

# Secondary Transition Handbook

**Moving From School to Adult Life**



# The Arc Tennessee Secondary Transition Handbook

## Acknowledgments

Bianca Knight, Disability Rights Tennessee

Cindy Gardner, Special Needs Law Center  
(Formerly with Disability Rights Tennessee)

Gale Feltner, Tennessee Division of Rehabilitation Services

holly lu conant rees, former chair of Disability Coalition on Education

Jane Winstead,  
Formerly With Tennessee Department of Education, Division of Special Populations

Julie Sullivan, Family Voices of Tennessee

Mary E. Morningstar, Ph.D., University of Kansas, Department of Special Education

Sharon Townsend, Transition Coalition, Kansas

Sherry Wilds, Disability Rights Tennessee

Susan Moss, Tennessee Department of Developmental and Intellectual Disabilities

Tennessee Disability Pathfinder

*The Arc Tennessee does not provide legal advice or endorse any website other than our own at [www.thearctn.org](http://www.thearctn.org). Legal advice should be garnered only from an attorney. This handbook provides a place for Secondary Transition Planning.*

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

## Table of Contents

What is Secondary Transition? .....	2
Beginning.....	3
Planning Alternative Tomorrows with Hope (PATH) .....	4
The Individualized Education Plan.....	5
What is a Transition Plan?.....	6
When Does it Take Place? .....	7
Who Attends, and What are Their Roles? .....	8
Getting a Diploma in Tennessee.....	10
Diploma Questions and Answers .....	10
Post-Secondary Options and Service Providers .....	21
Tennessee Division of Vocational Rehabilitation Services (VR).....	21
VR Services and How to Apply.....	22
VR Eligibility, Order of Selection, and Frequently Asked Questions .....	22
Workforce Innovation Act (WIA).....	25
WIA Youth Development Programs .....	26
Job Corps .....	26
Tennessee Career Centers.....	27
Conservatorships .....	27
Micro Boards .....	27
Supported Employment .....	28
Job Shadowing.....	28
Planning for Postsecondary Education.....	29
Student Rights and Responsibilities.....	30
Where Do We Go from Here? .....	34
Choices for High School Graduates .....	34
Major Differences Between High School and Postsecondary School .....	36
Postsecondary Educational Options and Support Services.....	38
Planning for Services - Division of Intellectual Disability Services (DIDS) .....	8
Who is Eligible? .....	8
The Waiting List.....	9
Consumer Directed Services (CDS) .....	9
How Students Can Help Themselves .....	40
Self Determination.....	41
Self-Advocacy.....	42
Social and Emotional Issues.....	43
Health Care Transitions .....	43
How Can Families Help their Adolescent in the Transition Process? .....	46
Summary.....	47
Resources.....	48
Tennessee Resources.....	49
National Resources .....	55
Internet Resources.....	57
Suggested Readings and References .....	63
Glossary of Terms .....	64

## 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 possibilities of adult life.

Students with disabilities need help during the Secondary Transition process. Families, educators, and the community play an important role in the student’s success. Remember the Secondary Transition Plan is the student’s plan for their life after they leave school.

### Beginning

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

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

### Identify Student Preferences, Interests and Needs – Dream!

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

During a PATH, the person, a group of people who care about the person come together. With the help of a facilitator, they go through a series of exercises, to express hopes and dreams for the person’s future. The PATH helps the circle decide specifically who 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 takes this very visual record of the plan. It is up to the team to follow-up to make sure they are doing their part to make the dreams and goals a reality.

To learn more about how to have a PATH, contact The Arc Tennessee ([thearctn.org](http://thearctn.org) or 800/835-7077).

### Develop a Vision for the Future – Help the Student 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/own vehicle?)
- Personal Goals (relationships, leisure activities?)

## Developing the Student's Secondary Transition Plan in the IEP

### The student's plan is flexible and focuses on:

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

### Identify Needed Services and Supports

- Instruction;
- Accommodations;
- Course Selection;
- Training;
- Assistive Devices and others as needed.

### Develop a Written Plan

- Measurable Secondary Transition Goals;
- Action Statements; and,
- Who Will Provide Services and Supports, Including Outside Agencies/Organizations.

### When?

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

### Who?

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

- The student (if not present the student's plan information must obtained another way);
- Parent(s) and/or other family members (someone should attend all IEP Team Meetings);
- Special Education Teacher(s) (should attend all IEP Team Meetings);
- General Education Teacher(s) (should attend all IEP Team Meetings);
- LEA (Local Education Agency) Representative (should attend all IEP Team Meetings)

### Others who may attend the IEP Team Meeting:

- School Psychologist (to interpret new evaluation reports);
- Therapist(s)—related services (if discussed);
- Peers, friends, and/or siblings; Vocational Rehabilitation (VR) Counselor (for post-secondary planning); and
- Others who know the child or who may be helpful in some aspect of planning.

## Roles

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

## Student

1. Identifies career interests.
2. Completes vocational assessments and interest inventories.
3. Makes choices and decisions.
4. Learns about needed accommodations and prioritizes them.
6. Makes decisions about his or her future.
7. Begins to advocate for him/her self.
  - Contact The Arc Tennessee to learn about student directed IEP Team Meetings.

## Parent(s) and Other Family Members

1. Helps the student discover his or her strengths, interests and motivations. The historian.
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 as much as possible.
5. Supports student in communicating with postsecondary education institutions.
6. Explores with the student, the possibilities of eligibility for Supplemental Security Insurance (SSI) or Social Security Disability Insurance (SSDI).
7. Help student register to vote.
8. Young males must register for Selective Service.

## Vocational Rehabilitation (VR) Counselor

1. Provides information about VR services, eligibility requirements, and the Individualized Plan for Employment (IPE).
2. Reviews existing assessments to determine if the student is eligible for VR services.
3. Assists in gathering documentation of the student's disability to apply for VR services.
4. If additional assessments are needed, VR may provide them or ask the school.
5. Monitors ongoing services, supports and student progress for VR eligible students.

## General and Special Education Teachers

1. Helps schedule and hold the IEP Team Meeting, including the Secondary Transition Planning.
2. Shares samples of student's work.
3. Identifies needed postsecondary accommodations.
4. Evaluates student strengths, preferences, and interests in:
  - academics
  - social skills
  - pre-vocational
  - vocational
    - adaptive functioning
5. Applies for accommodations for the student while taking the ACT and/or SAT.
6. Helps identify needed postsecondary accommodations available to the student at postsecondary schools.
8. Models sensitivity to the family's culture.
9. Makes sure the student has documentation of classroom and testing accommodation that can be used to get accommodations in postsecondary training.
10. Assists with 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
11. Helps with postsecondary education application and visits to postsecondary schools.
12. Advises on coursework to prepare for postsecondary education and employment.
13. Prepares a summary of the student's academic achievement and functional performance.
14. Advises about needed postsecondary assistive technology.
15. Teaches student and family about transfer of rights, when the student turns 18.
16. Teaches student to advocate for him/herself.

## Getting a Diploma in Tennessee

### Graduation Requirements for a Regular Diploma

All students have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be 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 will communicate high expectations to students, parents, business and industry, and the community. Policy

Implications:

- a) All students will meet the following READY CORE requirements: English 4 units Mathematics 4 units Science 3 units Social Studies 3 units Health, Physical Fitness and Wellness 1.5 units Personal Finance 0.5 units.
- b) The core curriculum and additional courses required for postsecondary/workforce training readiness will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. To earn a regular high school diploma, students must earn the prescribed 22 credit minimum and have a satisfactory record of attendance and discipline. Schools will minimize tracking of students by ability, eliminate core classes taught below the college preparation level, and provide all students a challenging course of study.
- c) *Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22 credit minimum. Students failing to earn a yearly grade of 70 in a course that has an end-of-course test and whose disability adversely affects performance in that test will be allowed, through an approved process, to add to their end-of-course assessment scores by demonstrating the state identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance-based assessment must be determined through the student's individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state approved rubric.*
- d) Students are required to complete four units of mathematics including Algebra I and II, Geometry or the equivalent, and another mathematics course beyond Algebra I. Students must be enrolled in a mathematics course each school year. The Bridge Math course is designed for students who have not scored 19 or higher on the ACT mathematics subtest or a 460 on the SAT mathematics subtest by the beginning of the senior year. *Students with qualifying disabilities in math as documented in the individualized education program shall be required to achieve at least Algebra I and Geometry (or the equivalent). The required number of credits in math will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.*

- e) Students must complete Biology, Chemistry or Physics, and a third lab science. Students with qualifying disabilities in reading and/or math as documented in the individualized education program shall be required to achieve at least Biology I and two other lab science credits. *The required number of credits in science will be achieved through strategies such as, but not limited to, increased time, appropriate methodologies, and accommodations as determined by the IEP team.*
- f) The social studies curriculum will be consistent with national goals and with admissions requirements of Tennessee public institutions of higher education; will include the study of United States History, World History/World Geography, Economics and Government; and will incorporate a global perspective. i. Students must complete  $\frac{1}{2}$  credit in Personal Finance.
- g) The health, physical fitness and wellness curriculum will integrate concepts from each of these areas and may be taught by a team of teachers from one or more teaching areas, including health, physical education, family and nutrition sciences, and health sciences education. Participation in marching band and interscholastic athletics may not be substituted for this aspect of the core curriculum. Credit earned in two years of JROTC may be substituted provided the local system has complied with requirements of the State Board of Education.
- h) Students are required to complete an additional  $\frac{1}{2}$  credit in Physical Education. This requirement may be met by substituting a documented and equivalent time of physical activity in marching band, JROTC, cheerleading, interscholastic athletics, school sponsored intramural athletics, and other areas approved by the local board of education.
- i) Computer education is not specifically listed in the READY CORE curriculum. However, TCA 49-6-1010 requires every candidate for graduation to have received a full year of computer education at some time during the candidate's educational career.
- j) **ONE PATH** All students will pursue a focused program of study preparing them for postsecondary study. While all students may not enter postsecondary training immediately following high school, they must be prepared for lifelong learning. Policy Implications:
- i) Students will complete an elective focus of no less than three credits. The elective focus may be CTE, science and math, humanities, fine arts, AP/IB, or other areas approved by the local board of education. Students completing a CTE elective focus must complete three units in the same CTE program area or state-approved program of study. Students completing a CTE elective focus in Trade & Industrial Education must complete three credits from one of the eight state-approved focus areas. Schools should make every effort to ensure that all students complete a state or locally approved elective focus, however schools may waive the elective focus requirement for those students who transfer during the junior or senior year to a Tennessee high school from a school in

another state, if the completion of the elective focus would prevent or delay graduation. Students who begin an elective focus in a Tennessee high school and transfer during the junior or senior year to another Tennessee high school may, with the permission of the Director of Schools, have the elective focus requirement waived if the receiving school does not offer the same elective focus area and is unable to offer related coursework to complete a state or locally approved focus area, or if the completion of the elective focus would prevent or delay graduation.

- ii) Local boards of education are encouraged to consider requirements for students to complete a capstone experience such as, but not limited to:
 

Senior Project	Virtual Enterprise
Internship	Externship
Work-based Learning	Service learning (minimum of 40 hours)
Community Service (minimum of 40 hours)	
- iii) Students will complete two units of the same foreign language and one unit of fine arts except in limited circumstances (students not planning to attend university), schools may waive the two units of foreign language and one unit of fine arts to expand and enhance their elective focus.
- iv) Students will be required to complete a total of 22 units, including electives. Since most high schools offer the opportunity to take at least 6 units each year, for a total of 24 units, students will actually have an opportunity to take a considerable number of electives. Students who attend high schools using block scheduling have the opportunity to take a total of 32 units.
- v)

Graduation with Honors, State Honors, and State Distinction:

1. School systems may design student recognition programs that allow students to graduate with honors if they have met the graduation requirements and have obtained an overall grade point average of at least a 3.0 or higher on a 4.0 scale. School systems may set a higher GPA at their discretion. School systems may specify additional requirements, such as requiring students to demonstrate performance of distinction in one or more areas.
2. Students who score at or above all the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with state honors. Each local school board shall develop a policy prescribing how students graduating with “state honors” will be noted and recognized.
3. Students will be recognized as graduating with “state distinction” by attaining a B or better average and completing one of the following:
  - a) earn a nationally recognized industry certification

- b) participate in at least one of the Governor's Schools
- c) participate in one of the state's ALL State musical organizations
- d) be selected as a National Merit Finalist or Semi-Finalist
- e) attain a score of 31 or higher composite score on the ACT
- f) attain a score of three or higher on at least two advanced placement exam
- g) successfully complete the International Baccalaureate Diploma Program
- h) earn twelve or more semester hours of transcribed postsecondary credit.  
Each local school board shall develop a policy prescribing how students graduating with "state distinction" will be noted and recognized.

When the student is in the eighth grade, the student, parent/guardian(s), and faculty advisor or guidance counselor will jointly prepare an initial four-year plan of focused, purposeful high school study.

- a) By the end of tenth grade, the student, parent/guardian(s) and school will focus the plan to ensure the completion of the program of study and a smooth transition to postsecondary study and work. An integral aspect of the planning process is the assumption that the student will be involved in some form of postsecondary education/training. The plan should contain information about career options and long-term goals supported by the plan through the courses to be taken in the eleventh and twelfth grades as well as courses to be taken at the postsecondary level.
- b) The plan of study will be reviewed annually by the student and faculty advisor or guidance counselor, and revised based on changes in the student's interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.
- c) High school and middle grades faculty will collaborate in planning curriculum and the transition between middle grades and high school.

## Occupational Diploma: Another exit options for students with disabilities

An occupational diploma may be awarded at the end of a student with disabilities' fourth year of high school to students with disabilities who have not met the requirements for a high school diploma; has satisfactorily completed an individualized education program (IEP); has satisfactory records of attendance and conduct; and have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the department of education and have completed 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. 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 twenty-two years old.

The SKEMA includes:

- Reading
- Greets others appropriately
- Is self-determined by making personal choices and setting goals
- Identify and use appropriate tools
- Assist co-workers
- Access situations
- Refrains from inappropriate behavior in the workplace
- Learn the products of their company
- Functional interpersonal skills
- Ability to Accept Constructive Criticism
- Problem Solve (Environmental Literacy)
- Ability to use various forms of media (i.e. phone, email, text)
- Use appropriate volume and tone
- Demonstrate the ability to learn a new task
- Understand verbal cues
- Understand non-verbal body language
- Listen and follow instructions (verbal and symbolic) to complete a 2-3 step directive
- React and obey common signs
- Process Information (Environmental literacy)
- Time Management
- Identify and access resources in the community and funding streams to ensure success.
- Utilizes good self-care and hygiene skills
- Participate in the resolution of conflict in a calm manner
- Utilizing transportation
- Communicating thoughts (at a level appropriate to the students)
- Will self-advocate
- Take instructions
- Anticipate problems
- Greets others appropriately
- Is self-determined by making personal choices and setting goals
- Identify and use appropriate tools

- Access situations
- Demonstrate medication management skills
- Functional interpersonal skills

### **Special Education Diploma**

A special education diploma may be awarded to a student (with an IEP) at the end of their fourth year of high school to students with disabilities who 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 work towards a regular high school diploma through the end of the school year in which they turn twenty-two years old

## Post-Secondary 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 paying meaningful 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); and
- 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.)

### 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. This decision is based on things like your medical records, education records, information that you or your family give them, VR Counselor thinks and disability decisions made by other agencies. Your VR Counselor has 60 days after you apply to decide if you will get services. However, sometimes the decision takes longer. If more time is needed, your VR counselor will ask you to agree in writing to let them take more time. The eligibility decision may take longer if your VR Counselor thinks your disability is too bad for you to get VR services to help you get a job. When that happens, your VR Counselor will set up some assessments, such as trial work experiences or extended evaluations. They help the VR Counselor decide how VR services can help you get a job.

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

### Order of Selection and Priority Categories

Order of Selection is important. It 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.

People who qualify as **Priority Category 1 (PC 1)** have the most significant disabilities that 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.

People who qualify as **Priority Category 2 (PC2)** have significant disabilities that cause serious problems in two or more areas that make it hard to get a job, work, and take at least six months to get a job. People who get SSI or SSDI because they have a disability or are blind are included. They want a job.

People who qualify as **Priority Categories three (PC3) and four (PC4)** have trouble getting and keeping jobs but are not as significant as PC1 and PC2. These disabilities do not create as severe a problem in getting a job. Individuals in PC4 need only a few VR services. They want a job.

You need to give your VR Counselor enough information from your doctor(s), school records or other sources to explain your disability. If you cannot get this paperwork, your VR Counselor can help. 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 services:

- Diagnosis
- Career guidance and counseling
- Training
- 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

## **Finding the Right Type of Work for You**

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

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

If you think you would like to be self-employed, discuss how that might work with your VR Case Manager.

## **Job Planning Tool**

Things That I Enjoy Doing:

Things That Are Okay to Do:

Things That I Dislike Doing:

Things I Really Dislike Doing:

### Your Work Interests

1. What do you like to do? What are your interests and hobbies? Here is a tool to help: <http://www.ou.edu/education/centers-and-partnerships/zarrow.html?rd=1>.

---

---

---

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

---

---

---

3. Visit Tennessee's Career Center webpage to look at jobs: <http://www.job.com/?us=6169&param2=Tennessee&opt=l&rmf=1&nmt=o>. Do you see jobs you like?

---

---

---

5. Look through the Occupational Outlook Handbook. This will help you see skills and training needed for jobs: <http://www.careeronestop.org/ExploreCareers/explore-careers.aspx>.

---

---

---

6. Talk to friends and relatives about their jobs. Is their work interesting? What training did they need?

---

---

---

7. Look at jobs at: [jobs.net/Tennessee.htm](http://jobs.net/Tennessee.htm). What jobs look interesting? What do you like about them? This is a pretty complicated site. Ask for help if you need it.

---

---

**Work Planning**

Knowing the kind of work you want will help when you work with your VR Counselor. This worksheet will help when you meet with your counselor. Ask a teacher or family member for help if you need it.

1. What things are you good at doing?

---

---

2. What education have you had?

---

---

3. What type of job training have you had?

---

---

4. What work experience have you had?

---

---

5. What volunteer experience have you had?

---

---

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

---

---

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

---

---

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

---

---

## Getting Ready For Your Individual Plan for Employment (IPE)

Your VR Counselor can help you learn what work you want to do and the skills you need, you can find you need training. Some job training options include postsecondary programs like Next Steps at Vanderbilt, IDEAL at Lipscomb University, Union EDGE Program at Union University, Tiger LIFE at the University of Memphis, and UT FUTURE at the University of Tennessee; a college and/or university; Tennessee College of Applied Technology; the Tennessee Rehabilitation Center (TRC) in Smyrna, a Community Rehabilitation Provider and others. It is up to you to visit places to get training to see which is a good fit. Your VR counselor will help you make a decision based on your interests, what you do well, and the work you want to do.

### Where To Get Training

1. Your school Guidance Counselor can help find where you can get training. They can help you learn which schools may be most “disability friendly.”

---

---

2. Talk with your VR Counselor. They have lots of information about schools.

---

---

3. Ask your friends where they will get training and what they will be studying. If they are going to the same place where you will be getting training, you can support each other.

---

---

4. One place to get job training is the Tennessee Rehabilitation Center (TRC) in Smyrna, TN. They have personal and vocational training. Your VR Counselor can schedule a visit for you to visit and tour.

5. There are also Community TRC’s around the state where you can get vocational evaluations, employee development, personal and vocational training. Ask your VR Counselor for more information about these.

## Responsibilities When You Get VR Services

1. You must help develop your Individualized Plan for Employment (IPE) and work towards getting a job. You need to work closely with your VR Counselor in finding types of services, service providers, and looking for your job. You can help by keeping appointments and working to reach your work goal.
2. When you are getting VR services, you must contact your VR Counselor every month to let them know how things are going. Call your VR Counselor if you need to reschedule a meeting. Leave a phone message or send an email if you need to. Be sure you have their phone number and email in a safe place. Answer letters, phone messages or emails from your VR Counselor immediately.
3. VR helps get jobs if you have money or not. Unless you get SSI or SSDI, your counselor will talk to you about your income and assets to identify much you can help pay for services. This includes federal or state financial aid. If you can get them and will not use these benefits, you cannot get VR services.

## Rights When You Get VR Services\*

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

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

These are modified from Disability Rights Tennessee's "VR Bill of Rights."

If you need help understanding this information about your VR Rights or if you have questions you can call your VR Counselor or visit VR's website at [http://state.tn.us/humanserv/rehab/rehab\\_main.html](http://state.tn.us/humanserv/rehab/rehab_main.html), or call the main office at (615)313-4891; (615)313-5695 (TTY); 1-800-270-1349 (TTY long distance).

If you disagree with a decision made by your VR Counselor and cannot resolve it by talking to your counselor's supervisor, you can get help appealing from the Client Assistance Program (CAP) at Disability Tennessee Rights at 800/342-1660; 615/298-1080 (TDD); 888/852-2852 (TTY).

## VR Tips

1. If your school does not refer you to VR, you can do it. (Directory at the end of this booklet.)
2. When planning, be sure to think about what type of work you want to do. VR helps find paid jobs. The training you get will depend on the type of work you want to do.
3. If VR says you are on a waiting list for employment services, ask them about your options.
4. Once you have signed your IPE, you need to stay in touch with your VR Counselor at least once a month. If you call him/her, and s/he is not in the office, leave a message or send an email.
5. Your VR Counselor must approve all changes to services listed on the IPE in advance.
6. For information on "Ticket to Work:" <http://www.socialsecurity.gov/work/aboutticket.html>.
7. Tell your VR Counselor which the best way to contact you; by phone, mail, or email.
8. Let your VR Counselor know if you need information in a different format, such as on a CD or Braille, or a language other than English.
9. It is important to call your VR Counselor if you have a problem that affects your job training.
10. Keep who support you in the loop (parents, etc.). They will help if they know you need them.
11. Do not skip classes. Every class is essential to helping you meet your career goal.
12. If you have a rough semester in college or technical school, do not give up. Your VR Counselor is there to help you when the going gets rough.
13. Do not drop a class until you speak with your VR Counselor.
14. Connect with the Disability Services office where you attend school. They can help you talk with your instructors, help you find support services such as tutors, note takers, and more.
15. If you are living on campus, follow campus rules.

16. VR may close your case if:
- You have completed your IPE and have maintained employment for 90 days;
  - You do not cooperate with or maintain contact with your VR Counselor; or
  - You ask for it to be closed.
17. Do not expect others to look out for your rights. Ask questions until you get the answers. Take someone (like a parent) with you to your VR meetings. If someone tells you no, ask for the policy the refusal is based on. You have rights.

<b>VR Regional Offices with Counties Served</b>	
<p><b><u>Region 1</u></b>                      905 Buffalo Street                      Johnson City, Tennessee 37605-2120  <b>Telephone:</b> 423/434-6934  <b>Fax:</b> 423/434-6963  <b>Counties &amp; TRCs Served:</b> Carter, Cocke, Grainger, Greene, Hamblen, Hancock, Hawkins, Jefferson, Johnson, Sullivan, Unicoi, Washington</p>	<p><b><u>Region 2</u></b>                      State Office Building                      531 W. Summit Hill Drove, Suite 301                      Knoxville, Tennessee 37902  <b>Telephone/TTY:</b> 865/594-6060  <b>Fax:</b> 865/523-7852 or 865/594-6535  <b>Counties &amp; TRCs Served:</b> Anderson, Blount, Campbell, Claiborne, Knox, Loudon, Monroe, Morgan, Roane, Scott, Sevier, Union</p>
<p><b><u>Region 3</u></b>                      Eastgate Center, Suite 602-B                      5600 Brainerd Road                      Chattanooga, Tennessee 37411  <b>Telephone:</b> 423/634-6700  <b>Fax:</b> 423/634-1976  <b>Counties &amp; TRCs Served:</b> Bledsoe, Bradley, Coffee, Franklin, Grundy, Hamilton, Marion, McMinn, Meigs, Moore, Polk, Rhea</p>	<p><b><u>Region 4</u></b>                      955 E. 20<sup>th</sup> Street                      Cookeville, Tennessee 38501-2472  <b>Telephone/TTY:</b> 931/526-9783  <b>Fax:</b> 931/525-1614  <b>Counties &amp; TRCs Served:</b> Cannon, Clay, Cumberland, DeKalb, Fentress, Jackson, Macon, Overton, Pickett, Putnam, Smith, Sumner, Trousdale, Van Buren, Warren, White</p>
<p><b><u>Region 5</u></b>                      88 Hermitage Avenue                      Nashville, Tennessee 37210  <b>Telephone:</b> 615/741-1606  <b>Fax:</b> 615/741-8180  <b>Counties Served:</b> Davidson, Robertson</p>	<p><b><u>Region 6</u></b>                      6000 Trotwood Avenue                      Columbia, Tennessee 38401-7003  <b>Telephone:</b> 931/380-2563  <b>Fax:</b> 931/380-2567  <b>Counties &amp; TRCs Served:</b> Bedford, Giles, Hickman, Lawrence, Lewis, Lincoln, Marshall, Maury, Perry, Rutherford, Wayne, Williamson, Wilson</p>

<p><b><u>Region 7</u></b>                  Lowell Thomas State Office Bldg, Box 15                  225 Martin Luther King Boulevard                  Jackson, Tennessee 38301  <b>Telephone:</b> 731/423-5620  <b>Fax:</b> 731/426-0563  <b>Counties &amp; TRCs Served:</b> Chester, Crockett, Decatur, Fayette, Hardeman, Hardin, Haywood, Henderson, Lauderdale, Madison,</p>	<p><b><u>Region 8</u></b>                  560 Benton Industrial Road                  Camden, Tennessee 38320  <b>Telephone:</b> 731/584-2147  <b>Fax:</b> 731/584-6795  <b>Counties &amp; TRCs Served:</b> Benton, Carroll, Cheatham, Dickson, Dyer, Gibson, Henry, Houston, Humphreys, Lake, Montgomery, Obion, Robertson, Stewart, Weakley</p>
<p><b><u>Region 9</u></b>                  170 North Main Street, 3<sup>rd</sup> Floor                  Memphis, Tennessee 38103-1820  <b>Telephone/TDD:</b> 901/528-5284  <b>Fax:</b> 901/543-6036  <b>Counties &amp; Served:</b> Shelby</p>	<p><b><u>Region 10 &amp; Region 11</u></b>                  Services for the Blind and Visually Impaired (10)                  Services for the Deaf and Hard of Hearing (11)                  Citizens Plaza State Office Building, 12th Floor                  400 Deaderick Street                  Nashville, Tennessee 37243  <b>Telephone:</b> 615/313-4914  <b>TTY, Long-Distance:</b> 1-800-270-1349  <b>Fax:</b> (615) 313-6500</p>

**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).

## **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. More information on Tennessee Career Centers can be found at:  
<http://www.tennessee.gov/labor-wfd/cc/>.

## **Students with Disabilities Preparing for Postsecondary Education Rights and Responsibilities**

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

- Colleges/Universities
- Community Colleges
- Postsecondary College Programs For Students Who Did Not Earn A Regular Diploma
- Tennessee Colleges of Applied Technology (TCAT)

All colleges, universities, community colleges and TCATs follow the Americans with Disabilities Act and Section 504 of The Rehabilitation Act. These laws tell how access to services, buildings, curriculum and housing are provided.

Postsecondary schools access offices may be called “Office of Disability Services” or “Access Centers.” They help provide accommodations that level the academic playing field. The access offices assist students with documented disabilities and identify their eligibility for services and then working with students to determine reasonable accommodations and services which will, in turn, give the student equal access to the university.

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 they turns 22 years old, there are no more IEP’s.

Students must remember that it is their responsibility to request disability services in the postsecondary setting. Nobody else will take this step for you. When you apply for education at a postsecondary school, ask about the Disability Access Office then. The process of getting accommodations begins there. They help students recognize their potential by removing potential barriers to education. There is no IEP in postsecondary education. However, it is important to have a copy of the last IEP and most recent evaluations to document your access needs.

**Colleges/Universities:** There are seven state Tennessee universities; 51 private colleges and universities in Tennessee; and six for profit colleges. 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. For a list of College and University Disability Services Contacts visit: <https://www.tbr.edu/academics/disability-services>.

For more information about colleges and universities visit: <https://www.tbr.edu/institutions/our-institutions>.

## Community Colleges

There are 13 Community Colleges in Tennessee. Students can earn Associate Degrees that lead to careers such as nursing, Business and Computer Programming, Early Childhood Education, Paramedic and Mechatronics. These degrees are normally achieved in two years. Alternately students may earn two years of education credits they can transfer to a Tennessee College or University. For more information on Tennessee Community Colleges go to: <http://communitycolleges.tbr.edu/>.

## Postsecondary College Programs For Students Who Did Not Earn a Regular Diploma:

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/>) and Union University's EDGE program (<http://www.uu.edu/programs/education/edge/>).

These programs help integrate students with intellectual and developmental disabilities into college life. Students 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.

**Tennessee Colleges of Applied Technology (TCAT):** There are 27 TCATs Tennessee's College of Applied Technology provide a framework of industry-aligned training that helps a student in knowledge. They 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. For information about TCAT programs and locations visit: <https://www.tbr.edu/tcat/office-colleges-applied-technology>.

## Postsecondary Student Rights and Responsibilities

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.

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.

If a student meets requirements for admission, a postsecondary school may not deny admission because s/he has a disability.

If a student wants the school to offer academic adjustment, they must identify as having a disability. Informing the school about a disability can help ensure assignment to accessible facilities. Disability disclosure is always voluntary.

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

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

To get academic adjustment the student informs the school of their 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.

Students may request academic adjustment from their 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.

Postsecondary schools require documentation that a student has a disability and needs academic adjustment.

Schools 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.

A high school may conduct a new evaluation to assist the student as they pursue higher education, however, neither the high school nor postsecondary school is required to perform 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 Vocational Rehabilitation, they 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.

Once the school has needed documentation, they 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 their school to work with them to identify appropriate academic adjustment for after s/he leaves 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 be involved in their postsecondary education, it is up to the student to ask them.

If the academic adjustment is not working, the student needs to let the school know as soon as possible. They 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.

A postsecondary school may not charge students with disabilities more to participate in programs or activities than it charges students without disabilities.

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

If a student feels a postsecondary school is discriminating against them, they should contact the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator, who makes sure the

school follows Section 504 of the Rehabilitation Act , and ADA. They will to work things out and share information about complaint procedures if the student is not satisfied. This is not the same as due process protections in high school. The school’s grievance procedures must include steps to ensure that a student may raise his/her concerns fully and fairly and must provide for prompt and just resolution.

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

For more information about postsecondary schools’ responsibilities to students with disabilities, read, *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. 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. The young adult needs valid information to use in making a decision.

**Choices for High School Graduates**

<b>Full Time Employment</b>	
<b>Pros</b>	<b>Cons</b>
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

<b>Technical Training:</b>	
<b>Pros</b>	<b>Cons</b>
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

<b>Community Colleges:</b>	
<b>Pros</b>	<b>Cons</b>
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	

<b>Four Year Colleges and Universities:</b>	
<b>Pros</b>	<b>Cons</b>
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. <b>(Note-see note above-same concern about confusion)</b>

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

## Major Differences in High School and Postsecondary Schools

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

		High School	Postsecondary School
1	<b>Teacher/Instructor Interaction</b>	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	<b>Status</b>	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	<b>Counseling</b>	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	<b>Dependence</b>	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	<b>Motivation</b>	Student gets support and encouragement to achieve or participate from parents, teachers, or counselors.	Student must supply his/her own motivation.
6	<b>Freedom</b>	Parents, teachers, and school administrators on a daily basis supervise student.	Student has more freedom and personal responsibility for actions.
7	<b>Distractions</b>	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	<b>Value Judgments</b>	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**

### **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

## **Applying for College**

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. Here are some examples of how to select a postsecondary school:

1. "Read between the lines" of college publications. (Or get someone to help.)
2. Attend college information nights or "fairs." Visit and tour the campus.
3. Ask questions about admissions requirements.
4. The student and his/her family may develop an ICP (Individual College Plan), including:

- a. Accommodations
  - b. Coping skills
  - c. Available resources
  - d. Plan of study and preparation
  - e. Needed support services
5. Investigate support services offered at different colleges.
  6. Decide which school's service system best meets the student's needs.
  7. Students with disabilities must meet the course requirements like other students.
  8. Question faculty track record of teaching students with disabilities.
  9. Some effective postsecondary accommodations:
    - a. A detailed course syllabus
    - b. Clearly spelled out expectations before the course begins
    - c. Outline are provided of material covered that day
    - d. Handouts are available
    - e. Copies of lecture notes when needed
    - f. Allows audio-recording
    - g. Lectures no longer than 45 minutes
    - h. Alternative format for Assignments given
    - i. Extra time allowed for assignments when needed
    - j. Allows some in-class work to be done outside class
    - k. Modified Rethinks grading criteria (e.g., not counting spelling errors)
    - l. Provides test study guides in format and content of the test

## **How Students Can Help Themselves In Postsecondary Education**

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

1. Increasing understanding of their 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.
7. Planning three hours of studying for every hour in class. Leave time for relaxation.

8. 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.
9. 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.
10. Make sure you understand assignments before beginning.
11. 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.
12. 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.
13. 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.

## Planning for Adult Services

### Tennessee Department of Intellectual and Developmental Disabilities Services (DIDD)

DIDD is a source for intensive services and supports for people of all ages who have intellectual and developmental disabilities in Tennessee.

For DIDD supports and services, a person must have an intellectual disability. According to Tennessee law [TCA 33-1-101(17)], cognitive disability (intellectual disability) 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
- Occurs before the age of 18.

After completing an application for Medicaid Waiver, individuals are assigned a case manager to assist them in the intake process. Individuals who need services must apply, be identified as eligible, be placed on a weighted waiting list to eventually receive services. Individuals on the DIDD waiting list\* must meet eligibility criteria for Medicaid Waiver Home and Community Based Services<sup>^</sup>. 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 a case manager. While there are financial eligibility criteria for Medicaid Services, DIDD does not typically seek this eligibility until the person is approved to begin the enrollment process.

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

A person’s eligibility category can change depending on life circumstances. It is essential to contact the DIDD Case Manager at least once each year and anytime there are changes in the family. Enrollment priority is given to those who are determined to be in “Crisis.” People who are identified as in the “Urgent” category will also be given priority, as waiver services are available.

*\*There is a waiting list for DIDD home and community based services in TN because services are 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.*

## **DIDD Category of Need Criteria**

### **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.

In 2015 a state law was passed that immediately provides Medicaid Waiver Services for children whose parents are eighty years old or older.

**Consumer Directed Services** (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.

## **Futures Planning**

### **Conservatorships**

A conservatorship is a legal process that gives one or more person(s) the right and responsibility to make decisions for another person. It can be difficult to decide whether this is the best option for the person with a disability. Not everyone needs a conservatorship, but 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. There are alternatives to full conservatorship (e.g. limited conservatorship, healthcare surrogate, durable power attorney, irrevocable trust, etc.). 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 person 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 handbook at [http://www.thearctn.org/Assets/Docs/Conservatorship\\_Handbook.pdf](http://www.thearctn.org/Assets/Docs/Conservatorship_Handbook.pdf).

### **Special Needs Trusts**

A Special Needs Trust is designed to protect an individual who is receiving benefits from state or federal government from losing eligibility for those benefits.

For many parents, a Special Needs Trust is the most effective way to help their child with a disability. If you have a child or other family member who receives SSI, and/or medical coverage through the Medicaid Waiver program, the last thing you want to see happen is for your child to lose their benefits because they have received or will receive assets by gift or inheritance. A Special Needs Trust is used to manage such resources while also maintaining the child's eligibility for public assistance benefits.

A Special Needs Trust can also 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. There are several varieties of Special Needs Trusts. Some are created with the beneficiary's money (self-settled) and some are created with someone else's money (third-party). As the name implies, a "Special Needs Trust" or "Supplemental Care Trust" is designed not to provide basic support, but instead to "supplement" someone's care or pay for other comforts and luxuries that would either be

inappropriate or would cost more than the individual's benefits could afford. These trusts typically pay for things like education, recreation, counseling, and medical attention which is not covered by insurance and other things beyond the simple necessities of life.

**A Special Needs Trust (also known as “Supplemental Care Trust”) can be used for a variety of items, 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
- Companion or caretaker expenses
- Private case management
- Trips to museums, movies, shopping, or to visit other family
- Expenses associated with bringing relatives or friends to visit with the beneficiary
- Vacations for the individual and a caretaker
- Telephone service and answering machines
- Cable TV or movie rental
- Purchase of a computer, TV, radio, stereo or musical instruments for the beneficiary
- Purchase of furniture for the beneficiary
- Purchase of an automobile, if necessary for transportation to medical treatment
- Cost of making a house accessible
- Cost of modifying a vehicle to meet the needs of the beneficiary

Often, special needs trusts are created by a parent or other family member for a child with special needs (even though the child may be an adult by the time the trust is created or funded). Such trusts also may be set up in a will as a way for an individual to leave assets to a relative with a disability. In addition, the individual with a disability can often create the trust himself, depending on the program for which he or she seeks benefits. These “self-settled” trusts are frequently established by individuals who become disabled as the result of an accident or medical malpractice and later receive the proceeds of a personal injury award or settlement.

A Special Needs Trust must be carefully drafted and implemented to conform with statutory and regulatory requirements to assure the ongoing SSI and Medicaid eligibility of the individual and certain rules must be followed in order for the Special Needs Trust to be allowed.

**Information shared from the Special Needs Law Center, (Mauer & Gardner, PLLC):** Special Needs Law Center was formed by Ed Mauer and Cindy Gardner to serve families of individuals with disabilities all across the State of Tennessee. The firm has grown to include clients in every one of the 95 counties in Tennessee. Find more information at <http://www.tnsntlaw.com/special-needs-trusts/>.

## ABLE Act

As readers of Capitol Insider are aware, The Stephen Beck, Jr., Achieving a Better Life Experience (ABLE) Act was signed into law on December 19, 2014 after many years of advocacy and bipartisan work in both the House and Senate. **The Arc US has released two fact sheets about the new law** – a summary is available at <http://www.thearc.org/document.doc?id=5008> and a more in-depth look at the law is available at <http://www.thearc.org/document.doc?id=5009> — to educate the disability community about how this law will work. These are the first of several materials that will be produced by The Arc, so look for a fact sheet designed to be more family friendly and updates when federal regulations are released and accounts are set up in states.

The law allows eligible individuals with disabilities the ability to establish “ABLE accounts” for qualified beneficiaries that resemble the qualified tuition programs, often called “529 accounts”, that have been established under that section of the tax code since 1996. The new ABLE accounts will allow more individual choice and control over spending on qualified disability expenses and limited investment decisions, while protecting eligibility for Medicaid, Supplemental Security Income, and other important federal benefits for people with disabilities, with certain restrictions.

### ABLE Accounts: 10 Things You Must Know

#### 1. What is an ABLE account?

ABLE Accounts, which are tax-advantaged savings accounts for individuals with disabilities and their families, will be created as a result of the passage of the ABLE Act of 2014. Income earned by the accounts would not be taxed. Contributions to the account made by any person (the account beneficiary, family and friends) would not be tax deductible.

#### 2. Why the need for ABLE accounts?

Millions of individuals with disabilities and their families depend on a wide variety of public benefits for income, health care and food and housing assistance. Eligibility for these public benefits (SSI, SNAP, Medicaid) require meeting a means or resource test that limits eligibility to individuals to report more than \$2,000 in cash savings, retirement funds and other items of significant value. To remain eligible for these public benefits, an individual must remain poor. For the first time in public policy, the ABLE Act recognizes the extra and significant costs of living with a disability. These include costs, related to raising a child with significant disabilities or a working age adult with disabilities, for accessible housing and transportation, personal assistance services, assistive technology and health care not covered by insurance, Medicaid or Medicare.

For the first time, eligible individuals and families will be allowed to establish ABLE savings accounts that will not affect their eligibility for SSI, Medicaid and other public benefits. The legislation explains further that an ABLE account will, with private savings, “secure funding for disability-related expenses on behalf of designated beneficiaries with disabilities that will supplement, but not supplant, benefits provided through private insurance, Medicaid, SSI, the beneficiary’s employment and other sources.”

#### 3. Am I eligible for an ABLE account?

Passage of legislation is a result of a series of compromises. The final version of the ABLE Act limits eligibility to individuals with significant disabilities with an age of onset of disability before turning 26 years of age. If you meet this criteria and are also receiving benefits already under SSI and/or SSDI, you are automatically eligible to establish an ABLE account. If you are not a recipient of SSI and/or SSDI, but still meet the age of onset disability requirement, you would still be eligible to open an ABLE account if you meet SSI criteria regarding significant functional limitations. The regulations to be written in 2015 by the Treasury Department will have to explain further the standard of proof and required medical documentation. You need not be under the age of 26 to be eligible for an ABLE account. You could be over the age of 26, but must have the documentation of disability that indicates age of onset before the age of 26.

#### **4. Are there limits to how much money can be put in an ABLE account?**

The total annual contributions by all participating individuals, including family and friends, is \$14,000. The amount will be adjusted annually for inflation. Under current tax law, \$14,000 is the maximum amount that individuals can make as a gift to someone else and not pay taxes (gift tax exclusion). The total limit over time that could be made to an ABLE account will be subject to the individual state and their limit for education-related 529 savings accounts. Many states have set this limit at more than \$300,000 per plan. However, for individuals with disabilities who are recipients of SSI and Medicaid, the ABLE Act sets some further limitations. The first \$100,000 in ABLE accounts would be exempted from the SSI \$2,000 individual resource limit. If and when an ABLE account exceeds \$100,000, the beneficiary would be suspended from eligibility for SSI benefits and no longer receive that monthly income. However, the beneficiary would continue to be eligible for Medicaid. States would be able to recoup some expenses through Medicaid upon the death of the beneficiary.

#### **5. Which expenses are allowed by ABLE accounts?**

A “qualified disability expense” means any expense related to the designated beneficiary as a result of living a life with disabilities. These include education, housing, transportation, employment training and support, assistive technology, personal support services, health care expenses, financial management and administrative services and other expenses which will be further described in regulations to be developed in 2015 by the Treasury Department.

#### **6. Where do I go to open an ABLE account?**

Each state is responsible for establishing and operating an ABLE program. If a state should choose not to establish its own program, the state may choose to contract with another state to still offer its eligible individuals with significant disabilities the opportunity to open an ABLE account.

After President Obama signs the ABLE Act, the Secretary of the Department of Treasury will begin to develop regulations that will guide the states in terms of a) the information required to be presented to open an ABLE account; b) the documentation needed to meet the requirements of ABLE account eligibility for a person with a disability; and c) the definition details of “qualified disability expenses” and the documentation that will be needed for tax reporting.

No accounts can be established until the regulations are finalized following a public comment period on proposed rules for program implementation. States will begin to accept applications to establish ABLE accounts before the end of 2015.

#### **7. Can I have more than one ABLE account?**

No. The ABLE Act limits the opportunity to one ABLE account per eligible individual.

**8. Will states offer options to invest the savings contributed to an ABLE account?**

Like state 529 college savings plans, states are likely to offer qualified individuals and families multiple options to establish ABLE accounts with varied investment strategies. Each individual and family will need to project possible future needs and costs over time, and to assess their risk tolerance for possible future investment strategies to grow their savings. Account contributors or designated beneficiaries are limited, by the ABLE Act, to change the way their money is invested in the account up to two times per year.

**9. How many eligible individuals and families might benefit from establishing an ABLE account?**

There are 58 million individuals with disabilities in the United States. To meet the definition of significant disability required by the legislation to be eligible to establish an ABLE account, the conservative number would be approximately 10 percent of the larger group, or 5.8 million individuals and families. Further analysis is needed to understand more fully the size of this market and more about their needs for new savings and investment products.

**10. How is an ABLE account different than a special needs or pooled trust?**

An ABLE Account will provide more choice and control for the beneficiary and family. Cost of establishing an account will be considerably less than either a Special Needs Trust (SNT) or Pooled Income Trust. With an ABLE account, account owners will have the ability to control their funds and, if circumstances change, still have other options available to them. Determining which option is the most appropriate will depend upon individual circumstances. For many families, the ABLE account will be a significant and viable option in addition to, rather than instead of, a Trust program.

**Information shared from the National Disability Institute:** National Disability Institute (NDI) is a national nonprofit organization dedicated to building a better economic future for people with disabilities. Find more information at <http://www.realeconomicimpact.org/>.

## MicroBoards

A MicroBoard is one way to provide supports to an individual, with funding from agencies like Department of Intellectual and Developmental Disabilities (DIDD). A MicroBoard is an incorporated, not-for-profit organization that plans and provides services for individual. Information about MicroBoards is available from the Tennessee MicroBoards Association. <http://tnmicroboards.org/>

## 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. Studies indicate that the provision of on-going support services for people with severe disabilities significantly increases their rates for employment

retention. Supported employment encourages people to work within their communities and encourages work, social interaction, and integration.

Supported Employment services are not free. SSI, DIDD and private funds can be used to pay for this service.

### **Job Shadowing**

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

## Empowering Students To Be All They Can Be Begins in the Beginning

### Self-Determination

Self-Determination is “making your own decisions.” Students with disabilities need to learn how to make choices like any other students in the process of growing into adulthood. It is parents’ and educators’ responsibility to provide opportunities for children and young adults to learn to make choices. It’s never too early to start practicing self-determination skills. Most people learning by doing so it’s our responsibility to provide opportunities for our children to practice making their own decisions. Help your child make decisions by using these steps:

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

### The principles of Self-Determination:

- **Freedom** to plan a real life: A person, along with his/her chosen family and friends, plans supports rather than purchases a program.
- **Authority** to control resources, to purchase supports.
- **Support** to build a life in your community: Arrange 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.

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

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

The Arc Tennessee has worked with DIDD to bring more self-determination tools to Tennessee. Here is a link to some we have compiled many of these tools on our Secondary Transition webpage: <http://www.thearctn.org/Education.php>.

## Self-Advocacy

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. (VanReusen et al., 1994)

In the 1960s people with disabilities began taking an active role in planning their lives. You can learn more about the history of the self-advocacy movement here: <http://www.mnddc.org/parallels/seven/7menu.html>

Important outcomes of the self-advocacy movement include the recognition that people with disabilities are *people first*. Click here for more information about [People First Language](#).

## What Parents (and Young Adults) Need to Know About Self-Determination and Self-Advocacy

When children are young, their parents are their greatest advocates. Then kids grow up. At some point, whether we like it or not, someone else will make choices and speak for our child. Who should that be? Think about it. Who can best speak for you? It’s you! Why should it be any different for our children? Do not let your child’s disability stand in the way; even those with significant needs can communicate specific preferences or desires. The adult world will require our children to make decisions. They *must* become their own advocate.

Young adults will have all the rights and responsibilities afforded all adults, but will not automatically have self-determination and self-advocacy skills the day they turn 18, unless they have had opportunities to practice along the way.

One of the best ways to practice self-determination and self-advocacy skills is for students to become active participants and perhaps leaders in their own IEP meetings. Contact The Arc Tennessee for more information on Student-Directed IEPs.

*Modified from:* <http://texasprojectfirst.org/SelfAdvocacy.html>.

## Social and Emotional Issues

Young adults with disabilities face many challenges that may follow them into adulthood. Anxiety or other mental illnesses 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, vision, hearing, etc.

Finding the right doctor and counseling situation is key to success. A client will not tell the counselor anything that they have not heard before. The doctor or counselor cannot tell what is discussed in a counseling session or other appointment to anyone. Look to family, friends, school, and your family doctor for help finding a doctor or counselor. There are lots of websites where information about doctors can be found. One site to see how other patients have ranked or evaluated medical professionals is: <http://www.healthgrades.com/>.

## Getting a Driver's License in Tennessee

If you think you will have a vehicle available to you and you don't have your driver's license, you might consider taking a Driver's Education class either in school, or in your community. Taking a driver's education class will lower your car insurance rate. Tennessee's Graduated Driver License (GDL) Program is found at <http://www.tennessee.gov/safety/driverlicense/gdl.htm>.

### Steps:

- Go to the Driver's License office or web page and get the book that explains driving rules: <http://www.tennesseeanytime.org/dlpractice/>. Study and take the practice tests
- Study the driving rules, practice the tests online, and go to your local Driver Testing Center with necessary forms of identification at <http://www.tennessee.gov/safety/driverlicense/gdl.htm#docs>
- If you are **under the age of 18**, you will also need to 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:** Self-identify as a person with a disability and provide a doctor's letter to verify your disability and/or your needed

accommodations (*i.e. 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 aloud*).

**To inquire about driving modifications or assessment, you can:** Search for a CDRS (Certified Driving Rehab Specialist) at <http://www.driver-ed.org/custom/directory/membership.cfm> and request assessment and/or driving training.

**For more info:**

<http://www.tn.gov/revenue/forms/titlereg/f1310301Fill-in.pdf>

Adapted From: Barclay, J. & Cobb, J. (2001) *Full Life Ahead: A workbook and guide to adult life for students & families of students with disabilities*.

## 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. Here are useful tools shared by **Family Voices of Tennessee**. (<http://www.tndisability.org/tndisability/familyvoices>)

 <p><b>hrtw.org</b> <b>Health &amp; Wellness 101</b> <b>The Basics For Youth</b></p>	<p><b>Yes</b> I do this</p>	<p>I want to do this</p>	<p>I need to learn how</p>	<p>Someone else will have to do this - Who?</p>
1. I understand my health care needs, and disability and can explain my needs to others				
2. I can explain to others how our family's customs and beliefs might affect health care decisions				
3. I carry my health insurance card everyday				
4. I know my health and wellness baseline (pulse, respiration rate, elimination habits)				
5. I track my own appointments and prescription refills expiration dates				
5. I call for my own doctor appointments				
7. Before a doctor's appointment I prepare written questions to ask				
8. I know I have an option see my doctor by myself.				
9. I call in my own prescriptions				
10. I carry my important health information with me every day (i.e.: medical summary, including medical diagnosis, list of medications, allergy info., doctor's numbers, drug store number, etc.)				
11. I can fill out medical records and receipts at home				
12. I pay my co-pays for medical visits				
13. I co-sign the "permission for medical treatment" form or can direct others to do so				
14. I know when I need quick medical help				
15. I know what to do in case of a medical emergency				
16. I help monitor my medical equipment so it's in good working condition (daily and routine maintenance)				
17. My family and I have a plan so I can keep my healthcare insurance after I turn 18.				

 <p><b>hrtw.org</b> <b>Health &amp; Wellness 101: The Basics For Parents</b></p>	Yes my child can do this	I want my child to do this	I need to learn how to teach my child to do this	Someone else will have to do this for my youth. Who?
1. My child understands their health care needs, and disability and can explain needs to others				
2. My child can explain to others how our family’s customs and beliefs might affect health care decisions and medical treatments				
3. My child carries their health insurance card				
4. My child knows their health and wellness baseline (pulse, respiration rate, elimination habits)				
5. My child tracks appointments and prescription refills expiration dates				
6. My child call to make their own doctor appointments				
7. Before a doctor’s appointment my child prepares written questions to ask				
8. My child is prepared to see the Doctor by their self.				
9. My child orders their own prescriptions				
10. My child carries their important health information everyday (i.e.: list of medications, allergy info, etc.)				
11. My child helps file medical records and receipts at home				
12. My child pays co-pays for their medical visits				
13. My child co-signs the “permission for medical treatment form”				
14. My child knows their symptoms that need quick medical attention				
15. My child knows what to do if they have a medical emergency				
16. My child knows how to monitor medical equipment so it’s in good working condition (daily and routine maintenance)				
17. My child and I have a plan to continue healthcare insurance after they turn 18.				

## 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.

# RESOURCES

Leadership training is important adults with disabilities and their families. Tennessee Council on Developmental Disabilities offers an 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](mailto: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 Resources

### The Arc Tennessee

<http://thearctn.org/> Education resources: <http://www.thearctn.org/Education.php>

Disability related resources: <http://www.thearctn.org/Education.php>

151 Athens Way, Suite 100, Nashville, Tennessee 37228

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

### Center for Literacy, Education & Employment

<http://clee.utk.edu/>

600 Henley Street, Suite 312

Knoxville, TN 37996

V/TDD: (865)974-4109 Fax: 865-974-3857

### Centers for Independent Living

<http://www.ilru.org/projects/cil-net/cil-center-and-association-directory-results/TN>

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/TSAC

<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 Rights Tennessee

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

Suite 825, 2 International Plaza, Nashville, TN 37217

Phone: (615)298-1080, or (800)342-1660. Fax: (615)298-2046. TTD/TTY: (888)852-2852.

### Family Voices of Tennessee

<http://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.tn.gov/collegepays/mon\\_college/hope\\_scholar.htm](http://www.tn.gov/collegepays/mon_college/hope_scholar.htm)

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

Phone: (615)741-1346, or 800)342-1663

### Next Step program at Vanderbilt University

<http://vkc.mc.vanderbilt.edu/vkc/nextsteps>

PMB 40, 230 Appleton Place, Nashville, TN 37203-5721

Phone: (615)343-0822

**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. TTY: (423)639-8802. Fax: (423) 636-8217

**TennCare**

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

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

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

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

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

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

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

**Foreign Language Phone Lines**

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

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

**TENNderCARE**

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

**Tennessee Career Centers**

Tennessee Department of Labor and Workforce Development

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

220 French Landing Drive, Nashville, Tennessee 37243-0655

Phone: (615)741-1031

**Tennessee Career Information Delivery System**

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

Phone: (866)843-0706

Online career supercenter

**Tennessee Council on Developmental Disabilities**

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

Parkway Towers, 404 James Robertson Pkwy., Suite 130, Nashville, TN 37243

Phone: 615.532.6615 Fax 615.532.6964 Email [tnddc@tn.gov](mailto:tnddc@tn.gov)

**Tennessee Department of Education**

6<sup>th</sup> 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/>

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

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

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

**Tennessee Division of Intellectual Disabilities Services**

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

15th Floor Andrew Jackson Building, 500 Deaderick Street, Nashville, TN 37243

Phone: (800)535-9725, or (615)532-6530. Fax: 615-532-9940

TTY: (615)253-7714 or (866)249-0711

Regional Offices: [http://www.tn.gov/dids/regional\\_offices/locations.html](http://www.tn.gov/dids/regional_offices/locations.html)

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

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

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

**Tennessee 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 Microboards Association**

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

Phone: (615)594-5899

**Tennessee Secondary Transition Department**

Tennessee Division of Special Education

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

[http://www.tennessee.gov/education/speced/secondary\\_trans.shtml](http://www.tennessee.gov/education/speced/secondary_trans.shtml)

[http://www.state.tn.us/education/speced/secondary\\_trans.shtml](http://www.state.tn.us/education/speced/secondary_trans.shtml)

East Tennessee Regional Resource Center, 2763 Island Home Blvd. Knoxville, 37920

Phone: (865) 594-5691. Fax: (865) 594-8909

**Tennessee State Board of Education**

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

9<sup>th</sup> 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](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](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](http://www.ed.gov/ocr)

Washington, D.C. 20202-1100

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

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

[www.ed.gov/ocr/docs/howto.html](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.

Online handbook: [http://www.ssa.gov/OP\\_Home/handbook/ssa-hbk.htm](http://www.ssa.gov/OP_Home/handbook/ssa-hbk.htm)

### **US Department of Labor, Office of Disability Employment Policy**

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

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

1. Transition Tech Manual - <http://www.aea11.k12.ia.us/pareduc/TechManual.pdf>
2. Postsecondary Innovative Transition Technology (POST-IT) - [www.postitt.org](http://www.postitt.org) This has activities for parents, students and teachers
3. 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](http://www.ncset.org/teleconferences/transcripts/2005_10.asp)
4. National Secondary Transition Technical Assistance Center (NSTTAC) - <http://www.nsttac.org/>;  
 NSTTAC Listserv Notes e-mail - [nsttacnotes@nsttac.org](mailto:nsttacnotes@nsttac.org)

5. National Alliance for Secondary Education and Transition (NASSET) - <http://www.nasetalliance.org/>
6. Council for Exceptional Children's Division on Career Development and Transition (DCDT) - <http://www.dcdt.org/>
7. Transition Coalition - <http://transitioncoalition.org/>
8. Transition Coalition Family links - <http://www.transitioncoalition.org/cgiwrap/tcacs/new/resources/websites/index.php?page=family>
6. National Longitudinal Transition Study-2 - <http://www.nlts2.org>
7. Zarrow Center for Learning Enrichment - <http://education.ou.edu/zarrow/?rd=1>
8. Beach Center on Families and Disability - <http://www.beachcenter.org/>
9. The Pacer Center - <http://www.pacer.org/>
10. Technical Assistance on Transition and the Rehabilitation Act (TATRA) - <http://www.pacer.org/tatra/index.asp>
11. Mums, National Parent-to-Parent Network - <http://www.netnet.net/mums/>
12. LD Online - <ldonline.org>
13. People First Language from Disability is Natural's Kathie Snow - <http://disabilityisnatural.com/peoplefirstlanguage.htm>
14. National Information Center for Children and Youth with Disabilities - [www.nichcy.org/](http://www.nichcy.org/)
15. American Association of People with Disabilities - <http://www.aapd-dc.org/>
16. The Ragged Edge online magazine - <http://www.ragged-edge-mag.com/>
17. TASH - <http://www.tash.org/>
18. Operation Respect - <http://www.dontlaugh.org/>
19. Council on Quality and Leadership – [www.thecouncil.org](http://www.thecouncil.org)
20. Transition Solutions - [http://www.transitionsolutions.org/services/interagency\\_teams.asp](http://www.transitionsolutions.org/services/interagency_teams.asp)
21. Beyond the Limits: An Autism Resource Connection - <http://www.autismresourceconnection.com/transition.aspx>
22. Project TEAMS - <http://www.projectteams.org/transition.php>
23. Disability Scoop - <http://www.disabilityscoop.com/>

#### Information From Other States

1. South Dakota Department of Education, transition assessments - [www.tsdp.org](http://www.tsdp.org)
2. South Dakota Transition Tackle Box - <http://www.tsdp.org/Tacklebox.htm>
3. Montana Department of Education Secondary Transition Resources - <http://www.opi.mt.gov/SpecED/trans2.html>
4. Minnesota Governor's Council on Developmental Disabilities' Parallels in Time I and II (disability history) - <http://www.mnddc.org/parallels/index.html>
5. Pennsylvania Training and Technical Assistance Network, Secondary Transition - <http://www.pattan.k12.pa.us/teachlead/SecondaryTransition.aspx>

6. 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](http://education.state.mn.us/mde/Learning_Support/Special_Education/Birth_to_Age_21_Programs_Services/Secondary_Transition/index.html)
7. Michigan Transition Resources - <http://www.cenmi.org/tspmi/>
8. Massachusetts Secondary Transition - <http://www.doe.mass.edu/sped/links/transition.html>
9. Oregon Transition Toolbox - <http://www.doe.mass.edu/sped/links/transition.html>
10. School-To-Work Outreach Project (STWOP) - <http://ici.umn.edu/schooltowork/>
11. Transindex - <http://www.ed.uiuc.edu/SPED/tri/transindex.html>
12. Portland Research and Training Center - <http://rtc.pdx.edu/>
13. South Dakota QuickBook of Transition Assessment  
[www.tsip.org/docs/QuickbookIEPChecklistFinal091407.pdf](http://www.tsip.org/docs/QuickbookIEPChecklistFinal091407.pdf)
14. Idaho Resources for Transition Assessment – [http://elc.idahotc.com/ST\\_Resources.aspx](http://elc.idahotc.com/ST_Resources.aspx)

### Assistive Technology

1. Quality Indicators for Assistive Technology – [http://natri.uky.edu/assoc\\_projects/qiat/](http://natri.uky.edu/assoc_projects/qiat/)
2. Industry Profile on Education Technology – <http://t2rerc.buffalo.edu/pubs/ip/index.htm>
3. USA Tech Guide - <http://www.usatechguide.org/techguide.php>
4. ABLEDATA. - <http://www.abledata.com/>
5. Closing the Gap - <http://www.closingthegap.com/>
6. Education, Transition, and the Role of Assistive Technology -  
<http://www.atk.ku.edu/transitions/transman.pdf>

### Inclusion

1. Circle of Inclusion - <http://www.circleofinclusion.org/>
2. Institute for Community Inclusion - <http://www.communityinclusion.org/>
3. Cornell Youth and Society Program - <http://youthinsociety.human.cornell.edu/>
4. Inclusion Network - <http://www.inclusion.org/>
5. Inclusion Press - <http://www.inclusion.com/>
6. Inclusion Daily Express email news - [www.inclusiondaily.com/](http://www.inclusiondaily.com/)
7. National Institute for Urban School Improvement Listserv available-  
<http://www.inclusiveschools.org/index.htm>

### Post-Secondary Education

1. National Center for Research in Vocational Education - <http://vocserve.berkeley.edu/>
2. National Research Center for Career and Technical Education - <http://www.nccte.org/>
3. Transition to Adult Living: A Guide for Secondary Education -  
<http://www.calstat.org/transitionGuide.html>

4. Association for Career and Technical Education - [http://www.acteonline.org/career\\_tech/index.cfm](http://www.acteonline.org/career_tech/index.cfm)
5. Postsecondary Connection - <http://www.postseconnect.org/make-connection>
6. The Access for Access to Computing Careers  
[http://www.washington.edu/accesscomputing/team\\_app.html](http://www.washington.edu/accesscomputing/team_app.html)
7. Autism Society Award and Scholarship  
[http://www.autismsociety.org/site/PageServer?pagename=asa\\_awards](http://www.autismsociety.org/site/PageServer?pagename=asa_awards)
8. Scholarships for Students of Parents With Disabilities  
<http://lookingglass.org/scholarships/index.php>
9. Proyecto Vision: Scholarship Opportunities for Latinos with Disabilities  
<http://www.proyectovision.net/english/opportunities/scholarships.html>

### Evaluation/Assessment

1. Career Planning Assessment Guide - [www.ncwd-youth.info/resources\\_&Publications/assessment.html](http://www.ncwd-youth.info/resources_&Publications/assessment.html)
2. What is Your Learning Style? - [www.ldpride.net/learning-style-test.html](http://www.ldpride.net/learning-style-test.html)
3. DVC Learning Styles Survey - [http://www.metamath.com/multiple\\_choice\\_questions.html](http://www.metamath.com/multiple_choice_questions.html)
4. What is Your Personality Style? - [www.platinumrule.com/assessment.asp](http://www.platinumrule.com/assessment.asp)
5. Work Interest Quiz - <http://www.myfuture.com>
6. Holland personality types survey - <http://www.ncsu.edu/careerkey/>
7. Career Game - <http://www.careergame.com>
8. Optimistic Outcomes - <http://www.optimisticoutcomes.com/>. They have a listserv as well.
9. Life Skills Assessment - [www.caseylifeskills.org](http://www.caseylifeskills.org)
10. Jim Martin's Transition Assessment Timeline - [http://transitioncoalition.org/transition/file.php?path=files/docs/Transition\\_Assessment\\_Timeline1214236686.doc](http://transitioncoalition.org/transition/file.php?path=files/docs/Transition_Assessment_Timeline1214236686.doc)
11. Personal Data Wizard - [www.hrop.org/wizard/test](http://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
12. Informal student checklists/interviews - <http://www.stlcc.cc.mo.us/fv/moahead/index.html>
13. Transition Planning Inventory - <http://www.proedinc.com/Custom/productView.aspx?ID=875>
14. Enderle Severson Transition Rating Scales - <http://www.estr.net/index.cfm>
15. Choose and Take Action: Finding the Right Job for You assessment (it's a CD video careers selection) - <http://store.cambiumlearning.com>
16. Jane Winstead's Transition page - <http://home.centurytel.net/Janeshomepage/>
17. Career Planning Assessment Guide - [www.ncwd-youth.info/resources\\_&Publications/assessment.html](http://www.ncwd-youth.info/resources_&Publications/assessment.html)

### Self-Determination/Self-Advocacy

1. An Educational Journey from Self Discovery to Advocacy - <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/SpecialEdJourney03.pdf>
2. My First Resume - [www.careerkids.com](http://www.careerkids.com)
3. My Future Career Toolbox - [http://www.myfuture.com/t2\\_ctoolbox.html3](http://www.myfuture.com/t2_ctoolbox.html3)
4. National Consortium on Leadership and Disability for Youth - [www.nclad-youth.info](http://www.nclad-youth.info)
5. University of North Carolina at Chapel Hill Center for Development and Learning (CDL)
6. Project STIR (Steps Toward Independence and Responsibility) - [www.self-advocate.org](http://www.self-advocate.org)
7. Assertiveness - <http://www.alaskachd.org/toolkit/content/Lessons/3/IsIsNot.pdf>
8. Kids as Self Advocates - <http://www.fvkasa.org/>
9. AIR Self-Determination Scale - [www.ou.edu/zarrow/sdetermination.html](http://www.ou.edu/zarrow/sdetermination.html)
10. Student-Directed Transition Planning - <http://education.ou.edu/zarrow/?p=37&z=7>
11. Whose Future is it Anyway? - <http://education.ou.edu/zarrow/?p=45&z=52>
12. Self-Determination Assessments - <http://education.ou.edu/zarrow/?p=38>
13. The Department of Justice's web-site for youth - <http://oijdp.ncjrs.org/tools/student.html>
14. The Guide to Future Planning - [http://www.peatc.org/NEXT\\_STEPS/Intro/brief.htm](http://www.peatc.org/NEXT_STEPS/Intro/brief.htm)
15. Self-determination Synthesis Project - <http://www.uncc.edu/sdsp/home.asp>
16. Self-Determination Links - [http://web.uccs.edu/education/special/self\\_determination/sdlinks.html](http://web.uccs.edu/education/special/self_determination/sdlinks.html)
17. National Center on Secondary Education and Transition project - [www.youthhood.org](http://www.youthhood.org)
18. Self-Directed IEPs - [http://www.glenncoe.org/\\_programs/\\_special\\_education/documents/SelfDirected\\_IEP.pdf](http://www.glenncoe.org/_programs/_special_education/documents/SelfDirected_IEP.pdf)
19. Self-Directed IEP programs - <http://store.cambiumlearning.com/InitialSearchResults.aspx?searchtype=Basic&sorttype=Basic&Query=self-directed&criteria=0000&site=sw>
20. The Association for Driver Rehabilitation Specialists - <http://www.driver-ed.org/i4a/pages/index.cfm?pageid=112>
21. A Person Centered Planning Facilitator's Manual - <http://rtc.umn.edu/docs/pcpmanual1.pdf>
22. The Learning Community for Person Centered Practices - <http://www.learningcommunity.us/home.html>
23. OCR: Preparing for Postsecondary Education: Know Your Rights and Responsibilities - <http://www.ed.gov/about/offices/list/ocr/transition.html>
24. My Plan - <http://www.thedesk.info/myplan/>
25. EPE Research Center - <http://www.edweek.org/rc/index.html>
26. Center for Self-Determination - <http://www.centerforself-determination.com/>
27. Getting Organized: Self-Advocacy Online - <http://selfadvocacyonline.org/index.asp>
28. Ready, Set, Go: Guide to Becoming Independent [http://www.nhfv.org/files/Ready\\_Set\\_Go.pdf](http://www.nhfv.org/files/Ready_Set_Go.pdf)
29. Youth Lead, Youth Conference - <http://www.youthleadyouthcongress.org/>
30. GPS LifePlan - <http://www.gpslifeplan.org/century/>
31. Think, Plan, Do - <http://www.dds.ca.gov/ConsumerCorner/ThinkPlanDo.cfm>

## Community Involvement

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

## Work

1. National Youth Employment Coalition - <http://www.nyec.org/>
2. My Future Career Toolbox - [http://www.myfuture.com/t2\\_ctoolbox.html](http://www.myfuture.com/t2_ctoolbox.html)
3. Work Incentives Transition Network - <http://www.vcu.edu/rrtcweb/witn/ssi.htm>
4. Work Support - <http://www.worksupport.com/>
5. Job Accommodation Network - <http://www.jan.wvu.edu>
6. Bridges from School to Work - <http://www.marriottfoundation.org/bridges/default.mi>
7. TransCen - <http://www.transcen.org/>
8. Job Accommodation Network (SOAR) - <http://www.jan.wvu.edu/>
9. Youth Employment Selection (YES) - <http://www.yesjobsearch.com/index.cfm>
10. Project C<sup>3</sup> Connecting Youth to Communities and Careers - [www.c3online.org](http://www.c3online.org)
11. Institute for Work and the Economy - <http://www.workandeconomy.org>
12. National Collaborative on Workforce and Disability for Youth (NCWD/Youth) - <http://www.ncwd-youth.info/>
13. APSE - <http://www.apse.org/>
14. Supported Employment – Evidence-based Practices <http://mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/employment/>
15. OSEP - The Why, When, What, and How of Disclosure <http://www.dol.gov/odep/pubs/fact/wwwwh.htm>

## Healthcare

1. Healthy and Ready to Work (HRTW) National Resource Center - <http://www.hrtw.org/>
2. Youth and Alcohol and Drug Issues (SAMHSA) - <http://ncadi.samhsa.gov/features/youth/>
3. Kids Health - <http://kidshealth.org/>

4. Health Resource Center - <http://www.heath.gwu.edu/>. Parents' Guide to Transition, [http://www.heath.gwu.edu/index.php?option=com\\_content&task=view&id=1093&Itemid=56](http://www.heath.gwu.edu/index.php?option=com_content&task=view&id=1093&Itemid=56)

### Legal

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



## Suggested Readings and References

Gajewski, Roberta & Panzer, Sylvia. (1994). *Life After High School: More than Just a Job*. [Brochure]. Indiana: Indiana Division of Aging and Rehabilitative Services and Crossroads Rehabilitation Center.

Grossman, Paul David. "Employment discrimination law for the learning disabled community." *Learning Disability Quarterly*. Fall, 1992. Vol. 15, No. 4.

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.

Reiff, Henry B. & deFur, Sharon. "Transition for youths with learning disabilities: a focus on developing independence." *Learning Disability Quarterly*. Fall, 1992. Vol. 15.

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 .



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

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

**For more information on Secondary Transition, contact:**

Pat Edmiston (901) 604-7327 or [pedmiston@thearctn.org](mailto:pedmiston@thearctn.org)

Loria Hubbard Richardson (615) 215-2065 or [lrichardson@thearctn.org](mailto:lrichardson@thearctn.org)

Treva Maitland (731) 414-3521 or [tmaitland@thearctn.org](mailto:tmaitland@thearctn.org)

---

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.*