

## TRANSITION IN TEXAS TIMELINE

Transition prepares students to move from high school to adulthood. Transition in Texas begins before a student's 14<sup>th</sup> birthday, or earlier if the admission, review, and dismissal (ARD) committee decides it would be right for you. As you get close to beginning high school, you will need to talk about what you want to do after graduation. Your transition services will be based on your needs, preferences, and interests. The ARD committee (which includes you and your parents) writes the transition plan as part of your Individualized Education Program (IEP).

The **Transition in Texas Timeline** is a tool to help you and your parents work with the other members of the ARD committee write your transition plan. Use this timeline to decide if these issues should be discussed at the ARD committee transition meetings.

### **Parents, as soon as possible:**

If your child is identified with a developmental disability, put his/her name on an interest list with the Texas Department of Aging and Disability Services (DADS) until services are available. The waitlist is currently years long.

<http://www.dads.state.tx.us/providers/LA/PersonDirectedPlanningGuidelines.pdf>

### **When or before you turn 14 years of age:**

- Speak up for yourself—practice self-advocacy. Learn to explain your interests, preferences, and needs.
- Talk with your parents and teachers about what kind of job you want.
- Identify your career interests, strengths, and needs. Complete interest and career inventories.
- Explore career options.
- Identify training requirements for the job you want and admission standards for any school or training program you may want to attend.
- Be able to explain your disability and accommodations you may need.
- Build your academic and functional skills (such as personal health, money management, decision making, independent living, etc.).
- Prepare to participate in ARD meetings. Talk to your parents and teachers.
- Attend all ARD meetings, to which you must be invited, when transition is considered. If you do not attend, you should give information to someone on the ARD committee about your wants and needs.
- Participate in the ARD discussion about transition services. Learn to be the leader of the meeting, by asking for an agenda, calling on people who want to speak, and talking to your school and parents about all your needs.

- Talk with your school and parents to make sure that you take the classes you need for the job you want. Talk about the classes you need to take to attend the college or training program of your choice after you graduate.
- Talk with your ARD committee to write your personal graduation plan.
- Explore other agencies and service providers that can help you after graduation from high school.
- Find out about assistive technology tools that can help you to live independently and have a job.
- Expand your participation with community activities, such as library projects, volunteering, recreational sports, and trying to find people with similar interests to yours.
- Apply for a social security number and card, if you do not already have one. Contact the local social security office to see if you qualify for benefits.
- Identify any needs you have for long-term services and supports. Explore the community and long-term services and supports that are available.
- Consider the need for guardianship or guardianship alternatives.

**When or before you turn 16 years of age:**

- Identify and communicate your goals for life after high school.
- Practice appropriate communication and social skills in different settings (school, peers, recreation, jobs, etc.).
- Continue to talk about transition planning each year until you graduate from high school.
- Talk about giving permission to the school to share information with any agencies who might give or provide you with transition services. Think about why this might or might not be a good idea.
- Ask the school to invite other agencies that may provide or pay for transition services to your ARD committee meeting. You or your parents must give the school permission.
- Complete a functional vocational assessment if you need it.
- Find out about education or training requirements for the job that you want.
- Ask your school counselor about classes that you need matched to your job interest, or how to find training on your job interest.

- Talk about any testing that you need for after graduation for postsecondary education or training (SAT, ACT, TSI, ASVAB). Discuss accommodations you may need. Find out about any other admission requirements.
- Ask if there is financial support to help pay for any admission tests you may need.
- Find out how much the job training or education you are interested in will cost.
- Talk about the supports you will need to get and hold a job.
- Explore types of transportation to a job, including public transportation.
- Keep a list of your job experiences or volunteer work or clubs and sports activities.
- Begin a résumé and update as needed.
- Practice effective communication by asking for help, identifying accommodations you need, and developing interview skills.
- Practice independent living skills (such as budgeting, shopping, cooking, housekeeping, decision making, etc.).
- Participate in activities within your community, such as library projects, volunteering, recreational sports, or finding people with interests similar to yours.
- Identify health care needs and providers (doctors, therapists, pharmacies) to meet your needs.
- Explore living options that may be available for you when you attend college or a training program after you graduate.
- Contact community and long term service and support agencies to discuss eligibility information.
- Ask for and receive information about the rights that are granted to your parents (other than the right to receive notice) that will transfer to you when you turn 18. This happens unless someone has been granted guardianship.
- Get an identification card, voter registration, and/or driver's license and be able to communicate personal information.

**When or before you turn 18 years of age:**

- Continue to work with your ARD committee to review and update employment goals. Talk about the kind of work you can do. Check on who can coach you on the job, if needed.

- Ask that any agencies that might help you with training or getting a job be invited to your ARD committee meeting.
- Ask for and receive notification about age of majority requirements when you turn 17.
- Ask for and receive your rights at age 18. Your parents will continue to receive a notice of your ARD committee meetings, but can only attend if you or the school invites them.
- Register to vote.
- Register for selective service (males).
- Take responsibility for being on time for classes, appointments, social activities, and work.
- Ask about other services besides school that may be available for you.
- Develop a list of people who know you and the work you can do.
- Identify sources for job listings.
- Practice interviewing for a job.
- Apply for education or training programs.
- Develop a plan to pay for postsecondary education or training.
- Apply for financial help for education after high school (FASFA, grants, scholarships).
- Apply for long-term services or supports, if appropriate. Learn to direct and manage these.
- Explore adult recreational activities and community involvement.
- Prepare for the adult model of health care.

**After graduation:**

- Take over making decisions for your life.
- Ask for and receive a Summary of Performance from the school.
- Ask for and receive a prior written notice about your change of placement when you graduate.
- Collect all information you will need for your postsecondary education or training (diploma, transcripts, etc.) and enroll in the program of your choice.

- Accept responsibility for health care needs (make doctor or therapy appointments, fill and take your prescriptions, etc.).
- Begin receiving services from agencies, if appropriate.
- Finalize your résumé.
- Identify job openings or trainings.
- Apply for jobs and talk to someone who can help coach you in your work.

***Please send additional thoughts and comments to [sped@tea.state.tx.us](mailto:sped@tea.state.tx.us)***