Summary of Performance (SOP)

A Summary of Performance should be given to a student when they exit the secondary program.

A summary, which will help the student make the transition to postsecondary settings includes:

- Academic achievement- what the youth knows such as literacy, numeracy, consumer, personal finance, and learning skills; reasoning, communication, processing, including the accommodations, supports and modifications required, etc.;
- Functional performance- behavior across different environments such as how the youth interacts with peers at school, in the community, at work; self-care, mobility, self-determination, safety, executive functioning skills, including the accommodations and supports required, etc.;
- Supports- Accommodations, modifications, assistive technology or other supports that students might need to be successful in postsecondary environments; and
- Next Steps- Recommendations for attaining postsecondary goals such as attend college orientation, meet with Department of Rehabilitative Services, meet with a Disability Services Office Counselor at a community college or university, keep a file of current disability documentation, complete employment applications, connect to community resources, etc.

Additional Resources

Information about the secondary transition process: Transition in Texas
www.transitionintexas.org

Information and resources specific to students with disabilities and their families
Texas Project FIRST www.texasprojectfirst.org

Information on guardianship and alternatives

Texas Health and Human Services Commission

http://www.hhsc.state.tx.us/si/gab/index.html

Texas Project First

http://texasprojectfirst.org/Guardianship.html

For additional information related to Secondary Transition in your region contact:

EDUCATION SERVICE CENTER REGION _____

My interest is in the future; as I'm going to be spending the rest of my life there.
Charles Kettering



Texas Transition

IEP

A Bridge to the Future

Secondary Transition/
Post-School
Results Network

Transition Planning in Texas

Fast Facts for Parents

What is transition planning?

Transition planning is a *process* that should help ensure student happiness, success, and satisfaction after high school and onto further work, future education, and adulthood.

Transition services must begin by the first IEP in effect when a student turns 16 years old. Transition planning should begin before the student is 16 years old (age 14 in Texas). All students with disabilities should receive transition planning as part of their IEP meetings. The student and his or her IEP team create a vision for the future, and then each year specific goals and services are identified to work toward that vision.

Transition planning at age 14 is critical because of high school diploma options and courses of study. Discussions need to occur in middle school prior to 9th grade to enable the student to access high school courses needed for graduation. When the IEP team members discuss graduation options, they should refer to the graduation requirements for students with disabilities as outlined in the provisions of Texas Administration Code (TAC) §89.1070, as well as Texas assessment requirements.

Transition is a process that builds on itself each year, and goals evolve and change as the student gets older and gains new insights.

Transition planning should focus on these key components:

- Assessment specific to transition preferences, needs, strengths and interests;
- Instruction;
- Related services;
- Community experiences;
- Employment; and, if needed,
- Vocational evaluation;
- Daily living skills; and
- Connecting with community agencies

Who's involved in transition planning?

Students

Family

Special Education Teachers

General Education Teachers

School Administrators

Other appropriate school staff such as counselors, transition specialists, or vocational adjustment coordinators

Agency representatives (if written permission is obtained by family or adult student)

Any person you feel knows the educational needs of your child

By law a student must be invited to attend the Admission, Review and Dismissal Committee (ARDC) meeting if the purpose of the meeting will be to discuss student's post-secondary goals and the transition services needed to achieve those goals.

Planning For the Future! What Can I do?

Learn how transition planning works at your school.

- Be prepared.
- Collect information about your child.
- Set goals for the future with your child.
- Learn about resources.
- Be an active team member.
- You and your child need to attend all meetings.

You are equal team members. Stay involved.

- Periodically review and monitor the transition plan and services with other team members.

Collect information about your son or daughter.

- What are your child's strengths, interests and abilities right now?
- What are your child's goals for the future?
- What skills and experiences does your child need to reach those goals?

Know your student's interests and abilities.

Academic achievement

- Academic abilities and basic skills
- Learning strategies
- Necessary courses for future life goals
- Classroom/course adjustments

Work skills

- Experiences
- Career exploration and interest

Interests and abilities

- Extra-curricular activities
- Social interests
- Hobbies
- Talents

Level of independence

- Life skills
- Self-advocacy
- Responsibility

What is meant by transfer of rights?

In Texas, a student reaches the age of majority (adulthood) upon turning 18. At this time, the student (regardless of the disability) becomes an adult an all rights previously afforded to the parent now transfer to the student. This means that the student will be the decision-maker in ARDC meetings, and will be the person who consents to or refuses services.

A parent may obtain legal guardianship of the adult student; however, if the parent does not provide the school district with a copy of the legal paperwork on or before his/ her 18th birthday, the district will transfer educational rights to the student.