

Resource Toolkit for 18+ Site Visits

Adapted from resources created by Garrett Center on Transition & Disability Studies
at Sam Houston State University

“Which 18+ program should I visit?”

Educators often ask this question when developing or improving their 18+ program. There is no easy answer. All 18+ programs have strengths, but not all processes will work for everyone, and some processes might not be recommended as best practices.

Find a district or charter school with an established 18+ program and use the checklists and questionnaire in this toolkit to find out more about their processes. You might focus on specific areas and skip sections that are already working in your district. Once you have more information, consider district goals for student outcomes and reflect on how processes can be adapted to achieve those goals.

Watch for this symbol Δ indicating misalignment with recommended practices to achieve positive post-school outcomes.

Date of visit: _____ District: _____

18+ Program: _____

Contact Name/Email: _____

Program Structure

Number of students served by 18+ program: _____

Are any eligible students excluded? Why?

How is 18+ addressed for those students?

Where is the 18+ program located?

Community-Based

Students go from home to work/community

District-Based (access to community but housed in school-owned property)

Office in admin building

Rented space in community building

Portable on district property

(LEA-funded/operated)

Campus-Based (at the high school) Δ

Same classroom as high school students

Separate classroom from high school students

Other:

Where are ARDs and other meetings held for 18+ students?

Community location

District office, not on a campus

High school campus Δ

Other:

Where do students eat lunch?

Community locations

High school cafeteria Δ

18+ site

Other:

Δ Not a recommended practice for 18+ programming/services

Program Structure

How is attendance taken?

Students are enrolled in local credit courses and attendance is taken through Student Information System (SIS)

Other:

How are grades earned?

Rubric aligned to typical workplace evaluation Pass/Fail

Other:

How is the IEP schedule of services determined?

Person-Centered Planning process (e.g., Life Planning Tool)

Individually, based on transition assessment results and postsecondary goals

Based on program plan (e.g., set hours in morning or afternoon) Δ

Teacher/job coach availability Δ

Other:

How is it determined what each student will do each day? Who decides, and why?

How are 18+ services adapted for students who have complex needs (communication, medical, behavior)?

How are staffing needs identified and addressed?

Δ Not a recommended practice for 18+ programming/services

Transition Assessments

What transition assessments are available?

How is it decided which assessment(s) to use?

Who completes transition assessments?

Case manager/18+ teacher

Other:

How are the results shared with students/families?

Transition assessments provide information about:

Student's vision for their adult schedule

Parent's vision for the adult schedule

Educator perspective (teacher, job coach, related service providers, etc.)

Strengths, interests, preferences, and needs for

employment

education

independent living

Other:

Life Domains: Education

Assessment

How are reading and math skills/needs **assessed**?

How are study skills **assessed**?

Application

How are reading and math skills **addressed**, as appropriate for each student?

Access higher education/continuing education classes in the community with support from 18+ staff

Direct instruction from 18+ staff aligned to individual needs

Structured classes within 18+ setting Δ

Access classes/instruction at the high school Δ

Other:

How are study skills **addressed**, as appropriate for each student?

Δ Not a recommended practice for 18+ programming/services

Life Domains: Employment

How are job sites selected?

Individual postsecondary goals for employment and distance from where student will live in adulthood

Rotation of job sampling sites selected by teacher Δ

Other:

How do staff know when to fade/transfer support at jobsites?

How are adult agencies, families, and other supporters included in the transfer away from school supports?

How is the concept of “career” adapted for unique needs, such as students whose families prefer unpaid work due to SSI or safety concerns, or students with no documentation of citizenship?

Is job coaching provided during school holidays for students with jobs in business that are open during those times (e.g., Spring Break)?

What percent of students exit with a job they can keep?

How does the Vocational Rehabilitation Services contact (TVRC) support students in 18+?

Connection to Pre-ETS
(Pre-Employment Transition Services)
Application to adult VR services

Sharing information with students/families/
teachers
Other:

Δ Not a recommended practice for 18+ programming/services

Life Domains: Independent Living and Self-Determination

How are students involved in **preparing** for ARD and other meetings?

How are students included in **leading** ARD and other meetings?

How are independent living and self-determination skills **assessed**?

How are independent living and self-determination skills **addressed**?

Direct instruction from 18+ staff aligned to individual needs

Structured classes within 18+ setting Δ

Access classes/instruction at the high school Δ

Other:

How do ARD committees (and 18+ teams) create a plan to fade supports?

How are community sites selected?

Individual postsecondary goals for independent living/education/employment

Proximity to student home

Proximity to 18+ location Δ

Public bus route

Other:

How are parents/supporters included in the transition planning process?

Completing Transition Assessments

Participate in direct training related to

Participate in person-centered planning meetings

supporting student in daily schedule

(e.g., riding the bus)

Other:

Δ Not a recommended practice for 18+ programming/services

Related Services

Transportation:

What options are available for students to access community sites?

What process is used to fade school transportation (yellow bus, van) and support students in learning travel options they can use in adulthood (driver’s license, public transportation, special transit, taxi, bicycle, rides from family/friends, etc)?

Where are related services provided, as appropriate for each student?

Speech-language pathology	In the community At the high school Δ	District-owned property Other:
Audiology services	In the community At the high school Δ	District-owned property Other:
Psychological services	In the community At the high school Δ	District-owned property Other:
Occupational Therapy	In the community At the high school Δ	District-owned property Other:
Counseling services	In the community At the high school Δ	District-owned property Other:
Orientation and mobility services	In the community At the high school Δ	District-owned property Other:
School health services	In the community At the high school Δ	District-owned property Other:

Δ Not a recommended practice for 18+ programming/services

Reflection

What did you see during your visit that would be beneficial for students in your district?

What are the challenges to implementing these practices?

Who needs to be involved in further discussions about implementing or improving 18+ in your district?

Notes