

PARENTS OF HIGH SCHOOL STUDENTS CAN:

1. Continue to participate in the transition planning process.
2. Help student know their specific disability and know what accommodations are necessary for success.
3. Help student advocate for themselves and take responsibility for needed accommodations.
4. Encourage student to actively participate in their ARD meeting.
5. Help student become more independent i.e. acquiring a driving license.
6. Invite agency professionals to annual ARD meetings.
7. Encourage your student to participate in vocational programs offered at the school.
8. Help student gain a realistic assessment of potential for college and vocational school.
9. Participate with your child in planning for enrollment in training programs or college.
10. If job placement has not already occurred, make sure that some sort of adult service program (i.e. Department of Assistive and Rehabilitative Services) is clearly in place before graduation.
11. Learn about financial aide and prepare to fill out the Free Application for Federal Student Aid (FAFSA) if student will be attending college or vocational training.

Social Security Administration
www.ssa.gov/applyfordisability/
1-866-495-0089

**Texas Workforce Solutions/
Vocational Rehabilitation**
www.twc.state.tx.us
Jacksonville—903-586-7890
Lufkin—936-630-3940

**Texas Department of Aging
and Disability Services**
www.dads.state.tx.us
*Services and case management for
individuals with intellectual and
developmental disabilities*
Cherokee County—903-586-0237
Angelina County—936-639-1141

**Department of State
Health Services**
*Children with special health care
needs*
www.dshs.state.tx.us
Call 211 for information



**Cherokee County Shared
Services Arrangement**

203 East 7th Street
Rusk, Texas 75785

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Fax: 903-683-2104
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Transition Planning

**Bridging the gap
between school and
community
involvement for
students with
disabilities**



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What Parents Can Do

The goal of transition planning is to enable persons with disabilities to achieve maximum productivity, independence and integration into the community, including:

- **A place to live**
- **A place to work**
- **Meaningful activities**
- **Opportunities for recreation and socialization**
- **Access to medical and other support services in the community**

Parents are an important link in this transition from school to adult life.



PARENTS OF ELEMENTARY-AGED STUDENTS CAN:

1. Become aware of your child's eventual need to enter the world of work. Speak positively about working and supporting oneself.
2. Point out workers to your child when you go out in the community. Encourage your child to think about what job she or he might like.
3. Give your child specific responsibilities around the house.
4. Give your child a small allowance and help them begin saving.
5. Emphasize physical fitness and appropriate use of free time.
6. Encourage your child to dress and groom appropriately.
7. Learn about services available to individuals with disabilities in your community.

PARENTS OF MIDDLE SCHOOL- AGED STUDENTS CAN:

1. Continue to discuss the importance and benefits of working and earning wages.
2. Continue to work with your child on appearance, health maintenance and physical fitness.
3. Teach your child to budget money and use banking facilities by providing an allowance and setting up a savings plan.
4. Get your child involved in community-based leisure activities.
5. Find work or volunteer opportunities outside the home for your child to do after school, on weekends or during vacations.
6. If appropriate, meet with service providers to sort out access to options.