Bridging School and Home: SPED Support for Student Success Agenda (90 minutes)

1. Welcome & Icebreaker (10 min)
    - Greeting by campus admin and special education staff.
    - Quick activity: “One Word About My Child’s Strength” – parents share one word on sticky notes for a strengths wall.
2. Overview Presentation (15 min)
    - Purpose of the night and importance of family-school collaboration.
    - Review of IDEA and Texas supports (brief, parent-friendly language).
    - Highlight district resources and staff roles (diagnostician, LSSP, SLP, ARD facilitator, etc.).
3. Breakout Rotations (40 min total – 20 min each, two rotations)
   Families choose two sessions most relevant to them:
    - Session A: Understanding ARDs & IEPs
      Parent-friendly walk-through of ARD process, progress reports, and how to advocate.
    - Session B: At-Home Strategies
      Practical tools for supporting reading, math, and behavior at home.
    - Session C: Related Services Spotlight
      Speech, OT, PT, counseling—explaining how these supports connect to the classroom.
    - Session D: Transition & Secondary Supports - Liz Brunk
      For parents of older students—transition planning, graduation pathways, community resources.

Teamwork at the ARD Table

Parent Tips for ARD Meetings





Presented by: Kylene Sparks in conjunction with Wise County Shared Services

What is an ARD meeting?

An ARD (Admission, Review, Dismissal) meeting is when parents, teachers, and staff meet as a TEAM to make decisions about your child's services, goals, and supports.





"Alone we can do so little; together we can do so much."

– Helen Keller

Your Role as a Parent



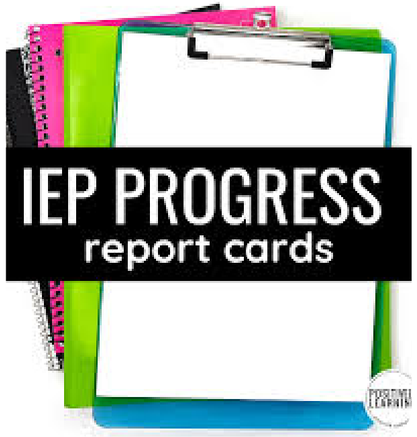
- You are the expert on your child
- Your input is valued and required by law
- Share your child's strengths, challenges, and dreams for the future



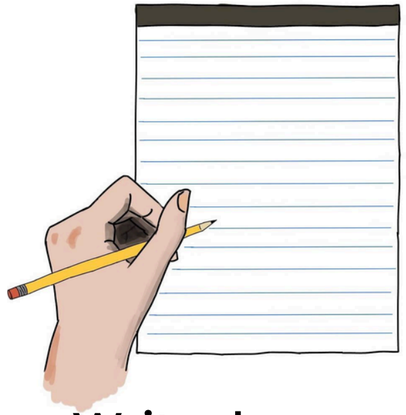
"It takes a village to raise a child." – African Proverb

Warm Up–Before the Meeting

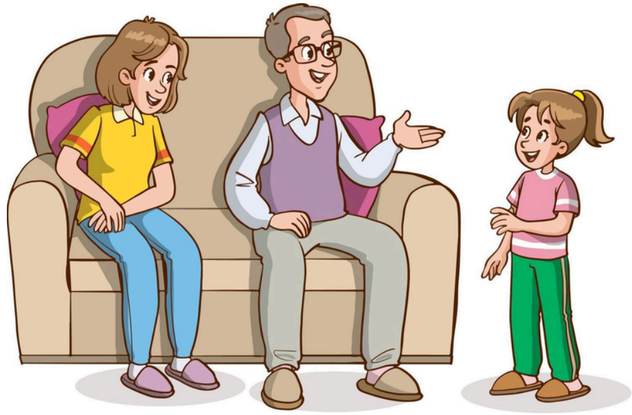
Tips for preparing prior to your child's ARD meeting



Review past IEP & Progress Reports



Write down your questions & concerns



Talk with your child about school



Bring outside reports (doctor, therapy, etc.)

"Parents and teachers are partners in the success of every child." –unknown

Game Time–During the Meeting

- Listen carefully and ask questions
- Take notes or request copies
- Pause the meeting if you need more time
- Remember: You are part of the team







“You are your child’s best advocate — your voice matters!”

Huddle Up–After the Meeting

- Review the IEP document at home
- Follow up with teachers on supports
- Stay in touch with you ARD team







"Coming together is a beginning, staying together is progress, and working together is success."

– Henry Ford

Special Education Terms & Acronyms Commonly Used in ARDs

- **ARD** – Admission, Review, and Dismissal committee/meeting (Texas term for IEP meeting).
- **IEP** – Individualized Education Program (the legal plan for services and goals).
- **FIE** – Full and Individual Evaluation (comprehensive evaluation used to determine eligibility).
- **REED** – Review of Existing Evaluation Data (process to decide if more testing is needed).
- **PLAAFP** – Present Levels of Academic Achievement and Functional Performance (summary of student's strengths, needs, and how the disability impacts learning).
- **PWN** – Prior Written Notice (document sent to parents explaining ARD decisions).
- **TEA** – Texas Education Agency (state education authority).

- **LRE** – Least Restrictive Environment (students should be educated with peers without disabilities as much as possible).
- **OHI** – Other Health Impairment (eligibility category that can include ADHD, medical conditions, etc.).
- **SLD** – Specific Learning Disability (includes reading, writing, or math learning difficulties).
- **AU** – Autism (eligibility category for students with autism spectrum disorder).
- **SI** – Speech Impairment.
- **VI** – Visual Impairment.
- **AI** – Auditory Impairment.
- **ID** – Intellectual Disability.



Every child deserves a champion—an adult who will never give up on them." – Rita Pierson

Helpful Resources

Texas Education Agency Parent Resources:
https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources

Partners Resource Network:
https://prntexas.org/

SPEDTex:
https://www.spedtex.org/#





"Teamwork divides the task and multiplies the success." – Unknown



Thoughts to Remember

- Teamwork makes the dream work!
- You are your child's best advocate.
- Together, we can help your child succeed

Contact Info:

Wise County Shared Services

Serving Alvord, Boyd, Bridgeport, Chico, Paradise, and Slidell ISDs

1101 17th Street

Bridgeport, Tx 76426

940-683-8361

AT HOME READING AND MATH STRATEGIES

BARRIERS IN READING

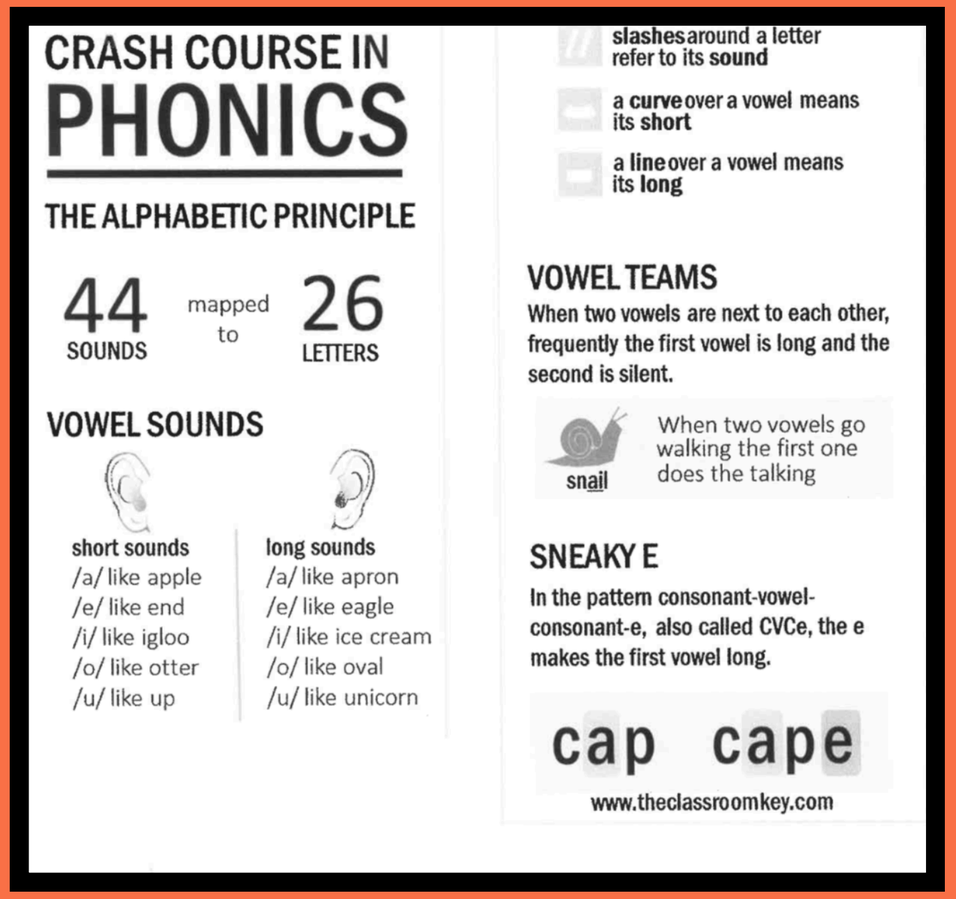
PHONICS

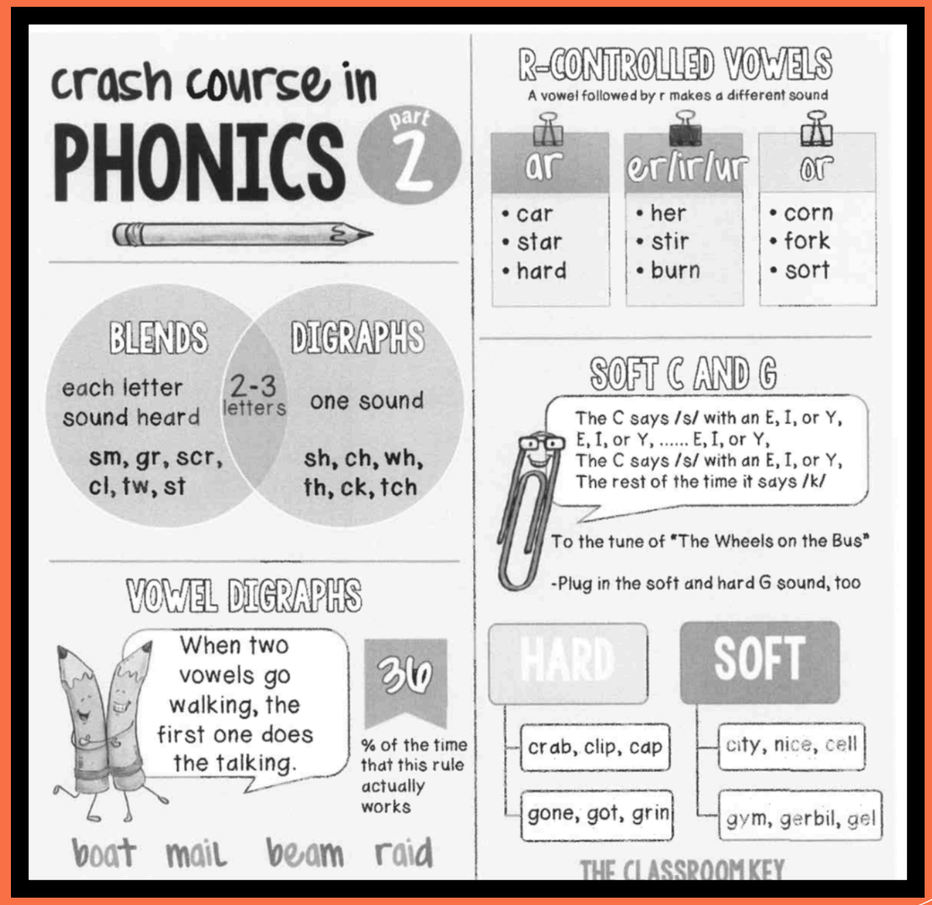
FLUENCY

COMPREHENSION



WHAT iS PHONiCS





WHAT CAN I DO AT HOME?

For Younger Students (K–2)

To help your child connect letters and sounds:

- Give your child letter cards or magnetic letters. Say a sound (like /m/) and have them find the letter that matches.
- Play “Guess My Letter.” Say the sound slowly and have your child guess the letter.
- Go on a sound scavenger hunt. Pick a letter and have your child find things around the house that begin with that letter sound.

To help your child blend sounds to read words:

- Use letter cards to build simple words (cat, hat, man). Say each sound slowly, then blend together to read the word.
- Play “Change the Word.” Build a word (like cat), then change one letter at a time (cat → hat → hot → hop).
- Write word families on cards (–at, –an, –op). Add beginning letters to make new words (m–at, c–at, h–at).
- Use a toy car. Write a 3-letter word with spaces between the letters (c a t). Have your child drive the car over each letter while saying the sound, then drive across fast while blending the word.



To help your child decode and practice words:

- Play “Tap and Read.” Tap under each letter while sounding it out, then swipe your finger under the whole word to say it fast.
- Play “I Spy Words.” Say, “I spy a word that starts with /s/” and have your child find it on a page.
- Act it out! Say a simple word (dog, hop, run) and have your child sound it out, then act it out.

WHAT CAN I DO AT HOME?

For Older Students (3–5 and beyond)

To strengthen letter-sound knowledge (advanced phonics):
Word Sorts – Give students a mix of words with different spelling patterns (like cake, make, rain, train vs. cat, map, hat). Have them sort by vowel sound or spelling rule.
Highlight the Pattern – In a short passage, have your child highlight or circle all words with a target sound/spelling (e.g., words with –tion or igh).



To help blend and read longer words:
Syllable Division – Show how to “chunk” words (ex: re/mem/ber, in/for/ma/tion) instead of sounding out every letter.
Word Ladders – Start with one word and change one letter, prefix, or suffix to make a new word (start → part → cart → chart).

To practice decoding in real reading:
Vocabulary Journals – Have students write tricky words from their reading, underline the phonics pattern, and use it in a sentence.
Partner Reading – Take turns reading. Pause at multisyllabic words, and have the student explain how they broke it apart.
Crossword or Word Search – Use target spelling patterns (like –tion or –ough) in puzzles instead of only CVC words.

✨ **Parent Tip: For older students, phonics should focus on multisyllabic words, morphology (prefixes, roots, suffixes), and applying skills to real texts (articles, chapter books, textbooks) rather than simple 3-letter words.**

WHAT iS FLUENCY



Oral reading fluency means your child can read smoothly, quickly, and with understanding

Types of Reading Fluency

- **Letter Fluency – Being able to quickly name letters of the alphabet.**
- **Word Fluency – Reading single words correctly and easily.**
- **Phrase Fluency – Reading groups of words together so they sound natural.**
- **Sentence Fluency – Reading complete sentences smoothly, with the right pauses.**
- **Paragraph Fluency – Putting it all together to read longer passages with understanding and expression.**

WHAT CAN I DO AT HOME?

For Younger Students (K–2)

- Model Fluent Reading – Read aloud to your child every day. Use expression, change your voice for characters, and pause at punctuation so they hear how fluent reading sounds.
- Echo Reading – You read a short sentence or phrase, and your child repeats it, trying to match your pace and expression.
- Choral Reading – Read a page or short passage together, saying the words at the same time.
- 5-Finger Rule – When choosing books, have your child read one page. If there are more than 5 tricky words, the book may be too hard for independent reading.
- Repeated Reading – Have your child read a short book, passage, or poem several times to build speed and confidence.

WHAT CAN I DO AT HOME?

For Older Students (3–5 and beyond)

- Paired Reading – Sit beside your child and read aloud together. Trade off reading. Parent reads a sentence, child reads a sentence. Ask questions at the end of page or paragraph.

- Listening to Audiobooks – Have your child follow along in the book while listening to a fluent reader on tape or audiobook. This helps with phrasing and word recognition.

- Word Attack Practice – When your child gets stuck on a word, wait 5 seconds for them to try using decoding strategies. If you provide the word, have them repeat it while pointing to it in the text.

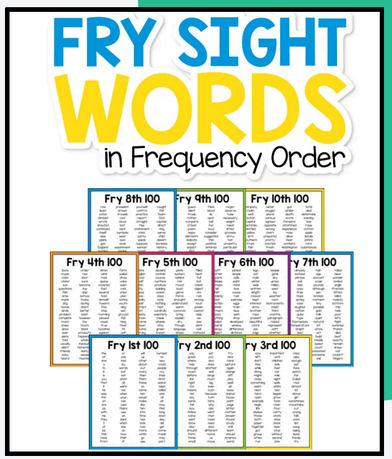
- Real-Life Connections – Talk about how the story reminds you of something from your life. Encourage your child to share their own experiences to build comprehension along with fluency.

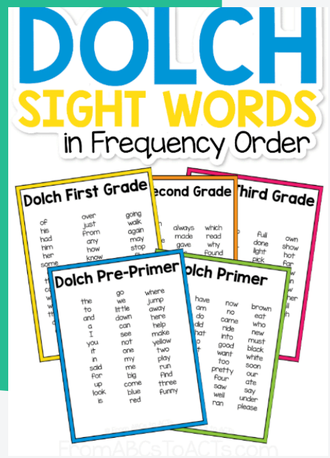
SIGHT WORD FLUENCY



Sight word fluency is the ability to quickly recognize common words without having to sound them out.

the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, I, at, be, this, have, from





WHAT CAN I DO AT HOME?

To help your child recognize sight words quickly:

- Play Flashlight Find – Tape sight words on the wall. Call out a word, and your child shines the light on it.
- Play Sight Word Hopscotch – Write sight words in chalk squares. As your child jumps, they read the word.
- Try Rainbow Writing – Have your child write the same sight word in different colors to help it “stick.”
- Go on a Word Hunt – Pick a sight word and have your child find it in a book, magazine, or on signs.

To help your child spell and build sight words:

- Use Magnetic Letters – Say a word and have your child build it.
- Play Memory Match – Make pairs of sight word cards. When your child finds a match, they read the word aloud.
- Try Shaving Cream Writing – Spray shaving cream on a table and have your child write sight words with their finger.

To help your child use sight words in context:

- Make Sentences – Challenge your child to use each sight word in a spoken or written sentence.
- Story Challenge – Give your child 5 sight words and ask them to make up a short story using all of them.
- Highlight in Reading – As you read together, have your child highlight or point to sight words in the text.

✨ **Parent Tip: For older students, phonics should focus on multisyllabic words, morphology (prefixes, roots, suffixes), and applying skills to real texts (articles, chapter books, textbooks) rather than simple 3-letter words.**

WHAT IS COMPREHENSION?

Reading comprehension is the ability to understand, think about, and make meaning from what is read.

- **Vocabulary –** Knowing what words mean helps children understand what they read.
- **Background Knowledge** – Using what they already know about the world to make sense of new information.
- **Main Idea** – Understanding the big point or message of a story or passage.
- **Details –** Remembering and noticing important facts that support the main idea.
- **Sequencing** – Knowing the order of events (first, next, last).
- **Cause and Effect** – Understanding why things happen and what happens as a result.
- **Making Connections** – Relating the story to themselves, other texts, or the world.
- **Drawing Inferences** – Reading between the lines to figure out what the author means but doesn't say directly.
- **Summarizing** – Retelling the most important parts of what was read in their own words.

1.

WHAT CAN I DO AT HOME?

For Younger Students (K–2)

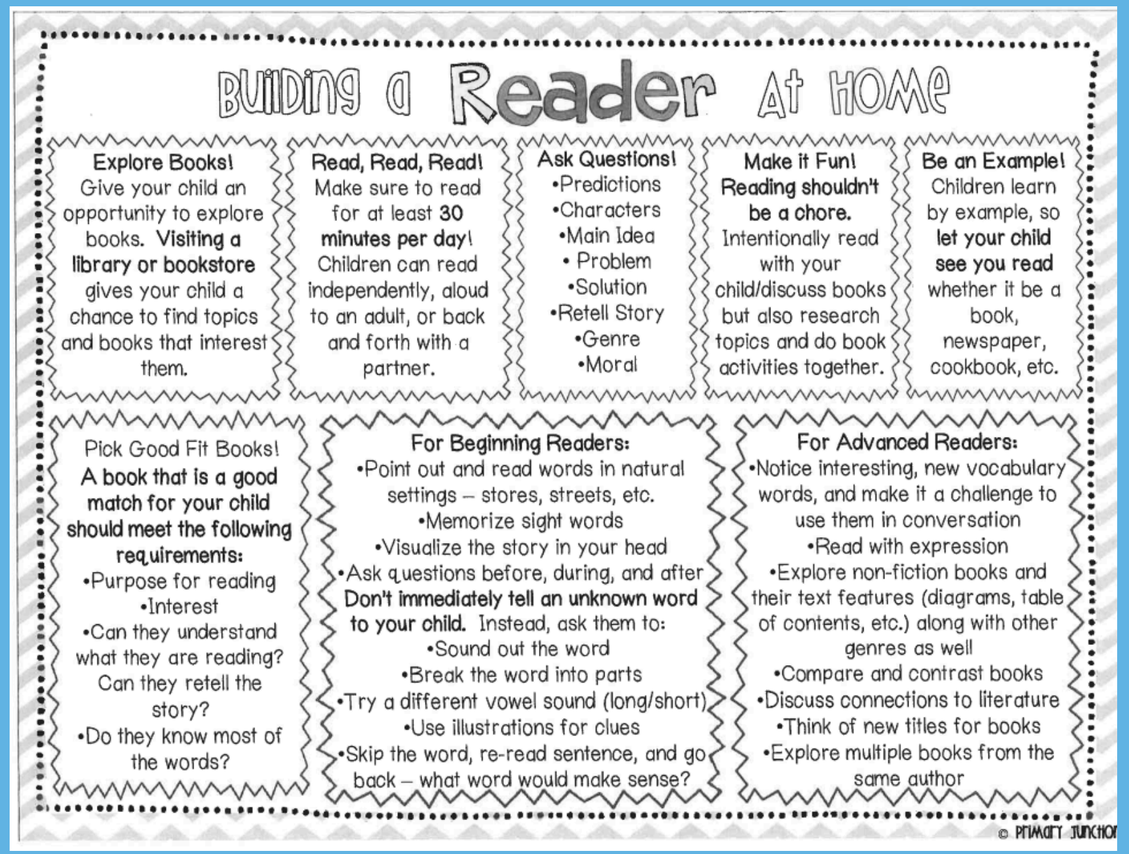
- Talk About New Words – Before reading, look through the book and find words your child may not know. Talk about what they mean and give simple examples.
- Picture Walk – Look at the cover and pictures before reading. Talk about what the story might be about and what your child already knows.
- Make Connections – Ask, “Does this remind you of our trip to the park?” or “How would you feel if this happened to you?”
- Prediction Game – Stop while reading and ask, “What do you think will happen next?”
- Act Out or Retell – After reading, have your child act out the story with toys or retell it in their own words.
- Read Aloud Together – Read with your child every day to model how to think about a story.

WHAT CAN I DO AT HOME?

For Older Students (3–5 and beyond)

- Preview Vocabulary – Choose 2–3 harder words before reading (like ecstatic). Talk about their meanings and use them in a sentence.
- Activate Prior Knowledge – Before starting a text, ask your child what they already know about the topic (for example, deserts, animals, or history).
- Text-to-Self Connections – Encourage your child to link the story to their own life: “Has anything like this ever happened to you?”
- Ask Open-Ended Questions – Instead of yes/no, ask: “Why do you think the character was afraid?” or “What do you think might happen if…?”
- Think-Aloud Strategy – Show how good readers work through confusion: “I’m not sure what this means, so I’m going to go back and reread.”
- Summarize – After reading, have your child write or tell the main idea and details in their own words.
- Make a Mind Movie – Ask your child to “make a movie in their head” as they read, describing the images they see.

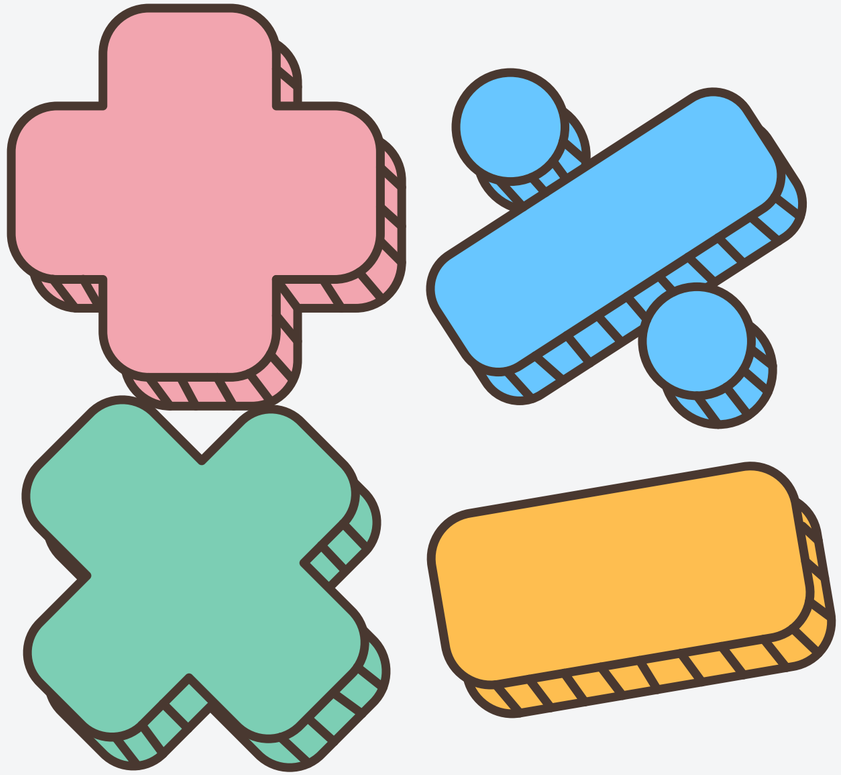
WHAT CAN I DO AT HOME?



BARRIERS IN MATH

COMPUTATION

PROBLEM SOLVING



FOUNDATION OF MATH

Computation Foundations
(Skills for carrying out math operations correctly)

- Number Sense – Knowing numbers represent quantities
- Counting – Saying numbers in order and matching them to objects
- Cardinality – Understanding the last number counted tells “how many”
- Comparing Numbers – Recognizing more, less, equal
- Place Value – Understanding ones, tens, hundreds
- Addition & Subtraction Concepts – Putting together and taking apart numbers
- Multiplication & Division Concepts – Repeated addition, sharing, grouping
- Fact Fluency – Quickly recalling math facts (like 7+3=10 or 6×2=12)
- Fractions – Understanding parts of a whole

WHAT I CAN DO AT HOME?

Younger Students (K–2)

- Number Sense: Play “How many?” with toys or snacks; talk about “more/less.”
- Counting: Sing songs, count stairs, cars, or toys.
- Cardinality: After counting, ask, “So how many altogether?”
- Comparing Numbers: Use “bigger/smaller” when playing with blocks or dice.
- Place Value: Bundle straws or coins into tens and ones.
- Addition & Subtraction: Use snack problems (2 crackers + 3 crackers).
- Fact Fluency: Quick flashcards or “Make 10” games.
- Fractions: Cut food into halves/quarters and name the parts.

WHAT I CAN DO AT HOME?

Older Students (3–5)

- Number Sense: Estimate groups of objects, then count to check.
- Counting: Skip-count by 2s, 5s, or 10s; count money.
- Cardinality: Use tally marks or charts to track totals.
- Comparing Numbers: Compare prices, decimals, or fractions.
- Place Value: Use money or base-10 blocks for hundreds/tens/ones.
- Addition & Subtraction: Solve with time or money (3:15 + 25 minutes).
- Multiplication & Division: Share snacks equally or group objects.
- Fact Fluency: Practice multiplication facts with games or flashcards.
- Fractions: Use measuring cups while cooking.

FOUNDATION OF MATH

Problem-Solving Foundations

(Skills for applying math to real-life situations and thinking deeply)

Patterns – Recognizing and extending sequences

Sorting & Classifying – Grouping objects by attributes

Geometry Basics – Shapes, space, and position words (above, below, next to)

Measurement – Comparing size, weight, length, and time

Problem-Solving – Using math strategies in real-world situations

Mathematical Reasoning – Explaining “how” and “why” solutions work

WHAT CAN I DO AT HOME?

Younger Students (K–2)

Patterns
- Make simple patterns with toys, spoons, or cups (fork, spoon, fork, spoon).
- Clap, stomp, and snap rhythms to copy and extend.

Sorting & Classifying
- Sort laundry by color, size, or type.
- Group buttons, coins, or Legos by shape or size.

Geometry Basics
- Play “Shape Hunt” around the house (find circles, squares, rectangles).
- Use position words: “Put the book under the table.”

Measurement
- Use measuring cups in cooking (½ cup vs. 1 cup).
- Compare objects: “Which is heavier—the apple or the potato?”
- Measure toys with a ruler or hands.

Problem-Solving
- Grocery store: “We need 5 apples and have 2. How many more?”
- Snack time: “12 crackers for 3 people. How many each?”

Mathematical Reasoning
- Ask: “How did you figure that out?”
- Try different strategies: fingers, drawings, or objects.

WHAT CAN I DO AT HOME?

Older Students (3–5 and beyond)

Patterns
- Extend harder patterns (ABBA, AABB, ABC).
- Use numbers: “2, 4, 6… what comes next?”

Sorting & Classifying
- Organize books or cards by size, type, or category.
- Sort coins by value and compare totals.

Geometry Basics
- Identify 3D shapes around the house (cylinder = can, sphere = ball).
- Practice advanced position words (parallel, perpendicular, diagonal).

Measurement
- Estimate, then measure objects with a ruler or tape measure.
- Compare weights using a kitchen scale.
- Use elapsed time: “If the movie starts at 6:30 and lasts 90 minutes, what time does it end?”

Problem-Solving
- Grocery store: “If apples are $2 each and we buy 4, what’s the total?”
- Real-life division: “24 cookies shared by 6 friends—how many each?”

Mathematical Reasoning
- After solving, ask: “Can you explain another way to get the answer?”
- Encourage multiple strategies: number lines, arrays, or mental math.

At-Home Strategies

At Home Needs



Supporting Positive Behavior at Home and School

Why Behavior Happens

All behavior is a form of communication.

Students may act out when they are:

Trying to get attention

Avoiding a task that feels too hard

Seeking sensory input (movement, pressure, sound, etc.)

Expressing big emotions they cannot yet put into words

Strategies You Can Try at Home

Stay Calm

Respond with a calm voice and steady actions.

Respond with a calm voice and steady actions.

Offer Choices

Give two positive options (e.g., “Do you want to use crayons or markers?”).

Choices give students a sense of control.

Use Clear Directions

Give short, simple steps.

Say what you want your child to do instead of what not to do

Example: “Walk in the house” instead of “Don’t run.”

Praise Positive Behavior

Catch your child being good!

Be specific: “I like how you started your homework right away.”

Build Routines

Morning, homework, and bedtime routines help children know what to expect.

Visual schedules or checklists can reduce anxiety.

Teach Coping Skills

Practice deep breathing, counting to 10, or using a calm-down spot.

Role-play how to handle frustration before it happens.

When Challenging Behavior Happens

Stay calm-your response helps your child feel safe.

Redirect your child to a positive activity or coping strategy.

If needed, give space and time for your child to calm down.

Revisit the situation later when everyone is calm.

School and Home Partnership

Share what works at home with your child's teacher.

Ask teachers what strategies are successful in the classroom.

Consistency between home and school helps children feel secure.

Remember:

Behavior is a skill, just like reading or math. With patience, practice, and support, your child can grow in positive ways!


Thank
you!



Introduction

- Purpose: Transition planning bridges school and adult life.
- Legal requirement: Starts at age 14 in Texas, updated annually.
- Why it matters: Smooths the path to education, employment, and independent living.

Agenda

1. INTRODUCTION
2. CORE COMPONENTS OF TRANSITION
3. TRANSITION FOR LIFE SKILLS STUDENTS
4. TRANSITION FOR RESOURCE STUDENTS
5. TRANSITION FOR IN-CLASS SUPPORT STUDENTS
6. WRAP-UP & QUESTIONS

TRANSITION SERVICES

Preparing Students for Life Beyond High School





Core Components of Transition

Postsecondary Goals

- Education/Training
- Employment
- Independent Living

Assessments

- Interest Surveys
- Adaptive Skills Checklists
- Vocational Assessments

Core Components of Transition

Services/Programs of Study

Supports written in the IEP (career exploration, agency referrals, life skills instruction)

Parent Involvement

- Critical in choosing paths
- Connecting to outside agencies
- Practicing independence at home

Transition for In-Class Support Students

1 Outcomes:

- College readiness and workforce preparation.
- Strong executive functioning (organization, time management).
- Confidence in self-advocacy.

2 Programs Available:

- Advanced CTE courses, dual credit, AP courses with accommodations.
- College readiness programs (AVID, local university partnerships).
- Work-study and internships.

3 Resources for Parents:

- College planning nights at local campuses.
- Texas OnCourse (career & college planning).
- ACT/SAT accommodations support.
- Local chambers of commerce job fairs.



Takeaway

Transition is a team effort involving the student, school, and family.

Transition for Resource Students

1 Outcomes:

- High school diploma with accommodations.
- Entry into community college, trade schools, or workforce.
- Self-advocacy for continued accommodations in higher education/work.

2 Programs Available:

- Career & Technical Education (CTE) pathways.
- Work-based learning opportunities (job shadowing, internships, practicums).
- Dual credit or college prep courses with accommodations.

3 Resources for Parents:

- College Disability Services Offices
- Region 11 Transition Resources
- FAFSA/financial aid workshops
- Texas Workforce Solutions (pre-employment services)

Transition for Life Skills Students

1 Outcomes:

- Daily Living (cooking, hygiene, money management).
- Community Participation (shopping, using transportation).
- Employment with job coaching or supported employment

2 Programs Available:

- Community-Based Instruction (CBI).
- Vocational Training (campus-based work programs, school enterprises).
- Partnerships with Texas Workforce Commission (TWC) for supported employment.

3 Resources for Parents:

- Local MHMR Centers (adult services, day programs).
- Guardianship & Alternatives (Supported Decision-Making, POA).
- Texas Parent to Parent / ARC of Texas

Transition Timeline Handout

TWC Referral Form

TEA Transition Guide



Local Resource Guide

Q&A

What do you want to ask about your student's pathway?

Thank you!

Future Planning Checklist for WCSS Parents

"Transition begins at diagnosis"

_____ In the future, will your student ***possibly*** need support to get a job, live independently, & access the community? Get on Medicaid Waiver Interest List (***15-18 year wait to get services–do this NOW!***)

1. Call Community Living and Assistance Support Services (CLASS): **877-438-5658** (Be ready to provide your student's social security number or medicaid number, contact information, and diagnoses).
2. Call Home and Community-based Services (HCS): **817-569-4140**

_____ Need more help ***now***? Call:

Help Me Thrive (ages 6-17) **844-689-8336** You will get connected to a service navigator to help you access community resources based on your child and family needs.

_____ Help Me Grow (ages 0-5) **844-689-5437** You will be connected to an experienced child development specialist who can provide education, resources and information on developmental screenings to meet your family's specific needs.

_____ Feeling overwhelmed about the present and future and don't know where to start? Schedule a future planning meeting with your child's teacher, diagnostician or transition specialist. https://www.bridgeportisd.net/our-district/departments/special-education

_____ Learn more: Do some independent research on future planning in Texas!

https://spedsupport.tea.texas.gov
https://www.navigatelifetexas.org/en
https://www.txp2p.org (Texas Parent to Parent)

_____ Get empowered! Start developing skills & strategies for the Next Steps to Independence at school & home!

Student Name: _____ Age: _____ Review Date: _____ Reviewer Name: _____

TEXAS TRANSITION
Student-Centered Transitions Network

Birth–Age 3

Next Steps to Independence: Skills and Strategies

Legend: C=Complete; **P**=In Progress; **N**=Not Needed

Directions: The Next Steps checklist lets educators, families, and students monitor continued progress on skills needed for future success. The legend indicates three levels (complete, in progress, and not needed). The reviewer will mark the box indicating the child's current performance level. Notice the two important resources on the second page. Educators and families can support children with **Teaching and Learning Strategies** in all four categories under the corresponding area. Also, complete the **Important Action Steps for Families** as appropriate.

Choice Making & Decision Making

Child can:

- C P N make choices between two items.
- C P N indicate preferred toys through gesture, gaze, or voice.
- C P N demonstrate beginning choice-making ability.
- C P N make choices without complaining when they do not get their way.

Goal Setting & Independence

Child can:

- C P N assist with putting items away (e.g., dirty clothes and toys).
- C P N wash and dry hands with visuals or prompts.
- C P N follow 1-2 step directions.
- C P N demonstrate independence (e.g., I can do it myself).
- C P N put on pants and shoes with minimal assistance.
- C P N share a desire to accomplish a task (e.g., build tower, make simple snack).
- C P N ask for help when needed.
- C P N use words or gesture to meet needs.
- C P N express the need to use the restroom and gain independence in toileting.

Self-Management & Self-Awareness

Child can:

- C P N express likes and dislikes for toys and food.
- C P N follow simple routines (e.g., bedtime, bathtime).
- C P N express frustration and disappointment.
- C P N demonstrate object permanence (i.e., understand things they cannot see still exist).

Self-Determination & Self-Advocacy

Child can:

- C P N communicate wants and needs using words, gestures, or voice in a variety of settings (e.g., with peers, with adults, in large and small groups).
- C P N engage in back and forth conversations (can include babbling).

Continue to the next page.

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Birth–Age 3

Next Steps to Independence: Skills and Strategies continued

Important Action Steps for Families

- ☐ Put your child's name on interest lists for Medicaid waiver programs as soon as disability is identified. Call 1-877-438-5658 for more information. If your child is already on the interest lists for Medicaid waivers, check their status each year (checking around their birthday is an excellent way to remember to do this).
- ☐ Explore services available for children with disabilities, such as the Medically Dependent Children Program (MDCP). Call 2-1-1 or visit www.211.org to find out what is available in your community.

Teaching and Learning Strategies

Choice Making & Decision Making

- Establish predictable routines.
- Limit choices to reduce frustration.
- Offer choices given two options.
- Create an organized play area to reduce over-stimulation.
- Acknowledge child's choice when using their style of communication (e.g., eye gaze, gestures, voice).

Goal Setting & Independence

- Encourage requests for help.
- Break down tasks into small steps to build independence.
- Encourage expression of preferences and desires.
- Model how to accomplish goals.
- Encourage independence by allowing mistakes and self-correction.
- Help child set small goals (e.g., put a puzzle together, build a tower with blocks).
- Encourage attempting unfamiliar tasks.

Self-Management & Self-Awareness

- Encourage trying different activities, foods, toys, etc.
- Teach calming and breathing strategies.
- Encourage expressing emotions appropriately.
- Reward/reinforce desired behaviors.
- Acknowledge feelings and emotions (e.g., "You're feeling sad/happy/excited right now.")
- Encourage independent expression of likes and dislikes.

Self-Determination & Self-Advocacy

- Allow child to try and solve problems independently (e.g., building blocks, playing with toys).
- Place toys slightly out of reach to promote independence.

Continue to next age/grade band, but keep this record and continue to update.

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Student Name: _____ Age: _____ Review Date: _____ Reviewer Name: _____

TEXAS TRANSITION
Student-Centered Transitions Network

Age 3–5 (Inc. Kindergarten)

Next Steps to Independence: Skills and Strategies

Legend: C=Complete; **P**=In Progress; **N**=Not Needed

Directions: The Next Steps checklist lets educators, families, and students monitor continued progress on skills needed for future success. The legend indicates three levels (complete, in progress, and not needed). The reviewer will mark the box indicating the child's current performance level. Notice the two important resources on the second page. Educators and families can support children with **Teaching and Learning Strategies** in all four categories under the corresponding area. Also, complete the **Important Action Steps for Families** as appropriate.

Choice Making & Decision Making

Child can:

- C P N enjoy playing with other children rather than alone.
- C P N engage in beginning negotiation skills with peers and adults.
- C P N begin to develop ability to solve own minor problems.
- C P N express strong preference (e.g., toys, food, friends).
- C P N make choices between three or four items, preferred and non-preferred.

Goal Setting & Independence

Child can:

- C P N establish short term goals to accomplish small, preferred tasks with adult assistance.
- C P N complete self-help skills (e.g., toileting, brushing teeth, bathing) with increasing independence.
- C P N choose weather-appropriate clothing and dress accordingly.

Self-Management & Self-Awareness

Child can:

- C P N express likes and dislikes (e.g., food, activities, toys).
- C P N persist without getting frustrated when unable to complete certain tasks.
- C P N request help when needed.
- C P N make friends and has a best friend(s).

Self-Determination & Self-Advocacy

Child can:

- C P N engage in role playing.
- C P N request preferred items and identify non-preferred items.
- C P N take the lead in play activities with confidence.
- C P N negotiate to get desired activities and items at beginning level.
- C P N cooperate with adult-supported conflict resolution.

Continue to the next page.

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Age 3–5 (Inc. Kindergarten)

Next Steps to Independence: Skills and Strategies continued

Important Action Steps for Families

- ☐ Put your child's name on interest lists for Medicaid waiver programs as soon as disability is identified. Call 1-877-438-5658 for more information. If your child is already on the interest list(s) for Medicaid waivers, check their status each year (checking around their birthday is an excellent way to remember to do this).
- ☐ Explore services available for children with disabilities, such as the Medically Dependent Children Program (MDCP). Call 2-1-1 or visit www.211.org to find out what is available in your community.

Teaching and Learning Strategies

Choice Making & Decision Making

- Provide choices in food, materials, and activities.
- Use visuals to support choice-making.
- Model how to make choices by providing a variety of learning centers and activities.
- Discuss how to make appropriate decisions when given options.
- Model and role-play how to ask for help.
- Discuss the positive and negative consequences of making decisions.
- Provide opportunities for independence (e.g., encourage and support child to do for themself some of the tasks you are currently doing for them).

Goal Setting & Independence

- Use a daily schedule and mark off items as they are completed.
- Break down activities into smaller steps and check off steps as they are completed.
- Support child in becoming independent with self-care activities at school and home.
- Provide visuals to encourage independent clean up after play.
- Model how to accomplish goals.

Self-Management & Self-Awareness

- Discuss individual strengths and weaknesses, focusing on abilities.
- Provide opportunities to focus on individual strengths.
- Teach strategies to help child manage their own feelings and behavior.

Self-Determination & Self-Advocacy

- Assist child with expressing preferences and ordering their own meals.
- Allow child to lead activities (e.g., modeling, role playing, play activities).
- Give child responsibilities (e.g., taking care of a pet, cleaning, classroom jobs).
- Reward and reinforce desired behaviors.
- Use books, social stories, and narratives to teach about emotions.

Continue to next age/grade band, but keep this record and continue to update.

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Student Name: _____ Age: _____ Review Date: _____ Reviewer Name: _____

TEXAS TRANSITION
Student-Centered Transitions Network

Elementary School (Grades 1–5)

Next Steps to Independence: Skills and Strategies

Legend: C=Complete; **P**=In Progress; **N**=Not Needed

Directions: The Next Steps checklist lets educators, families, and students monitor continued progress on skills needed for future success. The legend indicates three levels (complete, in progress, and not needed). The reviewer will mark the box indicating the child's current performance level. Notice the two important resources on the second page. Educators and families can support children with **Teaching and Learning Strategies** in all four categories under the corresponding area. Also, complete the **Important Action Steps for Families** as appropriate.

Choice Making & Decision Making

Child can:

- C P N demonstrate knowledge of decision-making (e.g., identify safe and unsafe situations, generate multiple solutions to social issues, identify consequences of decisions).
- C P N take the time to think about choices before making a decision.
- C P N demonstrate a sense of self and show empathy (e.g., use safe spaces in the classroom and at home, and recognize others' emotions).
- C P N make choices and decisions related to safety concerns with guidance.

Goal Setting & Independence

Child can:

- C P N keep up with and take care of personal belongings.
- C P N manage their self-care and dress independently.
- C P N plan for daily tasks and begin to display time management skills.
- C P N demonstrate preferences for friends or activities at a beginning level.
- C P N set short term goals and take steps to accomplish them with support.

Self-Management & Self-Awareness

Child can:

- C P N engage in calming strategies when stressed or upset.
- C P N identify and show awareness of their areas of struggle and obtain assistance independently.
- C P N complete activities and assignments independently.
- C P N initiate friendships independently.

Self-Determination & Self-Advocacy

Child can:

- C P N role-play leadership roles (e.g., play the teacher).
- C P N take the initiative to start familiar and unfamiliar tasks.
- C P N demonstrate persistence when an activity becomes challenging.
- C P N negotiate with teachers, peers, and family members.

Continue to the next page.

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Next Steps to Independence: Skills and Strategies continued

Important Action Steps for Families

- ☐ Put your child's name on interest lists for Medicaid waiver programs as soon as disability is identified by calling 1-877-438-5658. If your child is already on the interest list(s) for Medicaid waivers, check their status each year (checking around their birthday is an excellent way to remember to do this).
- ☐ Explore services available for children with disabilities, such as the Medically Dependent Children Program (MDCP). Call 2-1-1 or visit www.211.org to find out what is available in your community.
- ☐ Collaborate with your child's teacher to develop the individualized education program (IEP). Communicate your child's strengths and interests.
- ☐ Begin talking with your child's teacher and your child about them participating in their admission, review and dismissal (ARD) committee meeting. Resources for elementary students and families can be found at imdetermined.org.

Teaching and Learning Strategies

Choice Making & Decision Making

- Create boundaries for choice making and decision making.
- Use a daily schedule and mark off items as they are completed.
- Model and role-play decision-making, including consequences.
- Explore and discuss potential career choices.
- Use career terminology for helper charts in the classroom and home setting.

Goal Setting & Independence

- Use a daily schedule and mark off items as they are completed.
- Assist with creating weekly goals and tracking progress toward completion.
- Allow child to vote on home activities and recreational trips.
- Encourage child to make choices throughout the day.

Self-Management & Self-Awareness

- Reward/reinforce desired behaviors.
- Teach strategies to help child manage their own feelings and behavior.
- Use self-evaluation checklists and forms to help child self-reflect.
- Teach time-management strategies.
- Role-play coping strategies paired with different emotions.
- Create connections between scenarios and different ways to feel.
- Model appropriate emotions for different situations.

Self-Determination & Self-Advocacy

- Engage in volunteer activities together.
- Encourage ordering their own food at a restaurant.
- Start a savings account and teach them about money.
- Have child participate in their ARD committee meeting, as appropriate.
- Assist child in identifying and expressing their needed academic supports.

Continue to next age/grade band, but keep this record and continue to update.

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Student Name: _____ Age: _____ Review Date: _____ Reviewer Name: _____

TEXAS TRANSITION
Student-Centered Transitions Network

Middle School (Grades 6–8)

Next Steps to Independence: Skills and Strategies

Legend: C=Complete; **P**=In Progress; **N**=Not Needed

Directions: The Next Steps checklist lets educators, families, and students monitor continued progress on skills needed for future success. The legend indicates three levels (complete, in progress, and not needed). The reviewer will mark the box indicating the child's current performance level. Notice the two important resources on the second page. Educators and families can support children with **Teaching and Learning Strategies** in all four categories under the corresponding area. Also, complete the **Important Action Steps for Families** as appropriate.

Choice Making & Decision Making

Child can:

- C P N ☐ ☐ ☐ demonstrate self-determination skills (e.g., select courses, volunteer in the community, negotiate with friends and family).
- C P N ☐ ☐ ☐ select or give input on elective courses based on personal preferences.
- C P N ☐ ☐ ☐ participate in admission, review, and dismissal (ARD) committee meetings (e.g., make introductions, discuss accommodations, talk about future classes).
- C P N ☐ ☐ ☐ participate in clubs and sports.

Goal Setting & Independence

Child can:

- C P N ☐ ☐ ☐ give input on their individualized education program (IEP) goals.
- C P N ☐ ☐ ☐ give input on their IEP accommodations and modifications.
- C P N ☐ ☐ ☐ give input on their postsecondary goals.
- C P N ☐ ☐ ☐ choose weather-appropriate clothes and dress independently.
- C P N ☐ ☐ ☐ prepare to participate in a student-led ARD committee meeting.

Self-Management & Self-Awareness

Child can:

- C P N ☐ ☐ ☐ maintain good attendance.
- C P N ☐ ☐ ☐ take medication on their own or with minimal support.
- C P N ☐ ☐ ☐ keep a preferred planner to manage school and extracurricular work.
- C P N ☐ ☐ ☐ appropriately interact with peers in social situations, structured and unstructured.
- C P N ☐ ☐ ☐ effectively use behavior strategies to be successful in a variety of situations and environments.
- C P N ☐ ☐ ☐ identify peer pressure and strategies to avoid it.
- C P N ☐ ☐ ☐ demonstrate awareness of their disability and can name it.

Self-Determination & Self-Advocacy

Child can:

- C P N ☐ ☐ ☐ exhibit self-determination skills (e.g., problem solving, setting long-term and short-term goals, advocating for their needs).
- C P N ☐ ☐ ☐ participate in their ARD committee meetings.
- C P N ☐ ☐ ☐ participate in career exploration classes.
- C P N ☐ ☐ ☐ assist in creating their course of study.
- C P N ☐ ☐ ☐ answer "what if" questions.
- C P N ☐ ☐ ☐ select elective courses independently based on personal preference.

Continue to the next page.

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Next Steps to Independence: Skills and Strategies continued

Important Action Steps for Families

- ☐ Collaborate with your child's teacher to develop the IEP. Communicate your child's strengths and interests.
- ☐ Put your child's name on interest lists for Medicaid waiver programs as soon as disability is identified by calling 1-877-438-5658. If your child is already on the interest list(s) for Medicaid waivers, check their status each year (checking around their birthday is an excellent way to remember to do this).
- ☐ Support your child in participating in their ARD committee discussions about planning for the future and consider the link to transition planning (e.g., introduction, sharing about themself, reviewing transition and postsecondary goals).
- ☐ Explore services available for children with disabilities, such as the Medically Dependent Children Program (MDCP). Call 2-1-1 or visit www.211.org to find out what is available in your community.

Note for middle school students & families:
See the Texas Transition and Employment Guide for more detailed information on transition.

Teaching and Learning Strategies

Choice Making & Decision Making

- Assist child with choosing elective courses.
- Provide child with opportunities to choose accommodations for classes.
- Provide child with a list of chores to do at home.
- Support child in describing their accommodations.
- Assist child in explaining how their accommodations support their learning.

Goal Setting & Independence

- Support child in the use of checklists to monitor self-help skills.
- Encourage child to participate in developing their IEP goals.
- Develop and track weekly or monthly classroom or home goals with child.
- Encourage child to attend and actively participate in their ARD committee meetings.
- Teach child what to do in an emergency (e.g. fire, accident, bad weather) and practice these routines until the child can respond to emergencies independently.

Self-Management & Self-Awareness

- Encourage child to use a planner or calendar.
- Help child prepare to participate in their ARD committee meeting.
- Help child articulate how medication makes their body and emotions feel.
- Encourage child to consider others' points of view.
- Prepare child to provide information about how they learn best at their ARD committee meeting.

Self-Determination & Self-Advocacy

- Assist child with asking for help.
- Encourage child to ask questions when they don't understand.
- Help child develop different techniques to ask for help.
- Help child discover and articulate their disability-related strengths and weaknesses.
- Teach child how to describe their disability.

Continue to next age/grade band, but keep this record and continue to update.

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Student Name: _____ Age: _____ Review Date: _____ Reviewer Name: _____

TEXAS TRANSITION
Student-Centered Transitions Network

High School (Grades 9–12)

Next Steps to Independence: Skills and Strategies

Legend: C=Complete; **P**=In Progress; **N**=Not Needed

Directions: The Next Steps checklist lets educators, families, and students monitor continued progress on skills needed for future success. The legend indicates three levels (complete, in progress, and not needed). The reviewer will mark the box indicating the child's current performance level. Notice the two important resources on the second page. Educators and families can support children with **Teaching and Learning Strategies** in all four categories under the corresponding area. Also, complete the **Important Action Steps for Families** as appropriate.

Choice Making & Decision Making

Child can:

- C P N ☐ ☐ ☐ demonstrate self-determination skills (e.g., select courses, apply for jobs and colleges, negotiate with friends and family).
- C P N ☐ ☐ ☐ assist in developing their individualized education plan (IEP) goals with their case manager.
- C P N ☐ ☐ ☐ give input on appropriate accommodations and modifications.
- C P N ☐ ☐ ☐ participate in career exploration.
- C P N ☐ ☐ ☐ attend a college day visit or career fair, on or off campus.
- C P N ☐ ☐ ☐ demonstrate understanding of transfer of rights.
- C P N ☐ ☐ ☐ demonstrate understanding of guardianship alternatives and supported decision-making.

Goal Setting & Independence

Child can:

- C P N ☐ ☐ ☐ meet with their counselor to discuss their course of study.
- C P N ☐ ☐ ☐ secure and maintain a part-time job.
- C P N ☐ ☐ ☐ apply for college, trade school, or other postschool options.
- C P N ☐ ☐ ☐ express where they want to live after high school.
- C P N ☐ ☐ ☐ conduct a student-led admission, review, and dismissal (ARD) committee meeting.

Self-Management & Self-Awareness

Child can:

- C P N ☐ ☐ ☐ take their medication independently or with minimal assistance.
- C P N ☐ ☐ ☐ keep a preferred planner to manage school, extracurricular work, and personal obligations.
- C P N ☐ ☐ ☐ appropriately interact with peers in a variety of situations.
- C P N ☐ ☐ ☐ effectively use behavior strategies to be successful in a variety of situations and environments.
- C P N ☐ ☐ ☐ identify peer pressure and strategies to avoid it.
- C P N ☐ ☐ ☐ overcome obstacles when things become difficult.

Self-Determination & Self-Advocacy

Child can:

- C P N ☐ ☐ ☐ demonstrate the ability to reason (e.g., make educated guesses, decide between two desired choices).
- C P N ☐ ☐ ☐ understand consequences of their actions, positive and negative.
- C P N ☐ ☐ ☐ participate in their ARD committee meetings (e.g., create presentations, read from a script, lead the meeting, discuss plans for the future).
- C P N ☐ ☐ ☐ assist in developing their postsecondary goals.
- C P N ☐ ☐ ☐ identify their disability and advocate for their unique needs in a variety of situations.

Continue to the next page.

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Next Steps to Independence: Skills and Strategies continued

Important Action Steps for Families

- ☐ Put your child's name on interest lists for Medicaid waiver programs as soon as disability is identified by calling 1-877-438-5658. If your child is already on the interest list(s) for Medicaid waivers, check their status each year (checking around their birthday is an excellent way to remember to do this).
- ☐ Talk with your child's doctors, insurance company, and/or benefits provider about what will change when your child turns 18.
- ☐ Before graduation, work with your child's teachers to develop the Summary of Performance (SOP).
- ☐ Ask your child's Transition Vocational Rehabilitation Counselor (TVRC) or your child's ARD committee about Pre-Employment Transition Services (Pre-ETS) opportunities.
- ☐ Have your child reapply or apply for Supplemental Security Income (SSI) at 18 based on their income, not the family's income. If your child is receiving SSI, ask your child's TVRC about work incentive programs to ensure they keep their benefits while earning income.
- ☐ Assist your child in researching entrance requirements and cost for any postsecondary education programs they may be interested in.
- ☐ Prior to your child turning age 17, review the information the school shares about the transfer of rights at age 18.
- ☐ Your child's graduating year, complete and submit the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) with help from the school counselor, or sign an opt-out form if you choose not to complete or submit these applications.
- ☐ Work with your child's academic counselor to request needed accommodations on college entrance exams.
- ☐ Help your child contact the disability services office at college of interest to find out about supports they offer.
- ☐ Before your child's 18th birthday, decide what, if any, supports your child will need to make legal, financial, and medical decisions.

Teaching and Learning Strategies

Choice Making & Decision Making

- Assist with choosing elective courses and the program of study for graduation.
- Provide opportunities to choose accommodations and supports for each class.
- Provide a list of clubs or activities for child to participate in before or after school.
- Encourage child to provide information at their IEP meeting regarding how they learn best, and their likes dislikes, and dreams.
- Support the student-led IEP, with the child as an active member of the ARD committee.

Goal Setting & Independence

- Talk about the transfer of rights.
- Encourage child to create academic and personal goals.
- Develop and track weekly or monthly classroom or home goals with child.

Self-Management & Self-Awareness

- Encourage child to use a planner or calendar.
- Help child develop strategies to handle emotions.
- Help child articulate how medication makes their body and emotions feel.
- Help child define what success means to to them.

Self-Determination & Self-Advocacy

- Assist child with asking for help.
- Encourage child to ask questions when they don't understand.
- Help child develop different techniques to ask for help.
- Help child discover and articulate their disability-related strengths and weaknesses.
- Support the student-led IEP, with the child as an active member of the ARD committee.

Note for high school students & families:
See the Texas Transition and Employment Guide for more detailed information on transition.

Continue to next age/grade band, but keep this record and continue to update.

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Student Name: _____ Age: _____ Review Date: _____ Reviewer Name: _____

TEXAS TRANSITION
Student-Centered Transitions Network

18+ (Ages 18–22)

Next Steps to Independence: Skills and Strategies

Legend: C=Complete; **P**=In Progress; **N**=Not Needed

Directions: The Next Steps checklist lets educators, families, and students monitor continued progress on skills needed for future success. The legend indicates three levels (complete, in progress, and not needed). The reviewer will mark the box indicating the young adult's current performance level. Notice the two important resources on the second page. Educators and families can support young adults with **Teaching and Learning Strategies** in all four categories under the corresponding area. Also, complete the **Important Action Steps for Families** as appropriate.

Choice Making & Decision Making

Young adult can:

- C P N secure and maintain a part-time or full-time job.
- C P N demonstrate self-help skills in multiple settings.
- C P N demonstrate independent living skills and follow a daily routine.
- C P N access community services when they graduate high school.
- C P N express preferences for guardianship alternatives such as supported decision making and power of attorney.
- C P N be supported by their family member or other person as their legal guardian.

Goal Setting & Independence

Young adult can:

- C P N make decisions about their young adult living accommodations (e.g., where they will live, who they will live with, how they will pay rent).
- C P N participate in continued education and training after graduating high school.
- C P N demonstrate independent transportation skills.
- C P N participate in community recreation and leisure opportunities.

Self-Management & Self-Awareness

Young adult can:

- C P N demonstrate transferable employability skills (e.g., critical thinking skills, leadership skills, communication skills, ability to work on a team).
- C P N refill prescriptions at the pharmacy independently or with minimal assistance.
- C P N follow a daily routine using calendar and schedule.
- C P N appropriately interact with peers in a variety of situations.
- C P N maintain attendance based on the schedule set in their individualized education program (IEP) or by their empoyer.
- C P N effectively use behavior strategies to be successful in a variety of situations and environments.
- C P N identify peer pressure and strategies to avoid it.
- C P N identify their disability and advocate for their unique needs in a variety of situations.
- C P N overcome obstacles when things become difficult.

Self-Determination & Self-Advocacy

Young adult can:

- C P N make decisions by themselves as well as identify a trusted adult when they need assistance.

Continue to the next page.

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18+ (Ages 18–22)

Next Steps to Independence: Skills and Strategies continued

Important Action Steps for Families

- ☐ If your young adult is on the interest list(s) for Medicaid waivers, assist them in checking their status each year by calling 1-877-438-5658 (checking around their birthday is an excellent way to remember to do this).
- ☐ Ensure that your young adult is participating in their ARD committee discussions about futures planning.
- ☐ Work with your young adult's teachers to develop the Summary of Performance (SOP) prior to graduation.
- ☐ When your young adult turns 18, assist them in registering to vote if they want to participate in elections. If your young adult is male, you may also assist them in registering for a Selective Service (there are limited exemptions for men who meet the criteria for some medical conditions).
- ☐ Make sure your young adult is a registered consumer with any appropriate outside or state agency (e.g., Texas Workforce Commission-VR).

Note for young adults age 18 and over and families:
See the Texas Transition and Employment Guide for more detailed information on transition.

Teaching and Learning Strategies

Choice Making & Decision Making

- Provide opportunities to choose accommodations and supports for program activities.
- Provide a list of transition-related community activities for the young adult to participate in outside of school.
- Support the student-led IEP with the young adult as an active member of the admission, review, and dismissal (ARD) committee.

Goal Setting & Independence

- Encourage the young adult to create academic and personal goals.
- Develop and track weekly or monthly school or home goals with the young adult.
- Help the young adult understand adult rights and responsibilities.

Self-Management & Self-Awareness

- Encourage the young adult to use a planner or calendar.
- Help the young adult develop strategies to handle emotions.
- Help the young adult articulate how medication makes their body and emotions feel.
- Support the young adult in assuming adult rights and responsibilities.

Self-Determination & Self-Advocacy

- Assist the young adult with asking for help.
- Encourage the young adult to ask questions when they don't understand.
- Help the young adult develop different techniques to ask for help.
- Help the young adult discover and articulate their disability-related strengths and weaknesses.
- Support the student-led IEP with the young adult as an active member of the ARD committee.

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Andres Alcantar, Chairman
Commissioner Representing the Public

Ruth R. Hughs
Commissioner Representing Employers

Julian Alvarez
Commissioner Representing Labor

Larry E. Temple
Executive Director

VOCATIONAL REHABILITATION SERVICES
TRANSITION PROGRAM FOR YOUTH

The confidentiality of all information requested on this form is protected by 34 CFR 361.38

Student Name: _____

Student School: _____

Student Social Security Number: _____

Student DOB: _____ **Current Grade:** _____ **Age:** _____ **Race:** ____

Student Address: _____ **Zip Code:** _____

Student Phone: _____ **Student E-mail:** _____

Does Student have access to internet? _____ **Laptop/Smartphone**_____

Parent/Guardian Name: _____

Parent/Guardian Phone Hm: _____ **Cell:** _____

Parent/Guardian E-mail: _____

Is there a legal guardian if over 18: _____

Student Disability: _____

Treatment/Accommodations/Support Needs: _____

_____

By signing this form, I am giving permission for my son/daughter to meet with the Transition Counselor from T.W.C., at their high school, to discuss possible assistance in reaching their future vocational goals.

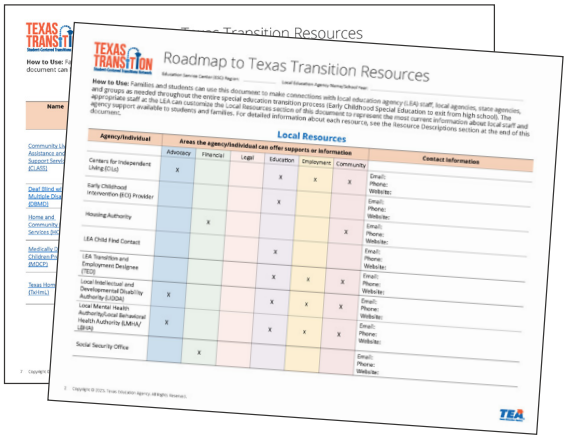
Parent/Guardian Signature: _____ **Date:** _____

If you would like to schedule an additional meeting at a time when you can attend, please contact me, and I will be glad to accommodate your schedule.

Denise Carter-Hamilton
denise.carter.hamilton@twc.texas.gov **(E-Mail is the best way to reach me)**
940-293-8707 Office

About the Roadmap to Texas Transition Resources

Did you know that many local and state resources available to students or adults with disabilities go unused? The **Roadmap to Texas Transition Resources** includes lists by area to quickly identify needed resources: Advocacy, Financial, Legal, Education, Employment, and Community.



Whether you need resources now or are planning for life after graduation, this document identifies agencies and programs across Texas. During transition planning at any age, the listed resources can help:

Educators

- Consider supports for students and families within the local education agency (LEA) and surrounding community
- Facilitate connection to statewide agencies
- Identify specific contact information to share with students and families

Students and Families

- Identify supports needed now or in the future
- Make connections with agencies that can provide services



See the Resource Descriptions at the end of the **Roadmap** to learn more about each local and state resource included in the lists.

For questions about the **Roadmap to Texas Transition Resources**, you may contact:

- Your LEA's Transition and Employment Designee (TED)
- The transition contact at your regional Education Service Center (ESC)

For more information about transition planning, see the Texas Transition & Employment Guide available at spedsupport.tea.texas.gov.

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Roadmap to Texas Transition Resources

Education Service Center (ESC) Region: 11 Local Education Agency Name/School Year: Wise County Shared Services 2025/2026

How to Use: Families and students can use this document to make connections with local education agency (LEA) staff, local agencies, state agencies, and groups as needed throughout the entire special education transition process (Early Childhood Special Education to exit from high school). The appropriate staff at the LEA can customize the Local Resources section of this document to represent the most current information about local staff and agency support available to students and families. For detailed information about each resource, see the Resource Descriptions section at the end of this document.

Local Resources

Agency/Individual	Areas the agency/individual can offer supports or information						Contact Information
	Advocacy	Financial	Legal	Education	Employment	Community	
Centers for Independent Living (CILs)	X			X	X	X	Email: BlindandGeneralIndependentLiving@hhsc.state.tx.us Phone: 817-759-3522 Website: https://www.hhs.texas.gov/providers/assistive-serv
Early Childhood Intervention (ECI) Provider				X			Email: Anisha.Philips@mhmrtc.org Phone: 888-754-0524 Website: www.mhmrtc.org
Housing Authority		X				X	Email: BHA@wccs.net Phone: 940-683-2710 Website:
LEA Child Find Contact				X			Email: llewis@esc11.net Phone: 817-740-7594 Website: https://spedsupport.tea.texas.gov/statewide-conta
LEA Transition and Employment Designee (TED)				X	X	X	Email: Phone: Website:
Local Intellectual and Developmental Disability Authority (LIDDA)	X			X	X	X	Email: https://www.helenfarabee.org/intake-inquiry/ Phone: 940-397-3335 or 940-397-3383 Website: https://www.helenfarabee.org/lidda/
Local Mental Health Authority/Local Behavioral Health Authority (LMHA/ LBHA)	X			X	X	X	Email: https://www.helenfarabee.org/intake-inquiry/ Phone: 940-397-3143 Website: http://www.helenfarabee.org/
Social Security Office		X					Email: Phone: 1-888-717-1530 Website: https://www.ssa.gov/locator/

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Agency/Individual	Areas the agency/individual can offer supports or information						Contact Information
	Advocacy	Financial	Legal	Education	Employment	Community	
Texas Workforce Commission–Vocational Rehabilitation (VR) Office				X	X	X	Email: denise.carter.hamilton@twc.texas.gov Phone: 817-713-6357 Website: https://www.twc.texas.gov/programs/vocational-rel
The Arc of Texas	X				X	X	Email: info@thearcofdfw.org Phone: Website: https://www.thearcofdfw.org/
Transportation Authority						X	Email: Phone: 844-603-6048 Website: https://tapsbus.com/wisecounty/
TX A&M Law School with Cook Chikdren's	×	☐	×	☐	☐	☐	legalhelp@cookchildrens.org 682-885-4000 https://www.cookchildrens.org/patients-families/legal-help/
	☐	☐	☐	☐	☐	☐	
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Roadmap to Texas Transition Resources

Education Service Center (ESC) Region: _____ Local Education Agency Name/School Year: _____

How to Use: Families and students can use this document to make connections with local education agency (LEA) staff, local agencies, state agencies, and groups as needed throughout the entire special education transition process (Early Childhood Special Education to exit from high school). For detailed information about each resource, see the Resource Descriptions section at the end of this document.

State Resources

Agency/Individual	Areas the agency/individual can offer supports or information						Contact Information
	Advocacy	Financial	Legal	Education	Employment	Community	
2-1-1 Texas	X	X	X		X		Website: 211texas.org
Disability Rights Texas	X		X				Phone: Headquarters/Central Texas: 512-454-4816; North Texas: 214-630-0916; West Texas: 806-765-7794; East Texas: 713-974-7691; El Paso Area: 915-542-0585; South Texas: 210-737-0499 Website: disabilityrightstx.org
Early Childhood Texas				X			Email: info@earlychildhood.texas.gov Website: earlychildhood.texas.gov
Easterseals				X	X	X	Email: info@easterseals.com Phone: 800-221-6827 Website: easterseals.com/connect-locally/?state=TX
Education Service Center Early Childhood Contacts				X			Website: texastransition.org/apps/pages/index.jsp?uREC_ID=2148515&type=d&pREC_ID=2166820
Goodwill					X	X	Website: goodwill.org/jobs-training/people-with-disabilities
Legal Hotline for Texans	X	X	X		X		Website: Texaslawhelp.org
Local Intellectual and Developmental Disability Authority (LIDDA)	X	X		X		X	Website: Local IDD Authority (LIDDA) | Texas Health and Human Services
Medicaid		X					Website: hhs.texas.gov/services/health/medicaid-chip
PACER Center	X			X			Email: pacer.org/forms Phone: 952-838-9000 Website: pacer.org
Parent Companion (birth to age 5)	X			X		X	Email: parentcompanion@esc13.txed.net Phone: 866-896-6001 Website: parentcompanion.org

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Agency/Individual	Areas the agency/individual can offer supports or information						Contact Information
	Advocacy	Financial	Legal	Education	Employment	Community	
Partners Resource Network (PRN)	X						Email: info@prntexas.org Phone: 800-866-4726 Website: prntexas.org and navigatelifetexas.org/en/services-groups-events/services/partners-resource-network-2
Regional Head Start Office				X			Email: Dallas@acf.hhs.gov Website: acf.hhs.gov/oro/regional-offices/region6 Regional Contact: Kenneth Gilbert, Regional Program Manager Phone: 214-767-8844 Email: kenneth.gilbert@acf.hhs.gov
Special Education Parent Advocates	X			X			Website: https://tea.texas.gov/about-tea/government-relations-and-legal/special-education-hearings/office-of-general-counsel-special-education-general-information Email: se-legal@tea.texas.gov
Special Education Parent Attorneys			X				Website: https://tea.texas.gov/about-tea/government-relations-and-legal/special-education-hearings/office-of-general-counsel-special-education-general-information Email: se-legal@tea.texas.gov
SPEDTex	X	X					Email: spedtex.org/index.cfm/contact-us Phone: 855-773-3839 Website: spedtex.org
Supplemental Security Income (SSI)		X			X		Website: ssa.gov/disability
TEA AskTED				X			Website: AskTED Home
TEA's Student-Centered Transitions Network (SCTN)	X			X	X		Email: sctn@shsu.edu Website: spedsupport.tea.texas.gov
Texas ABLE		X					Email: customerservice@texasable.org Phone: 844-489-2253 Website: texasable.org

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Agency/Individual	Areas the agency/individual can offer supports or information						Contact Information
	Advocacy	Financial	Legal	Education	Employment	Community	
Texas Advocates	X				X		Website: texadvocates.org and texadvocates.org/our-chapters
Texas Council for Developmental Disabilities (TCDD)	X						Email: tcdd@tcdd.texas.gov Phone: 512-437-5432 Website: tcdd.texas.gov
Texas Deafblind Outreach	X			X	X		Email: info@tsbvi.edu Phone: 512-454-8631 Website: tsbvi.edu/outreach
Texas Education Agency (TEA)	X			X			Phone: 512-463-9734 Website: tea.texas.gov
Texas Free and/or Low Cost Legal Services	X		X				Direct Contacts: Document Link Website: https://tea.texas.gov/about-tea/government-relations-and-legal/special-education-hearings/office-of-general-counsel-special-education-general-information Email: se-legal@tea.texas.gov
Texas Health and Human Services (HHS)	X	X			X	X	Phone: 2-1-1 Website: hhs.texas.gov/services/disability
Texas Health and Human Services (Medicaid waivers)		X			X		Website: Compare Long-term Services and Supports (LTSS) Programs
Texas Parent to Parent	X	X		X			Email: info@txp2p.org Phone: 512-458-8600 Website: txp2p.org
The Arc of Texas	X				X	X	Email: info@thearcoftexas.org Phone: 512-454-6694 Website: thearcoftexas.org
Your Texas Benefits		X					Phone: 512-424-6500 Website: yourtexasbenefits.com/Learn/Home

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Roadmap to Texas Transition Resources

Education Service Center (ESC) Region: _____ Local Education Agency Name/School Year: _____

How to Use: Families and students can use this document to identify the Texas Medicaid waiver programs that are appropriate for their needs. This document can be used as a first step to investigating the different waivers offered through Texas Health and Human Services.

Texas Medicaid Waiver Programs

Name	Phone Number	Therapy	Living Supports	Home/ Vehicle Modifications	Nursing and Dental Services	Medical Supplies/ Adaptive Aids	Employment Supports	Is there an age limit to receive services?	Other Information
Community Living Assistance and Support Services (CLASS)	877-438-5658	X	X	X	X	X	X	No	Provides home- and community-based services to individuals with an intellectual disability or related condition as a cost-effective alternative to placement in an intermediate care facility.
Deaf Blind with Multiple Disabilities (DBMD)	877-787-8999	X	X	X	X	X		No	Cannot be enrolled in another waiver program.
Home and Community Based Services (HCBS)	512-483-5800	X	X	X	X	X	X	No	Must have an intellectual disability under state law or a diagnosis of a related condition with an IQ of 75 or below.
Medically Dependent Children Program (MDCP)	877-438-5658		X	X		X	X	Yes: Must be under 21 years old	Provides flexible family services that support a person's basic daily activities, like bathing, dressing, and preparing meals.
Texas Home Living (TxHmL)	512-438-3011	X	X	X	X	X	X	No	Must have an intellectual disability under state law or a diagnosis of a related condition with an IQ of 75 or below.

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Resource Descriptions

Local Resources

Centers for Independent Living: Centers for Independent Living (CILs) are designed and operated by individuals with disabilities. CILs provide independent living services for individuals with disabilities. CILs are at the core of independent living programs, which work to support community living and independence for individuals with disabilities across the nation based on the belief that all people can live with dignity, make their own choices, and participate fully in society. These programs provide tools, resources, and supports for integrating individuals with disabilities fully into their communities to promote equal opportunities, self-determination, and respect.

Early Childhood Intervention (ECI) Provider: Your local ECI provider may be a single person or a team of licensed or credentialed providers who will evaluate or have evaluated your child. They will create a plan and provide services. Team members may include early intervention specialists, speech and language pathologists, physical and occupational therapists, psychologists, registered nurses, dietitians, social workers, and/or counselors.

Housing Authority: Your local housing authority will provide information on affordable housing to low-income families and others in need.

LEA Child Find: The purpose of Child Find is to identify, locate, and evaluate children birth to 21 years of age with known or suspected disabilities who reside in and/or attend school within the LEA's jurisdiction. Child Find is a free referral service designed to determine whether a need for special education and related services exists.

LEA Transition and Employment Designee (TED): The TED assists in linking students and families with agencies and supports necessary for independence and attainment of life goals through postsecondary transition planning. They also collaborate with teachers, evaluation staff, families, and agency providers to support person-centered planning and futures planning.

Local Intellectual and Developmental Disability Authority: The local intellectual and developmental disability authority (LIDDA) serves as the point of entry for publicly funded intellectual and developmental disability (IDD) programs, whether the program is provided by a public or private entity. They provide or contract to provide an array of services and supports for individuals with intellectual and developmental disabilities, and are responsible for enrolling eligible individuals into certain Medicaid programs. LIDDAs are responsible for permanency planning for consumers under 22 years of age who live in an intermediate care facility for individuals with an intellectual disability or related condition (ICF/IDD), state supported living center, or a residential setting of the Home and Community Based Services (HCBS) program.

Local Mental Health Authority/Local Behavioral Health Authority: Local Mental Health Authorities/Local Behavioral Health Authorities (LMHAs/LBHAs) provide community mental health services to a specific geographic area of the state, called the local service area. Each LMHA/LBHA plans, develops policy, coordinates, allocates, and develops resources for mental health services in the local service area.

Social Security Office: Families can apply for benefits, check the status of their claim or appeal, request a replacement Social Security card, get an instant benefit verification letter, and much more at your local Social Security Office.

Texas Workforce Commission-Vocational Rehabilitation: Texas Workforce Commission-Vocational Rehabilitation (VR) Services supports individuals with disabilities to prepare for, obtain, maintain, and advance in meaningful employment by providing a range of services based on an individual's employment goals. The VR counselors work closely with job seekers to determine an employment goal and then identify and arrange for the high-quality services that lead to successful employment.

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The Arc of Texas: The Arc of Texas is a statewide advocacy and membership organization that supports and advocates for the rights of individuals with intellectual and developmental disabilities (IDD). They work with and alongside individuals with IDD and their families to identify barriers and solutions to inclusive education, competitive integrated employment, quality community-based services and supports, and support access to civil rights and justice.

Transportation Authority: The Public Transportation Division works with others to provide a safe, reliable network of transportation options for people who use alternatives to driving alone. The division provides financial, technical, and coordination assistance to the state's rural and urban public transit providers. Make sure to ask about paratransit in your area. Paratransit provides transportation for individuals with disabilities who are unable to use the regular, fixed-route transit service that serves their region. Paratransit usually provides door-to-door service for people who call to reserve a ride.

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TEXAS TRANSITION
Student-Centered Transitions Network

State Resources

2-1-1 Texas: Families can dial 2-1-1, or (877) 541-7905, and find information about resources in their local community. Whether needing help finding food, housing, childcare, crisis counseling, or substance abuse treatment, 2-1-1 can assist in finding information and resources in the local community.

Disability Rights Texas: Disability Rights Texas helps individuals with disabilities and their families understand and exercise their rights under the law, ensuring their full and equal participation in society. Disability Rights Texas provides direct legal assistance to individuals with disabilities whose rights are threatened or violated. They educate and inform policymakers about issues that impact the rights and services of individuals with disabilities. They also make referrals to programs and services.

Early Childhood Texas: Early Childhood Texas aims to provide families with young children easy access to Texas state agency programs, services, and resources.

Easterseals: Easterseals provides essential services and on-the-ground supports to more than 1.5 million individuals and families each year through its national network of affiliates in communities nationwide. Easterseals offers a variety of home and community-based services in four distinct areas of impact: enriching education, enhancing health, expanding employment, and elevating community.

Education Service Center Early Childhood Contacts: Texas Early Childhood Special Education Specialists at the Education Service Centers provide training and technical assistance in a variety of areas including curriculum development, selection and use of materials, exemplary models and promising practices, inclusion, inter-agency coordination, and assessment to support early childhood providers in meeting the learning needs of students with disabilities.

Goodwill: Goodwill helps all job seekers, regardless of their ability, work history, or background, access the training and support they need to grow their careers and support their families. Goodwill can also provide customized services to help individuals with disabilities. Your local Goodwill might also provide one or more of the following programs for individuals with disabilities: might provide placement and support services targeted at individual, specific needs to help obtain and keep a competitive job. They might also provide rehabilitation programs that help individuals with disabilities recover physically after an illness or accident.

Legal Hotline for Texans: TexasLawHelp.org is dedicated to providing free, reliable legal information to low-income Texans. The website is part of a national legal aid effort that is using technology to enhance and expand the delivery of legal services. It is managed by Texas Legal Services Center (TLSC). TLSC is a 501(c)(3) nonprofit organization that empowers underserved Texans through legal education, advocacy, advice, and representation. The information is available at no cost.

Local Mental Health Authority/Local Behavioral Health Authority: Local Mental Health Authorities/Local Behavioral Health Authorities (LMHAs/LBHAs) provide community mental health services to a specific geographic area of the state, called the local service area. Each LMHA/LBHA plans, develops policy, coordinates, allocates, and develops resources for mental health services in the local service area.

Medicaid: Medicaid and the Children's Health Insurance Program (CHIP) provide health coverage for low-income children, families, seniors, and individuals with disabilities.

PACER Center: PACER provides individual assistance, workshops, publications, and other resources to help families make decisions about education and other services for their child or young adult with disabilities. PACER's National Bullying Prevention Center® provides resources designed to benefit all students, including those with disabilities.

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TEA Texas Education Agency | Texas SPED Support

Parent Companion: A guide for Texas parents and caregivers of children with diagnosed or suspected disabilities from birth through five years of age.

Partners Resource Network: Partners Resource Network (PRN) is a non-profit agency that operates the Texas statewide network of Parent Training and Information Centers (PTIs) serving parents of children and youth with disabilities ages 0-26 as well as youth self-advocates ages 14-26. PRN helps parents and self-advocates understand their disability, find programs and service options, understand state and federal laws, communicate more effectively with professionals, gain advocacy skills, and build a support network. All services are free to parents and youth self-advocates.

Regional Head Start Office: The Office of Head Start (OHS) manages grant funding and oversees local agencies providing Head Start services. Head Start promotes the school readiness of children under age five from low-income families through education, health, social, and other services. OHS also oversees the day-to-day management of Head Start grantees and collaborates with OHS state collaboration projects on all significant policy matters.

Special Education Parent Advocates: These advocates represent and assist students in special education disputes.

Special Education Parent Attorneys: These attorneys represent and assist students in special education disputes.

SPEDTex: SPEDTex provides information and resources that can help families understand their child's disability, their rights and responsibilities under the Individuals with Disabilities Education Act (IDEA), and facilitates collaboration that supports the development and delivery of services to Texas children with disabilities.

Supplemental Security Income: Supplemental Security Income (SSI) disability program is the largest of several federal programs that provide assistance to individuals with disabilities. SSI pays benefits based on financial need.

TEA AskTED: The AskTED directory can be used to identify the transition and employment designee and other key personnel in any LEA across the state. Use the drop-down menus to access the Texas Education Directory Customized Reports and Data Files.

TEA's Student-Centered Transitions Network: TEA's Student-Centered Transitions Network (SCTN) builds collaborative infrastructures among students, families, schools, LEAs, and communities. The SCTN aims for all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and postsecondary readiness.

Texas ABLE®: The Texas Achieving a Better Life Experience (Texas ABLE®) Program was established to encourage and assist individuals with disabilities and their families in saving funds to pay for many disability-related expenses critical to maintaining the individuals' health, independence, and quality of life. The Texas ABLE® Program is established and maintained by the Texas Prepaid Higher Education Tuition Board with assistance from the Texas Comptroller of Public Accounts.

Texas Advocates: Texas Advocates works to stop unfair treatment and advocate for additional and better supports to allow individuals with disabilities to be included in their communities.

Texas Council for Developmental Disabilities: The Texas Council for Developmental Disabilities (TCDD) helps individuals with developmental disabilities achieve their potential for independence, productivity, and integration into their communities through the development of a comprehensive system of services and supports.

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Texas Deafblind Outreach: Texas Deafblind Outreach provides a variety of services including training, consultations, American Printing House for the Blind (APH) materials, Tech Loan, and more. Outreach assistance is available at little or no charge.

Texas Education Agency: The Texas Education Agency (TEA) oversees primary and secondary public education. It is headed by the commissioner of education. The Texas Education Agency improves outcomes for all public school students in the state by providing leadership, guidance, and support to school systems.

Texas Free and/or Low-Cost Legal Services: This list contains information about free or low-cost legal service providers in Texas. *The list is not exhaustive and TEA, its employees, and contractors cannot provide recommendations on which provider, if any, families should choose.*

Texas Health and Human Services: Texas Health and Human Services (HHS) provides a range of services to Texans with disabilities to help ensure their well-being, dignity, and choices. Programs are also in place to support family members who care for them.

Texas Health and Human Services (Medicaid Waivers): Texas Health and Human Services allows families to investigate community-based long-term services and support programs by comparing the similarities and differences among the Texas State Medicaid Plan, Medicaid waiver program, and Title XX Social Service Block Grant program services and eligibility criteria.

Texas Parent to Parent: Texas Parent to Parent provides support, information, and education for families of children and adults with disabilities, chronic and mental health conditions, and other health care needs.

The Arc of Texas: The Arc of Texas is a statewide advocacy and membership organization that supports and advocates for the rights of individuals with intellectual and developmental disabilities (IDD). They work with and alongside individuals with IDD and their families to identify barriers and solutions to inclusive education, competitive integrated employment, quality community-based services and supports, and support access to civil rights and justice.

Your Texas Benefits: Your Texas Benefits provides families a convenient way to apply for and manage Supplemental Nutrition Assistance Program (SNAP) food benefits, Medicaid, the Children's Health Insurance Program (CHIP), and Texas Temporary Assistance for Needy Families (TANF). Families can apply for benefits, upload documents, check the status of their case, and more.

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WHY SPEECH AND RELATED SERVICES ARE IMPORTANT

- Help students access the general curriculum
- Provide supports that classroom instruction alone cannot meet
- Address barriers to learning such as communication, mobility, motor skills, or emotional regulation
- Build independence and confidence across settings

SPEECH THERAPY

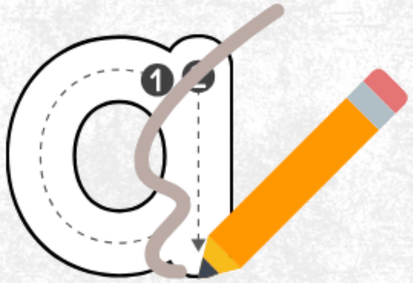
PHYSICAL THERAPY

OCCUPATIONAL THERAPY

VISION INSTRUCTION/ O&M

SPED COUNSELING

DHH INSTRUCTION







CONNECTING SPEECH AND RELATED SERVICES TO CLASSROOM SUCCESS







OCCUPATIONAL THERAPY

School-based Occupational Therapy (OT) helps students develop the skills needed for learning and daily school activities by supporting areas such as fine motor skills, self-care, sensory processing, and classroom participation within their IEP goals.

Educational Need:

- Students may have difficulty with writing, organization, or sensory regulation.

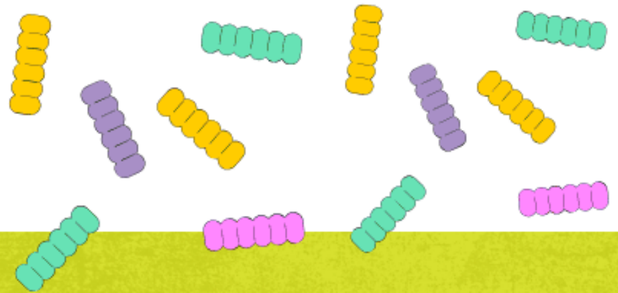
Focus Areas:

- Fine motor skills, sensory processing, and organization.

In Practice:

- Occupational Therapy supports handwriting, tool use, self-regulation, and daily school routines to promote independence and classroom success.







SPEECH THERAPY

Speech therapy is a specialized service that helps individuals improve their communication skills, including speech, language, voice, fluency, and social communication, as well as supporting safe swallowing when needed.

Educational Need:

- Students may struggle to understand classroom instruction, express their needs, or participate in discussions

Focus Areas:

- Communication, vocabulary, speech clarity

In Practice:

- Supports reading comprehension, following directions, and collaboration



PHYSICAL THERAPY

School-based Physical Therapy (PT) supports students with physical challenges by improving movement, balance, strength, and coordination, and works with the school team to set IEP that help them participate safely and fully in school activities.

Educational Need:

Students with physical challenges may struggle to access and participate in their school environment without specialized support and equipment.

Focus Areas:

- Safe and independent movement in school settings
- Access to classrooms, playgrounds, hallways, and common areas
- Use of adaptive equipment to support participation



In Practice:

School-based PT provides interventions in natural school environments (classrooms, gyms, playgrounds, lunchrooms) and supplies adaptive tools such as specialized chairs, standing frames, or gait trainers to help students overcome physical barriers and meet educational goals.

COLLABORATION IN ACTION

- Related services link specialized instruction to classroom learning
- Providers train teachers in strategies that support acces
- Students gain tools and confidence
- Families, teachers, and specialists work together for success

GO EXPERIMENT WITH THE TOOLS!

- Try out the supports each related service provider uses.
- See how they make learning and participation easier.
- Ask questions, share ideas, and have fun exploring!

The best way to understand these services is to experience them for yourself!



ORIENTATION AND MOBILITY

Orientation and Mobility (O&M) services teach students with visual impairments the skills and strategies needed to travel safely and independently in school and community environments.

Educational Need:

- Students with visual impairments may have difficulty traveling safely and independently within the school and community.

Focus Areas:

- Safe travel, spatial awareness, use of canes or mobility tools, and navigation skills.

In Practice:

- O&M specialists teach students how to move safely in classrooms, hallways, and outdoor spaces, use orientation strategies, and develop independence in navigating their school and community environments.

DEAF AND HARD OF HEARING

Deaf and Hard of Hearing (DHH) services support students with hearing loss by providing specialized instruction, communication strategies, and technology to ensure access to learning and participation in the school environment.

Deaf and Hard of Hearing (DHH) services support students with hearing loss by providing specialized instruction, communication strategies, and technology to ensure access to learning and participation in the school environment.

Educational Need:

- Students with hearing loss may have difficulty accessing spoken instruction and classroom communication without specialized support.

Focus Areas:

- Communication access, auditory skills, self-advocacy, and use of assistive technology.

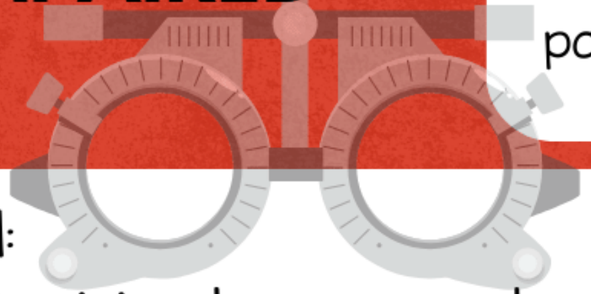
In Practice:

- DHH services provide sign language or spoken language support, ensure effective use of hearing technology (e.g., hearing aids, FM systems), and collaborate with staff to make instruction and classroom activities accessible.



TEACHER OF THE VISUAL IMPAIRED

Vision Impairment (VI) services support students with visual impairments by providing specialized instruction, tools, and strategies to access the curriculum and participate fully in school activities.



Educational Need:

- Students with vision loss cannot access print or visual learning materials without adaptations.

Focus Areas:

- Accessible materials, visual efficiency, assistive technology.

In Practice:

- Provides braille, large print, magnification tools, screen readers, and specialized instruction to ensure access to curriculum and participation in school activities.



SPECIAL EDUCATION COUNSELING

Special education counseling provides school-based support to help students address learning and behavior challenges so they can make educational and social progress.

Educational Need:

- Support with school-related issues impacting behavior and/or learning.

Focus:

- Practical and immediate strategies
- Minimally intrusive support
- Designed to improve educational and behavioral progress

In Practice:

- Counseling sessions target school-based concerns
- Collaboration with staff to address learning and behavior needs
- Complements but does not replace outside counseling programs

