




FRISCO INDEPENDENT SCHOOL DISTRICT

DIAGNOSIS TO POST-SECONDARY PLANNING


TRANSITION TIMELINE

YOUR CHILD WILL BE AN ADULT. WILL YOU & YOUR CHILD BE *READY*?

The Future is coming and it's coming faster than you can imagine. Do you know everything you need to know?

- What do you envision for your child's future?
 - Where will he/she live?
 - Will he/she work? If so, what career or occupational path do you and he/she envision?
 - Where will he/she spend his/her free time?
 - What about friendships, adult relationships, marriage?
 - Most importantly, what are *your child's* hopes and dreams for the future? Do you know?
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As your child approaches adulthood, there are many new things to consider, decisions to be made, and tools available to help you make them.

- **Transition:** What Is It and What Parents & Guardians Need to Know
 - **Self-Determination:** Having Choice in One's Life
 - **Self-Advocacy:** Speaking Up for Oneself
 - **Person-Centered Planning:** Taking An Intentional Approach to Planning for the Future
 - **Guardianship and Alternatives to Guardianship:** Protecting Your Young Adult's Rights and Legal Responsibilities
 - **A Parent Perspective on Transition:** What do you need to be doing?
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Parenting a child with a disability? Here's a word...and a concept...you need to know: ***Transition!***

What's Transition?

We often associate transition with high school students, but transition really just means moving from one life stage to another. Transition includes moving from/to:

- Birth to Three
- Early Childhood/Preschool
- Elementary School
- Middle school
- High school
- Adult life; continuing education, training, employment and independent living

What Do Parents Need to Know?

No sooner do we get our kids settled in – to kindergarten, middle school, high school – and before we can take a breath, here comes the next transition! What's a parent to do? Regardless of the change you are facing here are some steps you can take to make the transition as smooth as possible:

- **Educate yourself about where you & your child are headed.**
- **What options are available?**

For example: Is inclusive preschool an option for my young child with a disability? Do preschoolers attend a full-day or half-day program? What elective class choices are offered for junior high/high school? What post-secondary options are available?

- **What does a typical day in that environment look like?**

For example: Does the campus use single teacher classrooms or do they team-teach? Do the students move to other classrooms during the day or do they stay in one classroom the full day? When/where is lunch? What about opportunities for physical activities?

- **What skills and abilities are needed to be successful in that environment?**

It can be helpful to look at the TEKS [Texas Essential Knowledge & Skills] to determine what typical children will learn in a specific grade placement.

As you consider the skills and abilities typical children demonstrate in that environment, think about your own child. It's easy to think "my child could never do those things." Instead, look for ways to adapt the environment, the supports and services your child receives, or other ways your child could be successful there in his/her own way. Think creatively!


- **What will it take for your child to be successful in that environment?**

What accommodations or modifications will help? Is assistive technology necessary? Are the buildings accessible for your child? What supports and services do you anticipate your child needing? What can your child work on right now to better prepare him/her?

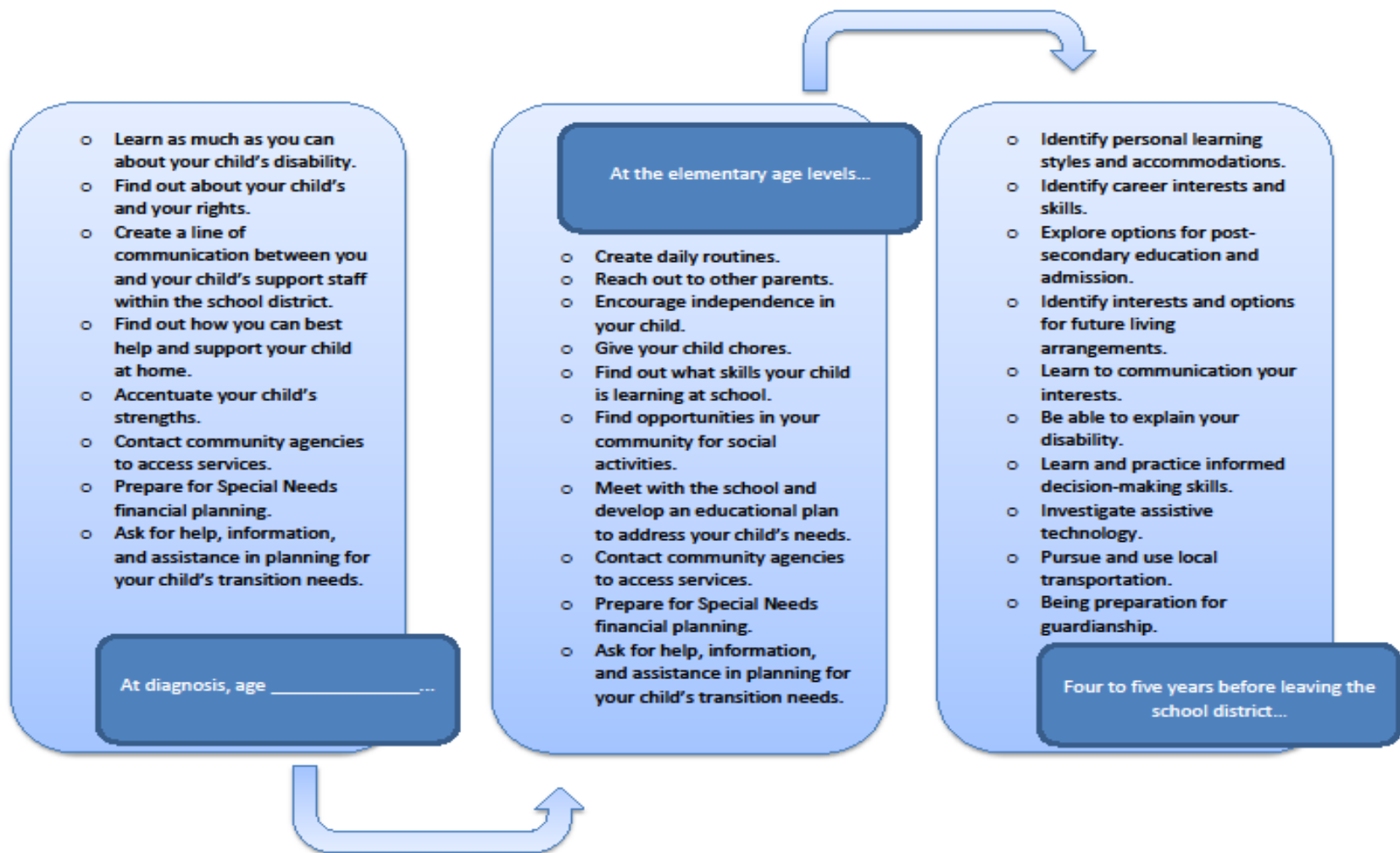
- **Who are the "powers that be" - The Decision-Makers?**

Who will participate in decision-making for your child? Who will provide direct or consult services to your child there? Identify those people by name and job title. Make an appointment and begin getting to know these people *before* your child gets there. Help them begin getting to know your child and where he/she is headed; they will be much more invested in helping to make those plans happen once you get there.

- **Make a plan.** Steven Covey says to "begin with the end in mind." A successful transition depends on careful planning and the help of many. Make sure that everyone involved in your child's current placement is included in the planning and that you all have the same "end in mind."

 - **Make the transition and start looking forward to the next one.**
It's right around the corner!
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TRANSITION TIMELINE: DIAGNOSIS to MIDDLE SCHOOL PROGRAMMING



TRANSITION TIMELINE: MIDDLE SCHOOL TO POST-SECONDARY PLANNING

- Identify community support services and programs.
- Invite adult service providers to ARD meeting.
- Match career interests and skills with vocational course work and community work experiences.
- Gather more information on post-secondary programs.
- Make arrangements for accommodations.
- Determine the need for financial supports.
- Learn and practice appropriate interpersonal communication and social skills.
- Explore legal status.
- Begin a resume.
- Practice independent living skills.
- Pursue and use local transportation.
- Learn about money management.
- Identify needed personal assistant services.
- Learn and understand the laws that impact post-secondary opportunities and develop and practice self-advocacy skills.
- Participate in work experiences.
- Check community agency interest lists.
- High school academics and courses should be geared towards post-secondary education/training in career goals.

Two to three years before leaving the school district...

- Apply for financial support programs.
- Identify the post-secondary school(s) you plan to attend and arrange for accommodations.
- Practice effective communication by developing self-advocacy skills.
- Specify desired jobs.
- Take responsibility.
- Parents and teachers: Inform student of his/her rights a minimum of one year before they reach the age of majority.
- Invite appropriate agencies to ARD meeting.
- Learn and understand the laws that impact post-secondary opportunities – develop and practice self-advocacy skills.
- Participate in work experiences.
- Check community agency interest lists.
- High school academics and courses should be geared towards post-secondary education/training and career goals.

One year before leaving the school district...

