for the .5 PE (such as band participation, sports, cheerleading) be reflected on the transcript?

The system may choose how they reflect the participation on the transcript, with notation that it substitutes for the half credit in PE.

High School Transition Policy Frequently Asked Questions (Continued)

What are the criteria for graduating with distinction?

Students will be recognized as graduating with “distinction” by attaining a B average and completing at least one of the following:

- earn a nationally recognized industry certification
- participate in at least one of the Governor’s Schools
- participate in one of the state’s All State musical organizations
- be selected as a National Merit Finalist or Semi-Finalist
- attain a score of 31 or higher composite score on the ACT
- attain a score of 3 or higher on at least two advanced placement exams
- successfully complete the International Baccalaureate Diploma Programme
- earn 12 or more semester hours of transcribed postsecondary credit

Each local school board shall develop a policy prescribing how students graduating with “distinction” will be noted and recognized.

What endorsement is needed to teach Principles of Technology I and II?

A teacher must be endorsed in Chemistry or Physics to teach Principles of Technology I. Teachers who teach this course must hold proper endorsement and have attended the state-approved, five-day training. This course may satisfy a laboratory science credit required for graduation. A teacher must be endorsed in Chemistry or Physics to teach Principles of Technology II.

Teachers who teach this course must hold proper endorsement and have attended the Principles of Technology I state-approved, five-day training. This course satisfies one science credit required for graduation. The completion of Principles of Technology I and II is equivalent to Physics.

What mathematics courses are required for graduation?

The new policy requires students to take a mathematics course each year while in high school to complete a 4 credit core that must include Algebra I, Geometry, and Algebra II (or the equivalent of these courses) and one advanced math course. **Students must be enrolled in a mathematics course each school year.** The Bridge Math course is designed for students who have not scored 19 or higher on the ACT by the beginning of the senior year and is in the development stage. See the TBR and UT list of courses to identify accepted math courses.

High School Transition Policy Frequently Asked Questions (Continued)

Can regular education students take an Algebra IA and Algebra IB course of study?

Yes, however, the A course earns elective credit only. The mathematics credit is awarded with the B course. Students must complete both the A and B course within the same school calendar year. Further, the A course will not count as part of a student's elective focus. For guidance regarding students with disabilities, refer to the section at the end of this document. Note. Course codes will be developed for the A and B options. Systems will no longer be required to complete a special course application for A and B courses beginning with the 2009-2010 school year.

What math course should students take after completing Algebra II?

Currently, many students have access to STEM (Science, Technology, Engineering, & Mathematics) focused courses such as Pre-Calculus, Calculus, Discrete Mathematics, Statistics, Advanced Algebra & Trig. or an Advanced Placement course. These options will still be available to any student who wishes to take them according to local school board policy. The state is developing options for students who do not wish to take a traditional STEM course.

Under the new high school policy when should students take Algebra I?

Local school systems can choose to offer an Algebra I course prior to high school and award high school credit; however, students will still be expected to complete a four year course of study while in high school. The standard course of study for the middle grades will prepare all students for a comprehensive Algebra I course in the 9th grade.

What is an enrichment level math course?

There is no terminology for "enrichment" math courses in the high school policy. However, Foundations Math I & II will continue to be offered as elective math credit courses only. The Foundations Math courses may be used concurrently with an algebra level course during the ninth grade. The Technical Mathematics course (equivalent to a Foundations course) will no longer be offered.

Must Algebra I and/or Geometry be taken in high school or can a student accelerate to take 4 years of higher math and still fulfill math core requirements?

The student may take courses for credit prior to high school, but still must complete one math course each of their four years in high school. Students may only "accelerate" in anticipation of taking very rigorous courses during the junior and senior year, not to complete math requirements early. This type of acceleration may allow students to create a more robust elective focus.

High School Transition Policy Frequently Asked Questions (Continued)

Can students earn 2 credits in math in one year? (Geometry/Algebra II in same year)? What if a student earns 4 math credits in 3 years (non-middle school), do they need to take an additional year of math their senior year?

Students may earn multiple math credits in one year, but they must still complete a math course each year they are enrolled. These students will graduate with a number of credits well above the minimums required for graduation.

What will SWD have to do to qualify for a regular diploma?

Students with disabilities must complete the 22 credits required with certain documented exceptions.

What are the additional exit options for SWD?

A Transition Certificate may be awarded to SWD who, at the end of the 4th year of high school, have failed to earn a regular diploma (22 units of credit) but have satisfactorily completed an IEP, and have satisfactory records of attendance and conduct.

SWD may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old. An IEP certificate will be awarded to SWD who have (1) satisfactorily completed an IEP, (2) successfully completed a portfolio, and (3) have satisfactory records of attendance and conduct. This replaces the old “Special Education Diploma”

What modifications will be made to the graduation requirements for students with disabilities?

Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent). The required number of credits in math will be achieved through increased instructional time, appropriate methodologies, accommodations and other differentiated instruction as determined by the IEP team. These students may earn mathematics credit for Algebra IA and for Algebra IB as well as math credit for Geometry A and Geometry B.

Adapted from High School Transition Policy Frequently Asked Questions, Revised: March 4, 2009

Post Secondary Options and Service Providers

Vocational Rehabilitation (VR) Services

Vocational Rehabilitation is an employment program provided by the Tennessee Department of Human Services, Division of Rehabilitation Services. Since most people use the term VR, we will use

that throughout this document. VR helps people with disabilities get paying meaningful jobs. The application process includes:

- Intake to learn about you and your job interests;
- Completing an application;
- Finding out if you are eligible for VR employment services; and
- Finding out your “Priority Category” for employment services.

For everyone who is eligible for VR, the “Order of Selection” is important. The Order of Selection is required by law when there is not enough money to provide for everyone who is eligible. VR must give first priority to eligible individuals with the most significant disabilities. This group of individuals will be assigned to Priority Category 1 (PC 1). Those individuals meeting the criteria for PC 2, 3, or 4 may choose to remain on a waiting list in the event there are future changes in funding that would allow VR to serve them. Individuals who are determined to be PC 2, 3, or 4 will be given information about other resources where they live that help them get a job. The term “open priority category” refers to the Priority Categories that are open for VR to provide employment services to clients.

An applicant who receives SSI (Supplemental Security Insurance) or SSDI (Social Security Disability Income) because s/he has a disability, or is blind, automatically meets the criteria of Priority Category 2, if s/he wants to get a job.

It is helpful to give your VR Counselor enough paperwork from your medical doctor, school records, or other sources to help explain your disability. If you are unable to get this paperwork, your VR Counselor can lend a hand. To qualify as Priority Category 1, this paperwork must show that your disability causes limitations in two or more of the following “functional capacities” as defined by VR policy:

- Mobility
- Communication
- Work Skills
- Work Tolerance
- Self-Care
- Self-Direction
- Interpersonal Skills



What Does VR Do?

Once you are eligible and assigned to an open Priority Category, your needs, preferences, interests, and available resources will be considered when developing the Individualized Plan for Employment (IPE). Not everyone will need the same service to get a job. Your VR counselor will help you decide which of the following will help you get a job. Your VR counselor will help determine if you need to share in the cost of some services.

- Diagnosis
- Career guidance and counseling
- Training
- Treatment
- Supported employment
- Job placement
- Self-employment supports
- Vocational Evaluation
- Personal care assistance program
- Post-employment supports
- Transition from school to work
- Independent living services
- Maintenance and transportation
- Assistive technology
- Interpreter services

Finding the Right Type of Work for You

Your VR Counselor will guide you through activities to identify your abilities, job skills, and job interests in order to develop an Individualized Plan for Employment (IPE). This plan will identify the kind of job you want and what services you will need to get that job.

There are some things you can do to get ready for your first meeting with your VR Counselor. If you do not know what kind of work you want to do, here are some ways to look for ideas. Remember, you are not looking for just any job. You are looking for a job that interests you and that you can do with your abilities.

Identify Your Job Interests

1. What do you like to do? What are your interests and hobbies? A tool to help answer these questions is available at http://education.ou.edu/zarrow/files/AIR_S-D_Student.pdf.

2. What kind of work and/or volunteer experiences have you enjoyed?

3. Look through the help wanted ads in the newspaper. Which jobs look appealing?

4. Visit your local Career Center to gather information about jobs. List jobs you like.

5. Look through the Occupational Outlook Handbook. This guide will help you look at skill level and educational requirements for each job. It is available at, <http://www.state.tn.us/labor-wfd/lmi.htm>. What have you learned from the Handbook?

6. Talk to friends and relatives about the jobs they do. What jobs did you learn about that interest you? Where did they get their job training?

7. Look at jobs on JobNet at <http://www.tn.gov/labor-wfd/mainfindajob.html>. What jobs look interesting here?

Job Planning

Knowing the kind of work you want to do will help when you start working with your VR Counselor. Complete this worksheet before meeting with your counselor. Ask for help if you need it.

1. What are your strengths and abilities?

2. What education have you had?

3. What type of training have you had?

4. What work experience have you had?

5. What volunteer experience have you had?

6. What kinds of jobs are you interested in? Why?

7. Do you need special training to do the job you want? If you do, what type of training?

8. What kinds of jobs do NOT interest you? Why?

9. What type of help do you need to go to work? (Such as transportation, special equipment, interpreters, childcare, flexible work hours.) Do you need health insurance?

I Know the Job I Want . . . Now What?

Once you know what type of work you want to do and the skills required, you may discover that you do not need special training. Your VR counselor can help you explore options that will prepare you for work. Some job preparation options may include the Tennessee Rehabilitation Center (TRC) in Smyrna, Tennessee or a TRC in your community. Some job training may be provided through another agency, called a Community Rehabilitation Provider (CRP), or VR staff. Your VR counselor will help you make a decision based on your interests, what you do well, and the kind of work you want to do.

If special training is needed for the job you want, your VR Counselor can help with some ideas. It is up to you to learn about and visit technical schools, community colleges, universities, and other training facilities to see which one will be the best fit.

1. Talk with your school Guidance Counselor. S/he can help find schools where you can get the training you want and need. S/he can also help you learn which schools may be most “disability friendly.”
2. Talk with your VR Counselor. S/he has lots of information about schools.
3. Remember the people you talked with about their jobs earlier? If one had a job you found interesting, what kind of training did s/he get and where did s/he get their training?
4. Ask your friends what school they are going to attend and what subject they will be studying. If they are taking the same or similar training as you, make a note of it. Having informal support where you will get training can be helpful. If you will be living on campus, you can “room” with a friend.
5. One possible place to get job training is at the Tennessee Rehabilitation Center (TRC) in Smyrna, TN. This is a comprehensive rehabilitation center with various personal and vocational training programs and job placement services. Talk with your VR Counselor if you want to schedule a visit to tour the Smyrna TRC or visit <http://www.tn.gov/humanserv/rehab/trc.html>.
6. There are also community TRC’s located around the state where you can get vocational evaluations, employee development, personal and vocational training and job placement services. Ask your VR Counselor for more information about these.

Responsibilities When You Receive VR Employment Services

1. You must help develop your Individualized Plan for Employment (IPE) and work towards getting a job. You will need to work closely with your VR Counselor in choosing an employment goal, types of services, service providers, and looking for a job (job placement). You can help by keeping appointments and working hard to reach your work goal.
2. Your IPE is a partnership. It is important to contact your VR Counselor every month to let him/her know how things are going. Call your VR Counselor if you need to reschedule a meeting. Leave a phone message or send an email if necessary. Be sure to have his/her phone number in a safe place. Answer letters and phone messages from your VR Counselor immediately.
3. VR provides many services regardless of your financial situation. You and your counselor will discuss your family's income and resources. Sometimes VR may ask you to contribute to the cost of your program, unless you receive SSI or SSDI.
4. If you are eligible for other benefits, federal law requires that you use those benefits to help cover the cost of some services. These benefits may include training grants, Medicare, Medicaid, Workers Compensation, and private insurance. If you refuse to apply for or use other benefits for which you are eligible, VR cannot pay for the planned services.

Rights When You Receive VR Employment Services

1. VR cannot release your personal information to anyone else unless:
 - It is necessary to carry out your VR program;
 - VR has your written consent; or
 - Law requires it.VR may share personal information with the Social Security Administration.
2. You can get information from your VR file. Request the information in writing. If a physician or psychologist provided the information to VR, you may need to get it from them.
3. You may receive some VR services after you get a job and VR has closed your case. These services must be short term and required to help you keep your job.
4. You may reapply for services after VR has closed your case. Your eligibility will be determined at the time you reapply.
5. If you disagree with a decision, you have the right to appeal. Tell your VR Counselor or put it in writing to your VR Counselor or his/her supervisor. You must appeal within 30 days of the decision. CAP can assist you with your appeal.

Vocational Rehabilitation Rights

1. You have the right to know if you are eligible within 60 days of when you apply. 34 CFR §361.42*
2. You have the right to develop your own Individualized Plan for Employment (IPE). 34 CFR §361.45 - §361.46*
3. You have the right to receive the full scope of services needed to help you reach your job goal. 34 CFR §361.48*
4. You have the right to decide what your job goal will be.
5. You have the right to pick services and service providers (schools, etc.) in your IPE. 34 CFR §361.50, 34 CFR §361.52, 34 CFR §361.53, 34 CFR §361.54 *
6. You have the right to change your IPE, including your job goal or services provided. 34 CFR §361.45*
7. You have the right to review your IPE at least once a year with your VR Counselor. 34 CFR §361.45, 34 CFR §361.56*
8. You have the right to review the VR Policy Manual. CFR §361.50*
9. You have the right to appeal any decision made by VR that you do not agree with.
10. You have the right to have the Client Assistance Program (CAP) help you. 34 CFR §361.57*

* All references are to the Code of Federal Regulations, Title 34, Part 361, State Vocational Rehabilitation Services Program. A copy of the regulations is available at <http://www.gpoaccess.gov/cfr/index.html>.

Modified from Disability Law & Advocacy Center of Tennessee's "VR Bill of Rights."

If you need help understanding any of the information here, or if you have questions please call your VR Counselor or visit the Vocational Rehabilitation website at http://state.tn.us/humanserv/rehab/rehab_main.html or call them at 615/313-4891; 615/ 313-5695 (TTY); 800/270-1349 (TTY Long Distance).

If you need assistance with appealing a decision made by VR or if you disagree with your VR Counselor and cannot resolve it, call the Client Assistance Program (CAP) at Disability Law & Advocacy Center at 800/342-1660; 615/298-1080 (TDD); 888/852-2852 (TTY).

VR Tips from a Parent

1. If your high school does not make a referral to VR, you can call them yourself.
2. When planning, be sure to think about what type of work you want to do. VR helps find paid jobs. The training you get will depend on the type of work you want to do.
3. If VR says you're on a waiting list for services, ask your VR Counselor about your options.
4. Once you have signed your IPE, you will need to stay in touch with your VR Counselor at least once a month. If you call him/her, and s/he is not in the office, leave a message.
5. Your VR Counselor must approve all changes to services listed on the IPE in advance.
6. If you have a "Ticket to Work" from Social Security, visit <http://www.socialsecurity.gov/work/aboutticket.html>.
7. Tell your VR Counselor which is the best way to contact you; by phone, mail, and email.
8. Let your VR Counselor know if you need information in Braille or another language.
9. It is important to call your VR Counselor right away if you have a problem of any kind that affects your job training. S/he will help or offer some advice.
10. Keep your parent(s) and those who support you in the loop. They will help if you need them.
11. Do not skip classes. Every class is essential to help you meet your career goal.
12. If you have a rough semester in college or technical school, do not give up. Your VR Counselor is there to help you when the going gets rough. She will have ideas that will help you.
13. Do not drop a class until you speak with your VR Counselor.
14. Connect with the Disability Services office where you attend school. They can help you talk with your instructors, help you find support services such as tutors, note takers, and more.
15. If you are living on campus, follow campus rules.
16. VR may close your case if:
 - You have completed your IPE and have successfully maintained employment for 90 days;
 - You do not cooperate with or maintain contact with your VR Counselor; or
 - You ask for it to be closed.
17. Do not expect others to look out for your rights. Ask questions until you get the answers to them. Take someone (like a parent) with you to your VR meetings. If someone tells you no, ask for the policy the refusal is based on. You have rights.

Additional Employment Service Providers

Other Employment Service Providers that might be of service to young adults are the Workforce Investment Act (WIA) and the Job Corps. Both of these service providers receive federal funding and have economic need as a qualification. Once a young adult turns eighteen, s/he may have access to these programs. S/he is a family of one. WIA considers his/her income, instead of the entire family's income.

Workforce Investment Act (WIA)

The WIA sets up programs to help individuals overcome barriers to work by providing job training and other services that will result in more employment and earnings, further educational and occupational skills, and less dependency on public assistance..

WIA is a project between government and industry. It is outcome-based, helping participants become self-sufficient through employment. WIA begins with eligibility and assessment and trains the individual, assisting with job search and employment.

To access WIA services, contact WIA. Contact information on WIA is located in the resource section of this handbook.

WIA Youth Department Programs

Programs for adolescents between 14 and 21 years old:

1. Limited Work Experience Program provides funds for employment of adolescents with public agencies and non-profit organizations. The participants get basic job skills, while supervised by trained professionals. Participants are paid minimum wage for work up to 6 months. Participants attend educational classes to be eligible for work. The program works to build work, maturity, employment skills, and specific job skills.
2. The Classroom Training Program prepares young adults for employment by training in specific basic/advanced job skills. Young adults must be able to learn the required material and succeed in a job setting. The training is provided at vocational/technical schools or community colleges, and teaches necessary work skills.
3. Summer Youth Employment and Training Service lets students work and earn money, and learn work skills through work experience in non-profit and public agencies.

Job Corps

Job Corps is a major training and employment program of the U.S. Department of Labor. Their goal is to lessen employment problems young adults who have specific disadvantages face. Job Corps helps young adults who need, and can benefit from the services they provide in a residential setting at a Job Corps Center. These services include:

- Basic education
- General Education Diploma (GED)
- Job skills training
- Work experience
- Counseling
- Leadership training
- Health care
- Related support services

Eligibility criteria:

- Between 16-21 years old
- From a family with low income (students with disabilities are a family of one)
- Have a condition that keeps them from getting an education or job
- Are able to benefit from Job Corps training

The Job Corps program offers education and skills training through a competency-based approach with individualized instruction. The combination of training and support services helps students become responsible, productive citizens. Upon completion of the Job Corps program, young adults are better prepared to get and hold jobs; realize their potential by seeking more education/training; or satisfy entrance requirements for careers in the military. Job Corps provides placement and other support services to students finishing the program. Contact Job Corps to learn more about Job Corps and to apply for services (see resource section).



AmeriCorps

AmeriCorps is an opportunity to make a big difference in your life and in the lives of those around you. It's a chance to apply your skills and ideals toward helping others and meeting critical needs in the community.

Each year, AmeriCorps offers 75,000 opportunities for adults of all ages and backgrounds to serve through a network of partnerships with local and national nonprofit groups. Whether your service makes a community safer, gives a child a second chance, or helps protect the environment, you'll be getting things done through AmeriCorps!

AmeriCorps members address critical needs in communities all across America. As an AmeriCorps member, you can:

- Tutor and mentor disadvantaged youth fight illiteracy
- Improve health services
- Build affordable housing
- Teach computer skills
- Clean parks and streams
- Manage or operate after-school programs
- Help communities respond to disasters
- Build organizational capacity

Benefits of Service

As an AmeriCorps member, you'll gain new skills and experiences—and you'll also find the tremendous satisfaction that comes from helping others. In addition, full-time members who complete their service earn a Segal AmeriCorps Education Award to pay for college, graduate school, or to pay back qualified student loans; members who serve part-time receive a partial Award. Some AmeriCorps members may also receive a modest living allowance during their term of service.

AmeriCorps Programs

AmeriCorps is made up of three main programs: AmeriCorps State and National, AmeriCorps VISTA, and AmeriCorps NCCC (National Civilian Community Corps).

AmeriCorps State and National: AmeriCorps State and National supports a broad range of local service programs that engage thousands of Americans in intensive service to meet critical community needs.

AmeriCorps VISTA: AmeriCorps VISTA provides full-time members to community organizations and public agencies to create and expand programs that build capacity and ultimately bring low-income individuals and communities out of poverty.

AmeriCorps NCCC: The AmeriCorps National Civilian Community Corps (NCCC) is a full-time residential program for men and women, ages 18-24, that strengthens communities while developing leaders through direct, team-based national and community service.

AmeriCorps: How Do I Join?

There are thousands of opportunities to serve in AmeriCorps. Each one provides an incredible opportunity to make a difference in your life and in the lives of those around you. To search for an AmeriCorps national service opportunity that fits your interests and desired location, [click here](#). Applications for any position can also be submitted online – all you have to do is create a user profile. If you need additional assistance, please:

AmeriCorps: Corporation for National and Community Service

AmeriCorps is a program of the [Corporation for National and Community Service](#), an independent federal agency whose mission is to improve lives, strengthen communities, and foster civic engagement through service and volunteering. In addition to AmeriCorps, the Corporation also administers Senior Corps and Learn and Serve America. Together these programs engage more than 2 million Americans of all ages and backgrounds in service each year.

Tennessee Career Centers

The Tennessee Career Center system is made up of more than 65 Career Centers statewide. This is the place to go to look for a job. Career Centers can help with these activities:

- Assess your skills and develop a career plan.
- Match your skills with current job openings
- Improve your resume writing and interviewing skills
- Boost your skills through targeted workshops and training
- Get access to computer workstations with internet, telephones, fax machines, and career information

“The Source,” a database of Tennessee state and local labor market information that is an excellent career planning tool. Examples of the vast amount of information covered in “The Source” database are job demand, economic indicators, wages, census data, and education/training programs. Explore “The Source” at www.sourceten.org/.

Supported Employment

Supported employment can help people who have disabilities, and who need ongoing support services in order to perform their job. Supported employment may include with job coaches, transportation, assistive technology, specialized job training, and individually tailored supervision.

Supported employment is a way to move people from dependence on a service delivery system to independence through competitive employment. Recent studies indicate that the provision of on-going support services for people with severe disabilities significantly increases their rates for employment retention. Supported employment encourages people to work within their communities and social interaction.

Job Shadowing

Job shadowing is an opportunity for people to “shadow,” someone who does a job in which s/he is interested. While shadowing the mentor, a person will see the responsibilities and tasks associated with the mentor’s work and ask questions about the knowledge, skills, and more, required to do the job. While the purpose of job shadowing is to gather work-related information, it also allows individuals to build communication skills, and become aware of trends. Several job-shadowing experiences may be arranged to allow the individual to explore a variety of career paths.



HOME AND COMMUNITY-BASED WAIVERS

Tennessee Department of Intellectual and Developmental Disabilities (DIDD) (formerly DMRS)

DIDD is a source for services and supports for people of all ages who have an intellectual disability (formerly known as mental retardation) in Tennessee.

For DIDD supports and services, individuals must have an intellectual disability. According to state law [TA 33-1-101(17)] having an intellectual disability means substantial limitations in functioning as shown by:

- Well below average thinking abilities (below 70 IQ)
- Below average adaptive skills that include: communication, self-care, home living, social skills, community use, self direction, health and safety, functional academics, leisure, and work
- Which occurs before the age of 18.

After completing the intake process, individuals are assigned a case manager to assist them in the Intake process. Individuals who need services must “apply” and wait to become eligible. Individuals on the DIDD waiting list* must meet eligibility criteria for Medicaid Waiver Home and Community Based Services.^ Since the waiting list for services in Tennessee is very long, it is important to get this paperwork completed as early as possible.

During Intake, paperwork that documents eligibility is shared with the case manager. While there are financial eligibility criteria for Medicaid Services, DIDD does not typically seek this eligibility until the person is approved to begin the enrollment process.

Each person will be assessed and assigned a “Category of Need” by a DIDD Intake Case Manager. The assessment helps to identify and prioritize those in the most critical situations that need assistance immediately. The assessment will also identify those who do not need services now, but will be placed on the waiting list for future enrollment.

A person’s category can change depending on life circumstances. Any time the person’s life situation or needs change, the Intake Case Manager should be notified.

**There is a waiting list for DIDD home and community based services in TN because the service is not fully funded.*

^ The Medicaid Home and Community Based Waiver permits individuals with intellectual disabilities who need these services to live in their community, as opposed to living in an institution.

DIDD Category of Need Criteria (October 15, 2008)

Crisis

The individual needs services immediately due to the most intense needs WITH one or more of the following being met:

- Homelessness;
- Death or Incapacitation of all available caregivers; or
- Immediate danger to self or others.

Urgent

The individual needs services soon and meets one or more of the following criteria:

- Aging or failing health of caregiver and no alternate caregiver is available to provide supports;
- Living situation presents a significant probability of abuse or neglect;
- Increasing risk of aggressive or assaultive behavior toward self or others;
- Stability of current living situation is severely threatened due to extensive support needs or family catastrophe; or
- Discharge from other service system (including but not limited to school, DCS, RMHI, Forensics) is imminent.

Active

The individual seeks services, but needs do not qualify for “Crisis” or “Urgent” category.

Deferred

The individual’s need for services is more than one year away.

Services Covered by Medicaid Waiver

Supported Living	Group Home
Family-Based Living	Day Services
Supported Employment	Personal Assistance
Behavior Support	Transportation
Environmental Accessibility	Nursing
Adult Dental Services	Nutrition Services
Personal Emergency Response Systems	
Adult Physical, Occupational, or Speech Therapies	
Specialized Equipment/Supplies/Assistive Technology	

Self-Determination Waiver

The Self-Determination Waiver services to people with intellectual disabilities who need moderate level services, whose needs can be met with a cost-effective array of services may be provided in their home and community. The services complement other supports available to them in their home and community. In addition to case management services provided by DIDD, those receiving the Self-Determination Waiver services may be eligible to receive the following:

- Day Services
- Behavior Services
- Adult Physical, Occupational, and Speech Therapy
- Respite and Behavioral Respite Services
- Personal Assistance
- Transportation

See contact information for the Self-Determination in the Resources Section.

Choices Waiver

The Choices Waiver is TennCare's program for long-term care services. It supports people who have a physical disability or who may need help doing things they may no longer be able to do because of advanced age. The services included in the waiver include:

- Bathing
- Dressing
- Preparing meals
- Getting around your home
- Doing household chores
- Nursing home services if needed/wanted

See contact information for the Choices Waiver in the Resources Section.

Family Support

The Family Support is a state-funded program of funds distributed to families of a person with a severe disability. The amount may vary based on the amount allocated and the number of people receiving funds. Some of the services that can be paid for with Family Support funds are:

- Equipment and supplies
- Dental services
- Home Modifications
- Summer Camp

See contact information for Family Support in the References Section.

Conservatorships

A conservatorship is a legal process that gives one or more person(s) the right and responsibility to make decisions for another person, who may have difficulty making their own decisions. It can be difficult to decide whether this is the best option for the person with a disability. If conservatorship is necessary, conservatorship should be tailored to the person's needs, respecting the person's autonomy as much as possible.

The appointment of a conservator is a serious matter because it limits a person's independence and rights. However, in some situations, establishing conservatorship is the best way to protect a vulnerable individual. If needed, we recommend you seek an attorney for assistance.

Legal paperwork may be filed with the court once the individual reaches the age of majority. Without conservatorship in place upon the student reaching Age of Majority (18 in Tennessee), all rights and responsibilities of an adult are passed from the parents/guardian to the student. These rights and responsibilities include, and are not limited to, access to medical and educational information and decision-making at IEP meetings. .

For more in depth information, contact the Arc of Tennessee, or download the brochure at http://thearctn.org/Assets/docs/Conservatorship_Handbook.pdf.

Micro Boards

A Micro Board is one way to provide supports to an individual, with funding from agencies like DMRS. A Micro Board is an incorporated, not-for-profit organization that provides services for individual. Most people need help in setting up a Micro Board. Information about Micro Boards is available from the Tennessee Micro Board Association.

Where Do We Go From Here? Making Choices

Transition possibilities for young adults include moving from:

- high school to work
- high school to postsecondary education
- A combination



Each choice places the student in a different world, with a new set of rights and responsibilities.

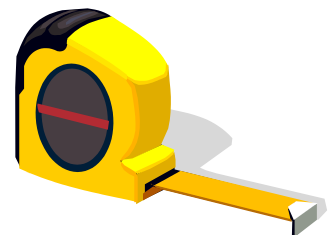
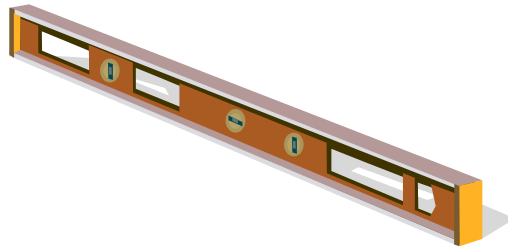
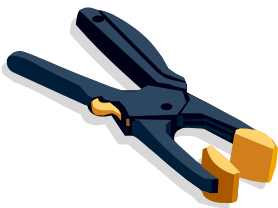
The decision about work or postsecondary education is the student's choice. The young adult needs valid information to use in making a decision.

(Adapted from Reiff & deFur, 1992)

Choices for High School Graduates

Full Time Employment: Going from high school to full-time work requires time, energy, and career direction.

Pros	Cons
Time to mature	Young adult may lack necessary skills for work situations
Develop personal organizational skills	Lack of availability of satisfying work situations with limited training
Develop career interests	Possible lack of skills for independent living
Broader course of study	Limited chance for advancement
Earn income	Limited income potential



Vocational/Technical Training: Tennessee Technology Centers (previously called Vocational Technical Schools) stress "hands-on" learning and provide more on-the-job training than book learning. Students earn certificates rather than college degrees.

Pros	Cons
On-the-job training	Potentially no support services offered
Some supported work programs available including workshops and job coaching	Student responsibility for managing academic/independent life
Certificate/applied programs available	Slower development of independence
Open admissions	May be seen as an extension of high school
May have dual enrollment options at local high school	Live at home while friends go away to school

Community Colleges: Community colleges are two-year education institutions. Classrooms are smaller. Professors/instructors support the academic needs of students. Community colleges offer associate's degrees and credits are generally transferable to four-year colleges and universities. Law requires accommodations for students, but services vary.

Pros	Cons
Certificate/applied programs available	May be seen as an extension of high school
Open admissions	Live at home while friends go away to school
Can transfer credits to four-year colleges	Not as prestigious with peers
No minimum SAT or ACT score needed to enroll	Slower development of independence
Prerequisite college courses offered	No guarantee of free individualized supports.
May have dual enrollment options at local high schools	

Four Year Colleges and Universities: Four-year colleges and universities may be private or public schools. The number of students varies. Schools tend to be focused on research or teaching. Four-year colleges offer Bachelor's degrees, Graduate, and/or other professional degrees. Law requires accommodations for students with disabilities. However, services can vary.

Pros	Cons
More prestigious with peers	Size of campus varies greatly
Living away from home fosters independence	Minimum SAT or ACT score required
Bachelor's degree available	Campus housing can be distracting
Broader course of study	Diminished family support
More diverse student population	No guarantee of individualized support services unless provided by special programs with additional tuition/cost. (Note-see note above-same concern about confusion)

Adapted from The Post-Secondary Learning Disabilities Primer, by Arlene C. Stewart. 1989, Cullowhee, North Carolina: Western Carolina University.

Major Differences in High School and Postsecondary Schools

Type of instruction and support received in college is different from that the student received in high school. **Below is a general list of major** differences between high school and postsecondary school:

		High School	Postsecondary School
1	Teacher Interaction	Teacher-student contact closer and more frequent (5 days/week).	Instructor-student contact more difficult to arrange and less frequent (1 to 3 times/week).
2	Status	Student establishes a personal status in academic and social, family or community situations	Student is in a new situation with little carryover of either activity based on family or community factors
3	Counseling	Counseling by teachers or school counselor is personalized. School Counselors are readily available. Parental contact is constant.	Counseling must be sought by student and is less available Parental contact more sporadic and limited if student is living away.
4	Dependence	Student activities and behavior is controlled and restricted in most situations. Follow-up on instruction may be the rule.	Student is on his/her own Self-discipline is required.
5	Motivation	Student gets support and encouragement to achieve or participate from parents, teachers, or counselors.	Student must supply his/her own motivation.
6	Freedom	Parents, teachers, and school administrators on a daily basis supervise student.	Student has more freedom and personal responsibility for actions.
7	Distractions	Distractions are from school and community but are partially controlled by school and family.	More distractions More temptations to neglect academic responsibilities and participate in nonproductive activities.
8	Value Judgments	Student often makes judgments based on parental values. Student may have value judgments made for him/her.	Student-student contact and instructor-student contact may lead to new value judgments arrived at without parental guidance.

Adapted from "What's Education Like after High School? Successful Transition of students with Learning Disabilities to Postsecondary Educational Settings," by Daryl Mellard, 1994, in E.S. Ellis & D.D. Deschler (Eds.), Teaching the Learning Disabled Adolescent (p. 1-49). Copyright 1994 by Love Publishing.

Postsecondary Education Planning for: _____

	Action	When	Who	What Was Done and When
1	Go to “college fair night” at high school	Junior year	Student: Parent	
2	Visit postsecondary education institutions student is interested in and meet with Disabilities Support Services (DSS) Representatives.	Junior Year	Student; Parent	
3	Learn admission process and required admission test score (SAT/ACT), for college(s) of student’s choice. Take appropriate test with accommodations/modifications (as needed). Take ACT/SAT again if needed to earn required scores.	Junior year	Student; Parent	
4	Apply to postsecondary education institution(s) of student’s choice.	End of Junior year, start of Senior year	Student; Parent	
5	Identify information on scholarships and financial aid. Apply as necessary	End of Junior year, start of Senior year	Student; School Counselor; Parent	
6	Assist the student in understanding and explaining: (a) his/her disability(ies); (b) the functional limitations s/he experiences as a result of the disability(ies); (c) learning style, strengths, gifts, and talents; (d) problems s/he can solve; and (e) needed accommodations and support(s).	Freshman, Sophomore, Junior and Senior Year	Special Education Teacher; Parent,	
7	Teach student study, time management, and organization skills, preparing for increased responsibility at the postsecondary level.	Senior year	Special Education Teacher	
8	Locate current psychological exam (less than three years old), or conduct a new one and provide to the Office of Disability at the college(s) of choice to assist in determining eligibility for services.	Senior year	School Psychologist, Special Education Teacher, Student	
9	Upon becoming eligible for services, meet with DSS representative at college of choice to determine accommodation. These are determined each semester.	Summer before starting college, after admission	Student	
10	Share accommodation with applicable professor(s).	Summer before starting college, after admission	Student, with College Disability Services Coordinator	
11	Learn the differences in the level of parental involvement at high school and postsecondary education institutions.	As needed but no later than Senior year	Special Education Teacher; College DSS Representative	

Adapted from Tennessee Department of Education’s/EdExcellence’s Actions for Accessing Post Secondary Education Checklist

Postsecondary Educational Options and Support Services

There is no accessibility “accreditation” For Postsecondary Schools. Compare services and supports before selecting a school. Think of the different levels as minimal, moderate, or intensive. The size or type of school does not determine levels of services and supports available.

(Scheiber & Talpers).

Minimal Support Services

A student adapts on his or her own at this school. No special consideration is given during the admissions process. There are no special programs available after enrollment. Special, basic, remedial, or developmental courses may be available to all students. However, these classes may not be appropriate for all students. Students must advocate for themselves. (Students need to be familiar with their rights under the law to do this.) To do well on these campuses students need confidence in their abilities, motivation, and ability to function well in regular environments.

Moderate Support Services

At these colleges, supports are available to help students with disabilities adjust. Students with disabilities are part of the regular student body, enrolled in regular courses. Students may receive accommodations as well as advocacy and referral through an office of Disability Support Services (DSS). Students can schedule meetings with DSS Counselors to discuss their needs. Students who do well on such campuses communicate well about their needs with staff.



Intensive Support Services

These schools adjust to meet student needs, and offer programs and services, to help them:

1. Recognize and use their strengths
2. Manage their (disability-related) needs
3. Successfully participate in their education

Most are separate entities within a college. Staff identifies learning styles and needs, and designs courses of study. Counseling and support groups help with personal adjustment and strengthen skills. These programs offer intense supports to prepare for participation in regular classes. Students may take regular courses and get special help to improve academic and study skills, and to develop learning strategies. There is a careful match between personal needs and schooling. Here are some suggestions for families and students, to help to begin selection.

1. "Read between the lines" of college publications. (Or get someone to help.)
2. Attend college information nights or "fairs." Visit and tour the campus.
3. Ask questions about admissions requirements.
4. The student and his/her family may develop an ICP (Individual College Plan), including:
 - a. Accommodations
 - b. Coping skills
 - c. Available resources
 - d. Plan of study and preparation
 - e. Needed support services
5. Investigate support services offered at different colleges.
6. Decide which school's service system best meets the student's needs.
7. Students with disabilities must meet the course requirements like other students.
8. Question faculty track record of teaching students with disabilities.
9. Some effective postsecondary accommodations:
 - a. A detailed course syllabus
 - b. Clearly spelled out expectations before the course begins
 - c. Outline are provided of material covered that day
 - d. Handouts are available
 - e. Copies of lecture notes when needed
 - f. Allows audio-recording
 - g. Lectures no longer than 45 minutes
 - h. Alternative format for Assignments given
 - i. Extra time allowed for assignments when needed
 - j. Allows some in-class work to be done outside class
 - k. Modified Rethinks grading criteria (e.g., not counting spelling errors)
 - l. Provides test study guides in format and content of the test

Students with Disabilities Preparing for Postsecondary Education -- Rights and Responsibilities

Some students with disabilities will continue their education in postsecondary settings such as:

- Technical schools
- Career schools (i.e., cosmetology)
- Community colleges
- Colleges
- Universities

Students with disabilities need to know their rights and responsibilities and the responsibilities postsecondary schools have toward them. Staying informed will help ensure a full opportunity to enjoy the benefits of the postsecondary education experience.

The U.S. Office for Civil Rights (OCR) enforces Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA) of 1990, which prohibit discrimination based on disability. Almost all postsecondary schools in the United States are subject to these laws.

Postsecondary schools do not have to comply with the IDEA but must comply with other laws. The responsibilities of postsecondary schools are very different from those of school districts. Once a student leaves high school through graduation or at the end of the school year when s/he turns 22 years old, there are no more IEP's.

Postsecondary students have responsibilities that high school students do not. OCR strongly encourages students to know their responsibilities and those of postsecondary schools under Section 504 and Title II of the ADA, to increase postsecondary success.

Will a student with disabilities leaving high school and entering postsecondary education see differences in his/her rights and how they are addressed?

Yes. Section 504 and Title II of the ADA protect elementary, secondary, and postsecondary students from discrimination. The IDEA requires a school district to provide a Free Appropriate Public Education (FAPE) to students with disabilities.. IDEA does not apply to post-secondary schools. Postsecondary schools are required to provide appropriate academic adjustment, to ensure they do not discriminate based on disability. If a postsecondary school provides housing to nondisabled students, it must provide similar accessible housing to students with disabilities at the same price.

Postsecondary Student Rights and Responsibilities (Continued)

May a postsecondary school deny admission because a student has a disability?

No. If a student meets requirements for admission, a postsecondary school may not deny admission because s/he has a disability.

Is it necessary to inform a postsecondary school of a student's disability?

No. However, if you want the school to offer academic adjustment, you must identify as having a disability. Informing the school about a disability can help ensure assignment to accessible facilities. Disability disclosure is always voluntary.

What academic adjustment must a postsecondary school provide?

Academic adjustment is based on disability and need. Academic adjustment may include supplementary aids and modifications to academic requirements necessary to ensure equal educational opportunity. Examples of such adjustment are arranging for priority registration; reducing course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, more time for testing and, if telephones are provided in dorm rooms, a TTY in the student's dorm room, and equipping school computers with screen-readers, voice recognition or other adaptive software or hardware.

In providing academic adjustment, a postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although a school may provide extended testing time, it is not required to substantially change test content. A postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity, or cause undue financial administrative burdens. A postsecondary school does not have to provide personal assistants, individually prescribed devices, readers for personal use or study, or other personal devices or services, such as tutoring and typing.

How does a student get academic adjustment?

Usually through the Disabilities Services Office at the school, the student informs the school of his/her disability and need for academic adjustment. A postsecondary school may require students to follow reasonable procedures to request academic adjustment. The student is responsible for knowing and following procedures. Postsecondary schools usually include, in their general information publications (i.e., recruitment materials, catalogs, and student handbooks, often available on school web sites), information on procedures and contacts for requesting academic adjustment. Most schools have staff whose purpose is to assist students with disabilities. For assistance in locating these procedures, ask an admissions officer or counselor.

Postsecondary Student Rights and Responsibilities (Continued)

When should a student request academic adjustment?

Students may request academic adjustment from his/her postsecondary school at any time - the earlier the better. Some academic adjustments may take more time to provide than others. The student should follow the school's procedures to make sure the school has enough time to review his/her request and provide academic adjustment.

Must a student prove their disability to obtain an academic adjustment(s)?

Yes. The postsecondary school will require documentation that a student has a disability and needs academic adjustment.

What documentation should be provided?

Schools may set reasonable standards for documentation. Schools may require documentation by a medical doctor, psychologist or other qualified diagnostician. The documentation may include:

- A diagnosis of the current disability
- The date of the diagnosis
- How the diagnosis was reached
- The credentials of the professional
- How the disability affects a major life activity and academic performance

The documentation should provide enough information for the student and school to determine needed academic adjustment.

Although an Individualized Education Program (IEP) or Section 504 plan, may help identify services that have been effective for a student, it may not be enough documentation. Postsecondary education presents different demands; and needs may be different.

If the documentation does not meet their needs, a school official should tell you, in a timely manner, what more a student needs to provide. A new evaluation may be necessary.

Who pays for a new evaluation?

Neither the high school nor postsecondary school is required to conduct or pay for a new evaluation to document a disability and need for academic adjustment. This may mean that you have to pay for or find funding to pay for a new evaluation. If a student is eligible for services through Tennessee Vocational Rehabilitation, s/he may qualify for an evaluation at no cost. Information on how to contact them is at the end of this handbook in the resources section.

Postsecondary Student Rights and Responsibilities (Continued)

What happens once the school has needed documentation?

The school will review the request based on the requirements for the program, to help determine needed academic adjustment. If specific academic adjustment is requested, the school may offer it or an effective alternate.

Students should expect their school to work with them to identify appropriate academic adjustment. Students should not expect the postsecondary school to invite parents to participate in the process or to develop an IEP. If a student wants parents to participate, it is up to him/her to ask them.

What if academic adjustment is not working?

Let the school know as soon as you become aware if academic adjustment is not working. It may be too late to correct the problem if you wait until the course or activity has ended. The student and school should work together to resolve issues.

May a postsecondary school charge for academic adjustment?

No. A postsecondary school may not charge students with disabilities more to participate in programs or activities than it charges students without disabilities.

What if I believe the school is discriminating against me/my child?

Most postsecondary schools have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who makes sure the school follows Section 504, and/or Title II. You may contact this person for more information. Postsecondary schools must have complaint procedures. These are not the same as due process protections in high school. The school's grievance procedures must include steps to ensure that a student may raise his/her concerns fully and fairly and must provide for prompt and just resolution.

School publications, such as catalogs, usually describe the steps to start the grievance process. Schools may have formal and informal processes. If you use a grievance process, be ready to show all the reasons that support your complaint. An alternative to following grievance procedures is filing a complaint against the school with OCR or in a court. You may learn more by reading, *How to File a Discrimination Complaint with the Office for Civil Rights*, at <http://www.ed.gov/ocr/docs/howto.html>.

For more information about postsecondary schools' responsibilities to students with disabilities, read the OCR brochure, *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. A copy is available at <http://www.ed.gov/ocr/docs/auxaids.html>. Students with disabilities who know their rights and responsibilities are more ready to succeed in postsecondary school, and seek the support of family, friends, and fellow students. It is important for a student to know his/her talents, and believe in him/herself as s/he embraces new challenges in education.

Adapted from, U.S. Department of Education, Office for Civil Rights, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2007.

How Students Can Help Themselves

After choosing a postsecondary school, the student may prepare to self-advocate by:

1. Increasing understanding of his/her disability and needs.
2. Rehearse/role-play requesting accommodations.
3. Scheduling time to meet with instructors early to discuss needed accommodations.
4. Getting advance instructor permission to record lectures.
5. Learning about Section 504 of the Rehabilitation Act.
6. Becoming familiar with the Americans with Disabilities Act.
8. Planning three hours of studying for every hour in class. Leave time for relaxation.
9. Allow plenty of time on long assignments. Plan backwards from a few days before the due date, breaking the process into steps. Leave extra time for the unexpected.
10. The hardest part of keeping up with the workload can be getting started on a new assignment. Make a commitment of 30 minutes and then lengthen the study periods gradually.
12. Make sure you understand assignments before beginning.
13. Ask for help early. Schedule a meeting the instructor if you are confused or struggle. Do not wait until you are in danger of failing. Speak to the DSS coordinator - get help.
14. Use the “Drop-Add” period to adjust your schedule, and watch the calendar carefully for deadlines such as Drop-Add, Withdrawals, and Pass-Fail options.
15. Request books on tape if needed. Of course, the college DSS office will help with allowed accommodations, but the student should prepare to self-advocate.

Adapted from *The College Student with a Learning Disability*, by Susan Vogel, 1985, Barat College: Lake Forest, Illinois.

Self-Determination

Self-Determination is making your own decisions. Students with disabilities need these experiences, like any other students in the process of growing into adulthood. It is parents' and educators' responsibility to provide opportunities for our young adults to learn to make choices. Help your son or daughter make decisions by using these steps:

1. Think about the situation.
2. Make sure you know what the decision means.
3. Think about consequences of choices.
4. Get information and study your choices.
5. Ask for advice from someone you trust.
6. Decide!

The principles of Self-Determination:

- **Freedom** to plan a real life: A person, along with his/her chosen family and friends, plans supports rather than purchases a program.
- **Authority** to control resources, to purchase supports.
- **Support** to build a life in your community: Arrange formal and informal resources and personnel, to assist a person in living a socially rich life in the community.
- **Responsibility** to give back to our communities: Take a valued role in the community through competitive employment, spiritual development, caring for others, and spending public dollars responsibly to enhance the lives of persons with disabilities.
- **Confirmation** of your central role in leadership and change.

Fussell, E. M. & DeMar, T. B. (2005). *Self-Advocacy: Teaching Individuals to Make Their Own Decisions* [Instructor's Guide]. Knoxville, TN: The University of Tennessee.

It is important to encourage your son/daughter to be self-determined because families will not always be available to make decisions for them. Encourage young adults to succeed without you!

Self-Advocacy

Self-Advocacy means speaking for yourself. You can help your son or daughter, become their own advocate by promoting these “Be’s” of Self-Advocacy:

Be self-confident (know yourself and know what you need).

Be informed (know the laws that affect your life).

Be assertive (being assertive does not mean being angry).

Become a strong self-advocate (speak for yourself respectfully).

Be persistent (never give up; adjust the way you advocate as needed).

Be familiar with the chain of command (always know who to go to for assistance).

Empowering young adults does not mean giving him/her your power (as if we have any to share). Empowering young adults means helping a young man or woman to find his/her own power. Help them find their voice. Most of all, believe that your child can be successful!

Fussell, E.M. & DeMar, T.B. (2005). *Self-Advocacy: Teaching individuals to Make their Own Decisions* [Instructor’s Guide]. Knoxville, TN: The University of Tennessee.

Social and Emotional Issues

Challenges young adults with disabilities have already faced in their lives may continue. Anxiety also can emerge with the transition from school to postsecondary life. Many individuals and their families will need professional help.

Finding the right counseling situation is key to success. You will not tell the counselor anything that s/he has not heard before. The counselor cannot tell what you discuss to anyone. Look to family, friends, school, and your family doctor for help finding a counselor.



Health Care Transitions

The family of a student moving toward his/her secondary transition has some non-academic issues that must be addressed. Choices made can affect the individual's healthcare. Youth treated by pediatric specialist(s) may face challenges changing to adult providers. This transition should be a planned event with goals and outcomes that the youth and family meet by working together. It is important to work with your doctors and other health service providers to identify appropriate adult healthcare providers and options. Family Voices of Tennessee can help with this. Their contact information is in the resource section of this handbook. What follows are useful tools shared by Family Voices of Tennessee.



www.hrtw.org

Transitions - Changing Role for Youth

Health & Wellness 101 The Basics

Yes	I want	I need	Someone else
I do	to do	to learn	will have to do
this	this	how	this - Who?

1. I understand my health care needs, and disability and can explain my needs to others.
2. I can explain to others how our family's customs and beliefs might affect health care decisions and medical treatments.
3. I carry my health insurance card everyday
4. I know my health and wellness baseline (pulse, respiration rate, elimination habits)
5. I track my own appointments and prescription refills expiration dates
5. I call for my own doctor appointments
7. Before a doctor's appointment I prepare written questions to ask.
8. I know I have an option see my doctor by myself.
9. I call in my own prescriptions
10. I carry my important health information with me everyday (i.e.: medical summary, including medical diagnosis, list of medications, allergy info., doctor's numbers, drug store number, etc.)
11. I have a part in filing my medical records and receipts at home
12. I pay my co-pays for medical visits
13. I co-sign the "permission for medical treatment" form (with or without signature stamp, or can direct others to do so)
14. I know my symptoms that need quick medical attention.
15. I know what to do in case I have have a medical emergency
16. I help monitor my medical equipment so it's in good working condition (daily and routine maintenance)
17. My family and I have a plan so I can keep my healthcare insurance after I turn 18.



www.hrtw.org

Transitions - Changing Role for Families

Health & Wellness 101 The Basics

Yes	I want	I need	Someone else
my	my	to learn	will have to do
child/	child/	how to	this for my
youth	youth	teach	child/youth
can do	to do	my	
this	this	child/	Who?
		youth	

1. My child/youth understands his/her health care needs, and disability and can explain needs to others.
2. My child/youth can explain to others how our family's customs and beliefs might affect health care decisions and medical treatments.
3. My child/youth carries his/her health insurance card with him/her
4. My child/youth knows his/her health and wellness baseline (pulse, respiration rate, elimination habits)
5. My child/youth tracks appointments and prescription refills expiration dates
6. My child/youth call to make his/her own doctor appointments
7. Before a doctor's appointment my child/youth prepares written questions to ask.
8. My child/youth is prepared to see the Doctor by him/her self.
9. My child/youth orders his/her own prescriptions
10. My child/youth carries his/her important health information everyday (i.e.: medical summary, including medical diagnosis, list of medications, allergy info., doctor's / drug store numbers, etc.)
11. My child/youth helps file medical records and receipts at home
12. My child/youth pays co-pays for his/her medical visits
13. My child/youth co-signs the "permission for medical treatment form" (with or without signature stamp, or can direct others to do so)
14. My child/youth knows his/her symptoms that need quick medical attention.
15. My child/youth knows what to do if they have a medical emergency
16. My child/youth knows how to monitor medical equipment so it's in good working condition (daily and routine maintenance)
17. My child/youth and I have discussed a plan to be able to continue healthcare insurance after they turn 18.r

How Can Families Help Young Adults in the Secondary Transition Process?

- Consider how the disability affects school, work, daily living, recreation, and relationships.
- Know and encourage student strengths. Help him/her "reframe" his/her self-image.
Help him/her make a plan focused on strengths and hopes.
- Promote and support self-esteem by showing the importance of positive self-talk.
- Help the student develop self-advocacy and independent living skills.
- Be involved in your local community. Connect with school and community resources such as vocational rehabilitation, school-business connections, and vocational training personnel. They are all critical components of transition.
- Encourage critical thinking, compensating, generalizing knowledge, and problem solving.
- Minimize stress in the young adult's life by working closely with school personnel (high school and college), and/or VR counselor to identify interventions for success.
- College personnel may only speak with parents of a student over 18, if the student allows.
- Help find a good fit between the young adult's talents and interests and his/her choices.
- Talk about the future. Help the young adult set realistic goals.
- Teach the young adult not to fear failure but see it as a chance to learn/grow.
- Encourage independence. Discourage "learned helplessness."
- Help the young adult learn to make decisions and communicate well.
- Show and teach the importance planning and organization.
- Help teach daily living and personal social skills.
- Encourage and help his/her social activities with peers.
- Support positive community citizenship and work values.
- Reinforce proper work-related and social behaviors.
- Provide work-related experiences.
- Encourage work at a community or neighborhood job.
- Encourage volunteering.
- Promote information about good money management, budgeting, and saving.
- Provide frequent opportunities for leisure and fun activities
- Emphasize "personal best;" deemphasize grades.
- Celebrate successes.
- Realize when a parent moves from being a coach, to being a cheerleader.
- Show how challenges and problems can be opportunities.

RESOURCES

Leadership training is important for families and young adults with disabilities. Tennessee Council on Developmental Disabilities offers some exciting opportunities:

**Make a Difference.
Become a Partner in Policymaking.**



What is Partners in Policymaking™?

A **FREE** leadership training program for persons with disabilities and family members of persons with disabilities.

Partners is an initiative of the **Tennessee Council on Developmental Disabilities.**

What do Partners learn about?

- The State and Federal legislative processes
 - Inclusive communities & classrooms
- Proven practices in employment and housing
 - State-of-the-art technology
- Strategies for self-advocates and advocates

When does Partners take place?

September through April of each year
Seven sessions
One weekend per month

How do I apply or get more information?

Contact Ned Andrew Solomon at
ned.solomon@tn.gov or 615-532-6556



Tennessee Council on Developmental Disabilities. Authorization Number 339442, 5,000 copies, June 2008. This document was promulgated at a cost of \$.065 per copy.

**TENNESSEE
COUNCIL**



**DEVELOPMENTAL
DISABILITIES**

Website: <http://www.state.tn.us/cdd/ylf.html>



**What will you be doing
after high school?**

**The Tennessee
Youth Leadership Forum
Can Help You Decide!**



YLF is a **FREE** leadership training program for high school students with disabilities.

YLF is an initiative of the
**Tennessee Council
on Developmental Disabilities.**

YLF helps selected students:

- Learn about life after high school from adults with disabilities.
- Learn about college resources for students with disabilities.
- Talk about their dreams and develop future plans.

YLF students will:

- Spend four summer days on a college campus.
- Tour the State Capitol and meet with a legislator.
 - Attend a photography workshop.
 - Participate in a Talent Show.

**For an application or more information contact
Ned Andrew Solomon
ned.solomon@tn.gov or 615-532-6556**



Tennessee Council on Developmental Disabilities. Authorization Number 339443, 5,000 copies, June 2008. This document was promulgated at a cost of \$.065 per copy.



Website: <http://www.state.tn.us/cdd/yf.html>

Tennessee Resources

AmeriCorps

<http://www.americorps.gov/Default.asp>

Suite 112, 233 Cumberland Bend Drive, Nashville, TN 37228

Phone: (615)736-5561, Fax: (615)736-7937, tn@cns.gov

The Arc Tennessee

<http://thearctn.org/> Click on Transition

151 Athens Way, Suite 100, Nashville, Tennessee 37228

Phone: (800)835-7077, or (615)248-5878. Fax: (615)248-5879

Tennessee Career Centers

<http://state.tn.us/labor-wfd/cc/>

<https://ecmats.tn.gov/eCMATS/> - Job search tool

See local phone directory for local office.

Connections on Disability and Employment (CDE)

<http://www.cde.tennessee.edu/default.html>

308 Conference Center Bldg.

Knoxville, TN 37996-4132

V/TDD: 865-974-9400, Fax: 865-974-9180

Email: cde@tennessee.edu

Centers for Independent Living

http://www.tnsilc.org/Tennessee_Centers_for_Independent_Living.html

240 Great Circle Road, Suite 333, Nashville, TN 37228

Phone: (866)992.4568, or (615) 255-0283. Fax: (615) 255-2495. TTD/TTY: (615)292-7790

Choices Waiver

<http://www.tn.gov/tenncare/CHOICES/>

866/836-6678

College Pays

<http://www.collegepaystn.com/index.html>

Suite 1510 Parkway Towers, 404 James Robertson Parkway, Nashville, TN 37243-0820

Phone: (800)342-1663

Source for information about financing college education in Tennessee.

Disability Law & Advocacy Center of Tennessee

<http://www.dlactn.org/>

2416 21st Avenue South, Nashville, Tennessee 37212

Phone: 1- (800)342-1660. TTY: 1-(888)852-2852. Fax: (615)298-2046

Family Support

http://www.tn.gov/didd/family_support/index.html

Central Office

Andrew Jackson Building, 15th Floor

500 Deaderick Street

Nashville, TN 37243

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(615) 532-6552
Fax: (615) 523-9940

Family Voices of Tennessee

<http://www.tndisability.org/familyvoices/>

Tennessee Disability Coalition

955 Woodland Street, Nashville, TN 37206

Phone: (866)643-7811, or (615) 383-9442. Fax: (615) 383-1176. TTY: (615) 292-7790

Hope Scholarship

<http://www.state.tn.us/sbe/hope.htm>

Jane Winstead's Transition page

<http://home.centurytel.net/Janeshomepage/>

Next Steps program at Vanderbilt University

<http://kc.vanderbilt.edu/site/nextstep/>

Support and Training for Exceptional Parents, Inc.

<http://www.tnstep.org/>

712 Professional Plaza, Greeneville, Tennessee 37745

Phone: (800)280-7837, or (423)639-0125. Fax: (423) 636-8217

TennCare

<http://www.state.tn.us/tenncare/>

Family Assistance Service Center 1-866-311-4287 (For general information about TennCare)

TennCare Solutions 1-800-878-3192 (To file an appeal about medical or prescription problems)

Tennessee Health Options 1-888-486-9355 (If you do not have health insurance or are losing TennCare)

TennCare Partners Advocacy 1-800-758-1638 (For help with mental health care or alcohol treatment)

TennCare Advocacy Program 1-800-722-7474 (If you need help with other health-related care)

TTY or TDD Phone Calls 1-800-772-7647

Foreign Language Phone Lines

Para información acerca de TennCare en español llame al 1-866-311-4290

- Arabic/Kurdish Line: 1-877-652-3046
- Bosnian Line: 1-877-652-3069
- Somali Line: 1-877-652-3054

TENNderCARE

<http://www.tn.gov/tenncare/tenndercare/index.html>

Tennessee Career Centers

Tennessee Department of Labor and Workforce Development

<http://www.state.tn.us/labor-wfd/cc/>

220 French Landing Drive, Nashville, Tennessee 37243-0655

Phone: (615)741-1031

Tennessee Career Information Delivery System

<http://tcids.tbr.edu/>

Phone: (866)843-0706
Online career supercenter

Tennessee Council on Developmental Disabilities

<http://www.state.tn.us/cdd/partners.html>

Parkway Towers, 404 James Robertson Pkwy., Suite 130, Nashville, TN 37243
Phone: 615.532.6615 Fax 615.532.6964 Email tnddc@tn.gov

Tennessee Department of Education

<http://www.state.tn.us/education/index.shtml>

6th Floor - Andrew Johnson Tower, Nashville, Tennessee 37243-0375
Phone: (615)741-2731

**Tennessee Department of Education
Division of Career and Technical Education**

<http://www.tennessee.gov/education/cte/>

710 James Robertson Parkway, 4th Floor, Nashville, Tennessee 37243
Phone: (615)-532-2800.

**Tennessee Department of Human Services, Division of Rehabilitation Services
Vocational Rehabilitation Services (VR)**

<http://tennessee.gov/humanserv/rehab/vrs.html>

Citizens Plaza State Office Building, 2nd Floor, 400 Deaderick Street, Nashville, TN 37243
Telephone: (800)270-1349; or (615) 313-4891. Fax: (615) 741-6508

Tennessee Department of Intellectual and Developmental Disabilities

<http://www.tn.gov/didd/>

15th Floor Andrew Jackson Building, 500 Deaderick Street, Nashville, TN 37243
Phone: (800)535-9725, or (615)532-6530. Fax: 615-532-9940
TTY: (615)253-7714 or (866)249-0711

Regional Offices: http://www.tn.gov/dids/regional_offices/locations.html

East Tennessee Regional Office, Phone: (888)531-9876 or (865)588-0508

Middle Tennessee Regional Office, Phone: (800)654-4839 or (615)231-5382

West Tennessee Regional Office, Phone: (866)372-5709 or (731)426-1820

Tennessee Disability Pathfinder

Vanderbilt Kennedy Center

<http://kc.vanderbilt.edu/tnpathfinder/>

Phone: English & Español: (800)640-INFO (4636) or (615)322-8529
TTY users: dial 711 for free relay service

Tennessee Division of Special Education

<http://www.tennessee.gov/education/speced/>

<http://tennessee.gov/education/cte/cr/> Career Resources

7th Floor - Andrew Johnson Tower, 710 James Robertson Parkway, Nashville, Tennessee 37243
Phone: 615-741-2851 / 888-212-3162. Fax: 615-532-9412

Tennessee Human Rights Commission

<http://www.state.tn.us/humanrights/>

710 James Robertson Parkway, Suite 100, Corner of Rosa Parks Blvd., Nashville, TN 37243
Phone: 615-741-5825. Fax/3rd Floor 615-253-1886

Tennessee Association of Microboards and Cooperatives, Inc.

<http://www.tnmicroboards.org/>

Phone: (615)594-5899

Tennessee Higher Education Commission

<http://www.state.tn.us/thec/>

Suite 1900 Parkway Towers, 404 James Robertson Parkway, Nashville, TN 37243
Phone: 615/741-3605

Tennessee Secondary Transition Department

Tennessee Division of Special Education

http://www.tennessee.gov/education/speced/secondary_trans.shtml

http://www.state.tn.us/education/speced/secondary_trans.shtml

East Tennessee Regional Resource Center, 2763 Island Home Blvd. Knoxville, 37920
Phone: (865) 594-5691. Fax: (865) 594-8909

Tennessee State Board of Education

<http://www.state.tn.us/sbe/>

9th Floor – Andrew Johnson Tower, Nashville, Tennessee 37243-1050
Phone: (615)741-2966

Tennessee Technology Access Program

<http://tn.gov/humanserv/rehab/ttap.html>

Citizens Plaza State Office Building, 14th Floor, 400 Deaderick Street, Nashville, TN 37243-1403
Phone: (800)732-5059, or (615)313-5183. TTY: (615)313-5695

Tennessee Workforce Investment Act (WIA)/

<http://www.state.tn.us/labor-wfd/wiaplan.html>

220 French Landing Drive
Nashville, TN 37245
(615) 741-1031

TennHelp

An Internet-based Statewide Directory of Agencies Providing Help to Those in Need -

<http://www.tennhelp.com/>

Wilder-Naifeh Technical Skills Scholarship

http://www.collegepaystn.com/mon_college/Sch_Data_PDF/ScholarshipData_0808.pdf

National Resources

DisabilityInfo.gov

<https://www.disability.gov/>

An online resource for people with disabilities

Free Application for Federal Student Aid (FAFSA)

<http://www.fafsa.ed.gov/>

Phone: (800)4-FED-AID (800/433-3243), or (319)337-5665. TTY: (800)730-8913

Heath--National Clearinghouse on Postsecondary Education

The George Washington University, HEATH Resource Center

<http://www.heath.gwu.edu/>

2134 G Street, N.W., Washington, D.C. 20052

Phone: (800)544-3844. Fax: (202)994-3365

Job Corps, Atlanta Region

<http://jobcorps.dol.gov/>

Frances Perkins Building, 200 Constitution Avenue, NW, Washington, DC 20210

Phone: (800)733-JOBS (5627). TTY: (877)889- 5627

Office for Civil Rights

U.S. Department of Education

www.ed.gov/ocr

Washington, D.C. 20202-1100

Phone: (800)421-3481. TDD: 1- 877-521-2172

How to File a Discrimination Complaint with the Office for Civil Rights, at

www.ed.gov/ocr/docs/howto.html

Recording for the Blind

<http://www.rfbd.org/>

20 Roszel Road, Princeton, New Jersey 08540

Phone: 866-RFBD-585 (866-732-3585), or (609) 452-0606

To Order: (800)221-3792 or 4793.

Social Security Administration

<http://www.socialsecurity.gov/atlanta/southeast/tn/tennessee.htm>

Phone: (800)772-1213. TDD: (800)325-0778

Administers Supplemental Security Income (SSI). Tennessee recipients receive TennCare (Medicare).

Be sure to apply for services 30 days before the individual's 18th birthday, even if s/he receives SSI or SSDI.

Online handbook: http://www.ssa.gov/OP_Home/handbook/ssa-hbk.htm

US Department of Labor, Office of Disability Employment Policy

<http://www.dol.gov/odep/>

Phone: (866)ODEP-DOL (633-7365). TTY: (877)889-5627

Internet Resources

Many internet resources are available on Secondary Transition. This list is a starting point for you and your young adult. Some websites are sometimes state specific, but may have ideas you would like to use. The resources are organized topically, and are numbered for easy navigation. Enjoy!

General

1. American Association of People with Disabilities - <http://www.aapd.com/>
2. Beach Center on Families and Disability - <http://www.beachcenter.org/>
3. Beyond the Limits: An Autism Resource Connection - <http://autismresourceconnection.com/>
4. Council for Exceptional Children's Division on Career Development and Transition (DCDT) - <http://www.dcdt.org/>
5. Council on Quality and Leadership – www.thecouncil.org
6. Disability is Natural - <http://www.disabilityisnatural.com/>
7. Disability Scoop - <http://www.disabilityscoop.com/>
8. LD Online - ldonline.org
9. Mums, National Parent-to-Parent Network - <http://www.netnet.net/mums/>
10. National Alliance for Secondary Education and Transition (NASET) - <http://www.nasetalliance.org/>
11. National Center on Secondary Education and Transition (NCSET) - <http://www.ncset.org/>; NCSET E- Listserv news - <http://www.ncset.org/enews/default.asp>; Career Planning Begins with Assessment: http://www.ncset.org/teleconferences/transcripts/2005_10.asp
12. National Information Center for Children and Youth with Disabilities - www.nichcy.org/
13. National Longitudinal Transition Study-2 - <http://www.nlts2.org>
14. National Secondary Transition Technical Assistance Center (NSTTAC) - <http://www.nsttac.org/>; NSTTAC Listserv Notes e-mail - nsttacnotes@nsttac.org
15. Operation Respect - <http://www.dontlaugh.org/>
16. TASH - <http://www.tash.org/>
17. Technical Assistance on Transition and the Rehabilitation Act (TATRA) - <http://www.pacer.org/tatra/index.asp>
18. The Pacer Center - <http://www.pacer.org/>
19. The Ragged Edge online magazine - <http://www.ragged-edge-mag.com/>
20. Transition Coalition - <http://transitioncoalition.org/>
21. Transition Coalition Family links - <http://transitioncoalition.org/transition/section.php?pageId=78>
22. Transition Solutions - http://www.transitionsolutions.org/services/interagency_teams.asp
23. Transition Tech Manual - <http://www.aea11.k12.ia.us/pareduc/TechManual.pdf>
24. Zarrow Center for Learning Enrichment - <http://education.ou.edu/zarrow/?rd=1>

Information From Other States

1. Massachusetts Secondary Transition - <http://www.doe.mass.edu/sped/links/transition.html>
2. Michigan Transition Resources - <http://www.cenmi.org/tspmi/>
3. Minnesota Governor's Council on Developmental Disabilities' Parallels in Time I and II (disability history) - <http://www.mnddc.org/parallels/index.html>
4. Montana Department of Education Secondary Transition Resources - http://www.opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_13
5. Oregon Transition Toolbox - <http://www.doe.mass.edu/sped/links/transition.html>
6. Portland Research and Training Center - <http://rtc.pdx.edu/>
7. School-To-Work Outreach Project (STWOP) - <http://ici.umn.edu/schooltowork/>
8. South Dakota Department of Education, transition assessments - www.tslp.org
9. South Dakota Transition Tackle Box - <http://www.tslp.org/Tacklebox.htm>
10. South Dakota QuickBook of Transition Assessment - www.tslp.org/docs/QuickbookIEPChecklistFinal091407.pdf
11. Transindex - <http://www.ed.uiuc.edu/SPED/tri/transindex.html>

Assistive Technology

1. ABLEDATA. - <http://www.abledata.com/>
2. Closing the Gap - <http://www.closingthegap.com/>
3. Industry Profile on Education Technology – <http://t2rerc.buffalo.edu/pubs/ip/index.htm>
4. Quality Indicators for Assistive Technology – http://natri.uky.edu/assoc_projects/qiat/
5. USA Tech Guide - <http://www.usatechguide.org/techguide.php>

Inclusion

1. Cornell Youth and Society Program - <http://youthinsociety.human.cornell.edu/>
2. Inclusion Daily Express email news - www.inclusiondaily.com/
3. Institute for Community Inclusion - <http://www.communityinclusion.org/>
4. Inclusion Press - <http://www.inclusion.com/>
5. National Institute for Urban School Improvement Listserv available- <http://inclusiveschools.org/>

Post Secondary Education

1. Access for Access to Computing Careers
http://www.washington.edu/accesscomputing/team_app.html
2. Association for Career and Technical Education - <http://www.acteonline.org/>
3. National Center for Research in Vocational Education - <http://vocserve.berkeley.edu/>
4. National Research Center for Career and Technical Education - <http://www.nccte.org/>
5. Postsecondary Connection - <http://www.postseconnect.org/make-connection>
6. Proeycto Vision: Scholarship Opportunities for Latinos with Disabilities
<http://www.proeyctovision.net/english/opportunities/scholarships.html>
7. Scholarships for Students of Parents With Disabilities
<http://lookingglass.org/scholarships/index.php>
8. Transition to Adult Living: A Guide for Secondary Education -
<http://www.calstat.org/transitionGuide.html>

Evaluation/Assessment

1. Career Game - <http://www.careergame.com>
2. Career Planning Assessment Guide - www.ncwd-youth.info/resources_&Publications/assessment.html
3. Enderle Severson Transition Rating Scales - <http://www.estr.net/index.cfm>
4. Holland personality types survey - <http://www.ncsu.edu/careerkey/>
5. Jim Martin's Transition Assessment Timeline -
http://transitioncoalition.org/transition/file.php?path=files/docs/Transition_Assessment_Timeline1214236686.doc
6. Life Skills Assessment - www.caseylifeskills.org
7. Optimistic Outcomes - <http://www.optimisticoutcomes.com/>. They have a listserv as well.
8. What is Your Learning Style? - www.ldpride.net/learning-style-test.html
9. What is Your Personality Style? - www.platinumrule.com/assessment.asp
10. Work Interest Quiz - <http://www.myfuture.com>

Community Involvement

1. The Association for Driver Rehabilitation Specialists -<http://www.driver-ed.org/i4a/pages/index.cfm?pageid=112>
2. Connections for Information and Resources on Community Living (CIRCL) –
www.allenshea.com/CIRCL/CIRCL.html
3. The Full Life Ahead Foundation - <http://fulllifeahead.org/>
4. Project C³ Connecting Youth to Communities and Careers - www.c3online.org
5. Quality Mall: University of Minnesota Research and Training Center on Community Living –
www.qualitymall.org
6. Supported Living: A Good Life guide - <http://www.allenshea.com/CIRCL/slsguide.pdf>

Self-Determination/Self-Advocacy

1. AIR Self-Determination Scale - www.ou.edu/zarrow/sdetermination.html
2. An Educational Journey from Self Discovery to Advocacy - <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/SpecialEdJourney03.pdf>
3. Association for Driver Rehabilitation Specialists - <http://www.driver-ed.org/i4a/pages/index.cfm?pageid=112>
4. Center for Self-Determination - <http://www.centerforself-determination.com/>
5. Directed Transition Planning - <http://education.ou.edu/zarrow/?p=37&z=7>
6. EPE Research Center - <http://www.edweek.org/rc/index.html>
7. Getting Organized: Self-Advocacy Online - <http://selfadvocacyonline.org/index.asp>
8. GPS LifePlan - <http://www.gpslifeplan.org/century/>
9. Guide to Future Planning - <http://www.nextsteps.peatc.org/>
10. Kids as Self Advocates - <http://www.fvkasa.org/>
11. Learning Community for Person Centered Practices - <http://www.learningcommunity.us/home.html>
12. My First Resume - www.careerkids.com
13. My Future Career Toolbox - <http://www.myfuture.com/careers>
14. National Center on Secondary Education and Transition project - www.youthhood.org
15. National Consortium on Leadership and Disability for Youth - www.nclد-youth.info
16. OCR: Preparing for Postsecondary Education: Know Your Rights and Responsibilities - <http://www.ed.gov/about/offices/list/ocr/transition.html>
17. Person Centered Planning Facilitator's Manual - <http://rtc.umn.edu/docs/pcpmanual1.pdf>
18. Project STIR (Steps Toward Independence and Responsibility) - www.self-advocate.org
19. Ready, Set, Go: Guide to Becoming Independent http://www.nhfv.org/files/Ready_Set_Go.pdf
20. Self-Determination Assessments - <http://education.ou.edu/zarrow/?p=38>
21. Self-Determination Links - http://web.uccs.edu/education/special/self_determination/sdlinks.html
22. Self-Directed IEPs - http://www.glennco.e.org/_programs/_special_education/documents/SelfDirected_IEP.pdf
23. Whose Future is it Anyway? - <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-education-materials/whos-future-is-it-anyway.html>
24. Youth Lead, Youth Conference - <http://www.youthleadyouthcongress.org/>

Work

1. APSE - <http://www.apse.org/>
2. Bridges from School to Work - <http://www.marriottfoundation.org/bridges/default.mi>
3. Institute for Work and the Economy - <http://www.workandeconomy.org>
4. Job Accommodation Network - <http://www.jan.wvu.edu>
5. My Future Career Toolbox - http://www.myfuture.com/t2_ctoolbox.html
6. National Collaborative on Workforce and Disability for Youth (NCWD/Youth) - <http://www.ncwd-youth.info/>
7. National Youth Employment Coalition - <http://www.nyec.org/>
8. OSEP - The Why, When, What, and How of Disclosure
<http://www.dol.gov/odep/pubs/fact/www/wh.htm>
9. Project C³ Connecting Youth to Communities and Careers - www.c3online.org
10. Supported Employment – Evidence-based Practices
<http://mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/employment/>
11. TransCen - <http://www.transcen.org/>
12. Work Incentives Transition Network - <http://www.vcu.edu/rrtcweb/witn/ssi.htm>
13. Work Support - <http://www.worksupport.com/>
14. Youth Employment Selection (YES) - <http://www.yesjobsearch.com/index.cfm>

Healthcare

1. Health Resource Center - <http://www.heath.gwu.edu/>. Parents' Guide to Transition,
http://www.heath.gwu.edu/index.php?option=com_content&task=view&id=1093&Itemid=56
2. Healthy and Ready to Work (HRTW) National Resource Center - <http://www.hrtw.org/>
3. Kids Health - <http://kidshealth.org/>
4. Youth and Alcohol and Drug Issues (SAMHSA) - <http://ncadi.samhsa.gov/features/youth/>

Legal

1. IDEA '04 Transition Requirements -
<http://www.ed.gov/policy/speced/guid/idea/idea2004.html#final-regs>
2. Parent Advocates - <http://parentadvocates.org/>
3. Postsecondary Education Rights & Responsibilities - <http://www.ed.gov/ocr/transition.html>
4. Technical Assistance Alliance for Parent Centers (TAALLIANCE) -
<http://www.taalliance.org/institutes/2008/transitionmaterials/indexpublic.asp>
5. Wrights Law The Special Ed Advocate Newsletter available - <http://www.wrightslaw.com>

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Glossary of Terms

Accommodations - Interventions to improve opportunities for success.

Advocate - One pleading to the cause of, or promoting the needs of an individual.

Case Manager - Coordinator of all service personnel responsible for providing services within a particular agency..

Community College - Area college, usually 2 year certification or degree programs.

Competency-based - Based on the ability to perform the specific tasks.

Daily Living Skills - Those skills such as communication and money management that are necessary to function in daily life.

Developmental Courses - Remedial classes where college credit is given but cannot be used to fulfill graduation requirements.

Flexibility in Course Requirements - Waiving or substituting required courses.

Habilitation - To make able to.

ICP - Individual College Plan - Outlines student needs and classroom accommodations, and course and program selection.

IEP - Individualized Education Program (Plan) - The statement of service, time line and personnel to accomplish long and short-term educational objectives designed for the individual student while in school.

Job Coach - A person who is hired by the placement agency to provide specialized on-site training to assist the employee with a disability in learning and doing a job and adjusting to the work environment.

Natural Supports - Support from supervisors and co-workers, such as mentoring, friendships, socializing at breaks and/or after work, providing feedback on job performance, or learning a new skill together at the invitation of a supervisor or co-workers. These natural supports are particularly effective because they enhance the social integration between the employee with a disability and his/her co-workers and supervisor. In addition, natural supports may be more permanent and readily available, helping with keeping jobs in the long-term.

Placement Testing - Provides information as to the level at which a student performs to assist advisors in getting students started in courses for which they are prepared. Placement Testing does not affect a student's acceptance at the college.

Pre-Registration - Register early for admittance to classes.

Glossary of Terms (Continued)

Vocational rehabilitation - The continuous and coordinated process which involves the provision of vocational guidance, vocational training and selective placement, designed to enable a person with a disability to secure and retain suitable employment.

Self-Talk - The conversation that takes place within us that formulates opinions and attitudes about ourselves.

Supportive Employment - Employment that is structured and supervised.

Time Line - The designated time of initiation and duration of services and activities that will take place as stated in the IEP.

Vocational Rehabilitation Counselor – A representative, employed by VR, who works with a students to assess and plan employment needs and goals.

Vocational-Technical School - Alternative to academic education; provides specific job skills training for occupations at skilled or semi-skilled levels, in specific occupations .

The Arc Tennessee DOES NOT provide legal advice or endorse any internet website other than our own at www.thearctn.org. Anyone who needs legal advice should consult with his or her own lawyer. Please check our website often. We will add more resources as we find them.

This handbook was prepared by The Arc Tennessee staff,
under an agreement with
The State of Tennessee, Department of Education,
Division of Special Education
33136-05010-A.3

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Loria Hubbard Richardson, 615/215-2065 or lrichardson@thearctn.org

Treva Maitland, 731/559-4187 or tmaitland@thearctn.org.

No part of the handbook should be taken as legal advice.

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