



Family Secondary Transition Handbook

Moving From School to Adult Life

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Dedication

We dedicate this handbook to Tennessee's young adults with disabilities. They touch the lives of people around them in many ways. They have felt the insecurities of being labeled "special," but just like any young adult, each may be curious, rebellious, imaginative, exasperating, and beautiful. As parents, we may have believed we knew what was best for them. However, these students help their families to see that their lives are their own as they become self-advocates and learn to make their own choices. These students teach us, as families and educators, that our responsibility is to help them help themselves.

The Arc of Tennessee DOES NOT provide legal advice or endorse any website other than our own at www.thearctn.org. Anyone who needs legal advice should consult with a lawyer. We have provided a place to start your young adult's Transition Planning. Enjoy!

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Why This Handbook?

You are probably already thinking about your son/daughter's future, as s/he moves from school to the post-school world of work, postsecondary education, and adult life.

It is essential to plan ahead for Secondary Transition. It is never too early, and never too late to start. The best time to begin planning with your son or daughter about his/her future is now.

This handbook will:

- Help you understand the transition process; and
- Identify Tennessee Secondary Transition resources and services.

The focus of the handbook is:

- Transition Planning;
- Postsecondary Education and Training; and
- Preparation for Work.



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 adult life.

Students with disabilities may need help during the Secondary Transition process. Families, educators, and the community play an important role in the student's success.

Beginning

The Secondary Transition process should be 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). PATH is an example of a Person-Centered Planning process, 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?)
- Personal Goals: relationships, leisure activities, worship

Develop the Secondary Transition Plan

What is the Secondary Transition Plan in the IEP?

The Secondary Transition plan focuses on:

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

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.

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 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 (VR, DMRS, 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 some aspect of planning.



Roles

Some members of the IEP Team, who make the secondary transition program, 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

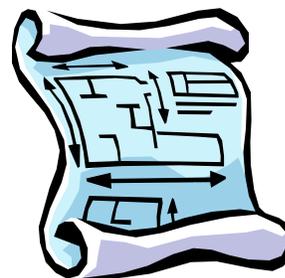
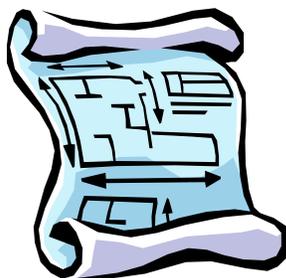
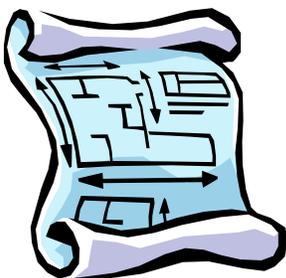
1. Identifies career interests.
2. Completes vocational assessments and interest inventories.
3. Makes choices and decisions.
4. Learns about needed accommodations and prioritizes them.
6. Makes decisions about his or her future.
7. Begins to advocate for him/her self.
8. May lead his/her IEP Team Meeting.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

Parent(s) and/or Other Family Members

1. Helps the student discover his or her strengths, interests and motivations.
2. Shares information about the family's natural supports.
3. Express support of the student's postsecondary goals and choices.
4. Keeps 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. Helps student register to vote.
8. Helps young men register for Selective Service.

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 admissions.
5. Monitors ongoing services, supports, and student progress for VR eligible students.



Roles (Continued)

General and Special Education Teachers

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



Planning for Services

Tennessee Division of Mental Retardation Services (DMRS)

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

For DMRS supports and services, individuals must have an intellectual disability (still called mental retardation by some), meaning, an IQ of 70 or below and a well below average adaptive behavior score.

According to state law [TCA 33-1-101(17)], cognitive disability (mental retardation) means substantial limitations in functioning as shown by:

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

After completing an application, 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 DMRS 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 case manager. To be eligible in Tennessee, individuals must have a primary diagnosis of Mental Retardation with the onset prior to age 18. While there are financial eligibility criteria for Medicaid Services, the DMRS 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 DMRS Intake Case Manager. The assessment helps to identify persons 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 needs change, the Intake Case Manager should be notified. Enrollment priority is given to persons who are in “Crisis.” Persons who are identified in the “Urgent” category will also be given priority, as waiver services are available.

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

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

DMRS 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.

Consumer Directed Supports (CDS) is a state-funded program providing \$5 million per year to be distributed to those on the waiting list for services in the crisis, urgent and active categories. The yearly amount may differ, based on the number of people on the waiting list.

Each person has money sent directly to them or the agency providing Home and Community Based Services, to be used to meet needs discussed with the case manager. Some examples are:

- dental services,
- home modifications,
- equipment and supplies, and
- respite care.

This is not a complete list of examples but a place to start.

Vocational Rehabilitation (VR) Services

All VR eligible students receive counseling and guidance from a vocational rehabilitation counselor. Other services may include vocational assessment, assistive technology evaluation, post-secondary training, and/or job placement. Post-secondary training might include on-the-job training, training at the Tennessee Rehabilitation Center (Smyrna, TN), or training at the vocational/technical or college/university levels. The types of services provided are based on the needs of the individual and are designed to help the student to become employable. Vocational rehabilitation staff will assess needs in order to provide appropriate services. Certain services depend upon the individual meeting economic need guidelines, while other services may be provided without regard to economic need.

Vocational Rehabilitation (VR) While in High School

VR offers transition services to students, with disabilities, who are preparing to leave high school, and who will require training or related services to prepare for work. These services may be accessed either through a local grant-funded VR Counselor or by a general VR Counselor located in the local VR office. These general VR Counselors may also serve those individuals who are out of high school and are having difficulty finding and/or keeping a job without additional training. Although considered an adult service agency, VR works with LEA's (also known as the local school systems) to develop school-to-work transition programs addressing the special needs of students with disabilities.

How the VR System Works

Once eligibility has been determined by the VR Counselor and an open Priority Category has been assigned, the Individualized Plan for Employment (IPE) is developed. The IPE identifies what services and types of assistance will be needed for employment.

The IPE is a written agreement between VR and the individual. It is developed by the individual with technical assistance and guidance from the VR Counselor. The IPE outlines necessary services and service providers needed to reach the individual's employment goal and is based on his/her interests, abilities and available resources.

VR Services May Include:

- Diagnostic assessment to determine eligibility for VR services and/or to determine any barriers to employment that exist as a result of the student's disability;
- Counseling and Guidance;
- Vocational evaluation and counseling to explore the student's interests, employment potential, and post-secondary training/employment needs;
- Personal adjustment training provides instruction in basic work behaviors needed for some to prepare for employment; and/or
- Assistive Technology assessments to determine supports, services or devices that may be needed for post-secondary training and employment.

How to Apply for VR Services

High school students, their parents, or school personnel can contact the local Division of Rehabilitation Services office to involve a VR Counselor in post-secondary transition planning. See contact information in the Resource section near the end of this handbook.

Vocational Rehabilitation Services Eligibility and Order of Selection Frequently Asked Questions

Q. What is VR?

A. VR is a federal/state program that helps people with disabilities enter, maintain, or return to employment. VR helps people achieve and maintain meaningful careers.

Q. Who is eligible for VR Services?

A. A person who has a physical or mental disability that makes it difficult for him/her to find or keep a job and s/he needs VR services to help, s/he may be eligible. VR will determine eligibility based on medical and/or psychological records, along with an assessment of how disability affects his/her ability to work. A person who receives Social Security Disability Insurance benefits (SSDI) or Supplemental Security Insurance benefits (SSI) because of their disability or blindness is presumed eligible, if that person intends to be employed.

Q. What kinds of services does VR provide?

A. VR services are based on the person's abilities, interests, and informed choice and may include:

- Vocational Assessment/Evaluation;
- Training;
- Medical treatment ;
- Psychological treatment that would increase the individual's ability to work;
- Rehabilitation technology;
- Job placement;
- Follow-up; and/or
- Postemployment services.

All clients receive counseling and guidance as an integral part of their services to help him/her reach his/her employment potential.

Q. What if someone wants training or other services, but does not want to go to work?

A. All VR services are provided to prepare a person to enter, return to, or maintain employment.

VR Frequently Asked Questions (Continued)

Q. If someone receives SSDI benefits, and s/he is afraid that if s/he goes to work, s/he will lose his/her Medicare, how can s/he find out how VR services or employment would affect his/her benefits?

A. A VR Counselor can put the person in touch with a benefits specialist to help him/her find out what s/he needs to know about their SSDI or SSI benefits and can help make work pay.

Q. How does someone apply for VR services?

A. Contact information for local VR offices is in the back of this handbook and in the government listings of telephone books under state government, Human Services Department, Division of Rehabilitation Services. For assistance finding the nearest office, contact the main office of the Division of Vocational Rehabilitation Services in Nashville at, 615/313-4891.

Q. What is the, "Order of selection?"

A. Federal law states that if there is not enough funding available to provide services to everyone eligible, state VR programs must give first priority for services to applicants who have the most significant disabilities and limitations. Tennessee's VR program has funding to provide services only to those individuals who have the most significant disabilities and who are designated as "Priority Category 1".

Q. A VR Counselor informed someone that his/her case is in Priority Category 3. What would qualify a person to be in Priority Category 1?

A. VR must consider not only the disability (diagnosis), but also the limitations that the individual experiences, as a result of the disability, that would impact his/her ability to enter or maintain employment. In order to be determined as having a most significant disability, a person would have a severe disability that creates serious limitations in at least two of seven capacity areas. These include mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills, as documented by medical, psychological, and/or vocational assessments. The individual must also require multiple vocational rehabilitation services that are expected to be needed over at least 6-months. All services must help the individual prepare for, or retain a successful employment outcome.

Q. If someone receives SSI or SSDI, does s/he automatically receive VR services?

A. A person who receives Social Security Disability Insurance benefits (SSDI) or Supplemental Security Insurance benefits (SSI) as a result of disability or blindness is presumed to be eligible and at least Priority Category 2, if s/he intends to enter employment. These people are considered to have a serious limitation in work skills. If s/he meets the requirements for one of the other limitations (mobility, communication, self-care, self-direction, interpersonal skills, work tolerance), they will be in Priority Category 1. S/He does not have to meet the requirement of needing multiple services over at least 6-months.

VR Frequently Asked Questions (Continued)

Q. Is the priority category affected by the cost of services needed?

A. No. The law says that no other factors, such as cost of service, income, type of disability, etc., can be used to determine assignment to a priority category.

Q. What if a case is assigned to Priority Category 2, 3, or 4, but then the person's condition and limitations get worse?

A. Any time that a disability and limitations get worse, the person should contact his/her VR Counselor and ask for a reevaluation. In addition, if further medical or psychological documentation becomes available, s/he should share it with his/her VR Counselor, and ask for reevaluation of his/her priority category.

Q. Are there any VR services that someone can receive if s/he is in Priority Category 2, 3, or 4?

A. VR cannot provide direct services to those eligible individuals who are not in Priority Category 1, but the VR Counselor must provide information and referral services to help those persons find services through other agencies and entities.

Q. Will cases identified as Priority Category 2, 3, or 4, be closed after a certain period?

A. No. A case remains open until:

- The individual is reclassified to a higher priority category; or
- Funding becomes available to provide services to individuals in other priority categories;
- The individual and his/her VR Counselor agree that the case should be closed.

Q. Are there other states operating under an order of selection?

A. Yes. Forty-five out of 80 agencies currently operate under an order of selection.

Q. Is it likely that Tennessee's VR program will be able to provide services in the near future to those whose cases are not in Priority Category 1?

A. Tennessee's VR program has been under an order of selection since August 1, 2001. It is not anticipated that the order of selection will be lifted at any time in the near future. VR's focus is to provide the best and most effective vocational rehabilitation services to help individuals with the most significant disabilities, reach their career goals

Adapted from, <http://tennessee.gov/education/speced/doc/91007EligFactSheet.pdf>

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; and
- 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; and
- 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).

Conservatorships

A conservatorship is a legal process that gives one or more person(s) the right and responsibility to make decisions for a person with a disability. 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/family 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://thearc.tn.org/Assets/docs/Conservatorship_Handbook.pdf.

MicroBoards

A Microboard is one way to provide supports to an individual who receives DMRS Services. A Microboard is an incorporated, not-for-profit organization that provides services for an individual. Most people need help in setting up a Microboard. Information about Microboards is available from the Tennessee Microboard Association.

Supported Employment

Supported employment helps people who have severe disabilities, and who need ongoing support services in order to perform their job. Supported employment assists 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 ongoing support services for people with severe disabilities significantly increases their rates for employment retention. Supported employment encourages people to work within their communities and encourages work, social interaction, and integration.

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 be able to 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.

Tennessee Career Centers

The Tennessee Career Center System provides maximum workforce results from one convenient location. Tennessee Career 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.



Post Secondary 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

Tennessee Diploma Options

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, and
- Take and pass eight End of Course tests.

It is important that students participate in the general curriculum to prepare for the End of Course tests. All students who complete their education in 2013 or later will receive:

- A regular diploma, or
- A Special Education Certificate*

** A Special Education Certificate is not a diploma and should not be construed as such. It is a certificate stating that a student did not complete a regular diploma but went to school and took courses, similar to a certificate of attendance.*

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



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

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

- Vocational schools
- Career schools
- 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. Several requirements apply through high school, but are different from the requirements that apply beyond high school. Section 504 and IDEA require a school district to provide a Free Appropriate Public Education (FAPE) to students with disabilities. A school district must identify an individual's education needs, provide regular and/or special education, related aids, and services needed to meet those needs as well as it meets the needs of students without disabilities.

Postsecondary schools are not required to provide FAPE. 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. bullet point 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?

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. Many 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, if you have one, 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 (while not lowering or waiving essential requirements). If a specific academic adjustment is requested, the school may offer that or an effective alternate. The school may conduct an evaluation of a student's disability and needs at its own expense.

Students should expect his/her school to work with them to identify appropriate academic adjustment. Unlike high school, 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 for participating in its 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 student handbooks and 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 request.

An alternative to following grievance procedures is filing a complaint against the school with OCR or in a court. You may learn more from The Office of Civil Rights. *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. 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.

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; or
- A combination.



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

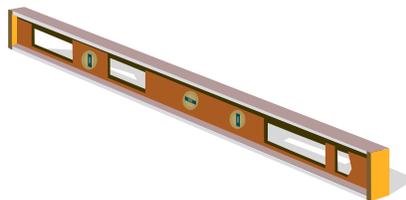
The decision about work or postsecondary education (immediately after high school), is the student's choice. The young adult needs valid information to use in making a decision.

(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 Education

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 college:

		High School	College
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 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 his/her 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. Careful match between personal needs and school. 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: consistent verb tense
 - 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

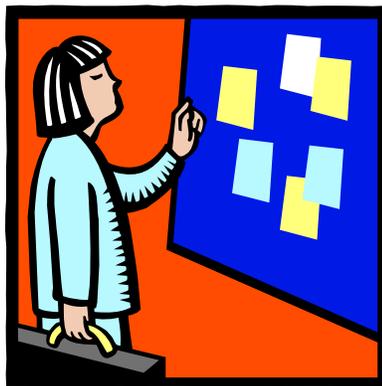


First Year College “Shock” List

Being a college freshman is not simple. It can bring challenges. Here are some things to consider when helping a student prepare to enter college.

1. His/her study workload will be heavier and tougher than high school ever was, requiring more time, organization, and commitment.
2. There will be moments of doubt, frustration, and loneliness. Such feelings will pass.
3. Some personal relationships have to be built again, with new/different people. Remind him/her to be patient and take his/her time in selecting friends, and be understanding of other’s feelings, especially roommate(s).
4. S/He will be his/her own boss. No parents are around.
Old peer pressures are replaced by new ones. Students are in a whole new world. S/He will decide what, where, and when.
5. S/He will have to make decisions, consider consequences, past lessons, and how something may look on his/her record someday. Then, take mature adult action.
6. S/He will begin to think seriously about the future – who/what to be.

Adapted from *The Freshmen Experience*, by Shawn Marsh, 1990, Hardin-Simmons University.



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-Advocacy

Self-Advocacy is “speaking for yourself.” You can help your son or daughter become their own advocate by promoting these guidelines:

The Six “Be’s” of Self-Advocacy

Step 1: Be self-confident (know yourself, and know what you need)

Step 2: Be informed (know the laws that affect your life)

Step 3: Be assertive (being assertive does not mean being angry)

Step 4: Become a strong self-advocate (speak for yourself respectfully)

Step 5: Be persistent (never give up; adjust the way you advocate as needed)

Step 6: 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 find his/her own power. Help them find their voice. Most of all, believe that your child can be successful!



Post the following page where you and your child can see it often for a visual reminder of how to become an effective Self-Advocate!

~~~~~

# SELF-ADVOCACY

~~~~~

Speak out

Earth is for all of us

Leadership is learned

Find help if you need it

Ask questions

Decisions are your own

Vote

Oppose injustice for any

Communicate assertively

Advocate respectfully

Celebrate who you are

Yes, you can!

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:

Step by Step: Making Decisions

Step 1: Think about it

Step 2: Make sure you know what the decision means

Step 3: Think about consequences of choices

Step 4: Get information and study your choices

Step 5: Ask for advice from someone you trust

Step 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 resources and personnel, formal and informal, 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.

Adapted from Robert Wood Johnson Foundation’s National Program for Self-Determination for Persons with Disabilities

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!

Post a copy of the following page where you and your child can see it often for a visual reminder of how to become a Self-Determined Self-Advocate!

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# **SELF-DETERMINATION**

~~~~~

Support

Education

Life

Freedom

Decisions

Employment

Training

Empowerment

Responsibility

Mentors

Inclusion

Now & forever

Authority

Together

Interdependence

Overcoming

New beginnings

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.

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.



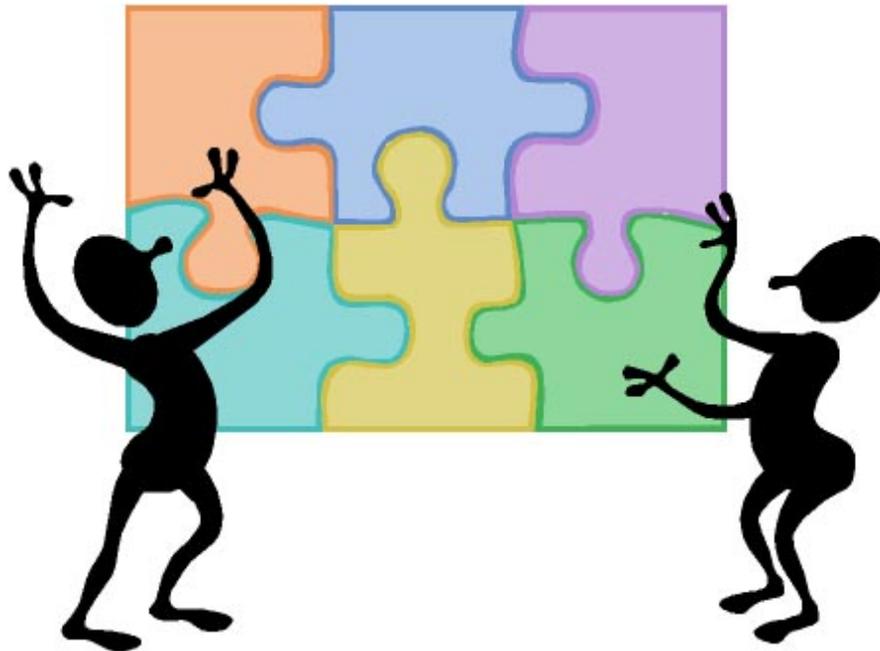
How Can Families Help Young Adults in the Secondary Transition Process?

- 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 how important planning and organization are.
- 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.

Summary -- Remember

1. Services and supports the young adult needed in school may still be needed as s/he pursues post\secondary education, training and/or work.
2. Understand and accept the individual, including his/her disability. Knowledge and ownership increases the probability of success.
3. Recognize and build on strengths rather than focus on limitations.
4. Focuses on growth and individual competence
5. Student involvement in Secondary Transition Planning fosters empowerment and responsibility. Student participation in setting goals helps him/her gain control of his/her life.
6. Use all resources, including supportive people (i.e., family, friends, at school, community).
7. Listen, listen, listen.
8. The young adult has options and opportunities. Families should work as a partner in making informed decisions. Be assertive. No one is more concerned about the student than family members. Ask questions. Insist on answers. Work with schools, services, and counselors to get help your child needs.
9. Get involved and/or get your young adult involved in leadership training.

(Adapted from Reiff & deFur, 1992).



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/yif.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/ylf.html>

Tennessee Resources

The Arc of Tennessee

<http://thearctn.org/>

151 Athens Way, Suite 100, Nashville, Tennessee 37228

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

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

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/content.asp?contentID=10>

2416 21st Avenue South, Nashville, Tennessee 37212

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

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>

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

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 Resources (Continued)

Tennessee Department of Education

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.htm>

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 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/>

7th Floor - Andrew Johnson Tower, 710 James Robertson Parkway, Nashville, Tennessee 37243

Phone: 615-741-2851 / 888-212-3162. Fax: 615-532-9412

Tennessee Division of Mental Retardation Services

<http://state.tn.us/dmrs/>

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:

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

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

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

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 Resources (Continued)

Tennessee Microboards Association

Phone: (615)594-5899

Tennessee Secondary Transition Department

Tennessee Division of Special Education

<http://www.tennessee.gov/education/speced/setransition.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://tennessee.gov/humanserv/rehab/ttap.htm>

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)/TN Higher Education Commission

http://www.state.tn.us/thec/2004web/division_pages/lra_pages/wia_pages/work_train.html

Suite 1900 Parkway Towers, 404 James Robertson Parkway, Nashville, TN 37243

Phone: 615/253-5678

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

<http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=500>

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

<http://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.

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. Consider this list as a starting point for you and your young adult. Remember that these websites are sometimes state specific, but there may be ideas you may like to use within your child's transition process. We will be updating this list as we find more information, so check the website on a regular basis. They are numbered rather than bulleted so that you can easily see when new resources are added. Enjoy!

1. South Dakota Department of Education, transition assessments - www.tslp.org
2. South Dakota QuickBook of Transition Assessments - www.tslp.org/docs/QuickbookIEPChecklistFinal091407.pdf
3. South Dakota Transition Tackle Box - <http://www.tslp.org/Tacklebox.htm>
4. An Educational Journey from Self Discovery to Advocacy - <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/SpecialEdJourney03.pdf>
- Montana Department of Education Secondary Transition Resources - <http://www.opi.mt.gov/SpecED/trans2.html>
5. Idaho Resources for Transition Assessment - http://elc.idahotc.com/ST_Resources.aspx
6. National Collaborative on Workforce and Disability for Youth (NCWD/Youth) - <http://www.ncwd-youth.info/>
7. Career Planning Assessment Guide - www.ncwd-youth.info/resources_&Publications/assessment.html
8. Transition Tech Manual - <http://www.aea11.k12.ia.us/pareduc/TechManual.pdf>
9. What is Your Learning Style? - www.ldpride.net/learning-style-test.html
10. DVC Learning Styles Survey - http://www.metamath.com/multiple_choice_questions.html
11. What is Your Personality Style? - www.platinumrule.com/assessment.asp
12. My First Resume - www.careerkids.com
13. Postsecondary Innovative Transition Technology (POST-IT) - www.postitt.org This has activities for parents, students and teachers
14. Work Interest Quiz - <http://www.myfuture.com>
15. My Future Career Toolbox - http://www.myfuture.com/t2_ctoolbox.html
16. Holland personality types survey - <http://www.ncsu.edu/careerkey/>
17. Career Game - <http://www.careergame.com>
18. 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
19. National Secondary Transition Technical Assistance Center (NSTTAC) - <http://www.nsttac.org/>; NSTTAC Listserv Notes e-mail - nsttacnotes@nsttac.org
20. National Post-School Outcomes Center - <http://www.psocenter.org/>
21. National Alliance for Secondary Education and Transition (NASET) - <http://www.nasetalliance.org/>

Internet Resources (Continued)

22. Council for Exceptional Children's Division on Career Development and Transition (DCDT) - <http://www.dcdt.org/>
23. School-To-Work Outreach Project (STWOP) - <http://ici.umn.edu/schooltowork/>
24. Transition Coalition - <http://transitioncoalition.org/>
25. Transition Coalition Family links - <http://www.transitioncoalition.org/cgiwrap/tcacs/new/resources/websites/index.php?page=family>
26. National Youth Employment Coalition - <http://www.nyec.org/>
27. Circle of Inclusion - <http://www.circleofinclusion.org/>
28. Institute for Community Inclusion - <http://www.communityinclusion.org/>
29. Cornell Youth and Society Program - <http://youthinsociety.human.cornell.edu/>
30. Healthy and Ready to Work (HRTW) National Resource Center - <http://www.hrtw.org/>
31. Healthy and Ready to Work - <http://www.mchbhrtw.org/>
32. IDEA '04 Transition Requirements - <http://www.ed.gov/policy/speced/guid/idea/idea2004.html#final-regs>
33. Postsecondary Education Rights & Responsibilities - <http://www.ed.gov/ocr/transition.html>
34. Inclusion Network - <http://www.inclusion.org/>
35. Inclusion Press - <http://www.inclusion.com/>
36. Minnesota Governor's Council on Developmental Disabilities' Parallels in Time I and II (disability history) - <http://www.mnddc.org/parallels/index.html>
37. Optimistic Outcomes - <http://www.optimisticoutcomes.com/>. They have a listserv as well.
38. National Consortium on Leadership and Disability for Youth - www.nclld-youth.info
39. University of North Carolina at Chapel Hill Center for Development and Learning (CDL) Project STIR (Steps Toward Independence and Responsibility) - www.self-advocate.org
40. National Center for Research in Vocational Education - <http://vocserve.berkeley.edu/>
41. National Research Center for Career and Technical Education - <http://www.nccte.org/>
42. Transition to Adult Living: A Guide for Secondary Education - <http://www.calstat.org/transitionGuide.html>
43. Work Incentives Transition Network - <http://www.vcu.edu/rrtcweb/witn/ssi.htm>
44. One-Stop for Promising Practices - <http://www.promising-practices.org/>
45. Association for Career and Technical Education - http://www.acteonline.org/career_tech/index.cfm
46. National Longitudinal Transition Study-2 - <http://www.nlts2.org>
47. The Full Life Ahead Foundation - <http://fulllifeahead.org/>
48. Technical Assistance Alliance for Parent Centers (TAALLIANCE) - <http://www.taalliance.org/institutes/2008/transitionmaterials/indexpublic.asp>
49. Assertiveness - <http://www.alaskachd.org/toolkit/content/Lessons/3/IsIsNot.pdf>
50. Creativity - <http://www.alaskachd.org/toolkit/content/Checklists/progresscheck.pdf>

Internet Resources (Continued)

51. Kids as Self Advocates - <http://www.fvkasa.org/>
52. Trackstar - <http://trackstar.4teachers.org/trackstar/>
53. Life Skills Assessment - www.caseylifeskills.org
54. Jim Martin's Transition Assessment Timeline - http://transitioncoalition.org/transition/file.php?path=files/docs/Transition_Assessment_Timeline1214236686.doc
55. Zarrow Center for Learning Enrichment - <http://education.ou.edu/zarrow/?rd=1>
56. AIR Self-Determination Scale - www.ou.edu/zarrow/sdetermination.html
57. Student-Directed Transition Planning - <http://education.ou.edu/zarrow/?p=37&z=7>
58. Whose Future is it Anyway? - <http://education.ou.edu/zarrow/?p=45&z=52>
59. Self-Determination Assessments - <http://education.ou.edu/zarrow/?p=38>
60. The Department of Justice's web-site for youth - <http://ojjdp.ncjrs.org/tools/student.html>
61. Youth and Alcohol and Drug Issues (SAMHSA) - <http://ncadi.samhsa.gov/features/youth/>
62. Beach Center on Families and Disability - <http://www.beachcenter.org/>
63. The Pacer Center - <http://www.pacer.org/>
64. Technical Assistance on Transition and the Rehabilitation Act (TATRA) - <http://www.pacer.org/tatra/index.asp>
65. Mums, National Parent-to-Parent Network - <http://www.netnet.net/mums/>
66. LD Online - ldonline.org
67. The Guide to Future Planning - http://www.peatc.org/NEXT_STEPS/Intro/brief.htm
68. Personal Data Wizard - www.hrop.org/wizard/test There are 10 accounts on this site (only one user can be on a particular account at a time) Username: test1, test2, etc.....test10 Password: test1, test2, etc.....test10
69. Informal student checklists/interviews - <http://www.stlcc.cc.mo.us/fv/moahead/index.html>
70. Mapping Your Future - <http://www.mapping-your-future.org>
71. Self-determination Synthesis Project - <http://www.uncc.edu/sdsp/home.asp>
72. Self-Determination Links - http://web.uccs.edu/education/special/self_determination/sdlinks.html
73. Work Support - <http://www.worksupport.com/>
74. Job Accommodation Network - <http://www.jan.wvu.edu>
75. TransCen - <http://www.transcen.org/>
76. Bridges from School to Work - <http://www.marriottfoundation.org/bridges/default.mi>
77. National Center on Secondary Education and Transition project - www.youthhood.org
78. The Learning Community for Person Centered Practices - <http://www.learningcommunity.us/home.html>
79. Connections for Information and Resources on Community Living (CIRCL) – www.allenshea.com/CIRCL/CIRCL.html
80. Supported Living: A Good Life guide - <http://www.allenshea.com/CIRCL/slsguide.pdf>

Internet Resources (Continued)

81. People First Language from Disability is Natural's Kathie Snow - <http://disabilityisnatural.com/peoplefirstlanguage.htm>
82. National Information Center for Children and Youth with Disabilities - www.nichcy.org/
83. Portland Research and Training Center - <http://rtc.pdx.edu/>
84. American Association of People with Disabilities - <http://www.aapd-dc.org/>
85. Parent Advocates - <http://parentadvocates.org/>
86. The Ragged Edge online magazine - <http://www.ragged-edge-mag.com/>
87. TASH - <http://www.tash.org/>
88. Operation Respect - <http://www.dontlaugh.org/>
89. Inclusion Daily Express email news - www.inclusiondaily.com/
90. InSights To Community Living – www.insightsonline.org
91. Council on Quality and Leadership – www.thecouncil.org
92. Quality Mall: University of Minnesota Research and Training Center on Community Living – www.qualitymall.org
93. Wrights Law The Special Ed Advocate Newsletter available - <http://www.wrightslaw.com>
94. National Institute for Urban School Improvement Listserv available- <http://www.inclusiveschools.org/index.htm>
95. National Transition Alliance for Youth with Disabilities (NTA) - <http://www.dssc.org/nta>
96. School to Work Internet Gateway - <http://www.stw.ed.gov/>
97. Michigan Transition Resources - <http://www.cenmi.org/tspmi/>
98. Pennsylvania Training and Technical Assistance Network, Secondary Transition - <http://www.pattan.k12.pa.us/teachlead/SecondaryTransition.aspx>
99. Minnesota Department of Education Secondary Transition Information- http://education.state.mn.us/mde/Learning_Support/Special_Education/Birth_to_Age_21_Programs_Services/Secondary_Transition/index.html
100. Transition Solutions - http://www.transitionsolutions.org/services/interagency_teams.asp
101. Transindex - <http://www.ed.uiuc.edu/SPED/tri/transindex.html>
102. Massachusetts Secondary Transition - <http://www.doe.mass.edu/sped/links/transition.html>; Oregon Transition Toolbox - <http://www.doe.mass.edu/sped/links/transition.html>
103. Self-Directed IEPs - http://www.glenncoe.org/_programs/_special_education/documents/SelfDirected_IE_P.pdf
104. Self-Directed IEP programs - <http://store.cambiumlearning.com/InitialSearchResults.aspx?searchtype=Basic&sorttype=Basic&Query=self-directed&criteria=0000&site=sw>

Internet Resources (Continued)

105. Closing the Gap - <http://www.closingthegap.com/>
106. ABLEDATA. - <http://www.abledata.com/>
107. Job Accommodation Network (SOAR) - <http://www.jan.wvu.edu/>
108. USA Tech Guide - <http://www.usatechguide.org/techguide.php>
109. Quality Indicators for Assistive Technology – http://natri.uky.edu/assoc_projects/qiat/
110. Industry Profile on Education Technology – <http://t2rerc.buffalo.edu/pubs/ip/index.htm>
111. Transition Planning Inventory -
<http://www.proedinc.com/Custom/productView.aspx?ID=875>
112. Youth Employment Selection (YES) - <http://www.yesjobsearch.com/index.cfm>
113. Enderle Severson Transition Rating Scales - <http://www.estr.net/index.cfm>
114. Choose and Take Action: Finding the Right Job for You assessment (it's a CD video careers selection) - <http://store.cambiumlearning.com>
115. A Person Centered Planning Facilitator's Manual -
<http://rtc.umn.edu/docs/pcpmanual1.pdf>

The Arc of 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.

Suggested Readings and References

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Keeney, L., Brinkerhoff, L., Barry, K., Smith, N. (1993). *College students with learning disabilities*. [Brochure]. Madison: McBurney Resource Center, University of Wisconsin.

Marsh, Shawn. (1990). *The Freshmen Experience*. [Brochure]. Hardin-Simmons University.
Mellard, Daryl (in press). What's education like after high school? Successful transition of students with learning disabilities to postsecondary educational settings. In E. S. Ellis & D. D. Deschler (Eds.), *Teaching the Learning Disabled Adolescent* (pp. 1-49). Denver: Love Publishers.

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Scheiber, B. & Talpers, J. (1985). *Support--how much is enough? Campus Access for Learning Disabled Students: A Comprehensive Guide*. [Brochure]. Washington, D.C.: The Parents Campaign for Handicapped Children and Youth.

Stewart, Arlene C. (1989). *The Post-secondary Learning Disabilities Primer*. [Brochure]. Cullowhee, North Carolina: Western Carolina University.

Vogel, Susan. (1985). *The College Student with a Learning Disability*. [Brochure]. Lake Forest, Illinois: Barat College.

Rhodes, Sallie. (2007). *High School/High Tech Program Guide: A comprehensive transition program promoting careers in science, technology, engineering and math for youth with disabilities*. Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership. ISBN 1-933-493-12-7 October 2007

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 .

This handbook was prepared by The Arc of Tennessee staff,
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Division of Special Education,
as a guide for navigating the Secondary Transition Journey.

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

The Arc of Tennessee values diversity and does not discriminate based on race, ethnicity, religion, age, geographic location, sexual orientation, gender, or level of disability.