



# Transition Resources

*Getting Started*

A Resource for  
Supporting Your Child's Future

Galveston Independent School District  
Department of Special Education



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## **Section 1**

### **What is Transition Planning?**

Children and families experience many transitions over the course of years. There are three predictable transitions that occur: when children reach school age, when they near adolescence, and when they move from public high school on to living independently. Other transitions may include moving into new programs, working with new providers and agencies, and making new friends. Transitions involve change and it is helpful for parents to be aware of those transitions and plan for the future.

Regardless of the nature or severity of the child's disability, parents will be introduced to the process of transition during school, which will lay the foundation for the child's future. This transition process will include many areas of planning and should be understood by everyone involved in every step of the way. Effective transition planning is an investment in a child's well-being.

#### **Legal Definition of Transition**

Individual with Disabilities Act (IDEA) states transition services consist of a coordinated set of activities that is designed to be within a results-oriented process that is focused on improving academic and functional achievement to facilitate movement from school to post-secondary activities.

#### **Legal Requirements**

Initial transition discussion must occur no later than the ARD meeting prior to the student's 14 birthday.

- Student must have the opportunity for input
- Must address student's strengths, preferences, interests, and needs
- Must be based on age appropriate transition assessment



## **Transition and the IEP**

Information obtained during the transition planning process will set the focus for what would be considered and integrated in the development of the student's IEP. Issues that must be addressed include:

- Instruction
  - Post-secondary education and Vocational options
  - Employment
  - Daily Independent Living, if needed
- 
- Community Experiences/Recreation and Leisure
  - Referral to Government Agencies for Services
  - Functional Vocational Evaluation, if needed

It is important to know that not all students with disabilities will need to receive all of these services.

## Section 2

### Partnering with your Child in the Transition Process

To develop a transition plan that is youth-driven and family guided, you may find it helpful to complete this exercise. Answer the following questions. How might your child respond? What are the similarities? What are the differences? How can you move forward supporting your child's vision of their future?

#### Questions:

- What are your dreams for your child's future?
- What short-term goals do you have for your child?
- What careers would you like your child to pursue?
- What further education do you imagine your child attaining?
- What barriers might get in the way of your child accomplishing their goals?
- What independent living skills do you feel your child has acquired (banking, budgeting, cooking, shopping)? What do you think is lacking?
- How do you anticipate your child will meet their transportation needs?
- How do you perceive your child's social life?

#### The Student's Role in Transition Planning

Transition planning assists students with disabilities to set postsecondary goals for themselves and to develop education-based programs that will lead to those goals. Transition planning is for the student and without his/her input in the planning process, it will not be successful.

To prepare for the process, students should:

- Discuss interests with their parents. (What do they enjoy doing?)
- Explore areas of employment
- Prepare to advocate for themselves at the ARD meeting
- Ask questions at the ARD meeting. (What does it mean when you say I have a disability?)

## Section 3

### Transition Services and Graduation Activities by Age and Grade

Students Receiving Quest Services		
Level	Required	Best Practice
Early Childhood Special Education (ECSE)	Self Determination Activities built into learning	<ul style="list-style-type: none"> <li>• Register for Adult Waiver Interest List if appropriate - <a href="#">Medicaid Waiver Google Doc</a></li> <li>• Career exploration opportunities built into Curriculum</li> <li>• May be participating in Community Based Instruction</li> <li>• Inform parent of <a href="#">Lunch and Learn Parent Trainings</a></li> </ul>
Elementary (K-5)	Self Determination Activities built into learning	<ul style="list-style-type: none"> <li>• Register for Adult Waiver Interest List if appropriate - <a href="#">Medicaid Waiver Google Doc</a></li> <li>• Career exploration opportunities built into Curriculum</li> <li>• Consider a PCTA</li> <li>• Potential inclusion in ARD meetings</li> <li>• May participate in Vocational classes</li> <li>• Inform parent of Lunch and Learn parent trainings</li> </ul>
6th Grade	<ul style="list-style-type: none"> <li>• Self Determination Activities built into learning</li> <li>• Inclusion and participation in ARD meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Registration is complete for the Adult Waiver List if appropriate - <a href="#">Medicaid Waiver Google Doc</a></li> <li>• Career exploration opportunities built into Curriculum</li> </ul>

		<p><a href="https://www.mynextmove.org/">https://www.mynextmove.org/</a></p> <ul style="list-style-type: none"> <li>• Participation in Vocational classes</li> <li>• Inform parent of Lunch and Learn parent trainings</li> </ul>
7th-8th Grade	<ul style="list-style-type: none"> <li>• Self Determination Activities built into learning</li> <li>• Inclusion and participation in ARD meetings (with parent permission)</li> <li>• Completion of transition skills and career interest assessments</li> <li>• Formal transition planning to include- Postsecondary Goal, transition activities, and strengths/interests/needs</li> <li>• Student and team decide on Endorsement pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Registration complete for the Adult Waiver List if appropriate - <a href="#">Medicaid Waiver Google Doc</a></li> <li>• Career exploration opportunities build into Curriculum -<a href="https://www.mynextmove.org/">https://www.mynextmove.org/</a></li> <li>• Participation in Vocational classes</li> <li>• Consider a PCTA to be completed by District SPED support staff or classroom teacher.</li> <li>• Inform parent of Lunch and Learn parent trainings</li> </ul>
Sophomore (10th Grade)	<ul style="list-style-type: none"> <li>• Self Determination Activities built into learning</li> <li>• Participation in ARD meetings</li> <li>• Complete transition skills and career interest assessments</li> <li>• Formal transition planning to include- Postsecondary Goal, transition activities, and strengths, interests, and needs</li> <li>• If the ARD committee agrees, Opt-out of Endorsement can be</li> </ul>	<ul style="list-style-type: none"> <li>• Registered for the Adult Waiver List if appropriate - <a href="#">Medicaid Waiver Google Doc</a></li> <li>• Determine eligibility for Pre-employment Transition Services outside of school setting through Texas Workforce Solution Vocational Rehabilitation <a href="https://www.twc.texas.gov/jobseekers/vocational-rehabilitation-youth-students">https://www.twc.texas.gov/jobseekers/vocational-rehabilitation-youth-students</a></li> <li>• Inform parent of Lunch and Learn parent trainings</li> </ul>

	<p>signed beginning Junior Year.</p> <ul style="list-style-type: none"> <li>• Participation in community based instruction and on-campus work based learning opportunities.</li> </ul>	
<p>Junior (11th Grade)</p>	<ul style="list-style-type: none"> <li>• Self Determination Activities built into learning</li> <li>• Participation in ARD meetings</li> <li>• Complete transition skills and career interest assessments</li> <li>• Formal transition planning to include- Postsecondary Goal, transition activities, and strengths, interests, and needs</li> <li>• Participation in community based instruction and work based learning opportunities in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure student registration on Adult Waiver List if appropriate - <a href="#">Medicaid Waiver Google Doc</a></li> <li>• Update any visual transition plan</li> <li>• Determine eligibility for Pre-employment Transition Services outside of school setting through Texas Workforce Solution Vocational Rehabilitation <a href="https://www.twc.texas.gov/jobseekers/vocational-rehabilitation-youth-students">https://www.twc.texas.gov/jobseekers/vocational-rehabilitation-youth-students</a></li> <li>• Inform parent of Lunch and Learn parent trainings</li> </ul>
<p>Senior (12th grade)</p>	<ul style="list-style-type: none"> <li>• Self Determination Activities</li> <li>• Participation in ARD meetings</li> <li>• Complete transition skills and career interest assessments</li> <li>• Formal transition planning to include- Postsecondary Goal, transition activities, and strengths, interests, and needs</li> <li>• Participation in community based instruction and work based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure student registration on Adult Waiver Interest List if appropriate - <a href="#">Medicaid Waiver Google Doc</a></li> <li>• Participation in community based instruction and work based learning opportunities.in the community</li> <li>• Update visual transition plan</li> <li>• Determine eligibility for Pre-employment Transition Services outside of school setting through Texas Workforce</li> </ul>



	<p>opportunities in the community.</p> <ul style="list-style-type: none"> <li>• Consider 18+ Transition Center</li> </ul>	<p>Solution Vocational Rehabilitation</p> <p><a href="https://www.twc.texas.gov/jobseekers/vocational-rehabilitation-youth-students">https://www.twc.texas.gov/jobseekers/vocational-rehabilitation-youth-students</a></p> <ul style="list-style-type: none"> <li>• Inform parent of Lunch and Learn parent trainings</li> </ul>
<p>Graduation Activities</p>	<ul style="list-style-type: none"> <li>• Prepare to walk with graduation cohort at ceremony</li> <li>• Decide on instruction for transitional skills for next school year</li> </ul>	<ul style="list-style-type: none"> <li>• Register with Texas Workforce Solutions Vocational Rehabilitation</li> <li>• Parents to seek information about Community Day Programs</li> <li>• Check with Adult Waiver providers and ask for case management or other options. ARC of the Gulf Coast (CLASS) or Integral Care (HCS)</li> <li>• Complete FAFSA application for students attending a vocational program</li> <li>• Research options for students who plan to live independently</li> <li>• Determine if students will require therapy post graduation.</li> </ul>

## Section 4

### Timeline for Transition Planning

Transition planning addresses how students will move from public school to post graduation and adult life. The following chart provides a guide to how transition could be developed during a student's years in school.

#### **Elementary - Grades K-5**

**Goals:** Develop leisure, household, and work interests and a sense of responsibility.

**Objective:**

- Develop positive work habits
- Appreciate a variety of work skills
- Develop disability awareness
- Be responsible for self
- Parents sign up for agency support. Waiting list is 10-15 years

**Possible Activities:**

- Participate in inclusive activities
- Identify different careers
- Talk about a variety of work
- Identify interests related to a career
- Explore technology
- Practice decision and problem solving skills

#### **Middle School - Grades 6-8**

**Goals:** Identify career interests and course of study for high school

**Objectives:**

- Understand personal interests, aptitudes, and preferences
- Understand work, education, independent living, and community involvement
- Explore desired course of study in high school

**Required: Transition in Texas starts at age 14**

**Possible Activities:**

- Student Led ARDs
- Complete Career Interest Inventories



- Daily living skills class
- Learn money and budgeting skills
  
- Develop self-determination and self-advocacy skills
- Practice decision-making and problem solving skills
- Determine strengths, preferences, interests, and needs
- Develop a 4 year plan for courses in high school
- Practice good grooming and social skills
- Develop disability awareness and reaching out to others

### **High School - Grades 9-10**

**Goals:** Explore work, postsecondary options, independent living, and leisure activities

**Objectives:**

- Develop meaningful, realistic goals
- Develop work, education, residential, and community participation goals
- Learn to manage personal needs, self advocacy
- Practice appropriate classroom behaviors
- Schedule a Person Centered Plan with Transition Coordinator

**Possible activities:**

- Student Led ARDS
- Complete and update Naviance Career Assessments
- Practice self-advocacy skills
- Participate in vocational training including course work and volunteer work.
- Practice job interviewing skills
- Attend job fairs
- Ensure 4 year plan coincides with post secondary goals
- Obtain a driver's license

### **HighSchool - Grades 11-12 and 18+ program**

**Goals:** Obtain work, explore college and career options, develop leisure activities

**Objectives:**

- Identify options for post-secondary education and/or career goals
- Schedule Person Centered Plan with Teacher or Transition Coordinator, if needed



- Ensure linkage to adult agencies

**Possible Activities:**

- Student led ARDS
- Individual career planning and exploration
- Learn more about financial planning
- Visit college and universities
- Develop job seeking skills
- Apply for college, military, or other post-secondary options
- Develop a resume
- Obtain a driver's license or practice transportation training

## Section 5

### Daily Living, Functional and Vocational Skills by Age

Skill/Behaviors	Targeted Age	Able to do w/ assistance <small>(date accomplished)</small>			Independent <small>(date accomplished)</small>			Comments
<b>Cleaning</b>								
Clear off own dishes table	ESCE (3-6)							
Wipe up own spills	ESCE (3-6)							
Help set table	ESCE (3-6)							
Help empty dishwasher	ESCE (3-6)							
Turns faucet on and off	ESCE (3-6)							
Dry dishes	ESCE (3-6)							
Help put away dishes	ESCE (3-6)							
Pick up toys in & outside	ESCE (3-6)							
Leave their space clean	ESCE (3-6)							
Make own bed	ESCE (3-6)							
Sweep floors	ESCE (3-6)							
Throw trash away	ESCE (3-6)							
Set table and clears table	Elementary (7-10)							
Strip bed sheets	Elementary (7-10)							
Remake own bed with clean sheets	Elementary (7-10)							
Use a vacuum cleaner	Elementary (7-10)							
Use broom & dust pan	Elementary (7-10)							
Straighten book & toy shelves	Elementary (7-10)							
Clean pet cages/bowls	Elementary (7-10)							
Water garden/flowers	Elementary (7-10)							

Clean sink, toilet, tub	Elementary (7-10)							
Load/turn on dishwasher	Elementary (7-10)							
Unload dishwasher	Elementary (7-10)							
Stores dishes in appropriate place	Elementary (7-10)							
Mop floors	Elementary (7-10)							
Straighten and organize kitchen drawers	Elementary (7-10)							
Help clean out refrigerator	Elementary (7-10)							
Dust	Elementary (7-10)							
Distinguish between good and spoiled food	Elementary (7-10)							
Wipe down all countertops/surface	Elementary (7-10)							
Use basic household cleaners	Elementary (7-10)							
Takes out the trash	Elementary (7-10)							
Get the mail	Elementary (7-10)							
Replace lightbulbs	Secondary (11-14)							
Perform more complex cleaning/maintenance tasks (unclogging drains, removing debris from gutters, etc.)	Secondary (15-18)							
<b>Cooking</b>								
Identifies eating utensils	ESCE (3-6)							
Identifies dishes (plate, bowls, cup, etc)	ESCE (3-6)							
Make juice/Kool-Aid	ESCE (3-6)							
Make a sandwich	ESCE (3-6)							
Make toast	ESCE (3-6)							

Spread butter on toast	ESCE (3-6)							
Pour milk into cereal	ESCE (3-6)							
Pour milk/juice into cup	ESCE (3-6)							
Stir batter	ESCE (3-6)							
Rinse fruit	ESCE (3-6)							
Cutting fruit/foods	ESCE (3-6)							
Using cookie cutters	ESCE (3-6)							
Frosting cupcakes	ESCE (3-6)							
Use toaster	ESCE (3-6)							
Identify cooking utensils	Elementary (7-10)							
Identifies appliances	Elementary (7-10)							
Stirs and pours	Elementary (7-10)							
Cook canned soup	Elementary (7-10)							
Read and prepare a simple recipe	Elementary (7-10)							
Be familiar w/cooking & measuring tools & uses	Elementary (7-10)							
Gather needed food and equipment	Elementary (7-10)							
Opens packages and containers	Elementary (7-10)							
Make Jell-O	Elementary (7-10)							
Boil eggs ( <i>hard and soft</i> )	Elementary (7-10)							
Pack own sack lunch	Elementary (7-10)							
Cut up own food	Elementary (7-10)							
Slice food	Elementary (7-10)							
Peel foods (fruit, potatoes, etc.)	Elementary (7-10)							
Prepare hot beverages	Elementary (7-10)							

Prepare boxed macaroni and cheese	Elementary (7-10)							
Cook simple meals	Elementary (7-10)							
Bake a cake from a mix	Elementary (7-10)							
Cook frozen and canned vegetables	Elementary (7-10)							
Bake cookies	Elementary (7-10)							
Use microwave	Elementary (7-10)							
Use oven/toaster oven	Elementary (7-10)							
Use blender	Elementary (7-10)							
Serve food	Elementary (7-10)							
Make a salad	Secondary (11-14)							
Plan and cook meals	Secondary (11-14)							
Use stove top	Secondary (11-14)							
Use hand mixer/stand mixer	Secondary (11-14)							
Use timers	Secondary (11-14)							
Use thermometers	Secondary (11-14)							
Developing knife skills to chop, dice, and mince	Secondary (15-18)							
Using slicers	Secondary (15-18)							
Make complete meals including prep	Secondary (15-18)							
Plan well-balanced meals (shopping & cooking)	Secondary (15-18)							
Put away left overs	Secondary (15-18)							
<b>Getting Dressed</b>								
Dress self (with help)	ESCE (3-6)							
Undress self	ESCE (3-6)							



Removes socks and shoes	ESCE (3-6)							
Takes off coats/jackets	ESCE (3-6)							
Pick out clothes	ESCE (3-6)							
Snap, zipper and button	ESCE (3-6)							
Begin to tie shoes	ESCE (3-6)							
Unties shoes	ESCE (3-6)							
Choose appropriate clothing	Elementary (7-10)							
Totally dress & undress self	Elementary (7-10)							
Gers clothes right-side out, front ad back correct	Elementary (7-10)							
Tie shoes	Elementary (7-10)							
Manage all fasteners	Elementary (7-10)							
Put on, fasten, & take off belt	Elementary (7-10)							
Put shoes on the correct feet	Elementary (7-10)							
<b>Hygiene/Grooming</b>								
Wash face and hands	ESCE (3-6)							
Comb/brush own hair <small>(with help)</small>	ESCE (3-6)							
Brush teeth <small>(with help)</small>	ESCE (3-6)							
Cooperates being bathed	ESCE (3-6)							
Cooperates with toileting	ESCE (3-6)							
Flushes toilet	ESCE (3-6)							
Toilets by self	ESCE (3-6)							
Recognizes when face & hands are dirty	Elementary (7-10)							
Acknowledges the need to wipe nose	Elementary (7-10)							
Blows nose into Kleenex	Elementary (7-10)							

Brushes teeth by self	Elementary (7-10)							
Trim nails <small>(with help)</small>	Elementary (7-10)							
Bathe self	Elementary (7-10)							
Gets toilet paper	Elementary (7-10)							
Wipes self	Elementary (7-10)							
Brush own hair	Elementary (7-10)							
Apply deodorant	Elementary (7-10)							
Rinses mouth	Elementary (7-10)							
Fix hair	Secondary (11-14)							
Shaves	Secondary (11-14)							
<b>Laundry</b>								
Put clothes in dresser/away	ESCE (3-6)							
Put dirty clothes in hamper/ Help gather laundry	ESCE (3-6)							
Sort clothes for washing by color and check pockets	Elementary (7-10)							
Carry dirty clothes hamper to laundry room	Elementary (7-10)							
Fold clothes	Elementary (7-10)							
Hangs clothes	Elementary (7-10)							
Load and operate washing machine and dryer	Elementary (7-10)							
Fold blankets neatly	Elementary (7-10)							
Iron clothes	Secondary (11-14)							

Wash clothes according to the tag instructions	Secondary (11-14)							
Wash clothes and dry clothes completely	Secondary (11-14)							
<b>Personal Skills</b>								
Use a spoon to feed self	ESCE (3-6)							
Reaches for and picks up cup	ESCE (3-6)							
Feeds self with fingers	ESCE (3-6)							
Know own phone number	ESCE (3-6)							
Know own address	ESCE (3-6)							
Responds when spoken to	ESCE (3-6)							
Communicates basic needs	ESCE (3-6)							
Gives first name on req.	ESCE (3-6)							
Uses Fork to feed self	Elementary (7-10)							
Drinks from a straw	Elementary (7-10)							
Returns cup to table without spilling	Elementary (7-10)							
Open milk cartons	Elementary (7-10)							
Carries tray to table	Elementary (7-10)							
Follows procedures to clean up their table	Elementary (7-10)							
Drinks from faucet/water fountain	Elementary (7-10)							
Spreads with knife	Elementary (7-10)							
Carries ID	Elementary (7-10)							
Communicates full name: verbally, use ID, or written	Elementary (7-10)							
Communicates address: verbally, use ID, or written	Elementary (7-10)							

Communicates phone number: verbally, use ID, or written	Elementary (7-10)							
Communicates birthday: verbally, use ID, or written	Elementary (7-10)							
Communicates school name: verbally, use ID, or written	Elementary (7-10)							
Use the phone	Elementary (7-10)							
Answers the door appropriately	Elementary (7-10)							
Have a house key	Elementary (7-10)							
Demonstrates appropriate manners when in public	Elementary (7-10)							
Get ID (w/state)	Secondary (15-18)							
Communicate workplace: verbally, use ID, or written	Secondary (15-18)							
<b>Health Care</b>								
Learn basic food groups and good nutrition habits	Elementary (7-10)							
Read thermometers (fever)	Elementary (7-10)							
Know height, weight, and birthdate	Elementary (7-10)							
Know medications and what they are used for	Secondary (11-14)							
Know when to take medication	Secondary (11-14)							
Know how to treat simple health problems (cut, upset stomach, etc.)	Secondary (11-14)							
Read and understand medicine labels & dosages	Secondary (15-18)							

Get prescriptions filled	Secondary (15-18)							
Schedule and attend appointments	Secondary (15-18)							
<b>Shopping</b>								
Help bring in groceries	ESCE (3-6)							
Help put groceries away	ESCE (3-6)							
Begin to understand the use of money is exchanged for wants and needs	Elementary (7-10)							
Compare prices	Elementary (7-10)							
Make shopping list from meal plan	Elementary (7-10)							
Make purchases	Secondary (11-14)							
Know clothing size and shoe size for purchases	Secondary (11-14)							
<b>Community</b>								
Remain seated during travel	ESCE (3-6)							
Utilizes seat belt	Elementary (7-10)							
Practice caution on & around steps	Elementary (7-10)							
Boards and leaves the bus safely	Elementary (7-10)							
Recognizes safety signs and symbols	Elementary (7-10)							
Order meals at restaurant	Elementary (7-10)							
Find bathrooms in unfamiliar place	Elementary (7-10)							
Use post office	Elementary (7-10)							
Use community library	Elementary (7-10)							
Make meal purchases	Secondary (11-14)							

Read street signs	Elementary (7-10)							
Follow street signs	Secondary (11-14)							
How to get around city (pedestrian rules, routes, directions)	Secondary (15-18)							
<b>Emergency</b>								
Know how to make emergency phone calls (911)	ESCE (3-6)							
Practice safety drills w/ assistance	ESCE (3-6)							
Know parent's names	ESCE (3-6)							
Locate exit signs	Elementary (7-10)							
Recognizes and responds to emergency alarms	Elementary (7-10)							
Know basic emergency first-aid procedures	Elementary (7-10)							
Understand uses of medicine and seriousness of overuse	Elementary (7-10)							
Be able to follow basic fire safety guidelines	Elementary (7-10)							
Know exit routes	Secondary (11-14)							
Know where extra key is kept	Secondary (11-14)							
Know CPR	Secondary (15-18)							
<b>Money Management</b>								
Imitate use of adult tool (play money, debit card, etc.)	ESCE (3-6)							
Play with piggy bank	ESCE (3-6)							
Play store and restaurant w/ money	ESCE (3-6)							
Uses more than/less than	Elementary (7-10)							
Gives correct coin amounts	Elementary (7-10)							

Gives correct bill amounts	Elementary (7-10)							
Save towards a goal	Elementary (7-10)							
Earn money	Elementary (7-10)							
Count change	Elementary (7-10)							
Give change	Elementary (7-10)							
Open a bank account	Secondary (11-14)							
Make deposits	Secondary (11-14)							
Make withdrawals	Secondary (11-14)							
Budgeting	Secondary (11-14)							
Estimates cost of purchase	Secondary (11-14)							
Carries own money	Secondary (11-14)							
Debit Card use	Secondary (15-18)							
Write checks and balance a checkbook	Secondary (15-18)							
Understand a wide variety of financial matters (how to balance a checkbook, how to pay bills, etc.)	Secondary (15-18)							
Pay bills	Secondary (15-18)							
<b>Time Management</b>								
Completes activities w/ prompting	ESCE (3-6)							
Distinguishes units of time (morn, after, even)	ESCE (3-6)							
Distinguish (am/pm)	ESCE (3-6)							
Distinguishes between workday & non-workdays	ESCE (3-6)							
Identifies numbers 1-15	ESCE (3-6)							
Identifies numbers 16-30	ESCE (3-6)							

Use alarm to wake up	Elementary (7-10)							
Transition with timer	Elementary (7-10)							
Assignments deadlines	Elementary (7-10)							
Get task done in certain amount of time	Elementary (7-10)							
Follow a schedule	Elementary (7-10)							
Identifies day, month, year	Elementary (7-10)							
Tells time by the hour and half hour	Elementary (7-10)							
Identifies numbers of days in week	Elementary (7-10)							
Arrives on time	Secondary (11-14)							
Manage an entire day of activities and tasks	Secondary (11-14)							
Use a planner	Secondary (11-14)							
Estimates amount of time to clean	Secondary (15-18)							
Estimates amount of time to shop	Secondary (15-18)							
Estimates amount of time to cook	Secondary (15-18)							
Estimates amount of time to leisure activity	Secondary (15-18)							
Estimates amount of time to shower/bathe	Secondary (15-18)							
Estimates amount of time to walk somewhere in community	Secondary (15-18)							
<b>Employment</b>								
Pretend play basic occupations	ESCE (3-6)							
Explore occupations in community	ESCE (3-6)							



Associate items with community careers	ESCE (3-6)							
Can follow simple one step directions	ESCE (3-6)							
Can follow multi-step directions	Elementary (7-10)							
Can follow visual directions	Elementary (7-10)							
Interacts with other appropriately	Elementary (7-10)							
Completes tasks	Elementary (7-10)							
Identifies multiple professions in the medical field and in the community	Elementary (7-10)							
Use simple tools (stapler, scissors, hole punch, pencil sharpener, etc.)								
Answer phone appropriately with greeting								
Fill out a job application	Secondary (15-18)							
Prepare a resume	Secondary (15-18)							
Interview for & get a job	Secondary (15-18)							
Understand how to use uber, lyft, cabs, bus	Secondary (15-18)							
Schedule a ride to work	Secondary (15-18)							
Read bus schedule	Secondary (15-18)							
<b>Technology</b>								
Turn computer on and off	ESCE (3-6)							

Role play taking pictures with camera	ESCE (3-6)							
Use mouse/touch screen	ESCE (3-6)							
Use monitor, speaker, headphones	ESCE (3-6)							
Communicate effectively thru picture exchange, devise, orally, etc.	ESCE (3-6)							
Use the computer for entertainment	Elementary (7-10)							
Use the computer to complete assignments	Secondary (11-14)							
Use computer to answer emails	Secondary (15-18)							

## **Section 6**

### **Promoting Self-Determination in Youth with Disabilities**

#### **Tips for Families and Professionals**

##### **Promote Choice Making**

- Identify strengths, interests, and learning styles
- Provide choices about clothing, social activities, family events, and methods of learning new information
- Hold high expectations for youth
- Teach youth about their disability
- Involve children and youth in self-determination/self-advocacy opportunities in school, home, and community
- Prepare children and youth for school meetings
- Speak directly to children and youth
- Involve children and youth in educational, medical, and family decisions
- Allow for mistakes and natural consequences
- Listen often to children and youth

##### **Encourage Exploration of Possibilities**

- Promote exploration of the world every day
- Use personal, tactile, visual, and auditory methods for exploration
- Identify young adult mentors with similar disabilities
- Talk about future jobs, hobbies, and family lifestyles
- Develop personal collages and scrapbooks based on interests and goals
- Involve children and youth in service opportunities

##### **Promote Self-Advocacy**

- Encourage communication and self-representation
- Praise all efforts of assertiveness and problem solving
- Develop opportunities at home and in school for self-advocacy
- Provide opportunities for leadership roles at home and in school
- Encourage self-advocates to speak in class



- Teach about appropriate accommodation needs
- Practice ways to disclose disability and accommodations needs
- Create opportunities to speak about the disability in church, home, school, business, and community

### **Facilitate Development of Self-Esteem**

- Create a sense of belonging within schools and communities
- Provide experiences for children and youth to explore and use their talents
- Provide opportunities for youth to contribute to their family, school, and community
- Provide opportunities for individuality and independence
- Identify caring adult mentors at home, school, church, or in the community
- Model a sense of self-esteem and self-confidence

### **Promote Reasonable Risk Taking**

- Make choice maps listing the risks, benefits, and consequences of choice
- Build safety nets through family members, friends, schools, and others
- Develop skills in problem solving
- Develop skills in evaluating consequences

### **Encourage Problem Solving**

- Teach problem solving skills
- Allow ownership of challenges and problems
- Accept problems as part of healthy development
- Hold family meetings to identify problems at home and in the community
- Hold class meetings to identify problems at school
- Allow children and youth to develop a list of self-identified consequences

### **Develop Goal Setting and Planning**

- Teach children and youth family values, priorities, and goals
- Make posters that reflect values and are age-appropriate
- Define what a goal is and demonstrate the steps to reach a goal
- Make a road map to mark the short term identifies as they work towards a goal
- Support children and youth in developing values and goals
- Discuss family history and culture, make a family tree to identify family members



- Be flexible in supporting youth to reach their goals; some days they may need much motivation and help, other days they may want to try it alone

### **Help Youth Understand Their Disabilities**

- Develop a process that is directed by youth for self-identity: Who are you? What do you want? What are your challenges and barriers? What supports do you need?
- Direct children and youth to write a personal history
- Talk about your youth's disability
- Talk about your youth's abilities
- Involve children and youth in their ARD meetings starting in junior high school, or at least by 13 years of age. Increase the child's involvement as they get older so that they are advocating for their goals and needs by their senior year
- Use good learning style inventories and transition assessments
- Identify and utilize support systems for all people

Adapted from *Self-Determination: Supporting Successful Transition* by Christine Bremer, Mera Kachgal, and Kris Schoeller



## Self-Advocacy Checklist

Check yes or no for each statement. Add up your Yes answers to determine your score

	<u>Yes</u>	<u>No</u>
1. I can explain how I qualify for Special Education	_____	_____
2. I have seen my evaluation results.	_____	_____
3. I understand my evaluation results.	_____	_____
4. I participate in my ARD meetings.	_____	_____
5. I know what my IEP goals are	_____	_____
6. I planned my class schedule this year.	_____	_____
7. I can explain my strengths and weaknesses.	_____	_____
8. I ask teachers for help when I don't understand.	_____	_____
9. I ask for directions when I don't understand.	_____	_____
10. I can explain what doesn't help me to learn.	_____	_____
11. I can explain how I learn best.	_____	_____
12. I participate in discussions in class.	_____	_____
13. I talk with my teachers.	_____	_____
14. I can solve problems effectively at school.	_____	_____
15. I speak clearly and maintain eye contact with others.	_____	_____



## Section 7

# Career Development Tips for Parents of Middle and High School Students

Activities to Help Prepare Your Middle School Student for High School and Future Careers

1. Read the Academic Planning Guide for Galveston High School
2. Participate in the Four Year 8th grade planning meetings
3. Help your student identify and build on their own strengths
4. Explore interests, abilities, and skills together
5. Encourage self advocacy and building those skills
6. Make your teen aware of the connection between education and careers
7. Encourage your teen to do an online search of careers and gather information
8. Encourage others to ask about your teens career interests, including family, medical professional, church members, etc.
9. Have your teen volunteer for service opportunities in your community
10. Encourage your teen to find summer or seasonal employment. Participate in Summer Earn and Learn with Texas Workforce Commission
11. Seek information from professional associations on career opportunities
12. During vacations, work with your teen to explore occupations and careers
13. Create a budget for your teen and teach them about money management
14. Explore "Reality Check" on their website and do the activities
15. Talk about the job market, nature of work, and give them jobs at home
16. Encourage your student to be involved and participate in their ARD meetings
17. If your teen receives Special Education services, use the transition plan to develop a coordinated set of career development activities, based on educational need, also take into account his/her interests and preferences
18. Stay involved in the transition process throughout high school

\*\*\*Important\*\*\*

It is important that your child has a clear understanding of their qualifying areas for Special Education. They should attend their ARD meetings and be actively involved. Help your child understand their programming as it is written in their IEP and know what their classroom accommodations and modifications are. Preparing them for their future is important at this age and lays the foundation for success in high school and postsecondary experiences.



## **Section 8**

### **Where to Start... Agency Contacts**

Gulf Coast Center (409) 944-4380

<https://gulfcoastcenter.org/>

Health and Human Services (HHS) Galveston County 713-692-1635

<https://www.hhs.texas.gov/about/contact-us>

Aging and Disability Resource Center (ADRCs) Houston - Galveston  
1-855-937-2372

<https://www.hhs.texas.gov/services/aging/long-term-care/aging-disability-resource-center>

Local Intellectual and Developmental Disability Authority (LIDDA) Gulf  
Coast Center 800-643-0967

<https://www.hhs.texas.gov/providers/long-term-care-providers/local-idd-authority-lidda>

Local Mental Health and Behavioral Health Authority (LMHA) 800-643-0967

Area Agency on Aging (AAA) 800-437-7396 or 713-627-3200

<https://www.h-gac.com/area-agency-on-aging>





## Section 9

### Care Notebook (Texas Parent to Parent)

A Care Notebook is an organizing tool that is particularly useful for parents who have children with special health care needs or disabilities. Use a Care Notebook to keep track of important information about your child's health care. TxP2P's Care Notebook is a compilation of PDF fillable documents. You can download all or any part of the Care Notebook. These forms will allow you to enter your specific information and save the document to your hard drive. ([download all PDFs in a zip file](#))

We are most grateful to the Oklahoma Family Network for their generosity in allowing us to adapt much of the information in their Care Notebook to share with Texas families.

#### Templates

- [Cover Sheet](#)
- [My Care Notebook Contents](#)
- [Setting Up Your Care Notebook](#)
- [Tabs](#)

#### My Story

- [My Family Profile](#)
- [My Page](#)
- [My Typical Status](#)
- [My Updates](#)

## My Health Care

- [My Appointment Log](#)
- [My Blood Pressure-Sugar Log](#)
- [My Catheterization Information-Schedule](#)
- [My Diet Tracking & Nutrition Information](#)
- [My Emergency Information Form](#)
- [My Evaluations](#)
- [My Event Diary](#)
- [My Growth Tracking Form](#)
- [My Hospitalizations-Surgeries](#)
- [My Important Tests](#)
- [My Medication Log](#)
- [My Portable Medical Summary #1](#)
- [My Portable Medical Summary #2](#)
- [My Seizure-Behavior Log](#)
- [My Updates-Notes](#)

## My Contacts

- [My Contact-Discussion Record Form](#)
- [My Early Intervention Contact Information](#)
- [My Medical Contacts](#)
- [My School Contacts](#)

## My Plan

- [My Social Experiences](#)

## My Coverage

- [My Insurance Information](#)

#### My Asset Development

- [Financial Goal Setting](#)
- [Intro Letter for Money Management](#)
- [Planning for the Future Budget Info](#)

#### My College Information

- [Scholarship Essays](#)

#### My Health Care

- [Keeping Track of My Own Health Care](#)
- [My Health Care Transition Checklist](#)

#### My Interviews

- [How to Answer Common Interview Questions](#)
- [How to Dress for an Interview – Men](#)
- [How to Dress for an Interview - Women](#)

#### My Job Application & W-4

- [Directions for Completing Form W-4](#)
- [Form W-4](#)
- [Subway Job Application – Filled Out – Sample](#)
- [Subway Job Application - Blank](#)

#### My References

- [References Blank Template](#)
- [References Directions](#)
- [References Sample & Directions](#)
- [References Sample](#)

#### My Resumes & Letters

- [Resume Extracurricular Activities Examples](#)



- [Resume Extracurricular Activities Worksheet](#)
- [Resume Sample & Instructions](#)
- [Sample Cover Letter & Instructions](#)
- [Sample Letter of Resignation & Directions](#)

#### My Skills Checklists

- [Adolescent Autonomy Checklist](#)
- [Transition Developmental Checklist](#)

Contact [Med@txp2p.org](mailto:Med@txp2p.org) if your group is interested in hosting a Care Notebook training.



## **Section 10 Additional Resources**

[Texas Parent 2 Parent](#)

[Texas Parent 2 Parent Transition Inventory](#)

[Navigate Life Texas](#)

[SPEDEX](#)

[Supporting Early Childhood Transitions](#)

[Disability Rights Texas](#)

[The Right to Make Choices - Supported Decision Making](#)

Guardianship options Awareness of guardianship options [Guardianship options](#)

[Finding Help in Texas](#)

[I'm Determined](#)

[Graduation Toolkit](#)

[Texas ABLE Accounts](#)

Career awareness, types of work, career exploration  
<https://www.mynextmove.org/>



Work habits and how they relate to employment

<http://www.mychildsfuture.com/item.htm?id=61>

Soft skills for employment workbook [Soft Skills for Work](#)

College programs providing certification programs for students with disabilities.

- [College programs across Texas](#)
- [STRIVE Program at ACC](#)
- [Vast Program at HCC](#)
- [Lone Star College](#)
- [Texas A&M PATHS](#)



## **Section 11**

### **Lunch and Learn Parent Training Videos**

[Medicaid Waivers](#)

[College Planning for Families with Special Needs Children](#)

[College Planning](#)

[Guardianship](#)

[Working and Maintaining Social Security Benefits](#)



**Contact:**

Sean Kemp, M.Ed  
District Transition Coordinator  
seankemp@gisd.org  
409-766-5821