

**Surviving and Thriving in High School – John’s Journey**  
**Texas Parent to Parent Conference**  
**June 22, 2019**

**Objectives**

1. Inspiration - Hope for the future
  2. Think outside the box - Consider the possibilities
- When planning transition goals, the student’s STRENGTHS, INTERESTS, and PREFERENCES must be considered.
  - IDEA says that students must be supported in academic as well as nonacademic settings.

**34 Code of Federal Regulations § 300.117 Nonacademic settings.**

*In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §300.107, each public agency must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child’s IEP team to be appropriate and necessary for the child to participate in nonacademic settings.*

- Surviving and thriving in high school began in elementary school. This is where skill building begins.
  - Self-help skills, asking for help, independence, sensory integration, self-regulation, behavior management, learning appropriate communication with peers and adults.

- Realize and accept that milestones may take longer to achieve, but don't give up on reaching them.
- Focus on the strengths, interests, and preferences and seek out opportunities to explore those areas. Join school clubs and activities where students share the same interests. This is a place for automatic inclusion and acceptance.
- Transition to adulthood, in the context of special education services, includes coordinated goals and activities which focus on postsecondary education and training, employment, independent living skills, and community participation. "Coordinated" means that the school, parents, community, and adult services are all responsible for helping the student achieve their transition goals. Parents need to drive the transition process.
- There are many positive ways to get the school on board: student introduction portfolio, 2- page information, student created presentation, team meetings (outside of ARD), parent persistence. Go to [TexasProjectFirst.org](http://TexasProjectFirst.org) for information about developing a portfolio.
- It is OK (and highly recommended) to gently push our child beyond their comfort zone (and yours) and allow them to experience natural consequences, both good and bad. Remember, we are preparing them for the real world.

### **Contact Information**

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