

TRANSITION PLANNING SERVICES

Student/Parent Forms

Elementary Packet
(for severe disabilities)

(English version)

TRANSITION SERVICES PLANNING

ELEMENTARY AGE - INFORMATION FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES (Intellectual Disabilities, Autism, etc...)

"WHAT YOU CAN DO NOW"

- 1. Review materials in this packet and determine (based on the "step by step" letter) where you are in the process to prepare for exit.
*Obtain materials from the "Resources" section.**
- 2. Have a family gathering to openly discuss plans with all persons that may be included as future caregivers, guardians, or support for carrying out your plan.**
- 3. Bring ALL test results including but not limited to IQ, ABL (Adaptive Behavior Level), Doctor's reports, psychological assessments, etc.**
- 4. Determine what services may be needed and make contact with service agency to start application process - There May Be Wait Lists, some as long as 8-10 yrs.**
- 5. Start a file of paperwork completed - dates/times/contact person's names and phone/address information to keep a record of accomplished goals. (This file should include an overview of the long-term objectives so you can keep up with progress.)**
- 6. As services are identified, start arranging visits to any programs of interest to educate yourself first hand on the facilities and staff available to carry out the vocational/ employment, residential/independent living, or support services needed.**

Transition Coordinator: Robbie Byrd 940-235-1019 X 14003

**The information provided in this
“Packet” can make the
DIFFERENCE in your child receiving
agency services after exit from high
school. During school years, the
federal law I.D.E.A. (Individuals with
Disabilities Education Act) entitles your child
to special support services.**

**Upon exit – NO ENTITLEMENT!
You MUST APPLY...
This is an Emergency Situation.
TAKE ACTION NOW!
OR
Face waiting 8 – 10 years for needed
services upon exit!**

Date parent received: _____



Get on the Interest/Eligibility List NOW!!

We urge everyone to understand the benefits that may be available to you.
Even if you think you will not need agency support,

Be wise and apply!

They will ask for:

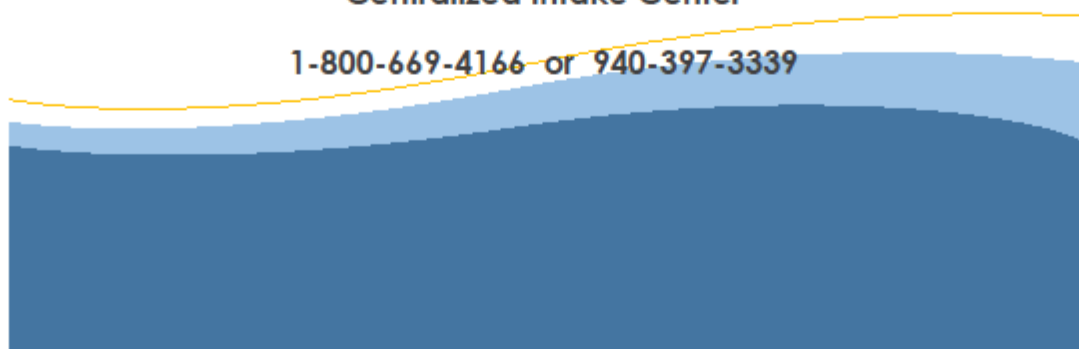
- Student's Name
 - Address
- Social Security number

CALL NOW

Helen Farabee Centers

Centralized Intake Center

1-800-669-4166 or 940-397-3339





Check Interest/Eligibility List Status!!

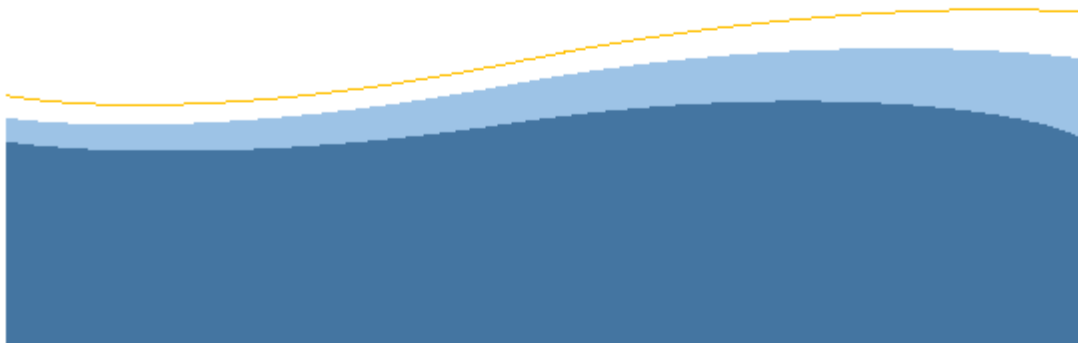
For students **pre-K through 5th grade**, add a reminder on your calendar on the child's **birthday** to call and check the status of what number the child is on "the list." **Call every year on the child's birthday to get an update.**

CALL

Helen Farabee Centers

Centralized Intake Center

1-800-669-4166 or 940-397-3339



DISABILITIES AND THE LAW

IDEA: Individuals with Disabilities Education Act **(ENTITLEMENT ACT)**

- Federally funded program provided through school districts
- Children ages 3 – 22
- Purpose is to serve children who are one or more of the following disability groups:
 - intellectual disability
 - hearing impairments
 - deafness
 - speech/language impairments
 - visual impairments
 - blindness
 - serious emotional disturbance
 - orthopedic impairment
 - autism
 - traumatic brain injury
 - other health impairment
 - specific learning disability
 - deaf-blindness
 - multiple disability
- Free appropriate public education
- Special education and related services to meet unique needs
- School must include in the annual ARD/IEP transition services planning at or before age 16 – then annually review
- School must provide an Individualized Education Plan (IEP)
- IEP development would include parents, child, if appropriate, child’s teacher, designated specialist, representative of public agency qualified to supervise special education
- Three categories of services: remediation, academic accommodations, related services
- Provide education in the least restrictive environment appropriate to meet individuals needs
- Be placed in regular education to maximum extent possible
- At age 18 and beyond, as needed, review age appropriate settings to provide needed special education and transition services needs.

THESE SERVICES ARE PROVIDED THROUGH YOUR LOCAL EDUCATION AGENCY

This law STOPS at exit from school! It is replaced by 504 (REHAB Act) and ADA (Americans with Disabilities Act).

**These laws are not entitlement but eligibility in nature,
meaning you must apply to determine if your student will receive
future services and/or funding.**

Section 504 of the Rehabilitation Act of 1973
(Civil Rights Statute)

(This Act prohibits discrimination against persons with disabilities in programs receiving federal funds.)

The following briefly describes Section 504:

- Any organization, agency or business receiving federal financial assistance is subject to Section 504 requirements
- Section 504 focuses on discrimination based on disability
- Section 504 reaches a much broader population of students than IDEA
- A student with an impairment that is not covered under IDEA may be covered under Section 504

**THESE SERVICES ARE PROVIDED THROUGH YOUR LOCAL EDUCATION AGENCY OR
STATE REHABILITATION AGENCY LOCAL OFFICES OR OTHER
STATE/PRIVATE AGENCY PROVIDERS.**

ADA: Americans with Disabilities Act

- Nonfunded federal program
- Purpose is to end discrimination against individuals with disabilities in areas of employment, education, public accommodations, and licensing professional and other activities
- A person with a disability is a person with a physical or mental impairment that substantially limits one or more of the major life activities, a record of such impairments and being regarded as having such an impairment
- Disability includes any mental or psychological disorders such as Intellectual Disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities
- Reasonable accommodations are required
- Should offer examinations and courses in a place and manner accessible to persons with disabilities or offer alternative accessible arrangements for such individuals
- Examination results should accurately reflect the individual's aptitude or achievement level or whatever other factors the examination purports to measure, rather than reflecting the individual's impaired sensory, manual, or speaking skills (except where those skills are the factors that the examination purports to measure)

**SERVICES PROVIDED THROUGH THE STATES REHABILITATION AGENCY LOCAL
OFFICES OR OTHER STATE/PRIVATE AGENCY PROVIDERS.**

STUDENT / FAMILY RESPONSIBILITIES

Please understand, the information in this packet is provided so there will be **NO SURPRISES!**

When exit from school occurs in the future, the adult agencies who provide services are under no responsibility to contact you or your family.

Each family/student has a specific set of needs and plans for life after I.D.E.A. The choices you make now will either open or close the doors and in most cases determine what and how much help you get, financial or direct service.

Services after I.D.E.A. are consumer driven by law, meaning you must ask for what you want, meaning you must become an educated consumer.

Help is available, but due to 8 to 10 year wait lists in some cases, and prior to age 18 family income being considered - You must act now!

Review the next page very carefully, so when you meet your service provider you can ask questions about services from any agency identified on the chart.

Planning is a long range activity!

Although the school district will be your primary provider of services and information for the next few years.... they will disappear out of your life forever! You will be rewarded for your time and effort by receiving needed assistance at exit from school.

Pathways to Adulthood

Transition Planning:

**for families of children with disabilities,
chronic illness and other special health care needs**

Texas Parent to Parent, 3710 Cedar Street * Box 12, Austin, Texas 78705-1449

1-866-896-6001 (toll free)

512-458-8600

512-451-3110 (fax)

Website: www.txp2p.org

Email: info@txp2p.org

WHAT TYPES OF SERVICES SHOULD BE CONSIDERED AND RESEARCHED

Step #1 – Call for an appointment TODAY unless already receiving services!

Intake Services – Helen Farabee Centers <http://www.helenfarabee.org>

1-800-669-4166

Wichita Falls, TX 76307

Local Intake Specialist

Also see: Texas DADS, Texas Department of Aging & Disability Services

Wichita County 1-800-535-9759

TAKE THIS LIST WITH YOU **WHEN YOU MEET YOUR SERVICE PROVIDER!**

Traditional / usual resources and services to consider for placement on wait lists / interest lists. (Sign up for any and all that may apply to your child for future help.)

- Respite Services
- Occupational/Physical Therapy (OT/PT)
- Speech Therapy
- Psychological/behavioral services
- In-home training
- Nursing/attendant care
- Physical/medical (assistive equipment and medications)
- Recreation/Leisure Summer Programs (Camps, etc.)
- Residential placement
- Community living options
- Services for students remaining in the family home
- SSI/Medicaid benefits
- Supported employment/job coaching/job development
- Sheltered training/workshops
- Day programs
- Guardianship (at age 18) co-signature rights
- Will/special needs trust (financial protection)
- Home and community Based Services (HCS) **8-10 year wait list**
- In-Home and Family Support (IHFS) **12-18 month wait list**
- CLASS (Community Living Assistance and Support Service)
- Case management and service coordination
- Advocacy
- Vocational Evaluations

FOLLOW STEP-BY-STEP INSTRUCTIONS ON PAGES 9 AND 10.

RESOURCES

1. Helen Farabee Centers
<http://www.helenfarabee.org>
1-800-669-4166
Wichita Falls, TX 76307
2. Texas Health & Human Services Commission
<http://www.hhsc.state.tx.us/>
3. North Texas Area- United Way
<http://www.ntauw.org>
1-940-322-8638
P.O. Box 660
Wichita Falls, TX 76307
4. ARC-US
Association for Retarded Citizens of the United States
1010 Wayne Avenue, Suite 650
Silver Springs, Maryland 20910
301-565-3842
5. ARC of Wichita County
<http://www.thearcwctx.org>
940-692-2303
Wichita Falls, TX 76307
6. Texas Department of Aging and Disability Services [DADS]
<http://www.dads.state.tx.us/>
909 W. 45th Street
P.O. Box 12668
Austin, TX 78711-2668
1-512-454-3761
7. Disability Rights Texas (formerly Advocacy, Inc.)
<http://www.disabilityrightstx.org/contact/>
800 Shoal Creek Blvd., Suite 171-E
Austin, Texas 78757-1024
Statewide Intake for New Callers (800) 252-9108
Toll-Free Line for Current Clients (800) 315-3876
7. The number to call when you don't know who to call. 2-1-1
A free help line answered 24 hours a day, 7 days a week.

PROFESSIONAL CASE MANAGEMENT ASSISTANCE

Facilitating Families of Special Needs Children & Adults

Your local DADS service provider is responsible for helping you arrange the life planning activities below. Services vary according to the needs of the individual and family. Consulting and case management beginning in childhood and continuing into adulthood is provided on an as needed basis. Assistance in identifying and investigating resources, both public and private, is offered.

Services Include:

- Referral to Appropriate Agencies to Determine Eligibility for Services
 - Identify Waiting Lists for Services Including Occupational Therapy, Speech Therapy, Physical Therapy, Psychological Services, Nursing and Case Management
 - Assisted Living Options
 - Referral for Guardianship
 - Referral for Life Planning
 - Service Coordination
 - Advocacy
 - Community Support
 - Program Evaluation
 - Applying for SSI Benefits
 - Program Evaluation
 - Referral for Neuropsychological/Psychological/Psychoeducational Evaluation
 - Vocational Evaluation
 - Program Research & Identification
- * **Prior to age 18, family income will be considered. There may be fees (costs) associated in providing services, based on a sliding scale according to income!**

Written Information to Students and Parents

Texas Education Agency “Transition and Employment Guide”

The **Texas Education Agency (TEA)**, with assistance from the Health and Human Services Commission, developed an online transition and employment guide for students enrolled in special education programs and their parents to provide information on statewide services and programs that assist in the transition to life outside the public school system.

The TEA transition and employment guide contains information specific to this state regarding:

- (1) transition services;
- (2) employment and supported employment services;
- (3) social security programs;
- (4) community and long-term services and support;
- (5) postsecondary educational programs and services;
- (6) information sharing with health and human services agencies and providers;
- (7) guardianship and alternatives to guardianship;
- (8) self-advocacy, person-directed planning, and self-determination; and
- (9) contact information for all relevant state agencies.

Required assistance regarding how to access the electronic TEA guide:

- You may access the TEA guide using any computer that has a connection to the internet or world wide web (www). Personal computer, library computer or school computer may be used as long as the internet is available.
- You may access the TEA guide by looking at either of these websites:
 - TEA-Texas Education Agency’s website URL: <http://www.transitionintexas.org/Page/143>
 - Wichita Falls District’s website URL: for English
<http://www.wfisd.net/cms/lib/TX01000557/Centricity/Domain/61/TransitionEmploymentGuide2015English.pdf>
 - Wichita Falls District’s website URL: for Spanish
<http://www.wfisd.net/cms/lib/TX01000557/Centricity/Domain/61/TransitionEmploymentGuide2015Spanish.pdf>

Step-by-step assistance to access the guide:

1. ___ Turn on computer.
2. ___ Open the “browser” that is available on the computer you are using. To open, double click on the icon. Examples of Internet Providers may be: Chrome, Firefox, Safari, Internet Explorer. (*Most computers are preset to open the internet upon start up.*) You may only have to look at the top left of the screen for the next step.
3. ___ Once opened, you will see an open text box at the top of the screen to type the URL.
4. ___ Type the TEA website URL from above and hit the return key.
5. ___ The website will open and you can follow the directions to explore the 9 areas listed above.

**If you need further assistance, please call and ask for our Transition Coordinator:
Robbie Byrd, 940-235-1019 X 14003**

STEP-BY-STEP LETTER

Developmental Disabilities Packet

Services provided by DADS – (Department of Aging and Disability Services)

The intent of this “letter” is to remove guesswork – what action steps need to be taken now.... and in the future... to assure a successful exit from high school.

In most cases, the activities are divided into 2 groups – prior to age 18 and after age 18, since the student reaches “age of majority” (adult status) at age 18. The other major issue at age 18 is the change of “financial status”. At this age, with or without guardianship, the family income will no longer be considered in determining whether or not a student may receive funds to pay for services.

Prior to age 18, even if a student is eligible to receive services based on the disability – denial of services can and is based on family income! However, if a family is willing to pay in full or make a percentage contribution to the cost of services, the student may receive the desired assistance prior to age 18.

This is a long term activity, including wait lists that may exceed 8 years!

Per the meeting today, the following suggestions may be helpful in putting together a plan of action in securing the services you may want in the future. If you have already completed a step, just skip down to the next number.

Contact information for your local service provider, Helen Farabee Centers included in this packet. The family is responsible for selecting appropriate services. Our state agency and local provider (Helen Farabee Centers) is responsible for professional case management and service planning identified in this packet, but the request for services must come from **YOU!** Texas is a consumer driven service delivery system.... So if you don’t know what to ask for, you may be asked to reschedule your planning meeting and come back when you identify what you want!

This will require that you become an educated consumer. Suggestions are included throughout this packet regarding some things you need to discuss, but it is by no means all-inclusive!

Use the contact person on campus to review resource guides available, or go on-line and download or order these materials to help you identify the options you may want to consider. Talking with other parents in the district can also be a valuable resource for services information.

After becoming familiar with the possibilities to discuss, you are ready to start. Some research of service may be on-going and take years, such as selecting an appropriate residential opportunity for alternative living from the family home.

___1. CONTACT THE DADS AGENCY FOR AN INTAKE APPOINTMENT. The student must be determined eligible for any service to be provided, now or in the future. This part of the process may take several weeks/months depending on the county in which you live. Specific data/information is gathered on each referral and will be used in planning meetings to assist with deciding what services may be necessary to achieve the goals you will be identifying.

To speed the process along, you can bring copies of the schools previous testing, IEP modifications and related services. In addition, any doctors records and documentation of current therapy or services received outside of school can be helpful in determining your child’s eligibility at the intake appointment.

___2. AFTER ELIGIBILITY IS DETERMINED SCHEDULE A PLANNING MEETING. The Agency will be assigning a service coordinator/case manager to review the various programs available in your area - we have given you a copy today of some possibilities. The major areas of concern usually fall under the categories of work/training or independent living/residential.

- Timelines for items 1 and 2 can begin NOW. The planning meeting in #2 needs to focus on long term goals - 10 years, 15 years, etc.
- If wait lists are identified, and you even remotely believe you may need the service in the future - GET ON THE LIST NOW. You can always decline a service later if you change your mind or are not ready.
- VISIT PROGRAMS. You will never accept a service or program sight unseen! So, what better time to see first hand what is available than now. You will be able to ask questions of staff, see the physical facility, and study the location and logistics from your home, etc.

When your planning meeting is completed, you may want to contact your local school transition specialist to participate in scheduled program visits that take place throughout the year.

___3. PRIOR TO AGE 18. We are providing you today with materials that address some major life issues at age 18 for the student. These include guardianship, wills, special needs trust, voter registration and for the male students registration with selective service. In addition, if a student has not been receiving SSI benefits, including Medicaid, application for these programs can be reviewed.

- A. WILLS. Each individual is encouraged to have a will that designates heirs to money, property, etc. It is bad news in Texas to die without a will since our probate system is somewhat unpredictable. Wills can be completed at any time and we suggest you look into a will or living trust as soon as possible.
- B. SPECIAL NEEDS TRUST. This is the only trust that protects money, property, stocks, or other financial resources from being counted against a student as INCOME for the purposes of SSI/Medicaid Benefits. It is a legal arrangement regulated by state law in which one party holds assets for the benefit of another. This arrangement allows assets to exceed the SSI resource limits of \$2000 and protects funds for use in the future. A lawyer or financial advisor can help you set up the special needs trust.

___4. AT AGE 18.

- A. VOTER REGISTRATION. All citizens have the right to register and to vote. Cards for this purpose will be provided. This is a choice not a requirement and can be turned in just prior to the 18th birthday.
- B. SELECTIVE SERVICE REGISTRATION. This is a requirement for all MALES. It is to be completed from 30 days before age 18 up to 30 days after age 18. Cards are available at the post office or you can register on the internet at www.sss.gov. We do not have a military draft, but this registration requirement is federal law. Proof is required until the 26th birthday and is necessary to continue to receive most federal financial benefits.
- C. GUARDIANSHIP. Be aware that, no matter the disability, once a person turns 18, they are their own legal guardian unless a court has ordered otherwise. We provided you with background and contact information today. PLEASE READ VERY CAREFULLY AND START YOUR GUARDIANSHIP PROCESS 4 TO 6 MONTHS BEFORE THE STUDENT TURNS 18. It is necessary if a parent wishes to continue to maintain legal co-signature rights to provide help to the student in matters that require legal consent. *Guardianship is a customized document and will be different for each individuals' needs. Guardianship of the person and guardianship of the estate will be determined in the process, major areas of concern are: financial, medical and the ability to enter into contracts for goods and services.*

___5. SSI/MEDICAID BENEFITS. Some students already receive these financial/medical services and will continue to do so after graduation. However, in many cases prior to age 18, the amount of a family's income will disqualify a student from these benefits, but at age 18 application can occur since the parents income will no longer be considered. This needs to start about 1 week prior to age 18. Included in your packet today is information about SSI/Medicaid and other support services through this program.

In all cases regarding the various services discussed in today's transition planning meeting, YOUR SERVICE PLANNER/CASE MANAGER WITH THE DADS AGENCY SHOULD BE ABLE TO TALK YOU THROUGH THE STEP BY STEP PROCESS, AND IDENTIFY RESOURCES IN YOUR AREA.

US Citizenship and Immigration Services (USCIS) may assist in determining if your child is eligible for a social security number. For consideration of deferred action for childhood arrivals through the US Citizenship and Immigration Services (USCIS) you may contact the National Customer Service Center at 1-800-375-5283 or 1-800767-1833 (TDD for the hearing impaired).

Household Chores

Developmental List

What Kids Can Do to Help

By: Kathy Peel, From: The Family Manager Takes Charge p. 26-28

| | | |
|--|--|--|
| <p>Preschoolers can...</p> <ul style="list-style-type: none"> • Make beds (a comforter is easier for them to handle) • Put away clothes in drawers • Hang clothes on hooks • Put dirty clothes in hampers or laundry baskets • Help feed animals • Pick up toys. • Wipe off baseboards, windowsills and wooden shutters wearing an old pair of socks on their hands • Empty light wastebaskets • Wipe off the front of large appliances using a spray bottle of water and a sponge • Help wipe up spills • Dry unbreakable dishes • Sweep with a child-size broom • Bring in the newspaper • Pick up litter in the yard | <p>Kindergarteners can....</p> <ul style="list-style-type: none"> • Vacuum small areas with a lightweight, handheld vacuum • Sweep the porch or other small areas with a dustpan and broom • Clean bathroom sinks • Hang up the towel after a bath • Store bath toys • Help in the kitchen – stirring, tearing lettuce and putting refrigerated rolls on pans • Set the table with napkins and silverware • Clear dishes from the table • Help load the dishwasher • Straighten plastic dishes in a lower cabinet • Straighten pots and pans • Sort family members’ clean laundry • Put away their own laundry • Dust furniture • Shine windows that you’ve washed with a clean blackboard eraser • Strip linens from beds • Straighten books on a bookshelf • Put game and puzzle pieces in correct storage containers • Brush upholstered furniture with a lint remover to pick up pet hair • Be responsible for having a tidy room | <p>Teenagers can...</p> <ul style="list-style-type: none"> • Wash the windows • Mend clothes • Wash the car • Change linens • Do their own laundry • Iron • Clean the bathtub / shower stall • Polish furniture and dust lampshades • Empty the vacuum cleaner bag • Straighten and organize linens • Clean tiles and toilet with disinfectant • Clean out the refrigerator • Defrost the freezer • Clean the stove and oven • Polish silverware • Clean out and organize the attic, basement and garage • Clean light fixtures • Change light bulbs • Wax the car |
| <p>Younger elementary school kids can...</p> <ul style="list-style-type: none"> • Make beds • Take out the garbage • Sweep stairs and walks • Clean out the car • Vacuum their own room • Sort and straighten toys • Fold and put away laundry • Empty the dishwasher • Feed and care for pets • Set and clean the table (if using non-breakable dishes) • Sort clothes for washing • Clean off outdoor furniture • Wash outside toys and equipment • Help wash the car | <p>Older elementary school kids can....</p> <ul style="list-style-type: none"> • Clean bathroom mirrors • Vacuum • Clean toilets • Clean countertops and the kitchen sink • Mop small area floors • Use the washer and dryer • Wash, dry and put away dishes • Fold laundry • Clean pet areas • Take out the trash • Clean cobwebs and dust in high places with a cobweb pole. (Put one thick cotton sock inside another and slip them over the end of yardstick, securing with a rubber band.) • Help straighten the garage • Sweep the garage | <p style="text-align: right;">Elem.</p> |

TRANSITION SERVICES PLANNING

“Issues to Consider”

Because there are NO GUARANTEES after public education ends and ALL services or supports are eligibility based, not entitlements, please review the following:

1. What career or job is the student going to pursue after graduation? If not sure, is additional vocational assessment needed? (Interests / Aptitudes)
2. What training / education will be required during high school to develop entry level skills for the career choice?
3. Where is the training/education available after graduation?
4. How long does the training/education take to complete?
5. How much does it cost and what resources are available to assist in payment?
6. What are the entry requirements, high school courses, testing, letter of recommendation, etc., that are required to be accepted into the training/education?
7. What about apprenticeships or on the job training programs or Job Corps?
8. What is the outlook/demand for the career and the expected salary/wages?
9. Where will the student live in the future and what resources are available now and after graduation to prepare for independence? (own home, rent apartment, live with family, group homes, supervised living, etc.)
10. Are there needs for assistance with recreation, social, leisure or community integrated activities?
11. What transportation is available for work, recreation, training/education, etc?
12. Does the student’s functional level require additional service considerations such as guardianship, special needs trust funds, SSI / Medicaid benefits, technology, etc.
13. Are there any specific medical/physical/health issues?
14. Are there any questions about “age of majority” (age 18 in Texas) regarding legal rights or responsibilities (i.e. signatures, voting, selective service, etc.)