

Proactive Parenting



Section 1

12 IMPORTANT SKILLS FOR A SUCCESSFUL AND FULFILLING ADULT LIFE:

During Individual Transition Planning, goals or outcomes for adult life have been identified. Goals should be included in the IEP which will support these outcomes. Do any IEP goals relate to:

- _____ how to make choices and understand when choices are available
- _____ how to request assistance
- _____ how to communicate socially and form meaningful relationships
- _____ how to communicate frustration, disappointment, and rejection in socially acceptable ways that don't endanger self, others, or property, and don't alienate others
- _____ how to participate in personal care, including dressing, hygiene, grooming, mobility, etc.
- _____ how to meet nutritional needs, including eating, preparing food, shopping, and menu planning
- _____ how to participate in management of the home, including cleaning, lawn care, laundry, bill paying, etc.
- _____ how to behave and meaningfully contribute as an employee or community volunteer
- _____ how to initiate personally enjoyable and socially acceptable activities during free time
- _____ how to access and participate in community recreation activities, including transportation
- _____ how to respond appropriately in emergency situations
- _____ how to take greater responsibility for medication and other medical issues



Transition in Texas

A website for students, parents, educators, and agencies



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Welcome to Transition In Texas!

Texas Secondary Transition/Post-School Results Network *A Leadership Function of the Texas Education Agency*

The Transition in Texas website is a project of the Texas Secondary Transition/Post-School Results Network in collaboration with the [Texas Education Agency](#). The network is comprised of representatives from each of the 20 Education Service Centers in Texas.

Education Service Center Region 11 provides statewide leadership for the Texas Secondary Transition/Post-School Results Network. The focus of the network is to promote communication and collaboration between stakeholders and a comprehensive, coordinated, transition service delivery system in Texas that leads to attainment of identified post-school goals for every student.

The purpose of this website is to provide viewers with knowledge of the secondary transition process to facilitate student progress toward attainment of their postsecondary goals. On this site you will find resources for students, parents, educators and agency resources.

The Transition in Texas website is a continual work in progress. We hope you will bookmark this site and check back regularly for updates and additions.

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Federal Requirements for Secondary Transition Planning

Individuals with Disabilities Education Improvement Act (IDEA 2004)

The 2004 IDEA reauthorization raised expectations for students with disabilities through increased academic expectations and state and district accountability standards. Additionally, transition was re-defined and the role of transition planning in the development of IEPs was strengthened, including a new requirement for a summary of performance prior to graduation from high school for students receiving special education services.

IDEA 2004 requires that *"all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living."* (§300.1 Purposes)

Transition services are defined as a *"coordinated set of activities for a child with a disability...within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities."* (§300.43 Transition Services)

Transition services and activities must be included in the development of the IEP no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, and must include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

Transition services and activities (including courses of study) needed to assist the student in reaching post-secondary goals must be based on the individual student's needs, strengths, preferences, and interests and must include instruction, related services, community experiences, employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

A student with a disability must be invited to attend their IEP meeting whenever postsecondary goals and transition services are considered. Upon reaching the age of majority (age 18 in Texas), the parental rights transfer to the adult student. With the consent of the parent or adult student, a representative of any participating agency that is likely to be responsible for providing or paying for transition services must also be invited to attend the IEP meeting.

Finally, prior to graduation from secondary school, the student must be provided with a summary of academic achievement and functional performance, including recommendations for assistance the student may need to meet their post-secondary goals.

Excerpts from Individuals with Disabilities Education Improvement Act 2004

Last Modified on February 4, 2012

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State Requirements for Secondary Transition Planning in Texas

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) defines transition services as a *"coordinated set of activities for a student with a disability that is designed to be within a results-oriented process"*. IDEA 2004 requires that transition services and activities must be included in the development of the IEP no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team. For more information on these requirements, click on **Federal Requirements for Secondary Transition** on the left side menu.

Texas requirements for transition services are aligned to the federal requirements included in IDEA 2004. However, state law and rules include additional requirements for the provision of transition services for students receiving special education services in Texas. A new state law passed in the summer of 2011 requires that "appropriate state transition planning must begin for a student not later than when the student reaches 14 years of age" (*SB 1788, 06/17/2011*). The Texas Administrative Code (TAC) describes the following nine issues important to the development of the Individualized Education Program (IEP) for students receiving special education services.

1. Appropriate student involvement in the student's transition to life outside the public school system
2. If the student is younger than 18 years of age, appropriate parental involvement in the student's transition
3. If the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled
4. Any postsecondary education options
5. A functional vocational evaluation
6. Employment goals and objectives
7. If the student is at least 18 years of age, the availability of age-appropriate instructional environments
8. Independent living goals and objectives
9. Appropriate circumstances for referring a student or the student's parents to a governmental agency for services

Last Modified on May 14, 2013

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Transition Planning

Transition services are those services and activities provided to students that specifically help them to move successfully from public school to life after public school. Transition activities should help your child make a successful transition to:

- post-secondary education
- employment
- independent living
- healthy life

These services should be very individualized for your child and their likely needs as an adult.

Transition services must be based on your child's strengths, preferences and interests. The student himself must be invited to participate in the ARD/IEP meeting when transition services are discussed. A new Texas law passed in 2011 requires that transition must be addressed in the IEP for the school year during which the student turns 14 or younger if determined appropriate by the ARD committee. Parents may request that transition services be addressed in the IEP prior to age 14. The [Texas Education Agency](#) website has additional information and resources on transition.

For a transition-age student, the IEP must include: measurable postsecondary goals that are based on assessments related to training, education, employment and, for some students, independent living skills.

It is also important to address the student's postsecondary goals for living a healthy life. The IEP must identify those courses and services a student needs in order to reach their transition goals. Transition goals should be reviewed and updated as needed at the annual review of the IEP.

Transition planning should also include linking the parents and students to adult service agencies who can provide supports and services for a successful transition.

Who Can Help?

Some high schools have transition coordinators or specialists and/or [Department of Assistive and Rehabilitative Services](#) (DARS) transition vocational rehabilitation counselors, who have experience in transition planning.

Most school districts and Education Service Centers have staff who are experts in Transition Planning.

[Texas Secondary Transition/ Post-School Results Network](#)- Provided by Education Service Center Region XI provides statewide leadership for Transition. The focus of the network is to promote communication and collaboration between stakeholders and a comprehensive, coordinated, transition service delivery system in Texas that leads to attainment of identified post-school goals for every student including the development and implementation of a transition process in which all students can have the supports needed to successfully learn the knowledge and skills needed to function effectively in post-school activities.

[Transition in Texas](#)- The purpose of the website is to provide viewers with knowledge of the secondary transition process and links to other resources that can provide information needed to help facilitate students in the attainment of their postsecondary goals. The Post-School Results network maintains the Transition in Texas website.

Other Resources:

[Technical Assistance on Transition and Rehabilitation Act \(TATRA\)](#)

[National Center on Secondary Education and Transition](#)

[Resource Guide on Higher Education for People with Disabilities](#) Resources on preparing for higher education, education alternatives, employment, accommodations and technology. Also includes a list of colleges for students with disabilities nationwide.

[Students.gov](#) has comprehensive information about campus life, preparing for and paying for college.

[Autism Speaks: Transition Tool Kit](#) was created to serve as a guide to assist families on the journey from adolescence to adulthood.

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