Advocate Academy 101:
Transition Plans-TX
Introduction

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The Importance of Transition Planning
What is a Transition Plan?

- A formal process which assists students with disabilities to *prepare for life after high school*.

- Transition Plans are more than brainstorming sessions; they are *detailed plans meant to assist students with disabilities* to achieve independent living.

- The plan will have *specific goals with steps* on how to achieve the goals.
Why is a Transition Plan Needed?

The Purpose of a Transition Plan:

- Establish *postsecondary goals*
- Outline steps to help *achieve* those goals
- Sharing of *community & state resources* that assist students with disabilities
- To learn about *self-advocacy*
- Ensure *success* outside of the public K-12 school setting
“A truly successful transition process is the result of comprehensive team planning that is driven by the dreams, desires and abilities of youth. A transition plan provides the basic structure for preparing an individual to live, work and play in the community, as fully and independently as possible.”

The PACER Institute
The Details of Transition Planning
The **Individuals with Disabilities Education Act** or IDEA contains *mandatory* transition service provisions.

Your child’s IEP must contain supports and services needed to assist the student so they can learn the necessary skills to achieve their post high school goals.

IDEA requires for transition to start no later than age 16; however, your district could start earlier.
What's In a Transition Plan?

- Student's postsecondary interests, education, and/or possible careers.
- Appropriate postsecondary goals that are based on age-appropriate transition assessments.
- Assessments should be related to training, education, employment and independent living skills.
- Student will be encouraged to start attending IEP meetings and to lead them.
- After interests and goals are determined, the IEP Team develops a plan to implement the goals.
- Transition goals are similar to IEP goals; so make them SMART

Evaluations: Request that your child be re-evaluated before they leave school.
Transition Plans & 504s

Students with 504 Plans do **NOT** have the same rights to school based transition planning that students with IEPs have.

Ask if your school district provides transition planning to your child with a 504 Plan. If the school doesn’t, there are **other ways** to plan for your child.
Your child has a 504 Plan, and the school district doesn't provide transition services. What's next?

Research your state's Vocational Rehabilitation Center.

Services vary by state; however, Voc Rehab (VR) can help with:

- Identifying possible careers
- Finding a job
- Job support through coaching (to help keep a job)
- If needed, finding assistive technology for the workplace
- Classes that teach independent living skills
- Apprenticeship programs or on-the-job training
- Self-advocacy training and assistance
Postsecondary Education

If your child plans on attending college, there are steps you can take together, to ensure a smooth transition.

- Review the programs and degree paths
- Ask about campus life & if it's inclusive to students with disabilities
- Talk with the Disability Services Office about accommodations
- Research the financial aid process
- The student needs to learn about their rights & responsibilities
If your child wants to work after high school, the **Americans with Disabilities Act** will protect them in the workplace:

“The **ADA** protects the civil rights of individuals who:

- Have a physical or mental impairment that substantially limits one or more major life activities,
- Have a record of such an impairment, or
- Are regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.”
Linked Articles & Resources

➢ IEP Transition Plan

➢ Office of Special Education & Rehabilitative Services

➢ Transition Planning from Wrightslaw

➢ Vocational Rehabilitation

➢ 504 Plans and Transition

➢ Postsecondary Education

➢ Section 504 & Transitions
Resources: National, State and Local
National Resources

➢ National Center for Learning Disabilities: www.nclld.org

➢ National Parent Center on Transitions & Employment https://www.pacer.org/transition/

➢ Learning Disabilities Association of America: www.ldaaamerica.org

➢ Understood www.understood.org
Office of Disability Employment Policy (ODEP): https://www.dol.gov/agencies/odep

Parent Center Hub: www.parentcenterhub.org

Wrightslaw Special Education Law & Advocacy www.wrightslaw.com

Job Advocacy Network: https://askjan.org/
State & Local Resources

For information or assistance with your child's IEP or 504 Plan, connecting with state and local resources is best.

- Disability Rights Texas
  www.disabilityrightstx.org

- Coalition of Texans with Disabilities
  www.txdisabilities.org

- The ARC of Texas
  www.thearcoftexas.org

- Garrett Center on Transition and Disabilities Studies @ Sam Houston State University
  https://www.shsu.edu/centers/garrettcenter/

- SPEDTex: Special Education Information Center
  855-733-3839
  inquire@spedtex.org
  www.spedtex.org

- Texas Project FIRST
  www.texasprojectfirst.org
State & Local Resources Continued

- Team Project, Partners Resource Network, Inc.
  www.prntexas.org

- Texas Parent to Parent
  www.txp2p.org

- Children’s Disabilities Information Coalition
  915-217-2747
  info@cdicelpaso.org
  www.cdicelpaso.org

- Texas Education Agency
  512-463-9414
  sped@tea.texas.gov
  https://tea.texas.gov/academics/special-student-populations/special-education

- Texas Project FIRST
  www.texasprojectfirst.org/node/151

- TxsER-Texans for Special Education Reform
  www.texans4spedreform.org
State & Local Resources Continued

- **Texas Technology Access Program**
  https://techaccess.edb.utexas.edu/  

- **Texas Assistive Technology Network**
  www.texasat.net  

- **Texas Education Agency-Assistive Technology**
  www.tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/sensory-impairments/assistive-technology  

- **Texas Parent to Parent-Assistive Technology**
  https://www.txp2p.org/resources/state-wide-resources/assistive-technology  

- **Inclusion in Texas**
  https://www.inclusionintexas.org/page/inc.AssistiveTechnology  

- **Assistive Technology Resources**
  Texas A&M University  
  https://disability.tamu.edu/ats/
State & Local Resources Continued

- **Parent's Guide to the ARD Process**
  https://www.spedtex.org/index.cf m/parent-resources/parents-guid e-to-the-ard-process/

- **Procedural Safeguards**
  https://www.spedtex.org/index.cf m/parent-resources/procedural-s afeguards/

Both of these documents are available in English, Spanish, Arabic, Burmese, Chinese, Farsi, French, German, Gujarati, Hindi, Japanese, Korean, Laotian, Nepali, Portuguese, Russian, Somali, Tagalog, Urdu, Vietnamese
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  - Instagram: instagram.com/nclldorg/ and @nclldorg

● For general information questions: info@nclld.org

● For policy questions: policy@nclld.org
Advocate Academies 101:

- An Introduction to IDEA and Section 504
- Assistive Technology. What is it?
- How to Prepare for an IEP Meeting
- How to Prepare for a 504 Plan Meeting
- Tying It All Together: How has all this work and advocacy helped our kids transition into adulthood?
Advocate Academies 201:
In Jan/Feb 2021

- **State and Local Advocacy**
  (will include how to research, fact check, understand policies, and how to share your personal story)

- **Federal Advocacy**
  (will include how to research, fact check, understand policies, and how to share your personal story)
Thank you!