

Transition Planning

Secondary transition:

- In Texas, transition services must begin by the first IEP in effect when your child turns 14 years old.
- The IEP must include measurable post-secondary goals that are based on age-appropriate assessments of your child's strengths, preferences, interests, and needs in the areas of training/education, employment, and independent living (when appropriate).
- Transition services and activities are provided that specifically will help your child in reaching those goals as he prepares for life after high school, and move successfully from public school to life after public school.
- By law a student must be invited to attend the ARD committee meeting if the purpose is to discuss transition services.
- When your child graduates she will receive a document called the Summary of Performance (SOP).

Before the ARD meeting:

- Provide information to help the ARD committee in determining your child's strengths, needs, interests, and preferences.
- Encourage your child to join you at the ARD meeting and to participate in the ARD process.
- Determine if any outside agency needs to be involved in order to assist in making this a successful transition.
- Provide signed consent so that the school may invite the appropriate outside agency to participate at ARD meetings and share records.

During the ARD meeting

- Provide input; encourage your child to attend and provide input.
- Focus on your child's strengths, needs interests, preferences and goals to develop and include them in the IEP.

After the ARD meeting

- Monitor and document your child's progress as described/spelled out on the IEP.
- Check that all agreed upon services are being conducted as planned. If not, ask for an ARD meeting to consider if alternate strategies are needed to achieve your child's goals.
- Complete any activities designated as parent/student responsibility

Transition: Planning & Services

Age appropriate transition assessments

Identify measurable post secondary goals

Write IEP Annual Goals

Course of Study/coordinated set of Activities

Identify agency connection

Questions to Ask

- What kinds of accommodations will my child need when he goes on to higher education or employment?
- What course of study will best prepare my child to meet her postsecondary goals?
- Who will be responsible for what part of the transition plan in the IEP?
- What are the community-based training opportunities the school provides?
- How will my child participate in or facilitate the ARD meeting?

Parents Need to Know

- Use the Transition Checklist in the toolkit section to plan transition activities.
- When your child turns 18 he has reached the age of majority as a legal adult, and has the right to make informed decisions about major issues— this means financial decisions, educational decisions, medical, and legal decisions. All students, regardless of disability, become adults in the eyes of the law on their 18th birthday. This means that the student will be the decision-maker in ARDC meetings. Start thinking about your child's legal status **before** he turns 18.
- If your child is not able to make informed decisions, you may need to learn more about guardianship or conservatorship. Guardianship is a legal process; parents need to consult an attorney for help with the process. Only a court can appoint a guardian.