

# HURON COUNTY TRANSITION

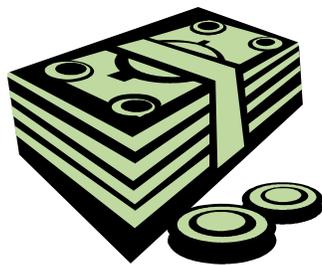
Family



Work



School



Consumer



Citizen

## Parent Handbook

- The Transition Concept
- The Transition IEP Meeting
- Transition Checklists/Timelines
- Accommodations
- Post-Secondary Planning
- Guardianship
- Suggestions for Parents
- And More...

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## **INTRODUCTION**

This guidebook has been written for students with disabilities and their families to help them understand transition and become involved in this important process. Transition from high school to adult life is a major step for students with disabilities and often can be overwhelming. This book helps explain the transition process during this time of decision making as students plan for their future.

## **WHO IS TRANSITION FOR?**

All students who receive special education services must begin planning for transition services no later than the first IEP to be in effect when the student is age 16. It is very important for family members to be involved in this planning process. You will be invited to the transition IEPT (Individualized Educational Planning Team) meeting to help plan the future adult life of your student. If you do not attend the meeting, the school must make sure that the student's needs, goals, and dreams are shared at the meeting.

## **WHAT IS TRANSITION?**

“Transition” means moving from one place, stage, or relationship to another. Every person experiences transition throughout life. The transition to a different classroom, new school building, or from school to community is a process that all students go through. It represents a major change in a student's life. Transitions are often stressful, but can be made easier with planning.

Transition planning is a way to help students with disabilities move from school to adult life and employment successfully. It is a team effort that includes:

- Student
- Family Members
- School
- Adult Community Agencies

Transition plans are required by a law called the Individuals with Disabilities Education Act (IDEA). The law requires that transition planning begin by the age of sixteen and the transition plan must be reviewed and updated annually. At the exit Transition/IEP meeting, the transition plan will be reviewed one last time, and there should be firm plans in place for the student's adult life in the community.

## **THE TRANSITION CONCEPT**

The concept of transition is simple and generally has three major components:

1. Coach every student, along with his or her family, to think about goals for life after high school and to develop a long range plan to get there.
2. Design the high school experience to ensure that students gain the skills and competencies needed to achieve their desired post-school goals.
3. Identify and link students and their families to any needed post-school services, supports, or programs before they exit the school system.

## **ALL PEOPLE DESIRE THE SAME BASIC LIFE OUTCOMES:**

- Have a job.
- Have friendships.
- Be a consumer.
- Be an active citizen.
- Have a home.
- Have financial security.
- Enjoy leisure activities.
- Have a healthy life style.

## **WHY?**

Individuals with a disability may face particular barriers to the typical plans all students make. A transition plan is done to increase the likelihood of success in adult life. The process is important because it brings together schools, families, and community agencies in a joint effort to plan the most appropriate path to adult life.

## **WHERE?**

Although transition planning is ongoing, the formal process of planning occurs at the Individualized Education Plan Team (IEP) meeting. This process will be coordinated by the school system.

## **WHAT IS TRANSITION PLANNING?**

Transition planning is a process for a student to choose and put into place a series of programs and services leading from school to adult life and employment. It addresses the following four general areas:

### **CAREER/ EMPLOYMENT**

- Prevocational Education
- Career Awareness
- Vocational Evaluation
- Career Exploration
- Work Activity
- Vocational Education
- Individualized Vocational Training
- Community Based Instruction
- Placement/Employment

### **ADULT LIVING**

- Living Arrangements
- Personal/Family Relationships
- Self-Care
- Money Management
- Social Skills
- Personal Care (Attendant) Services
- Income and Financial Support
- Dressing and Grooming
- Personal Hygiene
- Safety and Health
- Medical Services
- Fitness

### **COMMUNITY PARTICIPATION**

- Consumer Activities
  - Store
  - Bank
  - Restaurants
  - Post Office
- Service Organizations
- Appropriate Interaction
- Voter Registration
- Transportation/Mobility
- Independence
- Specialized Equipment
- Advocacy/Legal Service
- Religious Organizations
- Social Clubs
- Recreation and Fitness
- Community Parks and Recreation Programs
- Sports Team/Individual/Clubs

### **POST-SECONDARY EDUCATION/TRAININGS**

- College
- Career Technical Institute (MCTI)
- Career Technical College
- Community Education
- Military
- Apprenticeships
- School-to-Work

## WHAT HAPPENS AT THE IEP/TRANSITION MEETING?

### Transition IEP Meeting Agenda:

- **Welcome/Introductions**
- **Discuss the student's post-school desired goals or vision in the following areas:**
  - **Career/Employment**
  - **Community Participation**
  - **Hobbies/Activities**
  - **Post-Secondary Educatory Training**
  - **Adult Life**
  - **Other**
- **Discuss the student's present level of educational performance in each of the above areas.**
- **Develop a Statement of Transition Service Needs. Design a "course of study" that is meaningful to the student's future and will motivate him or her to complete school.**
- **Develop a Statement of Needed Transition Services for students 16 years old or younger if appropriate. Design a coordinated set of strategies/activities that include interagency linkages and responsibilities. Consider: instruction, community experiences, employment, related services, adult living, post-school training, daily living (if appropriate), and functional vocational assessment (if appropriate).**
- **Develop IEP goals and objectives for special educational services.**



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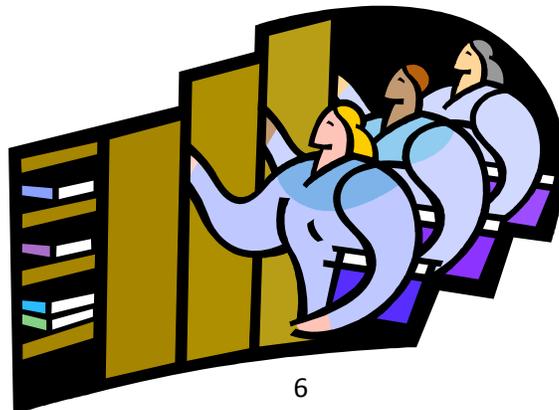
### **Participants in Transition Planning**

#### **The Student:**

As the most important member of the planning team, the student needs to guide the process as much as possible. Everything revolves around the student. The school will invite the student to his or her Transition/IEP meeting. **The student's active participation as a member of the Transition/IEP Team is NECESSARY!** The student will have times to express opinions and to consider the decisions that are being made.

By the time the student is in high school, it is expected that the student is responsible for:

- Attending and participating in the Transition/IEP meeting.
- Expressing opinions and choices.
- Gaining information about schools and service providers.
- Identifying interests, abilities, and desires for future goals.
- Identifying accommodations that may be needed.



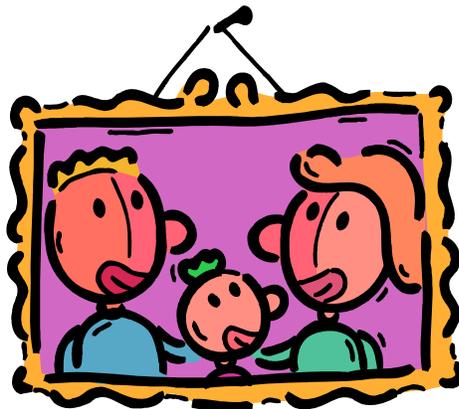
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### **THE FAMILY**

Family members have important roles to play in the transition process. They know the student well and will have information about abilities, personalities, and possible goals. The family is also aware of how the specific disability may affect the student's life outside the school. Most importantly, the family is a wealth of support and resources.

The family is responsible for:

- Advocating for a curriculum that will prepare the student for life.
- Helping the student research educational options (post-high school).
- Attending transition meetings as a support.
- Assisting in the preparation for independence.
- Becoming aware of rights and responsibilities.
- Assisting with making long-term plans and goals.
- Gaining knowledge of resources and agencies that may assist the student in the future.



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### **THE SCHOOL**

The school is responsible for coordinating activities that will help each student move into adult life. The school staff is an excellent resource in the development of a realistic plan. All members participating in transition planning need to work together as partners and this requires a great deal of communication.



The school will be responsible for:

- Assisting families and students to understand available options in school and those that may be available during adult life.
- Providing a curriculum that prepares students for post-high school education and adult life.
- Identifying transition issues and developing a plan for the students to reach these goals.
- Listening carefully to information provided by the student and family.
- Providing assessments of the student's abilities, including vocational evaluation and current information from teachers (both special education and regular education).
- Providing information about human service agencies available in the community.
- Providing referral information to agencies.

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### **THE COMMUNITY SERVICE PROVIDER(S)**



Early involvement with agencies help the family to decide what services the student will need for support in adult life. By involving community agencies that will be working with the student in the future, all parties have a better understanding of the student's needs and the options available. Community service providers offer a variety of services such as vocational assistance, housing, medical follow-up, counseling, case management, and recreational activities.

The community service providers are responsible for:

- Providing information on services available through their agency.
- Implementing programs/services for those students who are eligible.
- Providing information to schools regarding services that the agency provides, who to contact, and criteria for eligibility.

When working with community agencies, be aware that:

- There may be a detailed application process to access community service providers' programs.
- Records from school, doctors, and other agencies may be requested. It is extremely important to keep good records of services that have been provided. Before leaving the school system, the students should obtain high school transcripts, evaluations (school psychological report), last IEP/MET, and therapist reports. It is important that you always keep copies of these records.
- Services may not be provided immediately. There may be waiting periods.
- In making new contacts, keep records noting each conversation that occurs. (See Contact Log on page 27.) Not the time, date, person contacted, and information obtained and keep a copy of the letters you wrote or receive from an agency.
- Keep records on employment, letters of recommendation, and current resume in a file.

## **SELF-DETERMINATION**

**Transition plans will be more successful if students learn and practice self-determination skills.**



According to Field and Hoffman (1994, p. 164), self-determination is the “ability to identify and achieve goals based on a foundation of knowledge and valuing oneself.” Throughout all of the definitions of self-determination that have been offered, there is an emphasis on knowing oneself, making choices, taking control, believing in oneself, and taking action to reach one’s goal.

All IEP participants play an important role in the development of self-determination skills. Families are especially encouraged to use these strategies by Davis and Wehmeyer (1991) to develop their student’s self-determination.

1. Walk the tightrope between protection and independence. Allow your son or daughter to explore his or her world. While there are obvious limits to this, all parents have to “let go”, and it is never easy.
2. Encourage your son or daughter to ask questions and express opinions. Involvement in family discussions and decision-making sessions is one way of providing this opportunity to learn.
3. Self-worth and self-confidence are critical factors in the development of self-determination. Model your own sense of positive self-esteem for your child.

### *Resources:*

TACTS FACTS Technical Assistance for Collaborative Transition Services. Transition Services Project. Davis, S. & Wehmeyer, M. L. (1991). *Ten Steps to Independence: Promoting Self-Determination in the Home*. Arlington, Texas: The Arc.

Field, S. & Hoffman, A. (1994). Development of a Model for Self-Determination. *Career Development for Exceptional Individuals*, 17. 159-169.

## **SUGGESTIONS FOR PARENTS: HELPING YOUR SON/DAUGHTER ACHIEVE SELF-DETERMINATION**

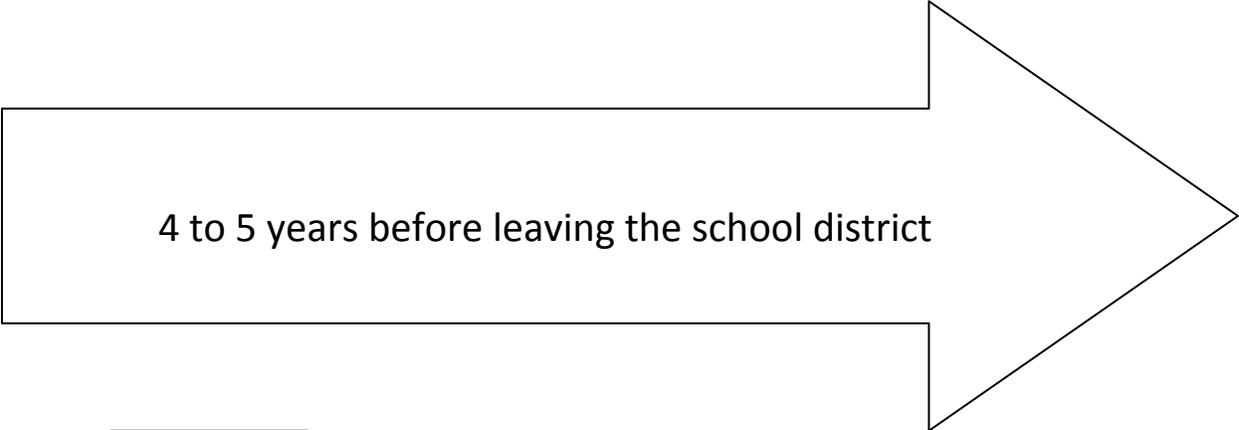
- **Treat your son/daughter with a disability as a capable human being by encouraging his/her efforts to explore, take healthy risks, and try out new situations.**
- **Provide opportunities for self-awareness by focusing on your son's/daughter's strengths and the qualities that make him/her special and unique.**
- **Let your son/daughter know that you enjoy spending time with him/her. Try to really listen when your son/daughter shares thoughts and experiences with you.**
- **Share your family stories, histories, and traditions with your son/daughter to help him/her understand that he/she is a member of a family circle with a permanent place in the larger scheme of things.**
- **Provide opportunities outside of school for interaction with others of different ages and backgrounds to help your son/daughter develop social confidence.**
- **Help your son/daughter experience success by encouraging him/her to build on known strengths and abilities.**
- **Acknowledge your son's/daughter's efforts towards a goal, not just the final product or accomplishment.**
- **Let him/her dream. Encourage his/her dreams by using his/her strengths and abilities to create realistic steps to his/her goals.**
- **Let your son/daughter take responsibility for his/her own actions.**
- **Acknowledge your son's/daughter's presence. Include him/her in discussions with family and friends. Don't interfere unnecessarily to answer a question that was directed at him/her.**
- **Give your son/daughter a chance to grow into a unique adult. Avoid using terms such as "shy", "lazy", or "clumsy" to describe your son/daughter.**
- **Respect your son's/daughter's need for privacy and time alone. Don't intrude unless it is absolutely necessary.**
- **Promote your son's/daughter's assertive (not aggressive) behavior as well as respect for others. Being assertive is an excellent way for your son/daughter to avoid being exploited or taken advantage of.**
- **Encourage your son/daughter to practice and use basic coping statements to handle difficult emotions such as anger, jealousy, or fear, but by all means, encourage his/her expression.**
- **Acknowledge your own sense of self-worth when appropriate. Your healthy self-image will be a good model for your son/daughter.**

Adapted/Adjusted from – Bud Fredericks, NICHCY Transition Summary (1988) and TSP staff.

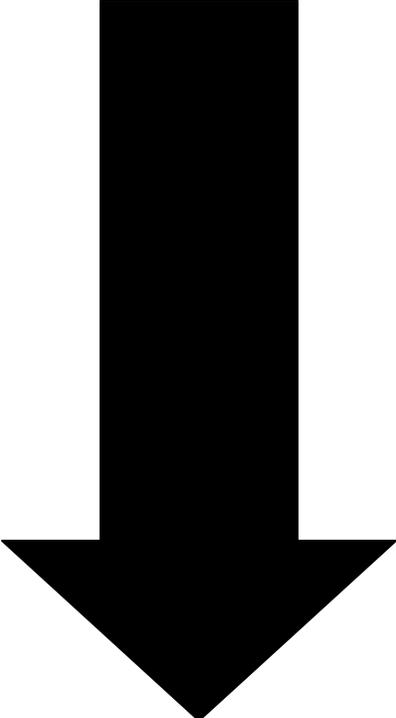
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### **TRANSITION CHECKLISTS AND TIMELINES**

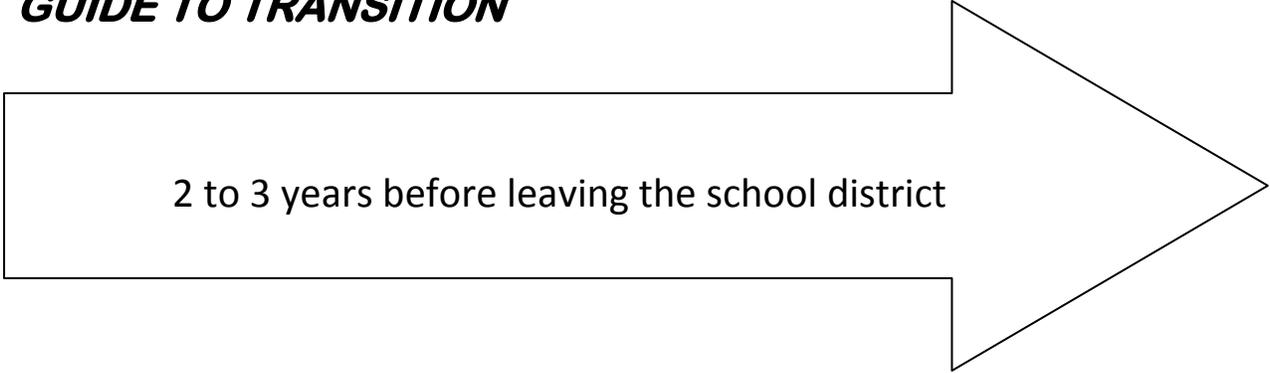
The following are checklists of transition activities that you may wish to consider when preparing for transition plans. Use these checklists to ask yourself whether these issues should be addressed at Transition/IEP meetings. The checklist can also help identify who should be a part of the Transition/IEP team and whose responsibility it is for carrying out specific activities.



4 to 5 years before leaving the school district

- 
- Identify learning styles and accommodations needed.
  - Identify career interests and needed skills, education or training.
  - Learn and practice decision-making skills.
  - Use local transportation options outside of family.
  - Begin to manage your money.
  - Have an identification card and know personal information.
  - Learn and practice personal health care.
  - Attend IEP meetings.
  - Develop job shadowing experiences.
  - Learn and practice communication skills and social skills for different settings (employment, school, and recreation).
  - Practice independent living skills.
  - Begin building your job performance skills.

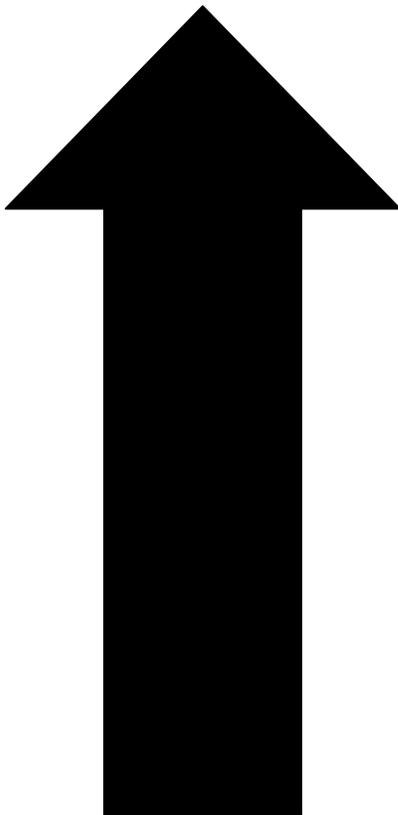
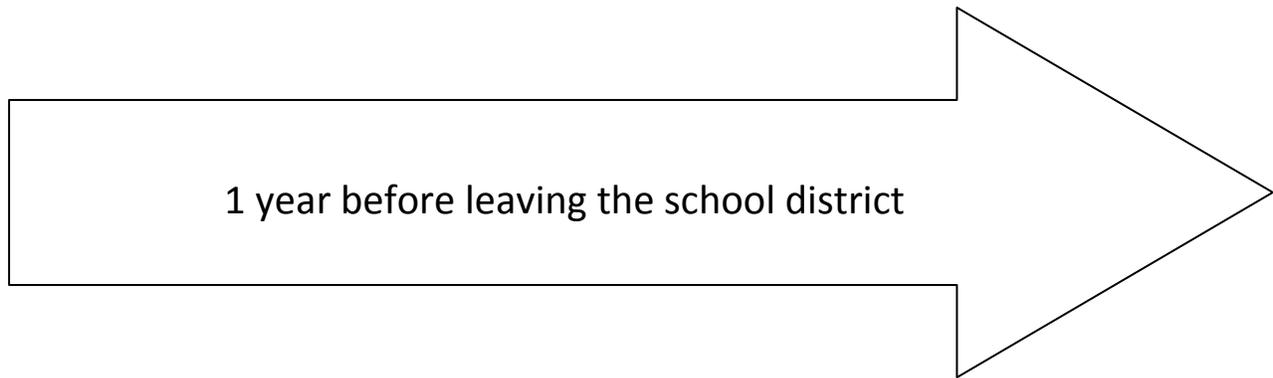
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2 to 3 years before leaving the school district

- 
- Identify community service providers that offer supports and programs.
  - Explore options for college or other forms of post-secondary education.
  - Identify options for future living arrangements.
  - Be able to explain your disability and the accommodations you need.
  - Match career interests and skills with vocational courses, academic classes, and community work experiences.
  - Gather information on post-secondary programs and the support services offered.
  - Explore deferred diploma options.
  - Explore guardianship.
  - Begin a resume and update as needed.
  - Broaden your experiences with community activities and expand your friendships.
  - Participate in work experience activities.
  - Take responsibility for arriving on time to work, appointments, and social activities.

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- Identify the post-secondary program you plan to attend and arrange for accommodations if needed.
- Practice effective communication by developing interview skills, asking for help, and identifying accommodations at college and work.
- Specify desired job and obtain paid employment with supports as needed.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)
- Register to vote and for selective service (if a male) at age 18.
- Bring documentation of your disability with you to apply for community services.
- Invite community service providers, peers, and others to Transition/IEP meeting.

**GOAL: To have a plan that will provide direction for a successful transition to adult life!**

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### **Exit IEP**

The Exit IEP will be about the beginning of adult life in the community. When the final meeting is held, there should be some firm plans in place for the future. For example, the young adult will know where to go for further education, work, or social activities. Referrals to specific community agencies which will provide service to the young adult, will have been completed.

At the Exit Transition/IEP meeting, the Transition Plan will be reviewed one last time. The names of agencies or community contacts will be provided to the student. This transition plan is not a contract for service, but a guide to help you receive services. This plan will list any accommodations that might be needed at work or post-secondary education.

This plan can be a tool to help you reach your future...



# **KEEP RECORDS!!!!!!!**

It is important to have your own copy of records. These records may be needed when coordinating adult services.

## **OBTAIN/KEEP:**

- **IEP Forms/Records**
- **All High School Transcripts**
- **Evaluations and Testing**
- **MET Reports**
- **Therapists' Reports**
- **On-the-Job Training Reports**
- **Other Work Experience Documentation**
- **Letters of Recommendation**
- **Medical Fact Sheet**



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## **ACCOMMODATIONS**

When advocating for accommodations in school or post-secondary education, it helps to know different techniques that may be available. The following list contains a few accommodations taken from “Unlocking the Doors” by Heclid, which may be useful:

<b>Learning Difficulty</b>	<b>Accommodation</b>
<b>Difficulty reading textbooks:</b> <ul style="list-style-type: none"> <li>• Decoding or reading speeds</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Vocabulary notebooks</li> <li>• Taped texts</li> <li>• Reader services</li> <li>• Tutoring</li> </ul>
<b>Difficulty with reading comprehension:</b> <ul style="list-style-type: none"> <li>• Word meaning</li> <li>• Organizing materials</li> <li>• Analyzing</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight key points in text and notes</li> <li>• Flash cards</li> <li>• Reading/study skills class</li> <li>• Study groups</li> <li>• Tutoring</li> </ul>
<b>Difficulty with lectures:</b> <ul style="list-style-type: none"> <li>• Hearing correctly</li> <li>• Writing under pressure</li> <li>• Remembering materials</li> <li>• Keeping up with speaker’s pace of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Share or copy notes</li> <li>• Sit in front of classroom</li> <li>• Tape lectures</li> <li>• Study groups</li> <li>• Tutoring</li> <li>• Note taker</li> </ul>
<b>Difficulty taking exams:</b> <ul style="list-style-type: none"> <li>• Reading/understanding questions</li> <li>• Writing under pressure</li> <li>• Organizing thoughts</li> <li>• Grammar, punctuation, spelling</li> <li>• Distractible</li> </ul>	<ul style="list-style-type: none"> <li>• Tape/oral exams</li> <li>• Extended time</li> <li>• Exams read</li> <li>• Word processing/computer</li> <li>• Proofreading</li> <li>• Alternate room</li> </ul>
<b>Difficulty with writing:</b> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Sentence structure</li> <li>• Paragraph writing</li> <li>• Word processing</li> </ul>	<ul style="list-style-type: none"> <li>• Spell checker</li> <li>• Editing/proofing help</li> <li>• Dictate written work</li> <li>• Alternative assignments</li> <li>• Note taker</li> <li>• Taped lectures</li> </ul>
<b>Difficulty with mathematics:</b> <ul style="list-style-type: none"> <li>• Basic facts</li> <li>• Formulas</li> <li>• Word problems</li> <li>• Applications</li> <li>• Reversals</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in front of classroom</li> <li>• Ask for definition of symbols</li> <li>• List steps in process</li> <li>• Schedule help with teacher</li> <li>• Tutoring</li> <li>• Use calculator</li> </ul>

# IDEAS FOR POST-SECONDARY TRANSITION PLANNING

## Ideas for Parents:

- Help your son or daughter develop good study habits
- Talk with your child openly about his/her disability in terms of what types of accommodations are most helpful for learning. (Needed accommodations should be documented in the IEP.)
- Encourage your child to speak for him/herself in situations where you have spoken in the past.
- Start looking at financial aid opportunities before the last year of school. (The previous year tax report should be available.)
- Request copies of all school records before your child leaves school.
- Request information about special testing arrangements for the Scholastic Aptitude Test (SAT) or for the American College Testing Program. Information can be obtained by contacting your child's counselor or special education consultant.
- Visit schools/programs which are being considered.
- Ask what types of accommodations are available for students with disabilities.
- Discuss job coaching – what to expect, time lines with Rehabilitation, etc.
- Discuss personal assistants – what to expect how to work with Community Mental Health and other community resources.



## **DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE FOR STUDENTS WITH LEARNING DISABILITIES**

### **High School**

- Right by law to go to school
- Many tests and quizzes
- Extra-credit work allowed
- Allowed to retake or redo work
- Teachers discuss test material
- Instruction modes are varied
- Teachers reach out to students
- Assignments are structured
- Receive credit for motivation
- Teachers trained to teach
- Student progress is monitored
- Class attendance is mandatory
- Family and faculty available
- Courses last 18 weeks
- Class sizes are often small
- Schools must test and identify LD
- Must evaluate if suspect LD
- Must develop IEP and monitor
- Must alter courses
- Must provide waivers or substitutions
- Right to due process hearing

### **College**

- No given right
- Fewer tests and quizzes
- Not much extra-credit work
- Rarely allowed to retake or redo
- Rarely discuss test material
- Instruction is usually lecture
- Students must seek assistance
- Assignments are less structured
- Grades based on few tests
- Professors not trained to teach
- Students monitor own progress
- Attendance often not a factor
- Support system is often limited
- Some courses last 14 weeks
- Class sizes are often large
- No obligation to test or identify
- Student develops own plan
- Not required to alter courses
- No right to fundamental changes
- May file a grievance; it is not a right



## **STUDENT OBLIGATIONS TO COLLEGES**

- **Must understand their disability; be able to state it; identify areas of strength and challenge; provide suggestions on appropriate accommodations.**
- **Be organized in plans for transitioning to college; be aware of financial needs; be prepared to schedule time for studies; arrange for housing and transportation to college.**
- **Students who want to have their disability considered during the admission process must disclose the disability and document why it is an important factor in the admission decision.**
- **College students must disclose the disability and provide appropriate documentation if requesting services.**
- **Documentation should be within the last three years.**
- **Documentation should state that a disability exists, how it impacts on the student, and what accommodations are necessary.**
- **A student must show that he/she is otherwise qualified to take a course of study, and that a “reasonable accommodation” would allow the student appropriate opportunities for success.**
- **Communicate with the disabilities support staff prior to beginning college; identify needs.**
- **Students must request services and accommodations.**
- **Meet often with the disabilities support staff on the college campus; be consistent with these contacts, and know what accommodations will still be needed.**
- **Communicate with instructors; self-disclose; identify the accommodations necessary; become familiar with the instructor’s procedures and policies for receiving accommodations.**

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### **GUARDIANSHIP**

Guardianship exists only when a person is determined by a court to be incapable of managing some, if not all, of his/her affairs. **Not everyone needs a guardian. Guardianship needs to be addressed at the “age of majority” (age 18; the age when a child is considered an adult).** Guardianship is a legally recognized relationship between a competent adult (the guardian) and a minor child or an adult with a disability (the ward). The guardian is given the duty and right to act on behalf of the ward in making certain decisions affecting the life of the ward. The process of guardianship is accomplished in the probate court. There are many levels of guardianship to consider.

You may want to consider some less restrictive alternatives to guardianship.

- Limited Guardian
- Power of Attorney
- Conservatorship
- Representative Payee
- Trusts and Wills



In addition, beginning at least one year before a student reaches the age of majority (age 18 in Michigan), the student must be informed during the IEP of his/her rights under IDEA. The student will be given a booklet entitled “Procedural Safeguard for Parents of Children with Disabilities” to help the student understand his/her rights. **These rights will be the responsibility of the student upon reaching the age of majority unless the student has been assigned a guardian.**

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### **SUPPLEMENTAL SECURITY INCOME**

Supplemental Security Income (SSI) is a program administered by the Social Security Administration (SSA). SSI is a program that pays monthly benefits to people with low incomes and with limited assets who are 65 or older or to people who have a disability, including some children who meet certain other requirements.

#### **HOW DO I FIND MORE INFORMATION ON SSI?**

1. Call Social Security's toll-free number: (800) 772-1213.
2. Call your local Social Security office and make an appointment to apply for benefits: (810) 987-9407.
3. Check the SSA website at [www.ssa.gov](http://www.ssa.gov).

Remember when you call or visit the Social Security Administration (SSA) office; note the date the name of the staff member you speak with.

Also remember to put your name and Social Security number on all written correspondence with SSA and keep a copy of all correspondence.



# TRANSITION: PARENT QUESTIONNAIRE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This questionnaire can be used as a guide to think about the areas you believe are important for your student. Please bring the completed form to the IEP meeting.

## Vocational/Post Secondary Education and Employment

1. What do you see your daughter/son doing after high school? \_\_\_ Volunteer Work \_\_\_ Vocational training  
\_\_\_ Trade School \_\_\_ College – 2- or 4-year \_\_\_ Employed \_\_\_ Military

Explain: \_\_\_\_\_

2. List any jobs your son/daughter has had (paid or unpaid).

\_\_\_\_\_  
\_\_\_\_\_

## Daily Living Skills (After school adult living)

1. In which of the following areas is your daughter/son already skilled?

\_\_\_ household management    \_\_\_ minor home repair    \_\_\_ meal planning  
\_\_\_ appointment scheduling    \_\_\_ budgeting    \_\_\_ medication use  
\_\_\_ telephone skills    \_\_\_ food preparation    \_\_\_ time/money/calendar  
\_\_\_ clothing selection and grooming

2. In what type of living arrangements do you believe your son/daughter will be successful?

\_\_\_ independent    \_\_\_ with family

## Leisure/Recreation

1. Which of the following leisure activities does your daughter/son participate in?

\_\_\_ hobbies    \_\_\_ team sports    \_\_\_ individual sports  
\_\_\_ neighborhood activities    \_\_\_ social/service clubs    \_\_\_ religious organizations  
\_\_\_ community parks/  
recreation activities    \_\_\_ community education  
in crafts or music

2. Does your son/daughter have:

\_\_\_ friendships    \_\_\_ acquaintances  
\_\_\_ close friendships    \_\_\_ significant other relationships

## Community Involvement

1. Check the following consumer services your daughter/son can use independently.

\_\_\_ grocery store    \_\_\_ bank    \_\_\_ library  
\_\_\_ restaurant    \_\_\_ post office    \_\_\_ laundromat  
\_\_\_ beauty/barber shop    \_\_\_ retail/department shopping

2. Does your son/daughter have a:

\_\_\_ State of Michigan ID    \_\_\_ driver's license    \_\_\_ voter registration  
\_\_\_ other (specify) \_\_\_\_\_

3. What type of transportation can your daughter/son use?

\_\_\_ own car    \_\_\_ family car    \_\_\_ public transportation  
\_\_\_ parent/guardian transports    \_\_\_ ride with friends

## Related Services

1. Does your son/daughter know what services are available from these agencies?

\_\_\_ Michigan Rehabilitation Services    \_\_\_ Center for Independent Living  
\_\_\_ Huron Behavioral Health

2. Does your daughter/son need assistance from any of these agencies for transition to adult living?

\_\_\_ Yes    \_\_\_ No

Specify: \_\_\_\_\_

3. Please list any concerns in the space below (attach another sheet of paper if necessary).

## GLOSSARY OF SPECIAL EDUCATION TERMS AND COMMON ABBREVIATIONS

<b>ADA</b>	American with Disabilities Act	<b>LRE</b>	Least Restrictive Environment
<b>ADD</b>	Attention Deficit Disorder	<b>MDDC</b>	Michigan Developmental Disabilities Council
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>MDE</b>	Michigan Department of Education
<b>ADL</b>	Adult Daily Living	<b>MDLEG</b>	Michigan Department of Labor & Economic Growth
<b>AFC</b>	Adult Foster Care	<b>MET</b>	Multidisciplinary Evaluation Team
<b>AI</b>	Autistic Impairment	<b>MiCI</b>	Mildly Cognitively Impaired
<b>AS</b>	Aspergers Syndrome	<b>MOCI</b>	Moderately Cognitively Impaired
<b>AT</b>	Assistive Technology	<b>MRS</b>	Michigan Rehabilitation Services
<b>AYP</b>	Annual Yearly Progress	<b>OHI</b>	Otherwise Health Impaired
<b>CAUSE</b>	Citizens Alliance to Uphold Special Education	<b>OSE</b>	Office of Special Education
<b>CBI</b>	Community Based Instruction	<b>OT</b>	Occupational Therapy
<b>CCL</b>	Community Links	<b>P&amp;A</b>	Protection and Advocacy
<b>CIL</b>	Center for Independent Living	<b>PAC</b>	Parent Advisory Committee
<b>CP</b>	Cerebral Palsy	<b>PDD</b>	Pervasive Development Disorder
<b>DCH</b>	Department of Community Health	<b>PLAFF</b>	Present Level of Academic & Functional Performance
<b>DD</b>	Development Disability	<b>PI</b>	Physically and Otherwise Health Impaired
<b>DHS</b>	Department of Human Services	<b>PT</b>	Physical Therapy
<b>DOE</b>	Department of Education	<b>RICC</b>	Regional Interagency Consumer Committee
<b>ECDD</b>	Early Childhood Developmental Disorder	<b>SCI</b>	Severely Cognitively Impaired (formerly severely mentally impaired)
<b>EDP</b>	Educational Development Plan	<b>SLD</b>	Specific Learning Disability
<b>EI</b>	Emotionally Impaired	<b>SLI</b>	Speech & Language Impaired
<b>ESY</b>	Extended School Year	<b>SSA</b>	Social Security Administration
<b>FTE</b>	Full Time Equivalent	<b>SSDI</b>	Social Security Disability Income
<b>HBH</b>	Huron Behavioral Health	<b>SSI</b>	Supplemental Security Income
<b>HDC</b>	Human Development Commission	<b>STC</b>	Student Transition Council
<b>HI</b>	Hearing Impaired	<b>STW</b>	School-To-Work
<b>IDEA</b>	Individuals with Disabilities Education Act (P.L. 101-476)	<b>SXI</b>	Severely Multiply Impaired
<b>IEP</b>	Individualized Educational Program	<b>TBI</b>	Traumatic Brain Injury
<b>IEPT</b>	Individualized Educational Program Team	<b>TI</b>	Thumb Industries
<b>IPE</b>	Individualized Plan of Employment	<b>VI</b>	Visually Impaired
<b>ITP</b>	Individualized Transition Plan		
<b>LD</b>	Learning Disability		
<b>LEA</b>	Local Education Agency		

## HURON COUNTY AGENCY GUIDE

**Blue Water Center for Independent Living:** Provides adult students with information and resources related to independent living. Provides support in completing paperwork, securing and maintaining independent living.

**Connecting Youth to Careers!:** Offers one-on-one counseling and support services to help youth 14-21 make the right career choices.

**Huron County Behavioral Health:** Provides support and coordination services for children and adults. This includes assessment, coordination, and linking consumers to needed or desired services and programs. Services can include counseling, family support, and supported employment services.

**Huron County Department of Human Services:** Provides protective and preventative services for children and adults who may be victims of abuse or neglect, provides foster care and adoption services, independent living services, and financial services for low income families who need support.

**Huron County Health Department:** Provides health screening, education, education, services in parental care, sexually transmitted diseases, provides marital counseling, family planning, immunization clinics, and children's special health care services. Women Infants and Children (WIC) provides food coupons, nutrition education, health assessments, and referrals.

**Michigan Rehabilitation Services (MRS):** Provides assistance with finding, preparing for and maintaining competitive employment for individuals with physical and cognitive disabilities which interfere with employment. They also provide assistance and coordination of post-secondary training, which can include: post-secondary education, on-the-job training, vocational assessments, and job coaching depending on the student's abilities and interests.

**ThumbWorks!:** State service agency that provides services for youth and adults including career skills, employability skills and monetary assistance for education and training.

**Thumb Industries:** Provides vocational evaluation and job placement services, which include community employment, job assistance and placement assistance. Supported employment includes vocational assessment, on-the-job training, and job coaching services.

# CONTACT NUMBERS FOR HURON COUNTY AGENCIES

## Educational Agencies:

Huron Intermediate School District  
Special Services: (989) 269-9216  
Bad Axe High School: (989) 269-9593  
Caseville Public Schools: (989) 856-2311  
Harbor Beach Schools: (989) 479-3261  
Laker Public Schools: (989) 453-4600  
North Huron High School: (989) 874-4101  
Owen-Gage Schools: (989) 678-4141  
Port Hope Schools: (989) 428-4151  
Ugly High School: (989) 658-8554

## Food or Financial Aid Programs:

Huron County Department of Human  
Services: (989) 269-9201  
Nights and Weekends: (800) 322-4822

## Counseling:

Blue Water Center for Independent  
Living: (989) 269-5421  
Catholic Family Services  
(Bay City): (989) 892-2504  
Huron Behavioral Health: (989) 269-9293  
Lutheran Child and Family Services of  
Michigan: (989) 686-7650  
Pregnant/Parenting Teens: (989) 269-9721

## Hospitals:

Harbor Beach Community  
Hospital: (989) 479-3201  
Huron County Health  
Department: (989) 269-9721  
Huron Medical Center: (989) 269-9521  
Scheurer Hospital (Pigeon): (989) 453-3223

## Abuse and Assault:

Child Protective Services: (989) 269-9201  
(nights/weekends/holidays) (800) 322-4822  
Huron County SafePlace: (989) 269-5300  
Thumb Area Assault Crisis  
Center: (800) 292-3666

## Employment Services:

Michigan Rehabilitation Services  
(MRS): (989) 673-7793  
Or (810) 982-8571  
ThumbWorks!: (989) 269-2311  
Thumb Industries: (989) 269-9229

## Family Support Resources:

Michigan State Cooperative  
Extension: (989) 269-9949  
Huron Behavioral  
Health: (989) 269-9293  
Human Development  
Commission: (989) 269-9502

## Police Agencies:

Sheriff's Department: (989) 269-6421  
Michigan State Police  
Department: (989) 269-6442

# AGENCY CONTACT LOG

Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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## AGENCY CONTACT LOG (cont.)

Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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Agency \_\_\_\_\_ Contact Person \_\_\_\_\_ Date Called: \_\_\_\_\_

Results: \_\_\_\_\_

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*Special thanks to the Information Management Systems students at the Huron Area Technical Center for recreating this document and binding this book.*

*It is the policy of the Huron Intermediate School District not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, or marital status in its programs, activities, or employment.*

*Inquiries regarding this nondiscrimination policy should be directed to:  
Mr. Joseph Murphy, Superintendent Huron Intermediate School District  
1299 S. Thomas Road, Suite 1, Bad Axe, MI 48413*