

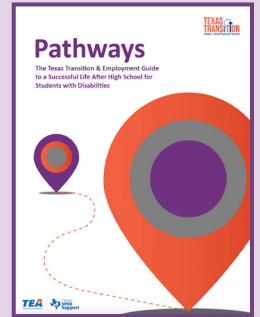
TRANSITION PLANNING

About this resource:

This is a condensed version of the original resource, [Pathways: The Texas Transition and Employment Guide](#). This resource is designed for students, however this guide may also be helpful for parents and/or guardians who want to learn about transition planning practices and supports.



[Texas Transition & Employment Guide](#)



Look for the map icons to find page numbers from the full document where you can find more information.



What is transition planning?

Schools help all students prepare for their future. If you have a disability and receive special education services, there is a process called transition planning included in your IEP by the time you reach age 14. This process can help you decide what you want for your future and figure out the steps you can take to meet your goals. Transition planning can help the important people in your life, such as your family and teachers, understand more about what you want for your life when you become an adult. You will have a chance to participate in this process every year until you graduate.

Acronyms you will see in transition planning:

ARD	Admission, Review, and Dismissal
CTE	Career and Technical Education
FVE	Functional Vocational Evaluation
IEP	Individualized Education Program
PGP	Personal Graduation Plan
Pre-ETS	Pre-Employment Transition Services
SDMA	Supported Decision-Making Agreement
SOP	Summary of Performance
TED	Transition and Employment Services Designee
TVRC	Transition Vocational Rehabilitation Counselor
TWS-VRS	Texas Workforce Solutions Vocational Rehabilitation Services
VR	Vocational Rehabilitation



Available Supports:

Transition and Employment Services Designee (TED)

- » Did you know there's someone in your school district who is responsible for connecting students and their families with resources for transition planning? This person is called the "TED."
- » Find your TED at your district or charter school by using [AskTED](#), the Texas Education Directory. For more information on how to search the AskTED database, see page 6 in the [The Texas Transition and Employment Guide](#).



SPEDTex - The Special Education Information Center for Families

- » 1-855-773-3839
- » spedtex.org
- » inquire@spedtex.org

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What to know about transition planning:

Student and Parent Involvement

You and your family should be involved in the transition planning process. If you decide not to (or are unable to) attend your ARD meeting, your ARD committee will find ways to include your shared information.

Postsecondary Goals (included no later than by age 16)

Postsecondary goals are statements that describe what you will do in adult life for:

- » employment,
- » education (e.g., college, training, certification programs, or other learning), and
- » independent living (i.e., if you will need support in your home or community).

Annual IEP Goals (included no later than by age 16)

Annual IEP goals are statements that describe the skills you will learn during school and use in adulthood. These goals are based on your current skills and what you can learn in one year. At least one of your IEP goals should support one of your postsecondary goals.

Transition Services (included no later than by age 16)

Transition services are activities to help you reach your postsecondary goals. These services include your **course of study** and **coordinated set of activities**.

The **course of study** lists the classes you will take each year that can help you meet your postsecondary goals. These classes include what you must take to earn a diploma and classes you get to choose (electives).

Think of this as a four-to-six-year plan for high school. You might see your PGP used as the course of study in your IEP.

The **coordinated set of activities** describe what needs to be done to make your postsecondary goals a reality. This “to-do” list will help you plan for the future and includes activities you can do during school (with your teachers) or outside of school (by yourself, with your family, or with someone from an agency).

The coordinated set of activities (sometimes called “transition services” in the IEP) will include what needs to be done, who is responsible, and when each activity should be completed.

Your ARD committee will consider each area below to determine if activities are needed to make sure supports are in place when you graduate.

- » Instruction
- » Related service(s)
- » Community experience
- » Development of employment and other postschool adult living objectives
- » If appropriate, acquisition of daily living skills and provision of an FVE

Self-determination

Your ARD committee will consider if support will be needed to help you develop decision-making skills or to increase your independence. You will receive information about SDMA and other alternatives to guardianship.

Referral to Agencies

With permission from your parent or guardian, your ARD committee can invite agencies to your ARD meeting. If you are 18 or older, your ARD committee will need your permission.

Having an agency representative at your ARD meeting can help you connect with any support you will need after you graduate. Some agencies can even provide services during high school.

Transfer of Rights (information must be shared with you by age 17)

When you turn 18, all legal rights move from your family to YOU. Learning about this transfer of rights helps you plan for making decisions in adulthood, including ARD committee decisions.

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Questions to ask your ARD Committee:

What if you want to know more about your transition plan? First, see if you can find this information in your IEP. You, your family, or your supporter can always ask a member of your ARD committee for help to find the information.

- » Where can I find transition planning in my IEP?
- » What supports do I receive now that may be needed when I'm an adult?
- » What can I do now to make sure I have supports after I graduate? Who can help me complete these activities?
- » What skills can I learn this year that I will need in adulthood?
- » What classes can I take that will help me meet my goals after high school?
- » Am I eligible to continue receiving special education services after I finish my high school classes and assessments?

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How to be involved in the transition plan:

Preparing for your ARD meeting:

- Participate in transition assessments to share what you like and don't like and what skills you have.
- Ask who will be attending your ARD meeting and what will be discussed.
- Invite someone to come with you to the meeting to be your support.
- If you cannot attend your ARD meeting, ask someone who will be there to share your thoughts with your ARD committee.

During your ARD meeting:

- Introduce the people at your ARD meeting.
- Review some of the information in your IEP.
- Share what is going well in your classes and what supports work best for you.
- Ask questions if you don't understand what someone just said.

After your ARD meeting:

- Request a copy of your IEP from the school.
- Review the transition services (or "Coordinated Set of Activities") to see what you can do now to get services when you leave public school.
- Talk to your teachers about the supports that work for you to be successful in your classes.
- Talk with your family, friends, or supporters about how your ARD meeting went. Let them know if you have any questions about what happened during your ARD meeting or what to do next.

Next Steps: Skills & Activities Checklists

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Check out the lists found in [The Texas Transition and Employment Guide](#). These lists include skills (things to learn) and activities (things to do) **by age-level**. You can use this list to have conversations with your ARD committee and other people to support you.