Secondary Transition Handbook

The Arc
Tennessee
Secondary Transition 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 possibilities of adult life.

All students need assistance transitioning to adult life. The secondary transition process provides a formal roadmap to get there. Families, educators and the community play roles in student success. Remember: The Secondary Transition Plan is a student’s plan for life after they are leaving school.

Beginning the Student’s Journey

The Secondary Transition process should begin with the end goals in mind. It starts with the learning about the student’s preferences, interests, needs and strengths.

- Dream!
- Create a vision for the future
- Develop the Secondary Transition Plan
- Implement the plan
- Evaluate the results
- Start over again at the next Individualized Education Plan (IEP) Team Meeting

Develop a Vision for the Future

- The student should dream big
- Long Range Vision – This is the young adult’s plan – not mom and dad or educators
- Work; think competitive employment
- Living: where, with whom, alone?
- Transportation: public, own vehicle?
- Personal goals: relationships, leisure activities, etc.
Developing the Student’s Transition Plan in the IEP

The student’s plan is flexible and focuses on:

- Individual’s long-term goals
- Short-term objectives
- Adult services and supports needed
- Programs and personnel to investigate
- Actions to reach these goals

What Services and Supports Does the Student Want and Need?

- Instruction
- Accommodations
- Course selection
- Training
- Assistive devices and other needs

How the Transition Affects the Rest of the IEP

- Measurable Secondary Transition Goals
- Action statements
- Information about who will provide services and supports, including outside agencies/organizations

When Should Transition Planning Begin?

Tennessee law requires the IEP Team begin Secondary Transition planning no later than a student’s 14th birthday - earlier if needed. The longer the journey, the longer it takes to get there, the earlier planning should begin.

Who Should Play A Role?

In Tennessee, the Secondary Transition Plan is developed during the IEP Team Meeting. The team must include:

- The student (if not present the student’s plan information must obtained another way)
- Parent(s); other family members (attend all IEP Team Meetings – show your support and share what you know that others do not)
- Special Education Teacher (attends all IEP Team Meetings)
- General Education Teacher (attends all IEP Team Meetings)
- Local Education Agency Representative (attends all IEP Team Meetings)
Others Who May Attend

- School Psychologist (interprets new psychological evaluation reports)
- Therapist(s)—related services
- Peers, friends, siblings
- Vocational Rehabilitation (VR) Counselor (for postsecondary planning), and others who know the child or who may be helpful

It Takes a Team

Some members of the IEP Team help the student create the Secondary Transition plan and 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 life after high school and their long-term goals.

For Secondary Transition Planning A Student Needs Support to ...

1. Identify career interests
2. Complete vocational assessments and interest inventories
3. Make choices and decisions about adult life plans
4. Learn about needed accommodations and prioritize them
5. Make decisions about his or her future
6. Learn to advocate for themselves

Contact The Arc Tennessee to learn about student-led IEP Team Meetings.
A Parent and Other Family Member Can . . .

1. Help the student discover their 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 all records created during this critical time
5. Support student in communicating with postsecondary education institutions
6. Explore with the student, the possibilities of eligibility for Supplemental Security Insurance (SSI) or Social Security Disability Insurance (SSDI) if appropriate
7. Help the student register to vote
8. Make sure young males register for Selective Service

A Vocational Rehabilitation (VR) Counselor Can . . .

Provide information about VR services, eligibility requirements, and information about the Individualized Plan for Employment (IPE)

General and Special Education Teachers Can . . .

1. Help schedule and hold the IEP Team Meeting, including Secondary Transition Planning
2. Share samples of student’s work
3. Identify needed postsecondary accommodations
4. Evaluate student strengths, preferences, and interests in:
   • academics
   • social skills
   • pre-vocational
   • vocational
   • adaptive functioning
5. Apply for accommodations for the student while taking the ACT and/or SAT
6. Help identify needed postsecondary accommodations available to the student at postsecondary schools
7. Ensure the student has documentation of classroom and testing accommodation that can be used to get accommodations in postsecondary training
8. Assist in identifying vocational, postsecondary education and community living goals, including:
   • transportation
   • money management
   • independent living skills
   • housing
   • training program size and type
   • work
   • social/recreation/community involvement
9. Help with postsecondary education application and visits to postsecondary schools
10. Assure coursework prepares the student for postsecondary education and employment
11. Prepare a summary of the student’s academic achievement and functional performance
12. Advise about needed postsecondary assistive technology
13. Teach student and family about transfer of rights, when the student turns 18
14. Teach student to advocate for themselves
Tennessee Diplomas

Regular Diploma
All students have access to a rigorous curriculum that includes challenging subject matter that emphasizes a depth of coverage, while promoting critical thinking, problem solving, responsible citizenship, and lifelong learning. The curriculum is tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents, and students will hold high expectations for all. Schools communicate high expectations to students, parents, business and industry, and the community. A student with an IEP may earn a regular diploma at the end of their fourth year of high school. When a student receives a regular diploma they are no longer eligible to receive special education services.

Alternative Academic Diploma
The AAD is a newly created diploma for students who are assessed on the state alternate assessments. The option for this new diploma was introduced in the Every Student Succeeds Act (ESSA). As a part of Tennessee’s state ESSA plan, the AAD policy was developed by the Tennessee Department of Education and approved by the State Board of Education. This new diploma recognizes the academic learning and success of students with the most significant cognitive disabilities. The requirements of the diploma align to the academic coursework and ACT requirements of students earning a regular diploma to ensure that all students are provided access and opportunities to learn and participate in rigorous, meaningful instruction. The Alternate Academic Diploma may be earned by a student at the end of their fourth year of high school (plus one summer) by students who have IEPs and participate in the alternate assessment. Students who earn an ADD may continue to work toward a Regular Diploma or Occupational Diploma until the end of the school year in which they turn 22 years old.

Occupational Diploma
A student with an IEP may earn an Occupational Diploma at the end of their fourth year of high school or later, if they do not meet the requirements for a regular diploma, have satisfactorily completed an IEP, have satisfactory records of attendance and conduct, and have completed the Occupational Diploma Skills, Knowledge, and Experience Mastery Assessment, including two years of paid or non-paid work experience. The determination that an Occupational Diploma is the goal for a student with a disability will be made at the conclusion of the student’s tenth grade year or two academic years prior to the expected graduation date or the date the student will leave school. Students who obtain the Occupational Diploma may continue to work toward the regular high school diploma through the end of the school year in which they turn 22 years old.
Special Education Diploma

A Special Education Diploma may be earned by a student at the end of their fourth year of high school by students who have IEPs and have:

1) not met the requirements for a high school diploma,
2) have satisfactorily completed an individualized education program, and
3) have satisfactory records of attendance and conduct.

Students who obtain the Special Education Diploma may continue to attend school and work towards a regular high school diploma through the end of the school year in which they turn 22 years old.

Postsecondary Options and Service Providers

Vocational Rehabilitation/Department of Rehabilitation 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 Vocational Rehabilitation or VR, we will use that in this document. VR helps people with disabilities get meaningful, paying jobs.

When you apply for VR services you will:

• Have assessments to help learn about you and your job interests
• Find out if you are eligible
• Work with your VR Counselor on your Individual Plan for Employment (IPE)
• Find out your “Priority Category.” (This is part of the “Order of Selection” used by VR when they do not have enough money to give everyone services who is eligible)

For more information visit: http://www.thearctn.org/Assets/Docs/Getting-a-Head-Start-Voc-Rehab.pdf
How Does VR Decide if You Are Eligible?

People are eligible for VR services if:

- their disability makes it hard for them to get or keep a job,
- they need help to get or keep a job that is right for them, and
- they can benefit from VR services.

Your VR Counselor decides if you are eligible for VR services. The decision is based on medical and education records, the VR Counselor’s opinions.

Your VR Counselor has 60 days after your application to decide if you will get services. Sometimes it takes longer. If this happens, your VR counselor will ask you to agree in writing for more time. This can happen if your VR Counselor thinks your disability is too bad for you to get VR services. Your VR Counselor will set up assessments, such as trial work experiences or evaluations to help them decide how VR services can help you get a job.

Because people who get SSI or SSDI have a disability they can get VR services if they want to work.

Order of Selection and Priority Categories

Order of Selection is required by law when there is not enough money for VR to serve everyone who is eligible for services. There are four Priority Categories. VR decides the Priority Category (PC) for each eligible person. By federal law, VR must serve individuals with the most significant disabilities first.

**Priority Category 1** has the most significant disabilities which cause serious problems in two or more areas that make it hardest to get a job, work, and take at least six months to get a job. They want a job.
**Priority Category 2** have significant disabilities that cause serious problems in two or more areas that make it hard to get a job, and take at least six months to get a job. They want a job. Those who get SSI or SSDI or are blind are included.

**Priority Categories 3 and 4** have trouble getting and keeping jobs. Individuals in Priority Category 4 need only a few VR services. They want a job.

To qualify as **Priority Category 1**, this paperwork must show that your disability causes limitations in two or more “functional capacities” as defined by VR policy:
- Mobility
- Communication
- Work Skills
- Work Tolerance
- Self-Care
- Self-Direction
- Interpersonal Skills

**What Does VR Do?**

If you are eligible for VR services and assigned to an open Priority Category your needs, preferences and interests will help develop your Individualized Plan for Employment (IPE). Everyone will not need the same services. Here are some examples of VR services:
- Diagnosis
- Career guidance and counseling
- Training/Post-secondary Education
- Treatment
- Supported employment
- Job placement
- Self-employment supports
- Vocational evaluation
- Rehabilitation technology services
- Personal care assistance program
- Post-employment supports
- Transition from school to work
- Independent living services
- Maintenance and transportation
- Assistive technology
- Interpreter services
- Help with self-employment
Additional Employment Service Providers

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 information on WIA services, visit: https://www.tn.gov/workforce/jobs-and-education/training-opportunities/training-opportunities-redirect/paying-for-training.html

WIA Youth Department 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 six 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.
American Job Centers
The Tennessee Career Center System provides workforce training and placement at one convenient location. American Job Centers are where people and jobs connect. Tennessee has a network of centers across the state where job seekers can get help and career information. Each center offers job information on computers, internet access, workshops, and job placement, recruitment, and training referrals.

Prepping for Postsecondary Education
Some students with disabilities continue their education in:
- Colleges/Universities
- Community Colleges
- Inclusive Higher Education (IHE) Programs
- Tennessee Colleges of Applied Technology (TCAT)

Colleges, universities, community colleges and TCATs must follow the Americans with Disabilities Act and Section 504 of The Rehabilitation Act. These require access.

Postsecondary schools access offices may be called “Disability Services.” These offices assist students with documented disabilities and identify their eligibility for reasonable accommodations.

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), which prohibit discrimination based on disability. Almost all postsecondary schools in the United States are subject to these laws. Once a student leaves high school there are no more IEPs and the IDEA does not apply.

Colleges/Universities
Colleges and Universities provide the educational degrees: Bachelor of Arts, Bachelor of Science, Masters, and PhD degrees that lead to professional occupations such as business management, engineering, nursing, and teaching.

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. Check the college/university website to find the disability services office.
Community Colleges
At Community Colleges, students can earn Associate Degrees that lead to careers such as nursing, Business and Computer Programming, Early Childhood Education, Paramedic and Mechatronics. These degrees may be achieved in two years. Students may earn two years of education credits they can transfer to Tennessee colleges and universities. For more information on Tennessee Community College disability services offices visit: https://www.tbr.edu/academics/disability-services.

Inclusive Higher Education Programs
Inclusive Higher Education Programs provide a full college experience for students who did not graduate with regular diplomas. Through these programs, students with intellectual and developmental disabilities direct their program of study. Each student’s program is customized to meet their plans for the future including academics, independent living, and university life. Although each program is different, they provide ample support for student success.

There are five of these programs in Tennessee:
Vanderbilt’s Next Steps (http://vkc.mc.vanderbilt.edu/vkc/nextsteps/)
David Lipscomb’s IDEAL (http://www.lipscomb.edu/education/ideal-program)
University of Memphis’ TigerLIFE (https://blogs.memphis.edu/tigerlife/)
The University of Tennessee’s FUTURE program (http://futureut.utk.edu/)
Union University’s EDGE program (http://www.uu.edu/programs/education/edge/)
Tennessee Colleges of Applied Technology (TCAT)

Tennessee’s Colleges of Applied Technology provide a framework of industry-aligned training that helps students prepare for specific careers. They are especially helpful for those who learn by doing. TCATs provide opportunities for students to obtain the technical skills and professional training necessary to advance in today’s competitive job market, while ensuring that businesses and industry have access to a qualified workforce. TCATs work with local industry to provide training that is needed locally.

Where Do We Go from Here? Making Choices

Transition possibilities for young adults include:
• High school to work
• High school to postsecondary education
• A combination of work and education

Each choice places the student in a different world, with a new set of rights and responsibilities. Although families and educators are important supports in this important time, this is ultimately the student’s decision. The best way to support the young adult as they make these important choices is with valid information.

Choices for High School Graduates: Pros and Cons

FULL-TIME EMPLOYMENT

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
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<tr>
<td>Time to mature</td>
<td>Limited chance for advancement</td>
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<tr>
<td>Develop personal organizational skills</td>
<td>Lack of availability of satisfying work situations with limited training</td>
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<tr>
<td>Develop career interests</td>
<td>May lack necessary skills for work</td>
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<tr>
<td>Earn income</td>
<td>Limited income potential</td>
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### TECHNICAL COLLEGE TRAINING

**PROS**
- Financial Aid Available to Help Pay Costs
- Certificate programs available
- Open admissions
- Some supported work programs available
- High placement rates for graduates

**CONS**
- Some programs have waiting lists
- Student responsibility for managing academic/independent life
- Slower development of independence
- Maybe feel like extension of high school
- No on-campus housing

### COMMUNITY COLLEGES

**PROS**
- Tennessee Promise
- Open admissions
- Can transfer credits to four-year colleges
- No minimum SAT or ACT score needed

**CONS**
- Prerequisite college courses offered
- Maybe seen as extension of high school
- No on-campus housing
- No guarantee of free individualized supports

### FOUR-YEAR COLLEGES AND UNIVERSITIES

**PROS**
- Prestige
- On-campus living fosters independence
- Bachelor's degree available
- Broader course of study

**CONS**
- More diverse student population
- Cannot use Tennessee Promise
- Campuses can be very large
- Minimum SAT or ACT score required
- Diminished family support
Applying for College

Beginning steps of selecting a postsecondary school:

1. Attend college information nights or “fairs”
2. Visit and tour several college campuses
3. Ask questions about admissions requirements
4. The student and their family may develop an ICP (Individual College Plan), including accommodations and needed support services
5. Investigate available support services offered at different colleges
6. Decide which school is the best fit
Planning for Adult Services

Employment and Community First CHOICES

The Employment and Community First CHOICES program is administered by TennCare through its contracted managed care organizations (MCOs). It offers services to people with intellectual and developmental disabilities. Services in the program will help people who want to become employed and live as independently as possible in the community. There is a limited amount of funding available to serve people each year. That means not everyone who wants to apply can enroll or get services right away. Here is a list of groups who may qualify to get services.

To apply for the program, even if you do not have TennCare: self-referral form online.

If you already have Medicaid, you can call your Managed Care Organization (MCO):

Amerigroup: 866-840-4991.
BlueCare: 888-747-8955.
United Health Care: 800-690-1606.
If you have TennCare but are not sure who your MCO is: 855-259-0701.

If you do not have TennCare you can also contact the Department of Intellectual and Developmental Disabilities Regional Intake Offices with questions or for assistance completing the self-referral form for both Employment and Community First CHOICES and applying for Medicaid. The DIDD contact information is below:

DIDD Regional Intake Office Contact Information:
West Tennessee Regional Office: (866) 372-5709
Middle Tennessee Regional Office: (800) 654-4839
East Tennessee Regional Office: (888) 531-9876

You can find a complete list of services available through ECF CHOICES and resources on TennCare’s website: Employment and Community First CHOICES.
Conservatorships and Alternatives to Conservatorships

A conservatorship is a legal decision made by a judge that gives one or more people the right and responsibility to make decisions for another person. Not everyone needs a conservatorship, if necessary, a conservatorship should be tailored to the person’s needs respecting the person’s autonomy and preserving as many of their rights as possible.

There are different types of conservatorships:
- Conservatorship of the person
- Conservator or property/estate/finance
- Healthcare Conservatorship
- Temporary/Emergency Conservatorship

There are alternatives to full conservatorship including, Representative Payee, Special Needs Trust, Durable Power of Attorney, Tennessee Healthcare Decisions Act, Supported Decision-Making, And Health Care Surrogate.

Conservatorship is not just because someone says so. Always consult an attorney who is familiar with disability law when considering conservatorship for your family member.


Special Needs Trusts

A Special Needs Trust protects an individual who is receiving benefits from state or federal government means testing and losing eligibility for those benefits. If you have a child or other family member who receives SSI, SSDI, or TennCare, receiving an asset by gift or inheritance can impact their ability to continue to receive these benefits. A Special Needs Trust is used to manage such resources while maintaining the child’s eligibility for public assistance benefits. It can safeguard your family member’s assets from anyone who might mismanage their funds and can be set up either with or without a Conservator being appointed. A “Special Needs Trust” is designed not to provide basic support, but to “supplement” someone’s care or pay for other comforts and luxuries.

A Special Needs Trust is used to pay for a variety of expenses, such as:
- Medical and dental treatment and equipment not covered otherwise
- Rehabilitative expenses and occupational therapy services
- Extra nursing care
- Special dietary needs
- Eyeglasses
- Books, training or other educational materials or programs
- Trips to museums, movies, shopping, or to visit other family
Empowering Students

The Principles of Self-Determination

• Freedom to plan a real life: A person, along with their chosen family, friends and other supportive people, plan supports rather than purchases a program
• Authority to control resources, to purchase supports as possible
• The person making choices has support to build a life in their community:
  - Arrange formal and informal resources to assist the person in living a socially rich life
• Responsibility to give back to the communities
  - Take a valued role in the community through competitive employment, spiritual development, caring for others, and volunteering
• Confirmation of a central role in leadership and change

The student can be self-determined. Families can be reminded that they will not always be available to make decisions for their children. Encourage young adults to succeed as independently as possible!


What Is Self-Determination?

Self-Determination is all about “making decisions.” Students with disabilities can learn to make choices like any other students. It is up to parents and educators to provide opportunities for children and young adults to learn to make choices. It is never too early to start practicing self-determination skills. Most people learn by doing. It is essential to provide opportunities to practice making choices. Here are important steps to decision-making:

1. Begin with a simple decision
2. Talk about the topic with a trusted adult (parent, teacher, guidance counselor, etc.)
3. Get information and study potential choices
4. Discuss and make sure the young adult understands the consequences of each possible choice
5. Decide!
6. Reflect on the outcome of the choice and discuss with the trusted adult
Self-Advocacy: Why is it important?

Self-Advocacy is “speaking for yourself.”

Self-advocacy refers to an individual communicating, their interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions by speaking for oneself in a responsible way that others will be able to hear and pay attention to. It is not about yelling and making a scene to get attention. This will not work. Others will not believe a person is ready to make their own choices or speak for themselves if they communicate this way.

In the 1960s people with disabilities began taking an active role in planning their lives. Important outcomes of the self-advocacy movement include the recognition that people with disabilities are people first.

What to Know About Self-Advocacy

When children are young, parents can be great advocates. When children become young adults, it is time for them to become self-advocates. At some point, other adults may make choices for young adults with disabilities. Letting the young adult with a disability speak for them self is just as important as if they did not have a disability, no matter the disability. Young adults with disabilities will have all the rights and responsibilities afforded all adults when they turn 18.

One of the best ways to facilitate self-determination and self-advocacy skills is for students to become active participants and leaders in their IEP Team meetings. For more information about Student Directed IEP Team Meetings visit: http://www.thearctn.org/Assets/Docs/Student-Directed-IEP-Training-Brochure.pdf

Emotional Changes in Young Adulthood

Young adults who face anxiety or other mental illnesses which emerge at this time can follow them into adulthood, can emerge with puberty and the transition from school to postsecondary life.

Some young adults will need professional help. Mental Illness is nothing to be ashamed of. It is as much a part of health as skin problems, eyeglasses, or another other health concern.

Finding the right doctor and/or counseling situation is key to success. A doctor or counselor is unlikely to hear anything that they have not heard before. The doctor and/or counselor cannot tell what is discussed in a counseling session to anyone else without permission. Look to family, friends, school, and your family doctor for help finding a doctor or counselor to help with emotional or behavioral challenges. Another source of information and support is NAMI TN: http://namitn.org/.
Getting a Driver's License in Tennessee

If a young adult will have a vehicle available and wants to get a driver’s license, taking a Driver’s Education class either in school, or in your community is important. This along with good grades at school, can lower car insurance rates.

Tennessee’s Graduated Driver License (GDL) Program information:
https://www.tn.gov/safety/driver-services/classd/gdl.html

Steps to Getting a Tennessee Driver's License

• Go to the Driver’s License office or web page and review the book on driving rules
• Study the driving rules
  - Practice the web-based test
  - Take the appropriate identification forms to the local Driver Testing Center
• A person under the age of 18, must also have:
  - A parent or legal guardian (with proof of guardianship) present to sign a minor/teenage affidavit and financial responsibility form
  - Show proof of school attendance/progress from a TN school or a letter from the school in another state that confirms your attendance/satisfactory progress. This letter must be signed and dated no more than 30 days prior to your TN application
• Pass an eye exam
• Pass a computer exam about “Rules of the Road” to get a learner’s permit
• Get a parent or other licensed adult to help you practice driving
• Take the driving test to get your driver’s license
• Obtain insurance coverage for yourself as the primary driver

To pass the driving test, you must:
• Know how to safely operate the vehicle you will be driving
• Know how to read and obey road signs
• Know how to drive on the highway and in town day and night in all kinds of weather
• Pass an exam about “Rules of the Road”

To receive testing and/or driving accommodations, you must tell the personnel at the driver’s testing office that you are a person with a disability and provide a doctor’s letter to verify your disability and/or your needed accommodations (such as, if you need the test read aloud, you must tell the driver tester that you have a disability that affects reading and that you need the test read aloud and have documentation of this).
How Can Families Help Young Adults?
° Consider how the disability affects school, work, daily living, recreation, and relationships
° Focus on how the student can use their strengths to their advantage as an adult
° Know and encourage student strengths. Help them “reframe” their self-image
° Help them make a plan focused on their strengths and hopes
° Promote and support self-esteem by using positive self-talk to yourself
° Help the student develop independent living skills by doing chores at home
° Be involved in the community such as volunteer work, community center, school clubs and school-business connections
° Encourage critical thinking, compensating for needs, generalizing knowledge, and problem-solving skills
° Minimize stress in the young adult’s life by working closely with school personnel and VR counselor to identify tools and opportunities for success
° College personnel may only speak with parents about a student over 18, if the student gives permission in writing or is present
° Help find a good fit between the young adult’s talents and interests and choices
° Talk about the future
° Help the young adult set realistic goals – short-term and long-term
° Teach the young adult see every opportunity as a chance to learn and not to fear failure
° Encourage independence. Discourage “learned helplessness”
° Help the young adult learn to make decisions and communicate the best they can
° Use and teach planning and organization so young adults will see their importance
° Encourage and facilitate social activities with peers
° Support positive community citizenship and work values
° Reinforce proper work-related behaviors
° Seek-out work-related experiences, including chores, a paying job, or volunteering
° Promote good money management, budgeting, and saving
° Provide frequent opportunities for leisure and fun activities
° Emphasize “personal best”
° Celebrate successes
° Look for opportunities to be a coach or a cheerleader

What Comes Next

You may have had some of your questions answered by this booklet but have new ones. Share this resource with your child. Visit our website, http://www.thearctn.org/ and enjoy the many resources there. We wish you and your young adult all the best on this journey into adulthood.
The Arc Tennessee empowers people with intellectual and developmental disabilities and their families to actively participate in the community throughout their lifetime.

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