



***BIG BEND TRANSITION  
SPECTRUM OF SERVICES AND  
GUIDE FOR STUDENTS WITH  
DISABILITIES***

*Updated May, 2011*

Special thanks to the members of the Big Bend Transition Council serving Leon, Wakulla, and Gadsden counties. The Council worked collaboratively during the 2004/05 school year into the summer to create a working draft for use by agencies, educators, families, and other service providers which was piloted during the 2005/06 school year. This Spectrum and Guide has been updated each year, and will continue to be updated each year to ensure the accuracy of the information included. To obtain a copy of this document call 850-487-7160 for Leon County, 850-926-0065 for Wakulla County, and 850-627-9651 or 850-875-3207 for Gadsden County.



## Introduction to Big Bend Transition Spectrum of Services and Guide

Transitions are a part of life. We transition from pre-kindergarten to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary. This document describes transition services for students with disabilities ages 11-22 where the planning process has a specific focus on postsecondary options. Some services may be available to students under the age of 11, and a column has been added for Beyond Age 22. You can find specific age requirements for services in the guide.

Transition is the movement of a student from school to post-school activities in training, education, employment and independent living. Transition for students with disabilities is the process of getting ready to move from school to adult life. The process occurs over a period of several years and involves planning, goal-setting, instruction, services, and activities designed to make that move successful.

Transition Services are a coordinated set of activities that help students with disabilities successfully move from school to post-school activities. Transition services:

- Start with the future in mind
- Are based upon the student's goals and plans for life after high school
- Move the student from school to the real world
- Take student's likes, interests, abilities and needs into account

Transition is an exciting and challenging time for young adults and their families. Successful transition results from students, families, educators, community, and agency partners working closely together throughout the process. This on-going process has many steps and a logical order. Attached is the Big Bend Transition Spectrum of Services (Spectrum) and the Guide for the Big Bend Transition Spectrum of Services (Guide) including a listing of acronyms and websites. The Spectrum and Guide are the products of the Big Bend Transition Council. This interagency council serves Exceptional Student Education (ESE) students in Leon, Wakulla, and Gadsden Counties. The Council meets monthly to collaborate and address identified objectives in its action plan to make transition an easier process for our students and families.

The Spectrum is a chart showing transition services from age 11 to 22 for students enrolled in ESE. The Guide gives further information about the items in the Spectrum and covers all exceptional student related services. However, it is important to note that all students may not be eligible for all services. The goal is to provide information to all transition stakeholders in order to have a seamless transition process for students in our school systems who are working toward a standard or special diploma.

The Spectrum is arranged by age. The chart is designed to show the full range of services for a specific age, and when the pages are laid side by side, they show the full range of services that a student may be eligible to receive—a spectrum. Please note that items are repeated as appropriate for each age. The number in each box on the Spectrum corresponds to the numbered descriptions in the Guide.

The Guide provides detailed information and contact sources for each of the entries on the Spectrum. The purpose is to enable the reader to understand the transition resources available, and to take an active role in meeting the young adults' needs in transition. **Please note that when "parent" is designated in the Spectrum or Guide, this also refers to guardians or surrogates.**

We would appreciate your ideas and suggestions. A Feedback Form is provided for this purpose on the back page. Feel free to use and/or copy any of these products, but please give reference to the Big Bend Transition Council.

The following is to be accessed as appropriate for each student

<b>Age 11 &amp; 12</b>	<b>Age 13</b>
1- Agency for Persons with Disabilities (APD)	1- Agency for Persons with Disabilities (APD)
2- Special Olympics	2- Special Olympics
3- Challenger Sports Program	3- Challenger Sports Program
4- SportsAbility	4- SportsAbility
5- Transition Individual Educational Plan (TIEP)	5- Transition Individual Educational Plan (TIEP)
6- Self-determination Training	6- Self-determination Training
7- Access Text Enhancement Resources	7- Access Text Enhancement Resources
8- Mental Health Services	8- Mental Health Services
9- Assistive Technology	9- Assistive Technology
10-Supplemental Security Income (SSI)	10-Supplemental Security Income (SSI)
11-Children’s Medical Services (CMS)	11-Children’s Medical Services (CMS)
12-Brain & Spinal Cord Injury Program (BSCIP)	12-Brain & Spinal Cord Injury Program (BSCIP)
13-Center for Autism and Related Disabilities	13-Center for Autism and Related Disabilities
14-Florida Outreach Project for Deaf/Blind	14-Florida Outreach Project for Deaf/Blind
15-Epilepsy Association of the Big Bend	15-Epilepsy Association of the Big Bend
16-Interpreters for the Deaf/Hearing Impaired	16-Interpreters for the Deaf/Hearing Impaired
	17-NA
	18-Career Readiness and Preparation
	19-FL Commission for Transportation Disadvantaged
	20-Transportation and Mobility Training
	21-Volunteer Centers, Natl. Service Opportunities
	22-Florida Learn and Serve

The following is to be accessed as appropriate for each student

<b>Age 14</b>	<b>Age 15</b>
1- Agency for Persons with Disabilities (APD)	1- Agency for Persons with Disabilities (APD)
2- Special Olympics	2- Special Olympics
3- Challenger Sports Program	3- Challenger Sports Program
4- SportsAbility	4- SportsAbility
5- Transition Individual Educational Plan (TIEP)	5- Transition Individual Educational Plan (TIEP)
6- Self-determination Training	6- Self-determination Training
7- Access Text Enhancement Resources	7- Access Text Enhancement Resources
8- Mental Health Services	8- Mental Health Services
9- Assistive Technology	9- Assistive Technology
10-Supplemental Security Income (SSI)	10-Supplemental Security Income (SSI)
11-Children’s Medical Services (CMS)	11-Children’s Medical Services (CMS)
12-Brain & Spinal Cord Injury Program (BSCIP)	12-Brain & Spinal Cord Injury Program (BSCIP)
13-Center for Autism and Related Disabilities	13-Center for Autism and Related Disabilities
14-Florida Outreach Project for Deaf/Blind	14-Florida Outreach Project for Deaf/Blind
15-Epilepsy Association of the Big Bend	15-Epilepsy Association of the Big Bend
16-Interpreters for the Deaf/Hearing Impaired	16-Interpreters for the Deaf/Hearing Impaired
17-NA	17-NA
18-Career Readiness and Preparation	18-Career Readiness and Preparation
19-FL Commission for Transportation Disadvantaged	19-FL Commission for Transportation Disadvantaged
20-Transportation and Mobility Training	20-Transportation and Mobility Training
21-Volunteer Centers, Natl. Service Opportunities	21-Volunteer Centers, Natl. Service Opportunities
22-Florida Learn and Serve	22-Florida Learn and Serve
23-Diploma Options	23-Diploma Options
24-Ability 1 <sup>st</sup>	24-Ability 1 <sup>st</sup>
25-Scholarship Opportunities	25-Scholarship Opportunities
26-Division of Blind Services	26-Division of Blind Services
27-Workforce Plus	27-Workforce Plus
	28-Cooperative Vocational Education
	29-Youth Leadership Forum
	30-Natl. Alliance, Secondary Education &Transition

The following is to be accessed as appropriate for each student

Age 16	Age 17
1- Agency for Persons with Disabilities (APD)	1- Agency for Persons with Disabilities (APD)
2- Special Olympics	2- Special Olympics
3- Challenger Sports Program	3- Challenger Sports Program
4- SportsAbility	4- SportsAbility
5- Transition Individual Educational Plan (TIEP)	5- Transition Individual Educational Plan (TIEP)
6- Self-determination Training	6- Self-determination Training
7- Access Text Enhancement Resources	7- Access Text Enhancement Resources
8- Mental Health Services	8- Mental Health Services
9- Assistive Technology	9- Assistive Technology
10-Supplemental Security Income (SSI)	10-Supplemental Security Income (SSI)
11-Children’s Medical Services (CMS)	11-Children’s Medical Services (CMS)
12-Brain & Spinal Cord Injury Program (BSCIP)	12-Brain & Spinal Cord Injury Program (BSCIP)
13-Center for Autism and Related Disabilities	13-Center for Autism and Related Disabilities
14-Florida Outreach Project for Deaf/Blind	14-Florida Outreach Project for Deaf/Blind
15-Epilepsy Association of the Big Bend	15-Epilepsy Association of the Big Bend
16-Interpreters for the Deaf/Hearing Impaired	16-Interpreters for the Deaf/Hearing Impaired
17-Workshop for Adult Vocational Enrichment	17-Workshop for Adult Vocational Enrichment
18-Career Readiness and Preparation	18-Career Readiness and Preparation
19-FL Commission for Transportation Disadvantaged	19-FL Commission for Transportation Disadvantaged
20-Transportation and Mobility Training	20-Transportation and Mobility Training
21-Volunteer Centers, Natl. Service Opportunities	21-Volunteer Centers, Natl. Service Opportunities
22-Florida Learn and Serve	22-Florida Learn and Serve
23-Diploma Options	23-Diploma Options
24-Ability 1 <sup>st</sup>	24-Ability 1 <sup>st</sup>
25-Scholarship Opportunities	25-Scholarship Opportunities
26-Division of Blind Services	26-Division of Blind Services
27-Workforce Plus	27-Workforce Plus
28-Cooperative Vocational Education	28-Cooperative Vocational Education
29-Youth Leadership Forum	29-Youth Leadership Forum
30-Natl. Alliance, Secondary Education & Transition	30-Natl. Alliance, Secondary Education & Transition
31-Work Incentives Planning and Assistance Program	31-Work Incentives Planning and Assistance Program
32-Student Peer Advocates	32-Student Peer Advocates
33-Dual Enrollment, TCC or Lively	33-Dual Enrollment, TCC or Lively
34-Division of Vocational Rehabilitation (VR)	34-Division of Vocational Rehabilitation (VR)
35-Job Corps	35-Job Corps
36-AmeriCorps	36-AmeriCorps
	37-Goodwill Industries of the Big Bend
	38-Tallahassee Community College, Lively Tech
	39-Transfer of Rights – Age of Majority
	40-APD, Supported Living and Employment
	41-Colleges & Universities
	42-Adult and Community Education (ACE)

The following is to be accessed as appropriate for each student

<b>Age 18</b>	<b>Age 19</b>
1- Agency for Persons with Disabilities (APD)	1- Agency for Persons with Disabilities (APD)
2- Special Olympics	2- Special Olympics
3- Challenger Sports Program	3- Challenger Sports Program
4- SportsAbility	4- SportsAbility
5- Transition Individual Educational Plan (TIEP)	5- Transition Individual Educational Plan (TIEP)
6- Self-determination Training	6- Self-determination Training
7- Access Text Enhancement Resources	7- Access Text Enhancement Resources
8- Mental Health Services	8- Mental Health Services
9- Assistive Technology	9- Assistive Technology
10-Supplemental Security Income (SSI)	10-Supplemental Security Income (SSI)
11-Children’s Medical Services (CMS)	11-Children’s Medical Services (CMS)
12-Brain & Spinal Cord Injury Program (BSCIP)	12-Brain & Spinal Cord Injury Program (BSCIP)
13-Center for Autism and Related Disabilities	13-Center for Autism and Related Disabilities
14-Florida Outreach Project for Deaf/Blind	14-Florida Outreach Project for Deaf/Blind
15-Epilepsy Association of the Big Bend	15-Epilepsy Association of the Big Bend
16-Interpreters for the Deaf/Hearing Impaired	16-Interpreters for the Deaf/Hearing Impaired
17-Workshop for Adult Vocational Enrichment	17-Workshop for Adult Vocational Enrichment
18-Career Readiness and Preparation	18-Career Readiness and Preparation
19-FL Commission for Transportation Disadvantaged	19-FL Commission for Transportation Disadvantaged
20-Transportation and Mobility Training	20-Transportation and Mobility Training
21-Volunteer Centers, Natl. Service Opportunities	21-Volunteer Centers, Natl. Service Opportunities
22-Florida Learn and Serve	22-Florida Learn and Serve
23-Diploma Options	23-Diploma Options
24-Ability 1 <sup>st</sup>	24-Ability 1 <sup>st</sup>
25-Scholarship Opportunities	25-Scholarship Opportunities
26-Division of Blind Services	26-Division of Blind Services
27-Workforce Plus	27-Workforce Plus
28-Cooperative Vocational Education	28-Cooperative Vocational Education
29-Youth Leadership Forum	29-Youth Leadership Forum
30-Natl. Alliance, Secondary Education & Transition	30-Natl. Alliance, Secondary Education & Transition
31-Work Incentives Planning and Assistance Program	31-Work Incentives Planning and Assistance Program
32-Student Peer Advocates	32-Student Peer Advocates
33-Dual Enrollment, TCC or Lively	33-Dual Enrollment, TCC or Lively
34-Division of Vocational Rehabilitation (VR)	34-Division of Vocational Rehabilitation (VR)
35-Job Corps	35-Job Corps
36-AmeriCorps	36-AmeriCorps
37-Goodwill Industries of the Big Bend	37-Goodwill Industries of the Big Bend
38-Tallahassee Community College, Lively Tech	38-Tallahassee Community College, Lively Tech
39-Transfer of Rights – Age of Majority	39-NA
40-APD, Supported Living and Employment	40-APD, Supported Living and Employment
41-Colleges & universities	41-Colleges & Universities
42-Adult and Community Education (ACE)	42-Adult and Community Education (ACE)
43-Medicaid	43-Medicaid
44-Need for Decision Making Assistance	44- Need for Decision Making Assistance
45-Advance Directives in Health Care	45-Advance Directives in Health Care
46-AKTION Club	46-AKTION Club
47-Alternate Programs for 18-21 Year Old Students	47-Alternate Programs for 18-21 Year Old Students
48-United Cerebral Palsy (UCP)	48-United Cerebral Palsy (UCP)

The following is to be accessed as appropriate for each student

<b>Age 20, 21, 22</b>	<b>Beyond Age 22</b>
1- Agency for Persons with Disabilities (APD)	1- Agency for Persons with Disabilities (APD)
2- Special Olympics	2- Special Olympics
3- Challenger Sports Program	3- Challenger Sports Program
4- SportsAbility	4- SportsAbility
5- Transition Individual Educational Plan (TIEP)	5- NA
6- Self-determination Training	6- Self-determination Training
7- Access Text Enhancement Resources	7- Access Text Enhancement Resources
8- Mental Health Services	8- Mental Health Services
9- Assistive Technology	9- Assistive Technology
10-Supplemental Security Income (SSI)	10-Supplemental Security Income (SSI)
11-Children’s Medical Services (CMS)	11-NA
12-Brain & Spinal Cord Injury Program (BSCIP)	12-Brain & Spinal Cord Injury Program (BSCIP)
13-Center for Autism and Related Disabilities	13-Center for Autism and Related Disabilities
14-Florida Outreach Project for Deaf/Blind	14-Florida Outreach Project for Deaf/Blind
15-Epilepsy Association of the Big Bend	15-Epilepsy Association of the Big Bend
16-Interpreters for the Deaf/Hearing Impaired	16-Interpreters for the Deaf/Hearing Impaired
17-Workshop for Adult Vocational Enrichment	17-Workshop for Adult Vocational Enrichment
18-Career Readiness and Preparation	18-NA
19-FL Commission for Transportation Disadvantaged	19-FL Commission for Transportation Disadvantaged
20-Transportation and Mobility Training	20-Transportation and Mobility Training
21-NA	21-NA
22-Florida Learn and Serve	22-NA
23-Diploma Options	23-NA
24-Ability 1 <sup>st</sup>	24-Ability 1 <sup>st</sup>
25-Scholarship Opportunities	25-Scholarship Opportunities
26-Division of Blind Services	26-Division of Blind Services
27-Workforce Plus	27-Workforce Plus
28-Cooperative Vocational Education	28-NA
29-NA	29-NA
30-Natl. Alliance, Secondary Education &Transition	30-Natl. Alliance, Secondary Education &Transition
31-Work Incentives Planning and Assistance Program	31-Work Incentives Planning and Assistance Program
32-Student Peer Advocates	32-Student Peer Advocates
33-Dual Enrollment, TCC or Lively	33-NA
34-Division of Vocational Rehabilitation (VR)	34-Division of Vocational Rehabilitation (VR)
35-Job Corps	35-Job Corps
36-AmeriCorps	36-AmeriCorps
37-Goodwill Industries of the Big Bend	37-Goodwill Industries of the Big Bend
38-Tallahassee Community College, Lively Tech	38-Tallahassee Community College, Lively Tech
39-NA	39-NA
40-APD, Supported Living and Employment	40-APD, Supported Living and Employment
41-Colleges & Universities	41-Colleges & Universities
42-Adult and Community Education (ACE)	42-Adult and Community Education (ACE)
43-NA	43-NA
44- Need for Decision Making Assistance	44- Need for Decision Making Assistance
45-Advance Directives in Health Care	45-Advance Directives in Health Care
46-AKTION Club	46-AKTION Club
47-Alternate Programs for 18-21 Year Old Students	47-NA
48-United Cerebral Palsy (UCP)	48-United Cerebral Palsy (UCP)
49-Leon Advocacy And Resource Center (LARC)	49- Leon Advocacy And Resource Center (LARC)



## Guide for the Big Bend Transition Spectrum of Services

The numbered items below provide details to the spectrum of services. To find the information on specific services listed on the spectrum, match the numbers. Note - When 'parent' is designated it also denotes guardians and surrogates.

### 1-Agency for Persons with Disabilities (APD)

- Provides services to individuals with developmental disabilities as defined in Florida Statutes, Chapter 393. This includes Cerebral Palsy, Autism, Spina Bifida, Mental Retardation and Prader-Willi syndrome.
- To be eligible for services, the individual must be a resident of the State of Florida; be at least three years of age, and have a diagnosis of Cerebral Palsy, Autism, Spina Bifida, Mental Retardation or Prader-Willi syndrome. The disability must have manifested prior to the age of 18.
- If the individual is between 3-5 years of age, s/he may be found eligible under a category called "high risk". The child will not be placed on the waiting list until the disability is confirmed and documented. Upon receipt of this documentation the parent/guardian should submit the information to their APD support coordinator promptly.
- Parents can apply when a child is age 3 years and older and should apply early because there is a waiting list. Parents can complete the Application for Services form available online at <http://www.apd.myflorida.com/customers/application.htm> and forward it to the APD Area Office at 2639 North Monroe Street, Building B, Suite 100, Tallahassee, Florida 32399-2949; or, call (850) 488-6500 or 1.866.APD.CARES. For additional information see the APD website at: <<http://apd.myflorida.com>.>
- When completing the APD application specify that you are requesting Home and Community Based Waiver Services. The waiver can furnish support coordination, support planning, individual and family support/IFS services (helps individuals on the waiting list, typically through a one-time needs service); and services designed to assist individuals with developmental disabilities to live in their communities.
- APD also assists in providing specialized services managed by a support coordinator including, but not limited to, supported employment, supported living, and residential treatment.
- To get information about wait list status, you must contact your APD Support Coordinator in the APD Area Office.
- If your child is on the APD waiting list and is a danger to him/herself and others; is homeless; or, the caregiver is unable to give care, please contact the APD Support Coordinator (488-6500) for crisis consideration for waiver enrollment.
- It is important, even when you are on the waiting list, to contact your APD Support Coordinator if there are changes in your address or phone number(s).
- The APD referral process and referral form are included in the back of this guide.

### 2-Special Olympics

Provides year round sports training and athletic competition programs for persons with intellectual disabilities, ages 8 and up. Go to [www.sofl-leon.org](http://www.sofl-leon.org) for more information

- Contact school or district Special Olympics designee(s) for information: Leon 850.251.0121, Wakulla 850.926.0065, Gadsden 850.875.3207.
- Include this activity in the transition portion of the IEP under Independent Living.

### 3-Challenger Sports Program

Provides girls and boys with disabilities the opportunity to participate in a structured athletic program, regardless of their physical or intellectual abilities

- Participation may begin at age 5.
- Local programs are available in soccer, baseball, and swimming.
- Call 850.668.9428 for information, or go to website [www.challengersports.com/](http://www.challengersports.com/).

**4-SportsAbility** is the premier event of the Florida Disabled Outdoors Association (FDOA). This multi-day event is about enhancing the lives of people with disabilities. See website at [www.fdoa.org/](http://www.fdoa.org/) or contact FDOA at 850-201-2944 or send email to [info@fdoa.org](mailto:info@fdoa.org).

- Provides first hand access to resources.
- Demonstrates activities designed to encourage participation regardless of age or ability level.

- Teaches value of recreation and active leisure for everyone, especially those with disabilities.
- Provides opportunity for people to network with other people with disabilities, resource providers and community organizations.
- Miracle Sports are programs organized to provide an opportunity for children and adults with mental or physical challenges to play sports. The games are played on a rubberized surface field at Messer Park.

#### **5-Transition Individual Educational Plan (TIEP) requirements, best practices and resources- Information:**

- An Individual Educational Plan (IEP) is a written plan that describes the individual learning needs of a student with disabilities and the ESE services, supports, aids and accommodations and modifications that will be provided to that student.
- TIEP is the term used to describe the IEP developed for students age 14 and older. The TIEP helps prepare students for life after school.
- Beginning in 8<sup>th</sup> grade, each student must create an electronic Personal Education Planner (ePEP) that maps out coursework for high school. This is accessed through [www.facts.org](http://www.facts.org). Students can explore careers on CHOICES at the same website before completing the ePEP.

#### **IDEA 2004 Requirements:**

- Parents and students need to attend the IEP conferences and share the student's strengths and interests.
- The TIEP must include the student's Course of Study and Measurable Postsecondary Goals based on Age Appropriate Transition Assessment. These are to be updated each year.
- Measurable Postsecondary Goals are in the areas of Education or Training, Employment, and Independent Living (as needed).
- For students who graduate or "age out," school districts shall provide the student with a summary of academic and functional performance and recommendations to assist the student in meeting postsecondary goals.
- Parents or adult students sign the Consent for Exchange of Information so agency representatives can be involved in the students' lives to provide services.
- Transition IEP Meeting Attendance permission form must be signed by parent or adult student for each IEP meeting before agency representatives can be invited to attend.
- Students must be involved in their educational decisions and actively participate in or lead their IEPs starting at age 14. If they are not in attendance, written input on their strengths, preferences and interests must be included.
- See separate sections on **Self-Determination** and **Transfer of Rights/Age of Majority**.

#### **Best Practices:**

- The IEP team needs to discuss transition issues before age 14 and encourage students to participate in the process.
- Parents and teachers encourage the student to participate in activities in and outside of the school such as sports, clubs, music, art, and community activities.
- District ESE staff share transition information with parents who utilize alternate schooling options: home school, charter school, McKay Scholarship, and the juvenile justice system.
- A transition portfolio is a collection of records that document a student's preferences, interests, strengths, and needs in the areas of career, leisure, living, and community options.
- Information from the transition portfolio needs to be utilized for transition assessment purposes during the IEP conference to document student interest in the above areas.
- Provide training and information to families in self-determination and TIEP process.

#### **Resources:**

- Obtain a free copy of the *Transition Planning for Students with Disabilities-A Guide for Families 2010* from the Department of Education (DOE) Clearinghouse Information Center at 850.245.0477 or go online at: [www.fldoe.org/ease/clerhome.asp](http://www.fldoe.org/ease/clerhome.asp) .
- Obtain a free copy of *Planning Ahead* from the Florida Developmental Disabilities Council by calling 850.488.4180.
- Obtain a free copy of *Transition-The Passage from Youth to Adulthood* from The Advocacy Center for Persons with Disabilities, 1.800.342.0823, [www.advocacycenter.org](http://www.advocacycenter.org) .

- Florida Diagnostic and Learning Resources System (FDLRS) provides support to students with exceptionalities, their families, and school districts, [www.paec.org/fdlrsweb/](http://www.paec.org/fdlrsweb/) . Counties included in the FDLRS/Miccosukee service area are: Gadsden, Jefferson, Leon, Taylor, and Wakulla. 850.487.2630, <http://www.fdlrs.leon.k12.fl.us>
- Obtain a list of parent support groups by calling the FDLRS parent specialist at 850.487.2630.
- Obtain information on Family Care Councils through the Agency for Persons with Disabilities, 850.488.6500 or on their web site, [www.fccflorida.org/](http://www.fccflorida.org/) .
- Obtain a parent information packet from FDLRS entitled, *Roadmap to Parent Information and Resources*. Call 850.487.2630 and specify the age of the child.
- Contact Project 10: Transition Education Network at the University of South Florida, St. Petersburg, to obtain information on resources, publications, and conferences for students, parents, teachers, and agencies. [www.project10.info](http://www.project10.info) or 1.727.873.4661.
- **FYI Transition** is an interactive website through the Florida Center for Inclusive Communities at USF that provides information for students, families and transition professionals on the transition process from high school to adulthood, <http://www.fyitransition.org/>.

## 6-Self-determination training

- Self-determination training provides instruction on taking control and making decisions about one's own life. It helps students make their own choices, set their own goals, manage their own lives, and participate in decision making. This must be discussed beginning at age 14.
- Teachers provide direct instruction to students in available curriculums elementary through adults, (i.e. *Standing Up for Me, Dare to Dream, and Dare to Dream for Adults*). These are available from the Clearinghouse Information Center mentioned in TIEP section.

## 7-Access text enhancement resources

### Resources available:

- RFB & D (Recordings for the Blind and Dyslexic), Learning through Listening, is a national non-profit organization that accommodates documented print-disabled students with audio books and specialized equipment that allows them to have equal access to the printed word; serves students throughout their educational careers, from kindergarten through college. Contact by phone, 850.383.0840, or web site, [www.rfbd.org](http://www.rfbd.org).
- Accessible Book Collection is a non-profit corporation who provides high interest/low reading level digital text to qualified persons with disabilities; there is a nominal annual subscription; contact on the web, [www.accessiblebookcollection.org](http://www.accessiblebookcollection.org).
- Bookshare.org increases access to books for the community of visually impaired and otherwise print disabled individuals; there is a nominal fee; contact [www.bookshare.org](http://www.bookshare.org).

## 8-Mental Health Services

- If the student experiences severe mental, emotional, behavioral, social and/or academic difficulties in school, home and community environments, the following organizations can be contacted for information:
  - Camelot (all counties) at 850.561.8060;
  - Community Intervention Center (CIC), (Leon County only)-850.222.3508;
  - Children's Home Society (CHS), (all counties)-850.921.0772;
  - For additional assistance call the Severely Emotionally Disturbed Network (SEDNET) for our area in Liberty County at 850.643.2275 x233;
  - Apalachee Center, Inc. provides community support, outpatient, and inpatient services at 850.523.3333;
  - NAMI (National Alliance on Mental Illness) has launched a website, <http://www.strengthofus.org> , to serve as a community where young adults living with mental health concerns can connect with peers, share stories, etc.
- **When a client reaches the age of 18**, you must choose and utilize an **Adult Mental Health Provider** and **Targeted Case Manager (TCM)**; contact information is 850.487.3932.

### **9-Assistive Technology (AT) as part of the IEP for each eligible student**

- Assistive technology is any item, piece of equipment or product system that improves functional capabilities of individuals.
- Begins during Pre-K and is utilized through high school, as necessary; prior to graduation, the IEP team must develop a plan in the student's transition IEP to transfer the technology or facilitate the acquisition of new equipment.
- The referral process varies between districts, but if a solution to a student need cannot be obtained at the school level, the referral goes to the district's Local Assistive Technology Specialist (LATS). The LATS Team reviews the referral, gathers information and shares their recommendation with the IEP team. It is recommended that the parent stay in contact with the school's referral coordinator or their child's ESE teacher to check on the status of the referral.
- Invite AT providers to participate in IEP meetings.
- The Florida Alliance for Assistive Services and Technology (FAAST) strives to enhance the quality of life for those who use AT. It promotes awareness, access and advocacy. Call 1.888.788.9216 or 850.487.3278 or visit the website, <http://www.faast.org>.
- The Assistive Technology Educational Network (ATEN) is another available resource. It can be reached at 850.487.2630.

### **10-Supplemental Security Income (SSI)**

A program through the Federal government that is administered by the Social Security Administration:

- Can provide monetary assistance to an individual with a disability (including children under the age of 18) who meet specific criteria;
- In cases where there is a deceased or retired parent, or a parent with a disability, additional benefits may be available to the family;
- Visit [www.ssa.gov/](http://www.ssa.gov/) or contact the local office at 850.942.8978, 2002 Old St. Augustine Rd., Building 12, Tallahassee, FL 32301, for more information.
- The 2009 Social Security Redbook is available through the website and serves as a general reference source about SSDI and SSI for educators, advocates, rehab professionals and counselors. It is available in English and Spanish at <http://www.ssa.gov/redbook/>.

### **11-Children's Medical Services (CMS)**

Children's Medical Services is part of the Department of Health, and serves children from birth to 21 who have a chronic physical, developmental, emotional, or behavioral condition, and need specialized medical care.

- Care Coordinators are available to aid enrollees with transition related activities, including assistance in becoming more independent with medical and health needs, communication with other agencies, and participation in IEP transition meetings to explain the impact of diagnosis and medical consideration.
- For eligibility requirements and information on services offered visit the CMS website at [www.cms-kids.com](http://www.cms-kids.com) or call the Regional Office at 850.487.2604 (includes Leon, Gadsden and Wakulla Counties) ;
- Transition Workbooks and health care educational materials are on the CMS website in English and Spanish. On the website click on Kids & Teens to link to many resources.

### **12-Brain & Spinal Cord Injury Program (BSCIP), Florida Department of Health**

- Students with a traumatic brain or spinal cord injury need to be referred to this program by the hospital, physician, social agencies, family, or the injured individual when the injury occurs.
- Department of Health's contact number for central registry is 1.800.342.0778 and for regional information is 866.875.5660. To view the website, go to [www.myflorida.com](http://www.myflorida.com) and use the key words brain or spinal cord. By law, every physician or representative of a public or private health or social agency is required to report injuries to the registry within five days of their occurrence).

### **13-Center for Autism and Related Disabilities (CARD)**

Students with a diagnosed or suspected Autism Spectrum Disorder, who are deaf-blind, or who have a visual or hearing disability with one other disability, need to be referred to this program.

- Provides assistance to individuals with autism and related disabilities and their support teams.
- Provides community education training to the public regarding the needs of people on the autism spectrum.

- Contact 850.644.4367 or <http://autism.fsu.edu>.

#### **14-Florida Outreach Project for Children and Young Adults who are Deaf-Blind**

- Provides technical assistance in coordination with CARD.
- Contact information: toll free phone, 800.667.4052; TTY, 352.846.2759

#### **15-Epilepsy Association of the Big Bend** serving Leon, Gadsden, Wakulla, Franklin, Jefferson, Madison, Taylor, Calhoun, Holmes, Jackson, Liberty, Washington, Bay and Gulf counties

- Assists with case management needs.
- Provides free Epilepsy Awareness education presentations.
- Provides free bicycle helmets as part of their head injury prevention program
- Contact 850.222.1777 or [epilepsyassoc@embarqmail.com](mailto:epilepsyassoc@embarqmail.com) or visit website [www.epilepsyassoc.org](http://www.epilepsyassoc.org)

#### **16-Interpreters for the Deaf and Hearing Impaired**

- For services of school age students call: Leon County – 850.487.7160, Wakulla County- 850.926.0065 and Gadsden County – 850-627-9651 x239 or x245.
- For adults contact Ability 1<sup>st</sup> (see information in Guide)

#### **17-WAVE** (Workshop for Adult Vocational Enrichment, Inc.)

- Provides social activities, a performing chorus and a Life Skills Training program for teens and adults with developmental disabilities. The minimum age for participation is 16.
- Services enable each individual to be an integral part of the community. Programs focus on the development of friendships and relationships which allow individuals to have a rich and full social life.
- Contact 850.412.9279 or [wavefriends@hotmail.com](mailto:wavefriends@hotmail.com) or visit <http://www.waveonline.org>

#### **18-Career Readiness and Preparation** including **Career Assessment**

Career readiness and preparation begins in the form of career clusters in middle school, then job shadowing, mentoring, and short term non-paid training experiences in high school for students working toward a special diploma.

- Career experiences include investigating a student’s interests, strengths, and needs in relation to the environments found in various career clusters. Students are introduced to a variety of work settings to help them make decisions about future career directions or occupations.
- Career assessment tools help determine individual training objectives for a student. There are a variety of assessment tools available through the Department of Education, Project 10, Workforce Plus, and other agencies involved in transition services. Three of the most commonly used assessments are:
  1. Curriculum Based Vocational Assessment (CBVA) forms document the students’ performance on an actual work site. It is a process for determining the career interests, strengths and needs of students over time and across work environments.
  2. Choices is a counseling tool developed by the Department of Education (DOE) and used as a resource for students and parents to help plan for secondary and postsecondary experiences. Information can be found on DOE website [www.fldoe.org](http://www.fldoe.org).
  3. [www.facts.org](http://www.facts.org) is a website for high school students to utilize in planning their education. The students can create an electronic Personal Education Planner (ePEP) that includes major areas of interest and a graduation plan. Teachers can receive training on line for use in their classroom. This is free and requires registration.
- Career Center at FSU provides career information, 850.644.6431 or [www.career.fsu.edu/](http://www.career.fsu.edu/)

#### **19-Florida Commission for the Transportation Disadvantaged**

The Legislature has defined transportation disadvantaged as “those persons, who because of physical or mental disability, income status, or age, are unable to transport themselves or to purchase transportation and are, therefore, dependent upon others to obtain access to health care, employment, education, shopping, social activities, or other life-sustaining activities, or children who are disabled or high-risk.” The commission administers a toll free number, 800-983-2435, to assist persons who:

- Want to find out where to go for transportation assistance.
- Want answers to questions about the Transportation Disadvantaged Program.
- Want to work out problems with transportation service.



## 20-Transportation and Mobility Training begins with agency support.

- This is a component of Community Based Instruction (CBI) in the middle and high schools.
- A mobility assessment and plan is a component of the IEP.
- Ability 1<sup>st</sup> is a resource, 850.575.9621, [Bruceweaver@ability1st.info](mailto:Bruceweaver@ability1st.info).
- Further information on Ability 1<sup>st</sup> is available in this Guide.
- Leon County – Big Bend Transit - 850.574.6266, StarMetro - 850.891.5200
- Wakulla County – Wakulla County Transportation 850.926.7145
- Gadsden County – Big Bend Transit-850.627.9958

## 21-Volunteer centers and national service opportunities

- Volunteer community service projects provide vocational and service experiences.
- Go to [www.volunteerflorida.org](http://www.volunteerflorida.org) to access volunteer opportunities in all counties.
- Community service hours are needed for Bright Futures Scholarships; see school counselor for more information.

## 22-Florida Learn and Serve

Florida Learn and Serve is a federally funded program that awards grants to teachers, schools and school districts to engage youth in service learning. This program provides opportunities for students to engage in community service while attending school, kindergarten to college.

- Funding is available to establish a project to address a critical need in the community.
- Funding can be used for transition projects or pilots.
- Provides opportunities to practice employability skills.
- Information available at [www.fsu.edu/~flserve/](http://www.fsu.edu/~flserve/). See “Who Are We?”

## 23-Diploma Options

- Diploma options and curriculum must be discussed at the IEP meeting beginning at the student’s 8<sup>th</sup> grade year or the year the child turns 14, whichever comes first, and must be revisited each year.
- These options affect middle and high school curriculum.
- Teachers and parents may request the resources, *Diploma Decisions for Students with Disabilities- What Parents Need to Know*, [www.fldoe.org/ese/pdf/diploma.pdf](http://www.fldoe.org/ese/pdf/diploma.pdf), and *High School Diploma Options for Students with Disabilities: Getting the Right Fit*, [www.fldoe.org/ese/pdf/hs\\_options\\_ese.pdf](http://www.fldoe.org/ese/pdf/hs_options_ese.pdf), from the DOE Clearinghouse Information Center at 245.0477 or online at [www.fldoe.org/ese/clerhome.asp](http://www.fldoe.org/ese/clerhome.asp). These provide detailed information on diploma options.

### Diploma options include:

- Standard diploma is for students on the general curriculum with some allowable accommodations. Must pass the FCAT, End of Semester assessments, earn required credits, have a designated GPA.
- Standard diploma with the FCAT and/or End of Semester assessments waiver is a possibility for students unable to pass these tests. There are specific requirements, including a meeting at the school.
- Special Diploma, Plan 1, is for students on the Sunshine State Standards Access Points
- Special Diploma, Plan 2, is for students on community and employment competencies

## 24-Ability 1<sup>st</sup>

- A non-profit organization governed and managed by citizens with disabilities, working to empower persons with disabilities to live independently and to participate actively in the community.
- Provides independent living skills training, information and referral, peer support, advocacy, and deaf services.
- Sign language classes are offered, call 850.575.9621 to register.
- The **High School/High Tech** program gives students exposure to high tech careers through mentoring, career and leadership development activities, field trips and paid summer internships in high tech businesses.
- Contact information is 850.575.9621x107, [www.ability1st.info](http://www.ability1st.info) or [carriemilhou@ability1st.info](mailto:carriemilhou@ability1st.info).
- Support groups for adults living with a mental illness, Children and Adults with Attention Deficit/Hyperactive Disorder (**CHADD**), and adults with ADD/ADHD meet on different days of the week

each month. These are facilitated support groups and are free. Please call 850.575.9621 for further information.

## **25-Scholarship opportunities**

- Scholarship money for college or career training (See school guidance counselor for specific information)
- **Keys to Exceptional Youth Success (KEYS)**, affiliated with the Foundation for LCS, and provides scholarships for students with disabilities earning standard or special diplomas who plan to pursue postsecondary education, vocational training or other educational opportunities. 850.487.7881.

## **26-Division of Blind Services**

The Division of Blind Services (DBS) is Florida's state agency responsible for ensuring that people of all ages who have visual impairments can live independently and achieve their goals. Visit <http://dbs.myflorida.com/transition/> for more information or call 1.800.672.7038. The various types of services that are sponsored or provided by DBS are:

- Children and Family Services
- School-to-Work Program
- Independent Living Services
- Vocational Rehabilitation Services
- Employment Services
- Business Enterprise Services
- Braille and Talking Book Library Services
- For transition specific services go to <http://dbs.myflorida.com/transition/transition-program.php>

## **27-Workforce Plus**

Workforce Plus sponsors year round youth programs in Gadsden, Leon and Wakulla counties. This program helps students overcome barriers so that they can successfully achieve their educational goals or find a job. To qualify the student must be low-income, have a barrier to education or employment, be a U.S. citizen, and if an 18 or older male, be registered for Selective Service.

- The In School Youth Program is for ages 14-18. It provides tutoring, guidance and counseling, adult mentoring, leadership training, and incentives to complete education.
- The Out of School Youth Program is for ages 19-21. It provides job readiness training, incentives to obtain and maintain employment, work experience activities, and career exploration.
- Students, teachers and parents can gain additional information from [www.wfplus.org](http://www.wfplus.org) or contact by phone at 850.922.0023 in Leon County; 850.926.0980 in Wakulla County, and 850.875.4040 in Gadsden County.
- Disability Program Navigator (DPN)-Facilitates the transition of youth with disabilities to enter and remain in the workforce through linking with community resources and employers, call 850.617.4547.
- Adult services are also available at the same locations.

## **28-Cooperative Career Education** programs (i.e. DCT, LITE, WEST, TOPPS)

In Cooperative Career Education programs students earn credits both in school and out-of-school by participating in job experiences. This includes classroom work participation in non-paid work based learning experience sites and paid employment.

- Communicate to students and families the availability of these programs.
- The program most appropriate for the student is discussed during the IEP meeting.
- Information on each program will be available from the ESE or career education teacher designated to teach the curriculum in each school.

## **29-Youth Leadership Forum** through **Able Trust**

- Forum is held annually in July and is designed to develop leadership skills.
- Appropriate for standard and special diploma students.
- Additional information available by contacting the Able Trust at 850.224-4493 or [www.abletrust.org](http://www.abletrust.org).

### **30-National Alliance for Secondary Education and Transition**

- Go to [www.nasetalliance.org](http://www.nasetalliance.org) for information about policies and practices in providing effective secondary education and transition services, such as schooling, career preparatory experiences, youth development and leadership, family involvement, and connecting activities.

### **31-Work Incentives Planning and Assistance Program (WIPA)**

- Formerly the Benefits Planning Assistance and Outreach Program (BPAO).
- Provides benefit options to students and families.
- A Work Incentive Coordinator will assist with understanding Work Incentives, Medicare and Medicaid health care coverage and other programs and issues to ensure more successful employment and financial outcomes; prior to calling know if you receive Supplemental Security Disability Income (SSDI) or Social Security Income (SSI).
- Parents and educators may contact a coordinator at the WIPA office located at the Independent Living Resource Center, 2709 Art Museum Dr., Jacksonville, FL 32207, 888.427.4313.
- Florida Benefits Information Resources Network (FBIRN) is a network of state agency staff who are trained to connect people to the right sources to learn about maintaining benefits and building assets as recipients of SSI or SSDI. Information can be found on <http://www.apd.myflorida.com/employment.htm>.

### **32-Student Peer Advocates** are made available to students through **Big Bend Transition Council**

- Peer advocates are persons of similar age group and interests who are assigned to both advocate and model self-determination skills for fellow students.
- Peer advocates can participate as partners during the IEPs
- Contact Alex Brown at 850.464.0098 for more information.

### **33-Dual enrollment** in Tallahassee Community College or Lively Technical Center

Student attends both high school and TCC or Lively to receive his/her education.

- Go to high school Guidance Office for more information and enrollment requirements.
- Apply at TCC or Lively.
- At TCC contact Disability Support Services (DSS) office for accommodations and testing for the College Placement Test (CPT), 850.201.8430.
- At Lively take Test of Adult Basic Education (TABE) through the guidance department, 850.487.7555.
- Accommodations are available as specified on the student's IEP for testing purposes.

### **34-Division of Vocational Rehabilitation (VR)** for help in career guidance, training, education and/or direct placement into employment

- VR should be invited to student's IEP meeting by the beginning of the junior year or at age 16 for those needing community based work experiences. VR Counselors should be invited two to three years prior to exit for those students staying in high school for more than four years (19-22 years of age).
- Any student with a disability should be provided information about VR services. Two brochures on transition are available at [www.rehabworks.org](http://www.rehabworks.org) to share with students, families and professionals.
- Call a VR transition counselor assigned to your area or visit our web site for more information. In Leon County call 850.245.3440, Wakulla 850.926.7125, and Gadsden 850.875.2949, website is [www.rehabworks.org](http://www.rehabworks.org)
- Anyone may make a referral. Mail or fax a completed referral to VR or call the local VR Office with referral information. An appointment will be made for an initial interview with a VR counselor.
- Bring any documentation that substantiates disability to the initial interview. Bring names, addresses, and phone numbers of any doctors or psychologists that you have seen to your initial interview.
- A VR counselor will determine your eligibility and help you to develop an Individualized Plan for Employment.
- The VR Individualized Plan for Employment should be approved before exiting high school.
- A copy of the referral process and form is included in the back of this guide.



### **35-Job Corps** as an educational alternative

- Job Corps is a no cost education and career training program administered by the U.S. Department of Labor that helps young people age 16-24 obtain their GED, a career trade, and learn needed skills to become self-sufficient.
- For more information, go to <http://jobcorps.doleta.gov> or call 1.800.733.5627 or 850.922.0023.
- In Gadsden County call 850.216.1511.

### **36-AmeriCorps** Programs

- **AmeriCorps** programs provide a direct service in local communities by providing mentoring opportunities, job training, career exploration, and networking opportunities.
- Students can shadow AmeriCorps members while in school or volunteer themselves.
- When students graduate from high school, they can become **AmeriCorps** members and receive a living allowance and an educational award.
- Contact at 850.921.5172, or [www.volunteerflorida.org/ameri-corps.html](http://www.volunteerflorida.org/ameri-corps.html)

**37-Goodwill Industries of the Big Bend, Inc.** - Career Training Services - Goodwill provides job placement services for individuals 16 and over. Goodwill works with individuals with disabilities, special needs, or barriers to employment. They assist individuals to become self sufficient and more marketable in the community, building their self-esteem. For Leon County call Placement Services at 850.576.7145x136 or go to their website at [www.goodwillbigbend.com](http://www.goodwillbigbend.com).

Services offered:

- GED Preparation
- Computer Lab (Basic Computer Skills)
- Office Skills Training
- Job Coaching
- Career Counseling
- Financial Literacy
- Transitional Work Experience
- Employability Skills Instruction
- Resume Writing, Job Applications Completion
- On-line Job Searching, Job Leads
- Interviewing Skills

### **38-Tallahassee Community College (TCC) and Lively Technical Center**

- Identify students interested in possibility of attending TCC or Lively.
- Invite TCC and/or Lively to IEP meetings and plan shadowing visitations.
- Tallahassee Community College offers two-year college associate degrees, certificate programs, and Continuing/Workforce Education programs in numerous fields. TCC has partnered with Barry University, Flagler College, and Embry-Riddle Aeronautical University to offer bachelor and graduate degrees.
- Contact TCC, Disability Support Services, 850.201.8430, TTY at 850.201.8429, [www.tcc.fl.edu](http://www.tcc.fl.edu).
- Lively Technical School offers competency-based education and job training geared to individual needs. The center promotes a learning environment which assists students in developing their full potential.
- Contact Lively at 850.487.7555, [www.livelytech.com](http://www.livelytech.com).

### **39-Transfer of Rights – Age of Majority**

- The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) and the final regulations implementing IDEA require that when a student with a disability reaches the age of majority (18) under state law, both the parent and the student must be notified of the transfer of Exceptional Student Education rights to the student. Additionally, at least one year prior to the student's eighteenth (18<sup>th</sup>) birthday (age 17), the IEP must include a statement that the student has been informed of the rights that will transfer to him or her upon reaching the age of majority.
- The school district is responsible for providing the notice of transfer of rights at age 18 unless they are notified of and provided a copy of any existing court order that prevents this transfer.

- In Florida, when a student with a disability reaches the age of 18 the following ESE rights transfer to the student (unless they have been determined incompetent): the right to examine records, the right to participate in meetings and to make educational and other decisions, the right to give consent, the right to obtain an independent evaluation, and the right to request mediation and/or a due process hearing.

**40-**If a client of **APD**, review plan to include **supported living and employment**

- Supported living provides assistance to adult consumers who require ongoing supports to live as independently as possible in their own homes, to be integrated into the community, and to participate in community life to the fullest extent possible.
- Supported employment services include assistance for the individual to obtain and maintain full or part time competitive employment in an integrated work setting.
- Meet with your support coordinator to learn about supported employment and supported living. Decide if you want and need these services.
- Ask your support coordinator about the Social Security Work Incentives developed by the Ticket to Work Legislation in 1999.
- These support services may be provided by a job coach or employment specialist.

**41-**For colleges and universities, have **documentation** in place to assure accommodations.

- Refer student to the office of Disability Support Services at their college or university.

**42- Adult and Community Education (ACE)** for continuing education and/or job training

- Call ACE office in your area to schedule an appointment to learn about their programs and services.
- Programs include continuing education (ACE, GED), and special programs for adults with disabilities
- Leon 850.922.5343, Wakulla 850.926.8111, Gadsden 850.875.8324

**43-**Inform students and parents of changes in **Medicaid** at age 18

- Medicaid is a government-sponsored health insurance program for low-income families, recipients of SSI, and the “medically needy”.
- If a student is receiving Social Security benefits, these benefits will change upon reaching the age of 18.
- If a student aged 18 or older is not receiving Social Security benefits, the student may apply for Supplemental Security Income (SSI) since only the individual’s income (and not the family income) will be considered for eligibility purposes.
- Even if the individual does not feel s/he needs SSI, it is critical to establish eligibility for Medicaid through the SSI application. This must be done prior to working in order to ensure that the person can maintain Medicaid for health insurance even when employed if necessary.
- See **Work Incentives Planning and Assistance Program** in this Guide for additional information.

**44-**Verify **Need for Decision Making Assistance** at IEP meeting at age 18

At the age of 18, every individual is considered to be a competent adult with all the rights and privileges of adult life. Even so, some individuals may continue to need decision making assistance. The following is a list of legal options that can be considered for this assistance:

- **Advance Directive:** A document that expresses a person’s desires concerning any aspect of his or her health care, or a written form directing an anatomical donation after death is considered as an advance or pre-need directive. See information on the next service for details on the three types of directives.
- **Client Advocate:** Section 393.0651, F. S. allows a person receiving services through the Agency for Persons with Disabilities (APD) to appoint (with the approval of the Support Planning Committee) a family member or friend to become officially recognized as a client advocate. The client advocate may assume a variety of roles depending on the needs and wishes of the individual. For example, a client advocate can assist the individual with reviewing and understanding information. Client advocates inform, prompt, advise, etc., but may not make decisions for their client.
- **Co-Signer on Bank Account:** This provides some degree of control over decision making in spending money by requiring more than one signature on the individual’s account.
- **Representative Payee:** An individual may be given authority by the Social Security Administration to receive and manage federal benefits for another person who is found unable to manage his or her own money.

- **Guardianship:** This involves a court determining what rights need to be delegated to another person.
  - a. **Guardian Advocate:** Section 393.12 F.S. defines this type of guardianship which does not require a legal finding of incapacity of the individual. It transfers the authority to attend to some, but not all of the rights necessary to care for the individual's person, property or estate.
  - b. **Emergency Temporary Guardianship** is an order by a court appointing a temporary guardian when there appears to be imminent danger to the person. This is only completed after a petition for incapacity has been filed. This type of guardianship expires if the court does not proceed with a permanent guardianship proceeding;
  - c. **Limited Guardianship** is an order by a court adjudicating the individual incapacitated in specific areas and appointing a guardian or co-guardians in some, but not all areas.
  - d. **Full (plenary) Guardianship** is an order by a court determining an individual incapacitated and appointing a guardian or co-guardians for all delegable legal rights and powers of a person. It removes all rights relating to both person and property.
- For detailed information on these options, obtain a free copy of *Planning Ahead* from the Florida Developmental Disabilities Council by calling 850.488.4180.
- Obtain resource brochure, *Protecting Rights Using Options Other than Guardianship and Limited Legal Information*, on line at <http://apd.myflorida.com/customers/legal/> or calling 850.488.6500
- For more information, contact a lawyer or Legal Aid Foundation of Tallahassee at 850.222.3004.

#### 45-Advance Directives in Health Care

- A document that details the individual's health care directives in the event he/she becomes unable to make this decision due to a life-threatening illness.
- There are 3 types of advance directives:
  - 1) Durable Power of Attorney-gives another person the legal authority to make decisions on specific matters for a person;
  - 2) Living Will-directs what kind of medical procedures a person wants if they have a terminal illness or is in a persistent vegetative state; and
  - 3) Health Care Surrogate-names another person to make medical decisions for a person if they are unable to make decisions for themselves.
- Must be legally competent when signing an advance directive
- Does not require a lawyer, only the signature of two witnesses
- Forms are available from hospitals or from Aging with Dignity at [www.fivewishes.org](http://www.fivewishes.org)
- Give completed forms to your doctor, family, the witnesses, your lawyer, and other involved persons

#### 46-AKTION Club is a volunteer community services organization sponsored by Kiwanis International

- Comprised of adults with disabilities (no age limit) doing community service for organizations, individuals and families.
- Helps adults with disabilities learn leadership and self advocacy skills, integration into society, and to serve their community.
- For more information contact 850.893.3903 or access the local site through the national web site, [www.aktionclub.org/aktion](http://www.aktionclub.org/aktion).

#### 47-Explore programs for 18-21 year old students who are over age and/or struggling as alternatives to high school.

- Talk with the ESE teachers, Program Specialist and the ESE Office in your school district to learn about special programs available for students with disabilities (i.e. Transition Program, Job Corps, ACE).
- Call the Wakulla Adult and Community Education Office at 850.926.1841 to learn about programs and services. Programs include several in continuing education, GED Preparation, and a special program called "Learning for Fun" for young adults with developmental disabilities.
- Wakulla, Gadsden and Leon offer Transition Programs for students who have graduated with a special diploma, are under age 22, and need additional help in finding employment. Contact the Exceptional Student Education office at the appropriate county.

#### 48-United Cerebral Palsy (UCP)

- Offers daily services for adults with severe disabilities at the Lifelinks Adult Community Centers, 850.385.0791

- For further information on services call 850.922.5630.
- National web site information is available at [www.ucp.org](http://www.ucp.org).

**49-Leon Advocacy and Resource Center (LARC)**

- Offers services and supports to persons with developmental and other disabilities
- For further information on services call 850.422.0355

## Transition and Agency Acronyms

<b>ACE</b>	Adult and Community Education
<b>ACS</b>	Apalachee Community Services
<b>ADA</b>	Americans with Disabilities Act
<b>ADD/ADHD</b>	Attention Deficient Disorder/Attention Deficient Hyperactive Disorder
<b>APD</b>	Agency for Persons with Disabilities
<b>ASD</b>	Autism Spectrum Disorder
<b>ASVAB</b>	Armed Services Vocational Aptitude Battery
<b>AT</b>	Assistive Technology
<b>ATEN</b>	Assistive Technology Educational Network
<b>BCE</b>	Business Cooperative Education
<b>BSCIP</b>	Brain and Spinal Cord Injury Program
<b>CARD</b>	Center for Autism and Related Disabilities
<b>CBI</b>	Community Based Instruction
<b>CBVA</b>	Community Based Vocational Assessment
<b>CC</b>	Community College
<b>CEC</b>	Council for Exceptional Students
<b>CHADD</b>	Children and Adults with Attention Deficient/Hyperactive Disorder
<b>CHS</b>	Children's Home Society
<b>CIC</b>	Community Intervention Center
<b>CIL</b>	Center for Independent Living
<b>CIS</b>	Community in Schools of Leon County
<b>CMS</b>	Children's Medical Services
<b>CP</b>	Cerebral Palsy
<b>CPT</b>	College Placement Test
<b>DBS</b>	Division of Blind Services
<b>DCF</b>	Department of Children and Families
<b>DCT</b>	Diversified Cooperative Training
<b>DD</b>	Developmentally Delayed or Developmental Disability
<b>DHH/HI</b>	Deaf, Hard of Hearing, Hearing Impaired
<b>DJJ</b>	Department of Juvenile Justice
<b>DMH</b>	Department of Mental Health
<b>DOE</b>	Department of Education
<b>DOH</b>	Department of Health
<b>DPN</b>	Disability Program Navigator
<b>DSI</b>	Dual Sensory Impaired
<b>VR</b>	Division of Vocational Rehabilitation
<b>EBD</b>	Emotional/Behavior Disabilities (formerly EH or SED)
<b>EH</b>	Emotionally Handicapped, now known as Emotional/Behavior Disabilities (EBD)
<b>EMH</b>	Educable Mentally Handicapped, now known as Intellectual Disabilities (InD)
<b>ePEP</b>	electronic Personal Education Planner
<b>ESE</b>	Exceptional Student Education
<b>ESY</b>	Extended School Year
<b>FAAST</b>	Florida Alliance for Assistive Services and Technology
<b>FAMU</b>	Florida Agricultural and Mechanical University
<b>FAPE</b>	Free and Appropriate Public Education
<b>FCAT</b>	Florida Comprehensive Assessment Test
<b>FDDC</b>	Florida Developmental Disabilities Council
<b>FDLRS</b>	Florida Diagnostic and Learning Resources System
<b>FDOA</b>	Florida Disabled Outdoors Association
<b>FETPIP</b>	Florida Education and Training Placement Information Program
<b>FIN</b>	Florida Inclusion Network
<b>FND</b>	Florida Network on Disabilities
<b>FSDB</b>	Florida School for the Deaf and Blind
<b>FSU</b>	Florida State University

<b>GED</b>	General Education Diploma
<b>GIBB</b>	Goodwill Industries of the Big Bend
<b>HI</b>	Hearing Impaired
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individual Education Plan
<b>InD</b>	Intellectual Disabilities (formerly EMH, TMH, PMH)
<b>IPE</b>	Individual Plan for Employment
<b>LTC</b>	Lively Technical Center
<b>LATS</b>	Local Assistive Technology Specialist
<b>LARC</b>	Leon Advocacy and Resource Center
<b>LCS</b>	Leon County Schools
<b>LD</b>	Learning Disability
<b>LEA</b>	Local Education Agency
<b>LI</b>	Language Impaired
<b>LITE</b>	Leon's Intensive Training for Employment
<b>LRE</b>	Least Restrictive Environment
<b>MH</b>	Mental Health
<b>MOCP</b>	Modified Occupational Completion Point
<b>NA</b>	Not Applicable
<b>OCP</b>	Occupational Completion Point
<b>OHI</b>	Other Health Impaired
<b>OI</b>	Orthopedically Impaired
<b>OJT</b>	On the Job Training
<b>OT</b>	Occupational Therapy or Therapist
<b>PASS</b>	Plan to Achieve Self-Sufficiency
<b>PASSD</b>	Performance Assessment System for Students with Disabilities
<b>PI</b>	Physically Impaired
<b>PIT</b>	Partners in Transition
<b>PMH</b>	Profoundly Mentally Handicapped, now known as Intellectual Disabilities (InD)
<b>PT</b>	Physical Therapy or Therapist
<b>SCE</b>	Supported Competitive Employment
<b>SE</b>	Supported Employment
<b>SED</b>	Severely Emotionally Disturbed, now known as Emotional/Behavior Disabilities (EBD)
<b>SI</b>	Speech Impaired
<b>SLD</b>	Specific Learning Disability
<b>SSDI</b>	Supplemental Security Disability Income
<b>SSI</b>	Social Security Income
<b>SSS</b>	Sunshine State Standards
<b>STW</b>	School to Work
<b>TABE</b>	Test for Adult Basic Education
<b>TAP</b>	Technical Assistance Paper
<b>TBI</b>	Traumatic Brain Injury
<b>TCC</b>	Tallahassee Community College
<b>TCM</b>	Targeted Case Manager
<b>TDD</b>	Telecommunications Device for the Deaf
<b>TIEP</b>	Transition Individual Educational Plan
<b>TOPPS</b>	Training Opportunities and Placement Program for Students
<b>TMH</b>	Trainable Mentally Handicapped, now known as Intellectual Disabilities (InD)
<b>UCP</b>	United Cerebral Palsy
<b>VI</b>	Visually Impaired
<b>VR</b>	Vocational Rehabilitation
<b>WAVE</b>	Workshop for Adult Vocational Enrichment
<b>WEST</b>	Wakulla Employability Skills Training
<b>WFD</b>	Workforce Development
<b>WIA</b>	Workforce Investment Act
<b>WIPA</b>	Work Incentives and Planning Assistance
<b>504</b>	Section 504 of the Vocational Rehabilitation Act

## **General Transition Resources Websites and Contact Information**

If you try one of these sites and it does not work, or if you have additional information, please let us know through the Feedback Form.

### **National**

Association on Higher Education and Disability (AHEAD).

<http://www.ahead.org>. (704) 947-7779.

Resources available on postsecondary access and disability services. Also has information on training and professional development.

Council for Exceptional Children (CEC)

<http://www.cec.sped.org>, Toll free – 866-915-5000

Information about special education research, publications, conferences, and professional development opportunities. Information about a variety of professional topics can be accessed from this site.

Council for Exceptional Children (CEC) Division on Career Development and Transition (DCDT)

<http://www.dcdt.org>

Information about career development and transition services, including publications and transition resources. Includes links to information about transition-related topics.

ERIC Clearinghouse on Disabilities and Gifted Education

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

Includes links to databases, research, and other on-line resources.

Family Support Center on Disabilities: Knowledge & Involvement Network (KIN)

[www.familysupportclearinghouse.org](http://www.familysupportclearinghouse.org)

Part of the Administration on Developmental Disabilities and offers centralized resource on a full range of information for individuals with disabilities and their families (not just about transition).

Family Network on Disabilities, Inc. (FND)

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

Network for individuals of all ages who may be at-risk, have disabilities, or have special needs, and their families, professionals, and concerned citizens.

FIA Guide for Travelers with Disabilities

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

The FIA Guide provides information for the disabled traveler on using parking permits, cards, etc., around the world.

National Dissemination Center for Children with Disabilities (NICHCY)

<http://www.NICHCY.org>, Toll free – 800-695-0285

Information about infants, toddlers, and youth with disabilities, federal legislation, and research-based effective educational practices.

National Alliance for Secondary Education and Transition (NASSET)

<http://www.nasetalliance.org/>, not toll free – 612-624-1143

Information about policies and practices in providing effective secondary education and transition services.

National Center on Secondary Education and Transition (NCSET), University of Minnesota

<http://www.ncset.org>, not toll free – 612-624-2097

Information about secondary education and transition for youth with disabilities. Includes links to Youthhood.org, a resource to help teens plan their futures.

National Collaborative on Workforce and Disability for Youth

<http://www.ncwd-youth.info/>

Information on assessments.

Healthy and Ready to Work

<http://www.HRTW.org>

Information for youth with special health care needs, chronic health conditions, and disabilities to assist them to transition to all aspects of adulthood. Includes checklists and other tools and information.

DisabilityInfo.gov

<http://www.DisabilityInfo.gov>

Federal government disability-related information organized around the topics of employment, education, housing, transportation, health, benefits, technology, community life, and civil rights.

National Collaborative on Workforce and Disability for Youth

<http://www.ncwd-youth.info/>, Toll free – 877-871-0744

Includes information about employment and youth with disabilities and other transition topics with links for young adults to resources and publications (e.g., High School-High Tech and other hot topics).

## **National Youth Sites**

Youthhood.org

<http://www.Youthhood.org>

Links for youth and links for adults designed to help young adults plan for life after high school.

Family Voices – Kids as Self-Advocates (KASA)

<http://www.FVKASA.org>, not toll free – 773-338-5541

A national network of youth with special needs – “by youth, for youth” – to develop leadership and provide transition information.

National Alliance for Secondary Education and Transition (NASSET)

<http://www.nasetalliance.org>, not toll free – 612-624-1143

Includes information about schooling, career preparatory experiences, and youth development and leadership.

Talking with Your Doctor and Other Healthcare Professionals

<http://hctransitions.ichp.ufl.edu/gladd/>

This site is geared towards helping youth feel more comfortable talking to their healthcare provider. It is based on the video, *Talking with Your Doctor*, which is included on the website.

## **Florida**

Clearinghouse on Disability Information

[www.dms.myflorida.com/gcd](http://www.dms.myflorida.com/gcd), 1- 877- 232- 4968, Local: 850- 922- 4103

Provides a wide range of information on ADA, Accessibility, Advocacy, and Assistive Technology

Family Network on Disabilities (FND)

<http://www.fndfl.org>

Toll free outside Pinellas County: 800-825-5736; Pinellas County: 727-523-1130

Information and resources on education and advocacy for families of children with disabilities. Includes link to TILES Project (Transition, Independent Living, Employment and Supports). TILES Project provides workshops throughout Florida on topics such as assistive technology, transition, and Individual Plans for Employment (IPE).



Florida Developmental Disabilities Council (FDDC)

<http://www.fddc.org>, Toll free – 800-580-7801

Information about Florida policies and practices affecting individuals with developmental disabilities. Includes links to resources and publications.

Florida School for the Deaf and Blind (FSDB) has outreach services, [www.fsdb.k12.fl.us/outreach](http://www.fsdb.k12.fl.us/outreach)

Resource Materials and Technology Center for the Deaf/Hard of Hearing, [www.fsdb.k12.fl.us/rmc](http://www.fsdb.k12.fl.us/rmc)

Alexander Graham Bell Association for the Deaf, [www.agbell.org](http://www.agbell.org)

Hands and Voices, <http://www.handsandvoices.org/>

American Society of Deaf Children, <http://www.deafchildren.org/>

Postsecondary Education Programs Network-South (PEPNet-South)-helps secondary and postsecondary institutions more effectively address the postsecondary needs of individuals with deafness,

[www.pepnet.org/south/](http://www.pepnet.org/south/)

Florida Alliance for Assistive Services and Technology (FAAST)

<http://www.faast.org>

Toll free outside Tallahassee – 888-788-9216; Tallahassee – 850-487-3278

Information about assistive technology for school, work, home, and in the community.

Florida Independent Living Council (FILC)

<http://www.FLAILC.org>

Toll free – 877-822-1993, TTY – 850-488-5624

Information and resources that promote independent living in Florida for people with disabilities.

Ability 1<sup>st</sup>, The Independent Living Center located in Tallahassee, provides information and resources to six counties including Leon, Gadsden, and Wakulla, [www.ability1st.info](http://www.ability1st.info), 850-575-9621, TDD – 850-576-5245

The Able Trust

<http://www.abletrust.org>

Project 10: Transition Education Network at the University of South Florida in St. Petersburg

Provides training and technical assistance with a focus on capacity building to implement secondary transition services; interagency collaboration; transition legislation and policy; and student development and outcomes. A Regional Transition Representative is assigned to one of each of five regions and works closely with districts to support them in meeting their transition goals for students with disabilities. Contact by phone at 727.873.4661 or visit website [www.project10.info](http://www.project10.info).

## **Florida Agencies and Organizations**

Agency for Health Care Administration (AHCA)

<http://www.fdhc.state.fl.us/index.shtml>

ACHA oversees Medicaid and Medicaid Waiver

Agency for Persons with Disabilities (APD)

<http://apd.myflorida.com>

Not toll free – 850-488-9132 (Area APD administration serving counties including Leon, Gadsden, Wakulla)

Information for persons with developmental disabilities and their families to assist them in obtaining services.

Provides information about related services and supports to persons with developmental disabilities. For more information call toll free 1-866-APD-CARES.

Agency for Workforce Innovation, <http://floridajobs.org/>

Children's Medical Services (CMS), [www.cms-kids.com/](http://www.cms-kids.com/) , includes information about services available from CMS and location of offices. Information and resources for youth transition can be located by clicking Kids & Teens on the website

Florida Board of Governors (Universities), <http://www.flbog.org/>

Florida Department of Education (DOE)

<http://www.fldoe.org>

Information about all aspects of education in Florida, pre-kindergarten through postsecondary. Sign up for DOE's Paperless Communication System at <http://data.fldoe.org/communications/> to receive information through e-mail.

Florida Department of Education, Bureau of Exceptional Education and Student Services (BEES)

<http://www.fldoe.org/ese>, not toll free – 850/245-0478

Information about education and related services for students with disabilities and gifted students especially for educators and families. Products may be downloaded from the following website:

<http://www.fldoe.org/ese/pub-home.asp>

Florida Department of Education, Division of Blind Services (DBS), <http://dbs.myflorida.com/>

phone – 850.245.0370

Florida Department of Education, College and Beyond, <http://www.fldoe.org/college/>

Florida Department of Education, Division of Florida Colleges, <http://www.fldoe.org/cc/>

Florida Department of Education, Division of Vocational Rehabilitation (VR)

<http://www.rehabworks.org/>, phone, 800.451.4327

Florida Department of Education, Office of Workforce Education, <http://www.fldoe.org/workforce/>

Florida Department of Health, <http://www.doh.state.fl.us/>, includes health information and location of County Health Departments

Workforce Florida, <http://www.workforceflorida.com/>

### **Mental Health Agencies in the Big Bend Area**

Apalachee Center Leon 850.523.3289 Gadsden 850.875.2422 Wakulla 850.926.5900

Bethel Family Counseling and Outreach Center 850.577.1780

Camelot Care 850.561.8060

Children's Home Society 850.921-0772

Children's Medical Services 850.487-2604

Florida Therapy Services Leon 850.681-6001 Gadsden 866.875.2422

Friends of Child, Inc. 850.894.3700

Tallahassee Memorial Behavioral Health Center 850.431.5100

Healing Transitions 850.877-4228

Agency for Persons with Disabilities (APD)

State of Florida

## **ELIGIBILITY DETERMINATION**

To be eligible for APD services, an individual has to have a confirmed diagnosis of at least one of the following developmental disabilities:

### **MENTAL RETARDATION**

**Criteria:** All the following criteria are to be met to be eligible under this category:

- Performance is two or more standard deviations below the mean on an individually administered intelligence assessment instrument.
- The applicant has significant deficits in Adaptive Behavior.
- Manifested prior to the person's eighteenth (18) birthday
- The performance measures for this category are to be validated by the professional judgment of a psychologist who has experience working with people who have mental retardation and who is either:
  - A Florida licensed psychologist
  - A Florida licensed school psychologist or
  - A psychologist employed by the department
  - No single score or combination of scores, tests or procedures is to be used as the sole criterion for determining eligibility.

### **CEREBRAL PALSY**

**Criteria:** Eligibility under the category of cerebral palsy requires a physician's written statement that the person has a diagnosis of cerebral palsy. Cerebral palsy means a group of disabling symptoms of extended duration that result from damage to the developing brain, that might have occurred before, during or after birth and, that results in the loss or impairment of control over voluntary muscles. Cerebral palsy does not include those symptoms resulting solely from a stroke.

### **AUTISM**

**Criteria:** Eligibility under the category of autism requires a diagnosis of autism provided by one of the following people:

- A psychiatrist
- A Florida licensed psychologist
- A psychologist employed by the department who is qualified by training and experience to make the diagnosis

Autism means a pervasive neurological based disorder that causes severe learning, communication or behavior disorder with the age of onset during infancy or childhood, usually around three years of age.

### **SPINA BIFIDA**

**Criteria:** Eligibility under the category of spina bifida requires a physician's written statement that documents a medical diagnosis of spina bifida cystica or myelomeningocele. Spina Bifida means divided backbone or spine.

### **PRADER-WILLI SYNDROME**

**Criteria:** Eligibility under the category of Prader-Willi Syndrome requires a written physician's statement that documents a diagnosis of Prader-Willi Syndrome. Prader-Willi Syndrome means an inherited condition typified by neonatal hypotonia with failure to thrive, hyperphagia or an excessive drive to eat which leads to obesity, usually at 18 to 36 months of age, mild to moderate mental retardation, short stature, mild facial dysmorphism and a characteristic neuro-behavior.

### **HIGH RISK OF A DEVELOPMENTAL DISABILITY**

**Criteria:** Children from birth up to three years of age who have developmental disabilities, or who are at risk of having a developmental disability are served by the Children's Medical Services (CMS) Program. APD serves children in the high risk category from age three through five.

Children must be at risk of developing one of the above listed diagnoses.

### **PROCESS FOR DETERMINATION**

1. Submit a District Two Referral Form (see attachment)
  - Permission for Referral Form must accompany Referral if the referral is completed on behalf of the child.
  - Signature of the Parent/Legal Guardian (see attachment)
  - If referred by the school collateral information to support the diagnosis of a developmental disability should be submitted with the referral.
  - APD application can be printed from website, <http://apd.myflorida.com>. Please submit original applications to the address below.
2. An Intake Specialist will make a home visit to gather information e.g.
  - Additional collateral information
  - Demographic data
  - Resources
  - Attributes
  - Health Summary
  - Other information
3. If collateral information does not meet criteria, but indicates the person has a disability we will arrange for testing, if determined necessary. There is no charge to the family or individual for assessments needed for eligibility determination.
4. At each stage the family is notified in writing of the process.
5. When a determination of eligibility is made, the person will go on the Developmental Disabilities Wait List until Med-Waiver funding becomes available.

When Collateral Information, Intake Appointments and/or Testing Appointments are attended in a timely manner, eligibility determination is made within 45 days for a child and 60 days for an Adult.



agency for persons with disabilities  
State of Florida

Agency for Persons with Disabilities  
**Consent to Obtain or Release**  
**Confidential Information**

Individuals  
Name:

Date of Birth:

**Permission for Obtaining Record Information.** I hereby give my permission and consent to the Agency for Persons with Disabilities or its representative to obtain the specified protected health information on the above named consumer from agencies, individuals and institutions identified below **OR**

**I hereby request the specified protected health information on the above named consumer be sent to me**  
**OR**

**Permission for Release of Information.** I hereby give my permission for the Agency for Persons with Disabilities or its representative to release protected health information to the following person, agency or institution.

**The information requested below will be used/disclosed for the following purposes:**

Medical Reports	Social Service Reports
Academic Records and Plans	Speech and Hearing Reports
Habilitation Plans/Support Plans	Physical Therapy Reports
Psychological Reports	Occupational Therapy Reports
Other (Please specify):	

Name, address, or fax # of individual or agency from whom information is to be obtained:

Name, address, or fax # of individual or agency to whom information is to be provided:

1. I understand that information may only be re-released with my approval except as required by law. However, I understand that if the receiver of the information is not a health care provider or health plan covered by federal privacy regulations, the information described above may be re-disclosed and no longer protected by these regulations.
2. I understand that I may refuse to sign this authorization and that my refusal to sign will not affect my ability to obtain services or my eligibility for benefits. I may inspect or copy any information used/disclosed under this authorization.
3. I understand that I may revoke this authorization in writing at any time by contacting my support coordinator, except when the requested information has already been sent, based on this authorization.
4. I certify that I understand the above statements either personally or through my legal representative.
5. I also understand that this form is valid for no longer than 90 calendar days unless otherwise indicated. I understand that I may specify that it be for a shorter period of time.

Expiration date \_\_\_\_\_

\_\_\_\_\_  
Signature of Client or Representative

\_\_\_\_\_  
Relationship to client

\_\_\_\_\_  
Date

**If this authorization has been signed by a personal representative (above) on behalf of an individual, his/her authority to act on behalf of the individual must be set forth here.**



PERMISSION FOR REFERRAL

DEVELOPMENTAL DISABILITIES PROGRAM

I, \_\_\_\_\_, give my permission for \_\_\_\_\_

\_\_\_\_\_ to make a referral on behalf of myself or my child,

\_\_\_\_\_ to the Agency for Persons with Disabilities,

Developmental Disabilities Program. I understand that I will be contacted by an

Agency for Persons with Disabilities program staff to set up an application interview. I

understand that I may choose not to complete an application for Agency for Persons with

Disabilities if I do not wish to receive services from their program.

\_\_\_\_\_  
Signature of Parent/Legal Guardian or  
Adult Applicant

\_\_\_\_\_  
Date

---

Note:

A foster parent may not give permission for a referral. Permission must be given by:

- 1) A legally competent adult applicant
- 2) The court appointed legal guardian of an adult or child
- 3) The natural, custodial parent of a minor child
- 4) The adoptive parent

If the child is in the custody of the Department of Children and Families, a court order must be obtained by the Department of Children and Families case worker.

Area 2  
2639 N Monroe Street, Suite B-100, Tallahassee, Florida 32399

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(850) 488-6500  
Fax: (850) 488-9132



**REFERRAL FORM**

**APPLICANT:**

LEGAL NAME: (last) \_\_\_\_\_ (first) \_\_\_\_\_ (MI) \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ SOCIAL SECURITY #: \_\_\_\_\_

SERVICES REQUESTED: \_\_\_\_\_

WAIVER REQUESTED: YES \_\_\_ NO \_\_\_ MEDICAID: Yes (#) \_\_\_\_\_ NO \_\_\_

INDIVIDUAL/GUARDIAN AWARE OF REFERRAL: YES \_\_\_ NO \_\_\_

PREFERRED LANGUAGE OF APPLICANT/GUARDIAN \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_

APPLICANT'S ADDRESS: \_\_\_\_\_

\_\_\_\_\_ ZIP CODE: \_\_\_\_\_

MAILING ADDRESS (IF DIFFERENT): \_\_\_\_\_

\_\_\_\_\_ ZIP CODE: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ OTHER: \_\_\_\_\_

EMAIL ADDRESS: \_\_\_\_\_

REFERRAL SOURCE: \_\_\_\_\_ PH: \_\_\_\_\_

OTHER INFORMATION: \_\_\_\_\_

<p>IS CHILD A CBS CLIENT? ___ CHILD IN FOSTER CARE ___ UNDER PROTECTIVE SUPERVISION _____</p> <p>CASEWORKER'S NAME/TELEPHONE # _____</p>
--

<p>SUSPECTED DIAGNOSIS: ___ HIGH RISK ___ SPINA BIFIDA ___ CEREBRAL PALSY ___ AUTISM ___ RETARDATION ___ PRADER-WILLI SYNDROME</p>
--

PERSON COMPLETING INTAKE: \_\_\_\_\_

SUPERVISOR'S INITIALS: \_\_\_\_\_ DATE: \_\_\_\_\_

ASSIGNED WORKER: \_\_\_\_\_ DATE AREM UPDATED: \_\_\_\_\_

## Division of Vocational Rehabilitation (VR) School to Work Transition Program

The VR School to Work Transition program is designed to assist students with disabilities as they transition from high school to a successful employment outcome and inclusion in the adult community as productive citizens. The objective is to provide a seamless transition from school to adult life by developing an Individualized Plan for Employment (IPE) before graduation or exit from high school. The IPE is coordinated with the student's transition Individual Educational Plan (IEP). Together the plans outline the student's desired post school employment goal and the services required to achieve it. IPE services may include postsecondary training and education necessary to reach the student's employment goal or direct job placement assistance when the student leaves the school system. The VR Counselor is responsible for determining the student's eligibility for VR services and for helping eligible students develop their IPE before they exit high school.

A VR representative (VR Counselor or VR Technician) may be invited to attend transition IEP meetings at the school. At the meetings VR staff will provide information about VR services that may be available to students with disabilities needing assistance in preparing for or obtaining employment. Transition students are encouraged to apply to VR at age 16 if they require or are receiving community based work experiences from the school. The referral to VR should take place two years prior to the students' anticipated exit from school for all other transition students. Students may be referred to VR earlier if they are at high risk of dropping out of school. Early VR referral and application provides a better opportunity to process applications, determine eligibility, and assist students to complete vocational planning. Coordination and communication between VR staff, school staff, students, parents and other agencies involved in transition is essential to the success of students with disabilities.

The VR School to Work Transition Program brochure is available in English, Spanish, and Creole. This brochure explains the VR program and describes some of the services available to transitioning youth. Copies are available by contacting Jeanne Arnold at 850.494-7152 or [Jeanne.Arnold@vr.fldoe.org](mailto:Jeanne.Arnold@vr.fldoe.org). Electronic versions of VR brochures and information about VR services are available at our website, [www.rehabworks.org](http://www.rehabworks.org).

The following is a step by step process for referral to VR to be utilized by the teachers or counselors in the schools for those students meeting the above criteria.

- Teacher/counselor obtains necessary signature on the *Consent for Mutual Exchange of Information* form
- Complete a Vocational Rehabilitation Referral/Application form for each transition student described above and fax it to the VR Office and Counselor assigned to your school
- Within 3 days of receipt, the VR staff initiates contact between the school and family to discuss the student's needs
- If VR services are needed, the school teacher or counselor sends the VR Counselor the following information, including any additional documentation that was discussed.
  1. Most recent IEP
  2. Psychological, medical, or re-evaluation reports
  3. High school transcript
  4. Curriculum Based Vocational Assessment (CBVA) forms or other vocational evaluations
  5. Attendance/tardiness reports, behavioral reports, and documented social issues

\*\*These documents help the VR Counselor to determine eligibility and/or the need for additional assessment\*\*



- VR Counselor or Technician schedules and conducts an initial interview with the student, though the parent/guardian must participate if the student is a minor or has a legal guardian
- VR Counselor determines eligibility for VR services using existing records or information obtained from additional evaluations or assessments (if necessary) within 60 days of VR application, unless an extension is justified and agreed upon by the applicant
- VR Counselor or Technician communicates the VR eligibility or ineligibility to the student, parent/guardian and the school
- VR Counselor will help the student to develop an individualized Plan for Employment (IPE) or notify them that they are being placed on a wait list when under an Order of Selection (see below) for students determined eligible for VR services
- VR Counselor has 120 days to help the student develop an IPE after they are determined eligible or come off the wait list, unless an extension is agreed upon
- The IPE is created jointly by the VR Counselor and the eligible student with assistance of the parent/guardian if necessary
- VR staff provide a signed copy of the IPE to the student or parent/guardian and school
- The student and the VR Counselor must review, sign and date the IPE before services can be provided
- The VR Counselor continues to work with the student until they are successfully employed in their planned goal for at least 90 days

### **Important Changes in VR:**

**Financial Participation Determination** began on April 14, 2008 and the **Order of Selection** was invoked on August 4, 2008.

**Financial Participation Determination** is a process where VR looks at the income of eligible individuals to determine if they will be required to share in the cost of VR services. Some individuals and services will be exempt, and a person will not be required to pay toward the cost of those services. Additional information on Financial Participation Determination is available online at [www.rehabworks.org](http://www.rehabworks.org), by contacting your local VR office, and by contacting the VR Transition Administrator at 850.245.3360 or [Kirk.Hall@vr.fldoe.org](mailto:Kirk.Hall@vr.fldoe.org).

The purpose of an **Order of Selection** is to provide an equitable and organized method for serving individuals with disabilities if the State VR agency's fiscal and/or personnel resources are not sufficient to serve all eligible individuals who apply for VR services. Eligible individuals that can not be served right away are placed on a wait list. The order they come off of the wait list is determined by the severity of the disability and the date they were determined eligible for VR services. This provision allows VR to live within the available financial resources provided by federal and state appropriations. Most students fall into the top two VR priority categories and are not being placed on a wait list. Additional information can be obtained at [www.rehabworks.org](http://www.rehabworks.org), by contacting your local VR office, and by contacting the VR Transition Administrator at 850.245.3360 or [kirk.hall@vr.fldoe.org](mailto:kirk.hall@vr.fldoe.org).



**FLORIDA DEPARTMENT OF EDUCATION  
DIVISION OF VOCATIONAL REHABILITATION  
REFERRAL/APPLICATION FOR VOCATIONAL REHABILITATION SERVICES**

Received: _____
By: _____
Contact Date: _____
Phone _____ Letter _____ In Person _____
Appt. Scheduled: _____

I am a person with a mental or physical impairment that interferes with my ability to work. I want to learn more about the rehabilitation services available through the Division of Vocational Rehabilitation and how they can assist in securing or retaining employment.

Name:

Social Security Number:

Date of Request:

Address: City, State Zip: ,

Date of Birth: Sex:

Marital Status: Race: Education Level:

Telephone number where you can be reached:

Or email address (if preferred):

Name of a contact person:

Telephone number of the contact person:

What is the best method to contact you?

What prevents you from working:

Do you require American Sign Language interpreter?  Yes

Do you require assistive listening device?  Yes

Do you require any accommodation for your impairment?  Yes

If yes, please explain:

If referral is by an agency or other person:

Name:

Address of Agency or Person

City, State, Zip-Code: ,

Telephone Number:

(Your signature, or that of your parent or guardian, completes the application process for Vocational Rehabilitation. You may request additional information or speak with a counselor to get information prior to application.)

I understand that the purpose of receiving vocational rehabilitation services is to enable me to retain or secure employment. I understand that I must be found eligible for the services that I require. I am applying for vocational rehabilitation services and wish to undergo an assessment of my eligibility.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date of Application

\_\_\_\_\_  
Signature of Parent or Guardian

Please mail or turn in your application to the nearest VR office.  
**For a list of offices, go to: [www.rehabworks.org](http://www.rehabworks.org) and then click on:  
“Contact Us” and then select “Directory of Local VR Offices and Vendors”**

**OR**

**You may call our toll free number 1-800-451-4327 for more information.**

### INFORMATION ABOUT DISCRIMINATION

It is against the law for the Division of Vocational Rehabilitation (VR) of the Florida Department of Education, as a recipient of Federal financial assistance, to discriminate against any individual in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief.

The application process used by VR to determine eligibility for services, any subsequent services, and the entire VR process are subject to these non-discrimination requirements.

#### What to Do If You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a federally assisted program administered by the Division of Vocational Rehabilitation, you may file a complaint within 180 days from the date of the alleged violation with either:

Florida Department of Education  
Division of Vocational Rehabilitation  
Ombudsman Section  
2002 Old St. Augustine Road, Building A  
Tallahassee, Florida 32301-4862  
Phone: (800) 451-4327 (Voice/TDD)

**OR**

U.S. Department of Education  
Office for Civil Rights (OCR)  
Atlanta Office  
61 Forsyth Street  
Suite 19-T-70  
Atlanta, Georgia 30303-3104  
Phone: (404) 562-6350  
TDD: (877) 521-2172  
E-mail: [OCR.Atlanta@ed.gov](mailto:OCR.Atlanta@ed.gov)



FEEDBACK FORM  
For the Big Bend Transition Spectrum and Guide

**Please copy and complete to provide feedback**

1. The Introduction should include the following:

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2. In the Spectrum, the following items should be added to the lists or edited (please specify age range, and include the information needed for the Guide):

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3. In the Guide, the following information needs to be edited or clarified (please give the number of the item and a suggestion for how it needs to appear):

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4. In the Acronyms, the following need to be added or edited:

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5. In the websites, the following need to be added or edited:

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6. Comments:

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7. Where to send the feedback:

Fax the form to one of the following:

Tury Lewis, Leon County Schools, at 850.487.7820, or

Fannie Smith, Gadsden County Schools, at 850.627.5327, or

Tracy Dempsey, Wakulla County Schools, at 850.926.8571

*Thanks for your input!*