I am a person first.
I am not a disability and I am not an eternal child.
I can make my own decisions.
Parents and professionals should not decide where and how I live. I should.
I should be listened to and allowed to make mistakes.
I am equal to all other people.
We as self-advocates must help those who have higher support needs so that their decisions can be understood and respected.
I do not believe in stereotypes that say that people with disabilities are less than fully human.
I deserve to be treated as an equal in my community. I believe in self-empowerment.
Supports should empower me to make my own decisions, regardless of the degree of my disability.
I should be allowed to take risks.
It should be up to me to ask for help from those whom I trust.
I should have equal opportunities without regard to race, gender, culture or sexual identity.
I must be able to live and learn together with others. I must not be labeled.
I must be able to participate fully in my community.
Segregation is not acceptable.
I have a right to be recognized as the person I am.
My true understanding of who I am will include knowledge of disability, but I must never be identified as a disability label.
Institutions are bad for people.
Institutions destroy everything that makes life worth living.
We must close down every institution and liberate every one of our sisters and brothers who are wasting away.
We hold these truths to be self-evident and it seems like common sense to me.

Improving the Transition Planning Process

The Top Ten Things to Remember About the Transition Planning Process

Bob Brown - Director of Teaching and Learning Services
SW/NV Service Cooperatives

Dan Stores - Assistive Technology Program Manager
EquipAlife (ATMs)
IDEA and Disability Policy (Individuals With Disabilities Education Act)

Congress finds that:
Disability is a natural part of the human experience and in no way diminishes the right of individuals to:
- Live independently
- Enjoy self-determination
- Make choices
- Contribute to society
- Pursue meaningful careers
- Enjoy full inclusion and integration in the economic, political, social, cultural, and economic mainstream of American society.

Meeting the Transition Requirements and Transition Needs of Students Is Easy As "Herding Cats"

10 Things Everyone Should Know About Transition
1. The Importance of Self Advocacy.
2. Start the Transition Process Early.
3. Graduation From High School Means the “END” of FAPE (Free and Appropriate Public Education)
4. Fostering Independence/Maintaining student dignity.
6. The importance of a Student Centered IEP and the need for student and parent participation.
7. The importance of Work Experiences (Job Shadowing, Volunteering, Work Experiences)
8. The Importance of Life-Skills Training
9. The Transfer of Rights (Age of Majority)*
10. What Resources are Available, Where to Find Them and When to Start Looking for them

About two-thirds of postsecondary students with disabilities receive no accommodations from their schools, primarily because their schools are unaware of their disabilities. About half of postsecondary students with disabilities reported that they do not consider themselves to have a disability, and another 7% acknowledged a disability but have not informed their schools of it. Only 40% of postsecondary students with disabilities have informed their schools of their disabilities. Thus, the 30% who receive accommodations are 88% of those whose schools are aware of their disabilities.

Only 4% of working youth with disabilities receive accommodations for their disabilities, largely because most youth have employers who are unaware of their disabilities.

The Good News Is……

- The number of students with disabilities enrolling in post-secondary education programs continues to increase.
- Between 55 - 70% of students with disabilities anticipate going to college.
- Students with disabilities who graduate from college exhibit similar employment rates and annual salaries compared to their counterparts without disabilities. (Madus, 2006; National Center for Educational Statistics 2000)

The Not so Good News!

In spite of the more than 50% of students who want to go to college, NLTS2 reported that one year following graduation only

- 30% of students had taken college courses
- 18% of students were currently enrolled (compared to 40% of their non-disabled peers)

“More” Not so Good News!

- In spite of the increasing numbers of students with disabilities enrolling in post secondary education, students are experiencing limited success, and exiting college without completing their program
- Only 25% of students with disabilities received an associate degree after five years at a community college (Burgstahler, Crawford, & Ascents 2000)
Why Are Students Dropping Out of College?

• Lack of self-advocacy skills?
• Lack of time management/organizational skills?
• Lack of learning and study strategies?
• Student was provided too many accommodations or supports in school or at home?

Campus Life
What to expect in college and what professors will expect from you. Tips for good grades and using technology.

Planning for College
Learn what you can do now to prepare for and apply to college.

My Place
Learn how to use your strengths, learning style and interests to set goals for college.

Self Advocacy
1. Disability does not mean preference, it does relate to service needs.
2. All students have the opportunity to pass or fail.
3. ADA and 504 are Civil Rights Law (non-discrimination)
4. IDEA is funding for FAPE.
5. Higher Education must provide access and appropriate accommodations.
6. Higher Education assumes that students have met the requirements
7. Diagnosis does not equal disability. You must show that it impacts one or more life functions and educational performance. Life functions would include: Independence, initiation and follow through.
8. The student needs current documentation relating to the impact of the disability.
9. The I.E.P is a plan, not documentation of the disability.
10. Higher Education will be requesting most recent evaluations/assessment. Assessments should be completed during the Senior year.
11. Students need to know their strengths and weaknesses and what they want. Not what the parents want.
12. Be sure to check EXIT requirements for graduation from higher education.

http://www.going-to-college.org/

Disability does not mean preference, it does relate to service needs.

All students have the opportunity to pass or fail.

ADA and 504 are Civil Rights Law (non-discrimination)

IDEA is funding for FAPE.

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Diagnosis does not equal disability. You must show that it impacts one or more life functions and educational performance. Life functions would include: Independence, initiation and follow through.

The student needs current documentation relating to the impact of the disability.

The I.E.P is a plan, not documentation of the disability.

Higher Education will be requesting most recent evaluations/assessment. Assessments should be completed during the Senior year.

Students need to know their strengths and weaknesses and what they want. Not what the parents want.

Be sure to check EXIT requirements for graduation from higher education.
Services are delivered to the student.
The student must seek out services.
The case manager and/or parent act as advocate.
The student acts as their own advocate.
There is regular contact and meetings with parents.
There is no parent contact with out the student's permission.
The student's time is usually structured by others.

Differences Between
High School and College Requirements

<table>
<thead>
<tr>
<th>High School - College</th>
<th>The case manager and/or parent act as advocate.</th>
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</tbody>
</table>

High School
- The student's time is usually structured by others.
- Homework may involve 1-2 hours per day.
- Rules of thumb: 1 hour of studying for each hour of class.
- Teachers often check completed homework.
- Professors may not always check homework, but they will assume that the student can perform the same tasks on tests.
- Professors may not remind students of incomplete work.
- Teachers remind a student of incomplete work.
- Teachers often take time to remind students of due dates.
- Teachers approach students if they believe they need assistance.
- Professors are usually open and helpful, but often expect the student to initiate contact for assistance.
- Teachers usually check completed homework.
- Professors may not check homework, but they will assume that the student can perform the same tasks on tests.
- Teachers approach students if they believe they need assistance.
- Professors are usually open and helpful, but often expect the student to initiate contact for assistance.

College
- The student acts as their own advocate.
- There is no parent contact with out the student's permission.
- The student manages their own time.
- Homework may involve 1-2 hours per day.
- Rules of thumb: 2 hours of studying for each hour of class.
- Teachers often check completed homework.
- Professors may not always check homework, but they will assume that the student can perform the same tasks on tests.
- Professors may not remind students of incomplete work.
- Teachers remind a student of incomplete assignments.
- Teachers approach students if they believe they need assistance.
- Professors are usually open and helpful, but often expect the student to initiate contact for assistance.
- Teachers often take time to remind students of due dates.
- Teachers approach students if they believe they need assistance.
- Professors are usually open and helpful, but often expect the student to initiate contact for assistance.

A Workbook for Youth with Disabilities

Designed for youth and adults working with them to learn about disability disclosure. This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives. Based on the premise that disclosure is a very personal decision, the Workbook helps young people think about and practice disclosing their disability.

http://www.ncwd-youth.info/resources_Publications/411.html

ASKING FOR DIRECTIONS
**Transition**

*Broad definition:*
- A formal process of cooperative planning that will assist students with disabilities to move from school into the adult world.

**A safe place to practice adult skills!**
- Getting to know your strengths and your disability
- Identifying and learning to use accommodations
- Making phone calls - Asking for help
- Transportation/Driving
- Scheduling appointments
- Selective Service Registration
- Using directories and other information resources
- Learning how to use Assistive Technology devices
Getting Creative

It's Never Too Early To Begin The Transition Process!

- Social Services
- Waiting Lists
- Social Security
- Resources/Where/Access?
- Waivers
  - MR/RC Waiver - Mental Retardation or related condition
  - CAC Waiver - Community Alternative care
  - CADI Waiver - Community Alternatives for disabled Individuals
  - TBI Waiver - Traumatic Brain Injury
  - Medical Assistance and TEFRA (Tax Equity Financial Responsibility Act)

The Past 20 Years
Historical Perspective of Transition in Special Education

Bridges from School to Working Life — Will, 1983
Best Practices — attachment, addendum, ITP
IDEA, 1990 — Transition mandated
Statement of Needed Transition Services
IDEA, 1997 — Transition enhanced
Statement of Transition Service Needs
IDEA 2004—IDEA 97 Reauthorized
Results Oriented Process — based on Strengths

Graduation Means the End of "FAPE" #3

What is FAPE?

FREE APPROPRIATE PUBLIC EDUCATION:
In order to comply with the federal mandate (Public Law 102-119 known as the Individuals with Disabilities Education Act, Part B (34 CFR Parts 300 and 301 and Appendix C) that all disabled children receive a free appropriate public education, a school district must provide special education and related services at no cost to the child or her/his parents.

- A student is eligible for FAPE services until they graduate from high school up to age 21. When the Diploma is signed, a student is no longer “ENTITLED” to FAPE (entitlement) (Funding Law)
- When the student graduates, they move from FAPE to ADA and Section 504 (Civil Rights Laws)
Fostering Independence

Supporting teaching, and
discouraging learned helplessness

#4

Lending a Helping Hand

Why build independence?

• Develops self advocacy skills
• Provides bridge between school and adult world
• Motivates a personal desire to achieve
• Builds self esteem
• Shifts the responsibility/ownership for learning from adult to the student
• Increases social acceptance/opportunities
• Promotes a sense of purpose for family
• Allows student to focus on instruction
What hinders independence?

- Overuse of adult assistance
- Time (easier to do myself)
- Family – guilt, denial, grief
- Lack of a systematic plan

Lack of a Systematic Plan

Other possible obstacles

- Lack of ongoing communication
- Testing requirements
- Lack of staff training
- Lack of self esteem-motivation, confidence, understanding of disability
- Lack of experiences-sheltered environment, few opportunities to generalize in natural occurring environments
- Social isolation-pull out service
**What enhances independence?**

- Let students make mistakes and take risks
- Plan for fading support in the IEP
- Peer support
- Create a positive atmosphere

---

**Without a systematic plan these are the three deadly accommodations:**

1. Extended time
2. Adult support
3. Curriculum modifications

*Without a systematic plan the things that enhance can become a hindrance!*

---

**Tips for Educators**

Supporting teaching, fostering independence and discouraging learned helplessness.

- Promote Peer Relationships
- School Culture
- Maintain Student Dignity
- Let Students Make Mistakes and Take Risks
- Give as Few Prompts as Possible
- Help Students Create Authentic Work
- Encourage Students to Make Choices
- Avoid Isolation
- Setting up Environment to Maximize Independence
- Maintain Ongoing Communication with Staff
- Watch Your Voice and Volume
- Multi-task in the Classroom
Keeping it Positive

- Focus on strengths and strategies
- Make sure to identify as many strengths as possible when developing a positive behavior plan, IEP, or simply as a communication tool for team members.
- Can be especially helpful when transitioning a student from teacher to teacher or school to school

Watch Your Voice and Volume!

Why focus on strengths and strategies?

- **Strengths List:**
  - Provides positive and useful information about the student regarding strengths, abilities, interests, gifts and talents

- **Strategies List:**
  - Answers the question of “What works for this student?”
  - Should contain strategies for motivating, supporting, encouraging, helping, teaching, and connecting with the student
Ways to Step Back: Classroom Collaboration (Adapted from Hudson 1997)

1. Acknowledge your impulse to make student’s days go smoothly. There is a reason you chose the helping profession.
2. Pause before answering or helping.
3. Schedule in advance a brief task or time period when you commit to no intervention no matter what (unless safety is compromised.) See what happens. Reintroduce assistance only as needed.
4. Sit further away. If you have been within arm’s reach, sit just within earshot. If you have been sitting just within earshot, sit across the room.
5. Take data instead. Keep a tally of the number of times in a lesson students appropriately attend.
6. Unless you are the classroom teacher, catch yourself before you correct students’ work. Remember, this is about the student’s learning skills, not yours.
7. Teach students to decline assistance by saying, “Thanks, but please let me try it by myself.”
8. Phase out cues.
9. Have students discreetly ask their classmates for information (what page are they on, what are the school lunch choices, to whom is the teacher referring).
10. Remind yourself that you are stepping back so that students can become independent. It’s harmful when you cover for them. Don’t be responsible for holding them back.
11. Make sure that team members (especially the teacher and the principal) know your reasons for stepping back so it doesn’t seem like you are shirking your responsibilities.
12. Clock how long it takes for students to do things independently. The extra time to start zippers, pick up dropped papers, or find page numbers may seem eternal but actually last only a few seconds.
13. Tell other adults in the classroom that you’re going to step back and ask them to remind you when you should do this if you forget.
14. With the classroom teacher, write a plan for how to build independence. What is the time frame for stepping back? What specific skills are you working on? When will you know when the student is independent in the task?
15. Let classroom teachers serve as a clearinghouse for all questions or needs. Students ask their classroom teachers. The classroom teachers then decide to a) respond themselves b) delegate to other adults or students to help, or c) ask the students to try to work it out alone.
16. Let your students make mistakes and get into trouble. Further, allow them to take responsibility for their actions/behaviors. It is part of the human experience.
17. Post a sign. “Could I be doing less?” to remind you to step back.

Could I be doing less?

STEP BACK!
Three Legs
Make a Sturdy Stool

Here are three of the main laws that uphold the rights of people with disabilities.

**Section 504 (1977)** - Any program that gets federal money must give equal opportunity to people with disabilities. *Civil Rights Law*

**IDEA (1983)** - Schools that get federal money must give free and appropriate education to students with disabilities. *Reauthorized 2004*

**ADA (1990)** - Employers, public services, and public businesses may not discriminate against people with disabilities. *Civil Rights Law*

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**Americans With Disabilities Act (ADA) background:**

Signed into law on July 26, 1990, the Americans with Disabilities Act is a wide-ranging legislation intended to make American society more accessible to people with disabilities.

It is divided into five titles:

1. **Employment (Title I)**: Business must provide reasonable accommodations to protect the rights of individuals with disabilities in all aspects of employment.
2. **Public Services (Title II)**: Public services, which include state and local government instrumentalities, the National Railroad Passenger Corporation, and other commuter authorities, cannot deny services to people with disabilities participation in programs or activities which are available to people without disabilities. In addition, public transportation systems, such as public transit buses, must be accessible to individuals with disabilities.
3. **Public Accommodations (Title III)**: All new construction and modifications must be accessible to individuals with disabilities. For existing facilities, barriers to services must be removed if readily achievable. Public accommodations include facilities such as restaurants, hotels, grocery stores, retail stores, etc., as well as privately owned transportation systems.
4. **Telecommunications (Title IV)**: Telecommunications companies offering telephone service to the general public must have telephone relay service to individuals who use telecommunication devices for the deaf (TTYs) or similar devices.
5. **Miscellaneous (Title V)**: Includes a provision prohibiting either (a) coercing or threatening or (b) retaliating against the disabled or those attempting to aid people with disabilities in asserting their rights under the ADA.

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**Section 504 background:**

- Section 504 is a civil rights law that requires that school districts that receive any federal funding make programs and activities accessible to individuals with disabilities.
- The Office of Civil Rights (OCR) has expanded the definition of accessible to include all major life activities including learning, seeing, walking, taking care of oneself, etc. OCR enforces Section 504 compliance.

**Eligibility requirements:**

To be eligible a student must have:

- 1. A physical or mental impairment (has a history of having a physical or impairment)
- 2. That substantially limits
- 3. One or more life process in order to be eligible for a Section 504 plan

All three criteria must be met before a student qualifies for a 504 Accommodation Plan.
IDEA is our nation's special education law. IDEA stands for Individuals with Disabilities Education Act of 2004 (IDEA 2004). IDEA 2004 (Individuals with Disabilities Education Act of 2004) makes sure that children with disabilities have the opportunity to receive a free appropriate public education in the least restrictive environment.

IDEA guides how states and school districts provide special education and related services to more than six million eligible students with disabilities. IDEA ensures that states and school districts provide special education and related services to more than six million eligible students with disabilities.
All Students with Disabilities Complete High School

To ensure this goal we must:

• Provide access to general and vocational education curriculums.
• Monitor/reduce drop-out rates and increase graduation rates.
• Monitor course failure rates.
• Ensure access to counseling.
• Implement the transition requirements.
• Ensure access to necessary A/T services and devices.

Meeting the Transition Services Requirements of IDEA

88% of the states failed to ensure compliance with the law’s secondary transition services provisions.

Why?
People do not know “what to do”
People do not know “how to do it”

IDEA 2004

Purpose:
A free appropriate public education... designed to meet their unique needs and prepare students for further education, employment and independent living.

Shift in emphasis to:
- Results oriented approach.
- Improving academic and functional achievement.
- Taking into account the child’s “Strengths.”
Problems that Impede IDEA Youth Transition to Postsecondary Education and Employment

* Lack of self-advocacy training - (Youth)
* Insufficient information about the Transition Process - (Parents)
* Insufficient vocational education and work-related experiences
* Lack of transportation after high school to work or postsecondary school
* Absence of linkages between school systems and adult service providers - what services are available - how to access
* Not understanding ADA and SEC. 504 laws

Summary of Performance (SOP)

Individuals With Disabilities Education Act 2004

Understanding the Summary of Performance (SOP)

Why do the summary of performance?
* It is required under the reauthorization of Individuals with Disabilities Education Act 2004. The law came into effect on July 1, 2005.

Who needs a summary of performance?
* Students who will graduate this year with a regular high school diploma.
* Students who will age out of high school this year.

What is a summary of performance?
* Summary of academic achievement
* Summary of functional performance as it relates to measurable postsecondary goals
* Recommendations on how to assist student in meeting the student’s measurable postsecondary goals
What is the purpose of the summary of performance?

- To assist in the student eligibility process for reasonable accommodations and supports in postsecondary settings. Please note that accommodations and supports that are written in the SOP are not guaranteed at the postsecondary level.
- To assist in the Rehab Services assessment process.
- To assist the student in transitioning from high school to post high school.
- Summative documentation that goes with the student when he/she leaves high school.

*The SOP does not meet the requirements of documenting a student's disability under ADA for postsecondary institutions.

What Does The Summary of Performance Offer?

A tool to bridge the gap between standardized assessments and actual current performance

- Informal assessment data
- Data on actual skills and behaviors
- Accommodations that are actually used
- Self Advocacy Skills
- Accommodations based on classroom performance, rather than standardized test data
- Problem solving skills

When is a summary of performance completed?

- It is completed during the last year the student is in high school. The specific timing during that last year is individually based on the student's postsecondary goals, so it may be different for all students.

Does the student need the information in the SOP to apply for college?
- Then the SOP is done in the fall.

Will the information be needed to provide the employer with the most current information?
- Then the SOP is done in the spring.

Notes:

- The SOP is individualized and driven by the student’s measurable postsecondary goals. The SOP does not require any additional assessment.
- The SOP is NOT a part of the IEP therefore an IEP meeting does not have to be conducted to complete the SOP.
- The SOP cannot take the place of the exit IEP meeting (because there is a change in the student’s placement and parents have the right to be notified of such.)
The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SOP is as follows:

For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” 20 USC 1414(c) (5) (B) (ii).

The Summary of Performance must be completed during the final year of a student’s high school education. The timing of completion of the SOP may vary depending on the student’s postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation and/or developmental disabilities.

The Summary of Performance is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

**Student Information:**

- **Student Name:** _______________________________
- **Final Case manager:** ________________
- **Date of Birth:** ____________  **Age:** ________
- **Primary Disability:** __________________________
- **Address:**
  - (Street) ______________________________________
  - (City, State) __________________________ (Zipcode)
- **Phone Number:** ________________  **E-mail address:** ______________________
- **Attending School/District:** ______________________
- **Year of Graduation/exit:** _____________

**Students Post-secondary Goals** – This section should be completed with the student using information from the present IEP/IIIP. Unless plans have changed since the development of the most recent IEP/IIIP, the post secondary goals may be transferred here.

**Employment:**

**Education:**

**Home/Independent Living:**

**Academic Achievements:**

**Writing:** ________  **Math:** ________  **Reading:** ________

**BST/MCA Scores**

**Effective Accommodations:** (a support or service that is provided to help a student fully access the general education curriculum or subject matter, does NOT change the content of what is being taught or the expectations that the student meet a performance standard applied for all students)

**Assistive Technology:** (any device that helps a student with a disability function in a given environment)

**Adult/Community Contacts:** (coordination with outside agencies/personnel)

**Student’s Self Advocacy Statement:** (to be completed by student)

1. **My disability is:** _______________________
2. **I need these accommodations:** _______________________
3. **My learning style is:** _______________________
4. **I know I can succeed when:** _______________________
5. **I would like people to know that:** _______________________

**Date completed:** ____________________  **Completed by:** ____________________
It's Not Easy To Change The Way We Do Things

“Insanity is engaging in the same process over and over, and expecting different outcomes.”

Albert Einstein
Individualized Education Program (IEP)

Requires that transition factors be included by 16 years of age (IDEA) (14 in Minnesota)

- include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills; and

- the transition services (including courses of study) needed by the child, to reach those goals including services to be provided by other agencies.

IEP Annual Goals Process for Transition and Activities: A Model

Statement of Needed Transition Services (6 activities/strategies)
1. Strategy/Activity
2. Strategy/Activity
3. Strategy/Activity
4. Strategy/Activity
5. Strategy/Activity
6. Strategy/Activity
7. Strategy/Activity
8. Strategy/Activity
9. Strategy/Activity
10. Strategy/Activity
11. Strategy/Activity
12. Strategy/Activity

Strategies/Activities for Current Year
1. Strategy/Activity
2. Strategy/Activity
3. Strategy/Activity
4. Strategy/Activity
5. Strategy/Activity
6. Strategy/Activity
7. Strategy/Activity
8. Strategy/Activity
9. Strategy/Activity
10. Strategy/Activity
11. Strategy/Activity
12. Strategy/Activity

Education
1. Strategy/Activity
2. Strategy/Activity

Rehabilitation
3. Strategy/Activity

General
1. Strategy/Activity

Student
2. Strategy/Activity

Parent
3. Strategy/Activity

Special
4. Strategy/Activity

Annual Goals
5. Strategy/Activity

Others
6. Strategy/Activity

O’Leary, E., 1998 © Copyright
Individualized Education Program (IEP)

- Replaces “educational performance” with academic achievement and functional performance in statement of present levels.
- Adds “including academic and functional goals” to measurable annual goals.
- Deletes the terms benchmarks and short-term objectives (not all cases) in the IEP.

Success in the workplace depends on how many work related activities a student has while in school!

- Work Experience
- Job Shadowing
- Volunteering

Not Limited To The 4 F’s
- Food
- Filth
- Flowers
- Folding

Work Experience
Life Skills #7 & 8
“As a parent the learned helplessness rings quite true. I worked hard to not allow teachers or family members to encourage that route with my son. However, his strengths were well established and he majored in being cute, manipulative and slow. I viewed some teachers as puppeteers and as an educator myself, I knew the role well. That was not intentional but mostly the awareness was hindsight!

We all have to realize that after age 21 the test scores do not matter nearly as much as the independence and skills that have been carefully instilled and supported. I think everyone who teaches in the schools should spend more time visiting the transition programs and adult centers to really understand Covey’s ...

BEGIN WITH THE END IN MIND...

Suzanne

Independent Living

Age of Majority

18

Transfer of Rights

Age of majority is the legal age established under state law at which an individual is no longer a minor and, as a young adult, has the right and responsibility to make certain legal choices that adults make.

Rights that transfer in most states:

In states that transfer educational rights at the age of majority, all of the educational rights provided to the parents transfer to the student when he or she reaches the age of majority. These educational rights may include the right to...

- receive notice of and attend individual education program (IEP) meetings.
- consent to reevaluation.
- consent to change in placement.
- request for mediation or a due process hearing to resolve a dispute about evaluation, identification, eligibility, IEP, placement, or other aspects of a free appropriate public education (FAPE).

Minnesota - 18. With a person’s 18th birthday come most of the rights, privileges, responsibilities, and obligations of adulthood. These rights include the right to vote, the right to make contracts, the right to marry without permission from parents or guardians, the right to purchase a firearm, and the right to serve on a jury.
RESOURCES
What Resources are available, where to find them, and when to start looking for them

Supportive Services

State/County Services
• In-home aids
• Local Family Services Agency
• Rehabilitation Services
• Minnesota Work Force Center
• For profit Rehabilitation providers

Community Supports
• Schools/Special Education Programs
• Service Clubs: Shriners, Rotary, Lions
• Volunteer programs

“IDEA ‘97, Transition Requirements: A Guide for States, Districts, Schools, Universities and Families”

The Fish Bowl

Lifetime of Learning

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